



EDL530: SCHOOL CULTURE AND EQUITY LEADERSHIP

Credit Hours: 3

Contact Hours: This is a 3-credit course, offered in accelerated format. This means that 16 weeks of material is covered in 8 weeks. The exact number of hours per week that you can expect to spend on each course will vary based upon the weekly coursework, as well as your study style and preferences. You should plan to spend 10-25 hours per week in each course reading material, interacting on the discussion boards, writing papers, completing projects, and doing research.

Faculty Information: Faculty contact information and office hours can be found on the faculty profile page.

COURSE DESCRIPTION AND OUTCOMES

Course Description:

This course introduces the ethical, social, and technical dimensions of current educational leadership practice. Topics include creating an inclusive and welcoming school climate, promoting the overall development of every student, providing instruction that meets the needs of diverse student populations, and fostering a culture that encourages continual improvement. *Prerequisite EDL 500 and co-requisite EDL 510.*

Course Overview:

This course leads learners in creating equitable and rich school cultures where staff, students, and members of the wider school community are engaged and work together to create a dynamic learning environment. The course requires work within an actual school setting and several assignments require collaboration with students, staff, and the mentor principal in that school setting. This makes the learning in this course directly applicable to real work in real schools. Learners in EDL530 should be aware of this direct application and take advantage of it.

Course Learning Outcomes:

1. Validate students' developmental needs in a holistic manner to ensure those needs are met in physical, cognitive, social and emotional health.
2. Create a climate of respect for student diversity.
3. Manage teacher use of data to identify needed improvements.
4. Design new initiatives and monitor their impact on student learning using evidence-based practices.

Colorado Principal Quality Standards Met in This Course:

Principal Quality Standards	Assignment Implementation Evidence Examples
<p>Standard I: <i>Principals demonstrate organizational leadership by strategically developing a vision and mission, leading change, enhancing the capacity of personnel, distributing resources, and aligning systems of communication for continuous school improvement.</i></p>	<p>Examples of artifacts that may be used as evidence of assignment implementation</p> <ol style="list-style-type: none"> 1. Student perceptions 2. Parent/guardian perceptions 3. Stakeholder perceptions 4. Perceptions of other administrators about the principal’s professional performance 5. Evidence of team development 6. Communications plans 7. Unified Improvement Plan 8. Teacher Turnover Rates 9. Supervisor feedback 10. 10. School vision, mission, and goals
<p>ELEMENT D: Shared and Collaborative Leadership Principals create and utilize systems to share leadership and support collaborative efforts throughout the school.</p>	
<p>Standard II: <i>Principals demonstrate inclusive leadership practices that foster a positive school culture and promote safety and equity for all students, staff, and community.</i></p>	
<p>ELEMENT A: Professional School Environment Principals create a professional school environment and foster relationships that promote staff and student success and well-being.</p>	
<p><i>ELEMENT B: Orderly and Safe Environment</i> Principals ensure that the school provides an orderly and supportive environment that fosters a sense of safety and well-being.</p>	
<p>ELEMENT C: Productive and Contributing Environment Principals commit to an inclusive and positive school environment that meets the needs of all students and promotes the preparation of students to live productively and contribute to the diverse cultural contexts of a global society.</p>	
<p>ELEMENT D: Shared and Collaborative Leadership Principals create and utilize systems to share leadership and support collaborative efforts throughout the school.</p>	

<p>ELEMENT E: Engage Parents and Communities Principals design and/or utilize structures and processes which result in family and community engagement and support</p>	
<p align="center">Standard III: <i>Principals demonstrate instructional leadership by aligning curriculum, instruction and assessment, supporting professional learning, conducting observations, providing actionable feedback, and holding staff accountable for student outcomes.</i></p>	
<p>ELEMENT A: Implement Discipline Plan Principals establish, align, and ensure implementation of a district/BOCES plan of instruction, instructional practice, assessments, and use of student data that result in academic growth and achievement for all students.</p>	
<p>ELEMENT D: Accountability for Student Achievement Principals hold all staff accountable for setting and achieving measurable student outcomes.</p>	
<p align="center">Standard IV: <i>Principals demonstrate professionalism through ethical conduct, reflection, and external leadership.</i></p>	
<p>ELEMENT A: Professional Conduct Principals demonstrate high standards for professional conduct.</p>	
<p>ELEMENT C: Partnerships with Community Stakeholders Principals build and sustain productive partnerships with key community stakeholders, including public and private sectors, to promote school improvement, student learning, and student well-being.</p>	

Prompt and consistent attendance in your online courses is essential for your success at CSU-Global Campus. Failure to verify your attendance within the first 7 days of this course may result in your withdrawal. If for some reason you would like to drop a course, please contact your advisor.

Online classes have deadlines, assignments, and participation requirements just like on-campus classes. Budget your time carefully and keep an open line of communication with your instructor. If you are having technical problems, problems with your assignments, or other problems that are impeding your progress, let your instructor know as soon as possible.

COURSE MATERIALS

Required:

Bambrick-Santoyo, P. (2012). *Leverage leadership*. San Francisco, CA: Jossey-Bass ISBN: 9781118138601

Linton, C., & Davis, B. M. (2013). *Equity 101: Culture*. Thousand Oaks, CA: Corwin. ISBN 13: 9781412997317

NOTE: All non-textbook required readings and materials necessary to complete assignments, discussions, and/or supplemental or required exercises are provided within the course itself. Please read through each course module carefully.

COURSE SCHEDULE

Due Dates

The Academic Week at CSU-Global begins on Monday and ends the following Sunday.

- Discussion Boards: The original post must be completed by Thursday at 11:59 p.m. MT and Peer Responses posted by Sunday 11:59 p.m. MT. Late posts may not be awarded points.
- Critical Thinking: Assignments are due Sunday at 11:59 p.m. MT.

WEEKLY READING AND ASSIGNMENT DETAILS

Module 1

Readings

- Chapters 1, 2, *Equity 101: Culture*
- Chapter 5 in *Leverage Leadership*

Discussion (25 points) Your submission should address Standard 2, Element a, b and c and Standard 3, Element d.

Critical Thinking: Equity Lens: Institutional Support of Equity (75 points) Your submission should address Standard 2, Element a, b and c and Standard 3, Element d.

For this week's assignment, you will use this **Equity Lens: Institutional Chart** to analyze the support of equity in your school or school system. Specifically, address the following six concepts related to culture, practice, and leadership in order to identify equity-focused strategies that could drive the skills, programs, instruction, and initiatives your school and/or school system must implement in order to achieve equity:

- **List strategies your institution already USES** to build cultural competency and a positive learning culture.
- **List strategies your institution COULD USE** to build cultural competency and a positive learning culture.

PRACTICE

- **List strategies your institution already USES** to deliver equitable instruction for students.
- **List strategies your institution COULD USE** to deliver equitable instruction for students.

LEADERSHIP

- **List strategies your institution already USES** to develop effective leaderships of equity.
- **List strategies your institution COULD USE** to develop effective leaderships of equity.

Compose your lists in the provided institutional chart and add a 1-2-page reflection that evaluates your own engagement in equity as an educator. Conduct this self-evaluation for all three sections: culture, practice, and leadership.

Submit the Equity Lens: Institutional Chart and reflection as a single Microsoft Word document. Your analysis should be thoughtful and thorough, well written, and formatted according to the CSU-Global Guide to Writing and APA.

Equity Lens: Institutional Chart

Internship Reminder: Don't forget to take some time to sit down with your mentor, review the standard in this syllabus and the Disposition document (from EDL500), and work to identify you 1 standards-based and 1 disposition-focused goal.

Module 2

Readings

- Center for Social and Emotional Education & National Center for Learning and Citizenship at Education Commission of the States. (2014). *The school climate challenge: Narrowing the gap between school climate research and school climate policy, practice guidelines and teacher education policy*. Retrieved from <http://www.schoolclimate.org/climate/documents/school-climate-challenge.pdf>

Discussion (25 points) *Your submission should address Standard 2, Element a, b and c and Standard 3, Element d.*

Critical Thinking: Equitable vs. Inequitable Institutions (75 points) *Your submission should address Standard 2, Element a, b and c and Standard 3, Element d.*

For this week's assignment, you will analyze the degree to which your school is equitable, and the differences between equitable and inequitable institutions.

To start, take the Institutional Equity Poll at the end of Chapter 5 of *Equity 101: The Equity Framework*.

Then, in a 3-4-page analysis based on the results of your Institutional Equity Poll, address the following questions and concepts:

1. Describe your school's culture and if you believe it to be inviting to all students, staff, and visitors—a place where diversity is viewed as an asset. Specifically, detail the school's practices, policies, beliefs, and cultural understandings for students, teachers, *and* leaders.

2. What impact has this had on student achievement?
3. To further highlight the impact you describe, include a summary chart/graph of student achievement data for all subgroups within your school, across grade levels, in at least one content area.

Submit your assignment as a single Microsoft Word document. Your analysis should be thoughtful and thorough, well written, and formatted according to the CSU-Global Guide to Writing and APA.

Module 3

Readings

- Iwasaki, Y., Hopper, T., & Whelan, P. (2017). Insights on inspirational education for "high-risk" youth informed by participatory action research (PAR) on youth engagement: Short communication. *Journal of Education and Training Studies*, 5(1), 152-158. Retrieved from <http://files.eric.ed.gov/fulltext/EJ1124647.pdf>
- Klenowski, V., & Ehrich, L. C. (2016). Transitioning towards ethical leadership: A collaborative investigation of achieving equity in times of high-stakes accountability. *International Studies in Educational Administration (Commonwealth Council for Educational Administration & Management (CCEAM))*, 44(1), 41-54.

Discussion (25 points) Your submission should address Standard 2, Element a, b and c.

Critical Thinking: Developmental Interconnectedness (75 points) Your submission should address Standard 2, Element a, b, c and d and Standard 3, Element d and Standard 4, Element c.

There are several steps in this week's assignment; complete all four before submitting:

Step One: Use this **assignment template** (attached below) to analyze equitable school culture on the personal, institutional, and professional levels for both educators and students, based on how growth and skill development are promoted for every child and in every developmental area—physical, cognitive, social, and emotional health and welfare.

Step Two: Identify any professional gaps that need to be supported by professional learning based on the findings in Step 1.

Step Three: Collaborate with at least one teacher, or group of teachers, around supporting their needs and implementing an approach to professional development that integrates research-based practices to address students' cognitive, physical, social, and emotional health and welfare.

Step Four: Write a professional learning summary that includes the following components:

- A graph/chart of the data that was used to determine the continued professional learning needs
- An explanation of how the educators were included in the decision to identify these specific needs
- A description of the professional learning activities that took place, as well as ongoing, job-embedded, and collaborative professional learning opportunities around this need that *will take place*.
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Submit the cultural analysis template and professional learning summary as a single Microsoft Word document. Your analysis and summary should be thoughtful and thorough, well written, and formatted according to the CSU-Global Guide to Writing and APA.

Module 4

Readings

- Chapter 3 in *Equity 101: Culture*

Discussion (25 points)

Critical Thinking: High Expectations Belief System Plan (75 points) *Your submission should address Standard 2, Element a, b, c and Standard 3, Element d and Standard 4, Element a and c.*

Develop a high-expectations belief system plan (which you will implement in Weeks 7 and 8 in this course; see the Portfolio Project description for details) for how you, as the principal, can create a school environment or *culture* where both teachers and students know that you understand and respect their backgrounds, needs, and skills, and have high expectations for them (i.e., around educator effectiveness and student achievement).

This plan must include how you will specifically create a culture for *both* teachers and students where:

- It is safe to take risks.
- They are motivated to succeed.
- Instruction is differentiated, ongoing, and relevant (for teachers, that would mean job-embedded).
- You listen intently to learn more about their backgrounds, needs, skills, and interests in order to support them.
- Expectations for behavior and learning are made perfectly clear and explicit.
- Communication is differentiated based on the teachers' and students' history, culture, and diversity.
- Teachers and students take responsibility for both their failures and successes.
- Relationships are cultivated and nurtured continually.
- You assess outcomes routinely.

Support your selection of specific ideas with research on leadership effectiveness culture and equity, citing at least five sources. The CSU-Global Library is a great place to find these sources.

Submit your high expectations belief system plan in a Microsoft Word document. Your plan should be thoughtful and thorough, well written, and formatted according to the CSU-Global Guide to Writing and APA.

Module 5

Readings

- Chapter 4 in *Equity 101: Culture*
- Bernhardt, P. E. (2013). The advancement via individual determination (AVID) program: Providing cultural capital and college access to low-income students. *School Community Journal*, 23(1), 203-222. Retrieved from <http://files.eric.ed.gov/fulltext/EJ1004339.pdf>
- Daggett, W. R. (2014). Daggett system for effective instruction: Where research and best practice meet. *International Center for Leadership in Education*. Retrieved from http://www.leadered.com/pdf/Daggett_System_for_Effective_Instruction_2014.pdf

Discussion (25 points) *Your submission should address Standard 2, Element a, b, c and d.*

Critical Thinking: Next Generation Learning (75 points) *Your submission should address Standard 2, Element c and Standard 3, Element a.*

For this week's assignment, you will review these K-12 breakthrough next generation learning models, based on the Next Generation Learning Challenges study called *Breakthrough Models for College Readiness*.

Create a Next Generation learning model for your school that best meets the needs of your students by combining models, adapting a model, or creating your own model using the Next Generation Framework

and the two sections outlined below. Create it in a format that works best for you (e.g., brochure, infographic, or narrative document).

High Expectations for College Readiness: Honoring the enormous potential of all students:

- **Learning Growth:** Meeting students where they are and supporting their growth.
- **College Readiness:** Students meet or exceed college readiness benchmarks.

Personalized Learning Attributes for All Students: Tailoring learning experiences to individual students' needs, skills, and interests:

- **Learner Profiles:** Making students' strengths and weaknesses, motivation, and goals visible to them and their teachers.
- **Personal Learning Paths:** Allowing students' paths through content and skills to vary, while holding outcome expectations high.
- **Competency-based Progression:** Continually assessing learning against clearly defined expectations and goals; advancing students as they demonstrate mastery.
- **Flexible Learning Environment:** Enabling time, space, roles, and instructional modes to flex with the needs of students and teachers.

Your learning model should be thoughtful and thorough, well written, and formatted according to the CSU-Global Guide to Writing and APA.

Module 6

Readings

- Chapter 5 in *Equity 101: Culture*
- Brodersen, R. M., Yanoski, D., Mason, K., Apthorp, H., and Piscatelli, J. (2016). *Overview of selected state policies and supports related to K–12 competency-based education* (REL 2017–249). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Central. Retrieved from <http://files.eric.ed.gov/fulltext/ED572994.pdf>

Discussion (25 points) *Your submission should address Standard 2, Element c.*

Critical Thinking: Culture of Relevancy (75 points) *Your submission should address Standard 2, Element c and d and Standard 3, Element a.*

In this week's assignment, you will build on your Next Generation learning model from Module 5.

Step One: Add specific strategies to your Next Generation learning model to ensure a culture of relevancy using a different color font, so that the strategies added are clearly evident.

Step Two: Since relevancy requires that teachers know their students, design a professional learning opportunity (i.e., a topic, method for how it will be delivered to engage teachers, and resources) that you will provide to your staff to improve their cultural competency, in order to implement successfully one of the relevancy strategies that you added to the Next Generation learning model in Step One.

Submit the Next Generation learning model, with relevancy ideas added and your professional learning plan, as a single Microsoft Word document. Your learning model and plan should be thoughtful and thorough, well written, and formatted according to the CSU-Global Guide to Writing and APA.

Module 7

Readings

- Chapter 6 in *Equity 101: Culture*
- Chapter 6 in *Leverage Leadership*
- Yull, D., Blitz, L. V., Thompson, T., & Murray, C. (2014). Can we talk? Using community-based participatory action research to build family and school partnerships with families of color. *School Community Journal, 24*(2), 9-32. Retrieved from <http://files.eric.ed.gov/fulltext/EJ1048538.pdf>Reading 2

Discussion (25 points) *Your submission should address Standard 2, Element d and Standard 4, Element c.*

Module 8

Readings

- Chapter 7 in *Equity 101: Culture*
- Review Chapter 5 in *Leverage Leadership*

Discussion (25 points) *Your submission should address Standard 2, Element b.*

Portfolio Project: Setting and Attaining High Expectations (350 points) *Your submission should address Standard 2, Element a, b, c, d and e and Standard 4, Element a and c.*

Your Portfolio Project is a culmination of the work you have done throughout this course, as well as an assessment and projection plan for how you will achieve an “accomplished” or “exemplary” score on the Colorado’s Principal Rubric: Quality Standards III: Principals Demonstrate School Culture and Equity Leadership. There are *two* parts to this project. Ensure you complete both parts and submit them together as a *single* Microsoft Word file.

Part 1:

Submit the high expectations belief system plan that you created in Module 4 and added to in Module 7. The Module 7 additions need to be in a different color font, so that those strategies are clearly evident.

The final plan must contain specific details on how you will create a collaborative culture for teachers, students, families, and the community in which:

- It is safe to take risks.
- They are motivated to succeed.
- Instruction is differentiated, ongoing, and relevant (for teachers, that would mean job-embedded).
- You listen intently to learn more about their backgrounds, needs, skills, and interests in order to support them.
- Expectations for behavior and learning are made perfectly clear and explicit.
- Communication is differentiated based on the teachers’ and students’ history, culture, and diversity.
- Teachers and students take responsibility for both their failures and successes.
- Relationships are cultivated and nurtured continually.
- You assess outcomes routinely.

In 3-5 pages, reflect on how the implementation of the ideas associated with this belief system went for each of these stakeholder groups: 1) teachers, 2) students, 3) families, *and* 4) a community member, and how it impacted the school culture. Support your reflection with 3-5 sources. The CSU-Global Library is a great place to find these sources.

Part 2:

Develop a plan for reaching “accomplished” or “exemplary” on the Colorado's Principal Rubric: Quality Standards III: Principals Demonstrate School Culture and Equity Leadership.

Your plan *must* include ideas for accomplishing the items in the numbered list below and be supported with research. The CSU-Global Library is a good place to find sources. Format this document in a way that is “at-a-glance,” and will support your implementation of these standards in your future work as a school principal and guide your future practices (e.g., table with standards on the left and bulleted ideas on the right, or something to that effect).

1. Parents, families, and community members participate in a variety of meaningful school-based activities.
2. Parents, families and community members participate in the decision-making process related to their children’s education.
3. Parents and school staff members collaborate on student learning initiatives.
4. School staff members identify and address the needs of the whole child in a holistic, integrated, and comprehensive manner.
5. School staff members seek the advice of experts who can help address student needs, when necessary.
6. School staff members and the community initiate activities that ensure all students are treated with respect and dignity.
7. Students accept and respect fellow students who are different from them.
8. School staff members recommend activities and initiatives for elimination or scale back.
9. School staff members recommend evidence-based programs, practices, and instructional programs for implementation.

Ideas for implementation of these nine items must be supported by research, with at least one supporting source for each item.

Submit the final 1) high expectations belief system plan, 2) reflection, and 3) plan for reaching “accomplished” or “exemplary” as a single Microsoft Word document for your Portfolio Project. You must cite at least nine sources, but you are welcome to cite more. Your final project should be thoughtful and thorough, well written, and formatted according to the CSU-Global Guide to Writing and APA.

Internship Reminder: Take some time to talk with your mentor about your goals from Week 1 and the Principal Quality Rubric, focusing on Standard 1. Work with your mentor to complete the assessment for EDL500. Be sure to check in with your Internship Coordinator to provide an update and discuss any questions you or your mentor have. Type or upload a reflection on your progress toward the 2 goals you identified during Week 1.

COURSE POLICIES

Grading Scale	
A	95.0 – 100
A-	90.0 – 94.9
B+	86.7 – 89.9
B	83.3 – 86.6
B-	80.0 – 83.2
C+	75.0 – 79.9
C	70.0 – 74.9
D	60.0 – 69.9
F	59.9 or below

Course Grading

20% Discussion Participation
45% Critical Thinking Assignments
35% Final Portfolio Project

IN-CLASSROOM POLICIES

For information on late work and incomplete grade policies, please refer to our [In-Classroom Student Policies and Guidelines](#) or the Academic Catalog for comprehensive documentation of CSU-Global institutional policies.

Academic Integrity

Students must assume responsibility for maintaining honesty in all work submitted for credit and in any other work designated by the instructor of the course. Academic dishonesty includes cheating, fabrication, facilitating academic dishonesty, plagiarism, reusing /re-purposing your own work (see *CSU-Global Guide to Writing and APA Requirements* for percentage of repurposed work that can be used in an assignment), unauthorized possession of academic materials, and unauthorized collaboration. The CSU-Global Library provides information on how students can avoid plagiarism by understanding what it is and how to use the Library and Internet resources.

Citing Sources with APA Style

All students are expected to follow the *CSU-Global Guide to Writing and APA Requirements* when citing in APA (based on the APA Style Manual, 6th edition) for all assignments. For details on CSU-Global APA style, please review the APA resources within the CSU-Global Library under the “APA Guide & Resources” link. A link to this document should also be provided within most assignment descriptions in your course.

Disability Services Statement

CSU-Global is committed to providing reasonable accommodations for all persons with disabilities. Any student with a documented disability requesting academic accommodations should contact the Disability Resource Coordinator at 720-279-0650 and/or email ada@CSUGlobal.edu for additional information to coordinate reasonable accommodations for students with documented disabilities.

Netiquette

Respect the diversity of opinions among the instructor and classmates and engage with them in a courteous, respectful, and professional manner. All posts and classroom communication must be conducted in accordance with the student code of conduct. Think before you push the Send button. Did you say just what you meant? How will the person on the other end read the words?

Maintain an environment free of harassment, stalking, threats, abuse, insults or humiliation toward the instructor and classmates. This includes, but is not limited to, demeaning written or oral comments of an ethnic, religious, age, disability, sexist (or sexual orientation), or racist nature; and the unwanted sexual advances or intimidations by email, or on discussion boards and other postings within or connected to the online classroom. If you have concerns about something that has been said, please let your instructor know.