



Contra Costa County Office of Education

77 Santa Barbara Road, Pleasant Hill, CA 94523 • (925) 942-3388

Lynn Mackey, Superintendent of Schools

EDA 633 - Organizational and Systems Leadership:

Leadership is Everyone's Business

Course Syllabus

Instructor: Adam Clark

Required Texts :

- *Excellence Through Equity: Five Principles of Courageous Leadership to Guide Achievement for Every Student* by Alan Blankstein & Pedro Noguera
- *Learning by Doing*, by Richard DuFour, Rebecca DuFour, Robert Baker, Thomas Many, Mike Mattos
- *The Principal*; by Michael Fullan
- *The Leadership Challenge: Sixth Edition*; By James Kouzes and Barry Posner
- *Rethinking Teacher Supervision and Evaluation: How to Work Smart, Build Collaboration, and Close the Achievement Gap*; Second Edition; by Kim Marshall

Course Description:

This course focuses on organizational management practices that support a safe, healthy educational system that ultimately leads to student success for all. Through an understanding of multiple organizational systems, including fiscal, human resources, facilities management, etc., and the impact that they have on student outcomes, candidates learn the importance of being systems collaborators. Candidates deepen their understanding of the role of a systems thinking leader and how to use day by day and long term strategies to support and enhance teaching and learning and effectively manage change **that supports the success of all students**. As candidates learn to identify institutional biases and discriminatory practices that are found within educational systems, they deepen their understanding of practices that address these inequities in order to achieve equitable learning opportunities **for historically underserved students**.

Essential Question:

- *How do I develop and manage multiple systems to ensure that all resources are aligned in a common goal of high expectations for all students?*

Course Learning Outcomes

- Candidates will understand the interrelationships existing across/within school fiscal, instructional, and operational resources and understand how to identify, align, and optimize these resources for staff and student health, safety, academic learning, and well-being. (CAPEs 1A, 1B, 1C, 3A, 3B, 4B)
- Candidates will understand the complex interactions of all school systems and will take an asset based approach to becoming systems collaborators to optimize resources for school improvement . (CAPEs 1A, 2A, 3A, 3B, 3D, 4B, 5B)
- Candidates will be able to effectively articulate organizational strategies used to achieve stakeholder engagement in the alignment of District/LEA and community resources focused on achieving high standards for all students, **especially those students who have been historically underrepresented.** (CAPEs 1A,1B, 2B, 3A, 3C, 3D, 4A, 5C)
- Candidates will understand how to develop systems and practices of continuous improvement that engage staff and other stakeholders in establishing and monitoring the alignment of organizational processes that lead to student achievement. (CAPEs 1C, 2B, 2D, 3A, 3C, 3D, 4B, 5B)
- Candidates will procure and analyze data to understand and identify site and student needs, to effectively align fiscal, human, materials, and technological resources that support staff and student safety, learning, and well being. (CAPEs 1C, 3B, 3C, 3D, 4B, 5B, 5C)
- Candidates will understand the varying forces behind school budgets and LCAP, school plans, LEA/District goals , prioritizing expenditures to address student outcomes and aligned goals **that support effective programs and practices that address issues of equity.** (CAPEs 1A, 1C, 3A, 3D, 5B, 6A)
- Candidates will understand and learn to identify institutional biases and discriminatory practices that are found within educational systems and will study and reflect upon practices that address these inequities in order to achieve equitable learning opportunities, **with an emphasis on serving marginalized populations.** (CAPEs 2D, 3B, 3C, 3D, 5B, 5C, 6A)
- Candidates will be able to effectively use a variety of communication practices to communicate issues around bias, inequities, and discriminatory practices in order to create a safe, positive, healthy school climate that addresses the needs of its students. (CAPEs 2D,3C,3D, 4B, 5B)
- Candidates will be able to use the principles of reflective, courageous, and professional conversation in accordance with LEA practices and policies to provide timely, unbiased, evidence-based feedback that focuses on improved job performance leading to and fostering

the positive learning environments that impact equitable and inclusive outcomes for students. (CAPEs 2D, 3C, 3D, 4A, 5C)

- Candidates will continue to reflect upon their personal and professional cultural proficiency and will develop their ability to manage change. (CAPEs 1A, 3C, 4A, 5A, 6A)

Course Assignments:

Administrator interviews **from Title 1 schools or schools with achievement gaps**, research on organizational practices, attend a site meeting that entails a budget review, course readings, PLC online project, **scenario based problem solving activities**, in class activities and projects.

Course Readings and Activities:

- ***Excellence Through Equity*, Parts III, IV - Making Organizational Meaning; Ensuring Constancy and Consistency of Purpose**
 - *The Journey Toward Equity and Excellence* by Paul Reville
 - Activity debriefing “The Massachusetts Experience”
- ***The Principal, Chapter 4; Being a Systems Player, Chapter 5: Becoming a Change Agent***
 - Activity using Lyle Kirtman’s seven leadership competencies
- **School Funding**
 - LCAP
 - MTSS
 - English Learner
 - Federal Programs
- ***The Principal, Chapter 4; Being a Systems Player***
 - Organizational chart unpacking
- **Candidates will participate in Inquiry Stations** involving small group activities that deepen understanding of organizational practices/policies that are discriminatory, as well as practices that address systemic inequities. Each station focuses on a policy/practice, such as The Fair Act, IDEA, [The History of Inequality in Education](#), by Amity L. Noltemeyer, Julie Mujic, Caven S. McLoughlin of Sacred Heart University.
- **CAMTSS - Vision of Multi-Tiered Systems of Support**
 - Candidates will participate in a resources analysis of their current school system
- **CA English Learner Roadmap - Principle 3**
 - Resource exploration
- **Operationalizing Your Organization’s Values**
 - Brene Brown Activity

Signature Project:

Candidates will research organizational practices within **their-current– several different school systems** by:

- Interviewing a current school site administrator **from a Title 1 school or a school with an achievement gap**.
- Interviewing a current district level administrator and,
- Participating in a “systems analysis” by “unpacking” their school system from federal to state to county to local resources.

Course Grading:

Candidates will receive a grade of “meets standard” or “does not meet standard”.
75% on a grading rubric is considered “meeting standard”.

Disability Accommodations Statement

The Preliminary Administrative Services Credential (PASC) program staff will make reasonable accommodations for candidates who show a documented disability. It is our goal to ensure that each candidate successfully completes the program requirements . Candidates are encouraged to set up a confidential appointment with their faculty advisor if accommodations are needed.