

EAD 261 SCHOOL LEADERSHIP FOR EQUITY AND IMPROVEMENT

Semester FALL 2021	<i>Master's in Educational Leadership & Administration and PASC Program</i> Department of Educational Leadership California State University, Fresno
School Leadership for Equity & Improvement	Instructor Name
5 Units (75 contact hours)	Office Hours Office Location
Day (Time): Mondays (4:50p-9:50p)	E-Mail
Location: Partnership District Office	Telephone
<p>Contact Information for Department Chair: If there are questions or concerns that you have about this course that you and I are not able to resolve, please feel free to contact the Chair of the department to discuss the matter.</p> <p style="text-align: center;">Dr. Susana Hernandez, Department of Educational Leadership, suhernandez@mail.fresnostate.edu, Office Phone (559) 278-0320</p>	

Health Screening: Students who come to campus for face-to-face classes will be required to complete a daily health screening which will include temperature checks. If you have experienced COVID-19 symptoms and/or have tested positive within the past 10 days; or if you have had close contact (less than 6 feet for longer than 15 minutes while unmasked) with a suspected or confirmed COVID-19 patient within the past 14 days; you are not allowed to come to campus. Please complete the campus [online reporting form](#). A campus official will reply to provide guidance and information.

Safety Measures: Consistent with the Governor's order and updated state public-health guidelines, face masks or cloth face coverings are required to be worn in public spaces on-campus and during in-person classes to reduce possible exposure to COVID-19 and prevent the spread of the virus. Physical distancing must be practiced by maintaining 6 feet of distance between individuals. Good hygiene of hand washing for a minimum of 20 seconds or using hand sanitizer is required. Please avoid touching your face with unclean hands. Disposable face masks will be provided to anyone who arrives to campus without one.

Please see university website for the most updated information:

www.fresnostate.edu/coronavirus

As part of your participation in virtual/online instruction, please remember that the same student conduct rules that are used for in-person classroom instruction also apply for virtual/online classrooms. Students are prohibited from any unauthorized recording, dissemination, or publication of any academic presentation, including any online classroom instruction, for any commercial purpose. In addition, students may not record or use virtual/online instruction in any manner that would violate copyright law. Students are to use all online/virtual instruction exclusively for the educational purpose of the online class in which the instruction is being provided. Students may not re-record any online recordings or post any online recordings on any other format (e.g., electronic, video, social media, audio recording, web page, internet, hard paper copy, etc.) for any purpose without the explicit written permission of the faculty member providing the instruction. Exceptions for disability-related accommodations will be addressed by Student Disability Services working in conjunction with the student and faculty member.

Course description: The course encompasses the development of knowledge and skills essential to education organizational leadership, and specifically to develop equity driven educational leaders who can create equitable school environments conducive to student learning and well-being. This course is designed to build the capacity of future administrators to learn how to analyze data to inform school improvement and promote equity. Candidates engage in an equity gap analysis and develop feasible strategies to impact improved outcomes for student groups that are historically underserved. Through this course, candidates have the opportunity to deepen their understanding of the role of critical consciousness in equitable school leadership.

It is usually expected that students will spend approximately 2 hours of study time outside of class for every one hour in class. Since this is a 4 unit class, you should expect to study an average of 6 hours outside of class each week.

Prerequisites for the course: Program Admission.

REQUIRED COURSE MATERIALS

1. [Buffum, A. G., Mattos, M. W., & Malone, J. \(2018\). *Taking action: A handbook for RTI at work*. Solution Tree Press. ISBN: 9781942496175](#)
2. [Hannigan, J. D., & Hannigan, J. \(2019\). *Building behavior: The educator's guide to evidence-based initiatives*. Corwin Press. ISBN:9781544340081](#)
3. [Skrla, L., McKenzie, K.B., & Scheurich, J. \(2009\). *Using Equity Audits to Create Equitable and Excellent Schools*. Corwin Press. ISBN: 9781412939324](#)
4. [Publication Manual of the American Psychological Association, 7th edition \(2020\). ISBN: 9781433832161](#)
5. [REGISTER FOR CalAPA Leadership Cycle 1 : Analyzing Data to Inform School Improvement and Promote Equity. Access to assessment guidebook and templates with registration on Canvas or through the Pearson/CTC site.](#)

COURSE SPECIFICS

Course goals: Understand, gain knowledge, and build the capacity of future administrators in analyzing data to inform school improvement and promote equity.

Student Learning Outcomes

Develop essential equitable driven leadership skills required to:

- ✓ analyze school-level quantitative data to address gaps in academics or well-being for historically underserved student groups. A
- ✓ collect and analyze qualitative data for a deeper understanding of contributing causes of gaps determined from quantitative analysis. C
- ✓ investigate a single case study problem based on the determined historically underserved student group. I
- ✓ draw conclusions regarding institutional or structural barriers as factors to address in remedying the single case study problem. D
- ✓ articulation of a problem statement based on identified gaps in academics or well-being for historically underserved student groups with clarity of why it is important to solve the problem. A
- ✓ develop a logical argument for feasible strategies anchored in asset-based thinking that are within the scope of control of the school, its personnel, and its resources to solve the problem. D
- ✓ application of appropriate research that relates to the identified strategies and demonstrates that such strategies have been documented in the related literature as viable solutions to the existing problem A
- ✓ evaluate and confirm selected strategies have been documented in the literature as methods to improve outcomes in the related area for the identified student group. E

Course Requirements and Competency Tasks (CT):

1. CT 1 – EQUITY AUDIT (STEP 1–INVESTIGATE & FIELDWORK) 25%

CAPE Standards: 1A, 1C, 3B, 3C

Evidence/Direct Measure:

- Data Tables and Written Narrative: Investigate - CalAPA Rubrics 1.1-1.3

2. CT 2 – MULTI-TIERED SYSTEM OF SUPPORTS (STEP 2–PLAN) 25%

CAPE Standards: 1A, 1C, 2A, 3C, 5B

Evidence/Direct Measure:

- Written Narrative: Plan - CalAPA Rubrics 1.4-1.5

3. CT 3 – SCHOOL IMPROVEMENT (STEP 3–ACT & FIELDWORK) 25%

CAPE Standards: 1A, 1B, 1C, 2A, 3C, 5B, 5C, 6A, 6B

Evidence/Direct Measure:

- Written Narrative: Act - CalAPA Rubrics 1.6-1.7

4. CT 4 – EQUITY DRIVEN LEADERSHIP (STEP 4–REFLECT & FIELDWORK) 25%

CAPE Standards: 5A, 5B, 6A

Evidence/Direct Measure:

- Written Narrative: Reflect– CalAPA Rubric 1.8

**Mastery of the four competency tasks include student class participation and active engagement in all assignments, readings, activities that culminate into the submission of each competency task.*

Instruction for significant assignments: Further detail found after the Tentative Course Schedule

ASSIGNMENT AND EXAMINATION SCHEDULE: FURTHER DETAIL FOUND WITHIN THE TENTATIVE COURSE SCHEDULE

CAPE Matrix by COURSE

(I=Introduce; P=Practice; A=Assessed)

<u><i>California Administrator Performance Expectations (CAPEs)</i></u>		<i>EAD 261</i>	<i>EAD 271</i>	<i>EAD 262</i>	<i>EAD 272</i>	<i>EAD 263</i>	<i>EAD 273</i>
Development & Implementation of a Shared Vision	<i>1A: Develop Student-Centered Vision of Teaching & Learning</i>	I, P, A	I, A		P, A	P, A	P, A
	<i>1B: Develop Shared Vision and Community Commitment</i>	I, P, A	I, A	P, A	P, A	P, A	P, A
	<i>1C: Implementing the Vision</i>	I, P, A	I, A	P, A	P, A	P, A	P, A

Instructional Leadership	<i>2A: Personal and Professional Learning</i>	I, P, A	I, A	I, P, A	P, A	P, A	P, A
	<i>2B: Promoting Effective Curriculum, Instruction and Assessment</i>		I, A	I, P, A	P, A	P, A	A
	<i>2C: Supporting Teachers to Improve Practice</i>		I, A	I, P, A	P, A	P, A	A
	<i>2D: Feedback on Instruction</i>		I, A	I, P, A	P, A	P, A	A
Management & Learning Environment	<i>3A: Operations and Resource Management</i>	I	I, A		P, A	P, A	P, A
	<i>3B: Managing Organizational Systems and Human Resources</i>	I, P, A	I, A		P, A	P, A	P, A
	<i>3C: School Climate</i>	I, P, A	I, A	P, A	P, A	P, A	P, A
	<i>3D: Managing the School Budget and Personnel</i>		I, A		P, A	I	I, P, A
Family & Community Engagement	<i>4A: Parent and Family Engagement</i>		I, A		P, A		P, A
	<i>4B: Community Involvement</i>		I, A		P, A		P, A
Ethics & Integrity	<i>5A: Reflective Practice</i>	I, P, A	I, A	P, A	P, A	P, A	P, A
	<i>5B: Ethical Decision-Making</i>	I, P, A	I, A	I, P, A	P, A	P, A	P, A
	<i>5C: Ethical Action</i>	I, P, A	I, A	P, A	P, A	P, A	P, A
External Context & Policy	<i>6A: Understanding and Communicating Policy</i>	I, P, A	I, A		P, A	P, A	P, A
	<i>6B: Represent/Promoting the School</i>	I, P, A	I, A		P, A	P, A	P, A

Grading Policy:

A (100 - 90%) = Outstanding achievement; exceeds expectations

B (89 - 80%) = Graduate quality; meets expectations

C (79 - 70%) = Below expectations

F (69 - 0%) = Does not meet program requirements

Grading criteria and scoring rubrics are available for Competency Tasks. It is recommended that Candidates review grading criteria and rubrics prior to completing and submitting assignments.

- The Candidate must earn 80% on every competency task along with meeting participation, active engagement, readings, and class activities to earn a grade of “B” (graduate quality, meets expectation) in the course.
- The candidate will be required to correct/re-do and resubmit any assignment or earn receiving less than 80% of total points possible.
- Should a candidate choose not to redo and resubmit a required competency task, the candidate will earn a final grade of “C” or below. A candidate will not be recommended for a Preliminary Administrative Services Credential until the candidate has achieved at a competent level on each required competency task.

Instructions for significant assignments: Performance assessments will be used with reading, modules, videos, narrative and reflection. All details will be provided in Canvas.

Additional Assignments: Course assignments are not limited to the aforementioned tasks may include presentations, scenarios, snapshots, role-playing and other assignments designed to provide practice of leadership skills, such as data analysis, reflection, planning, problem solving and decision making.

COURSE POLICIES & SAFETY ISSUES

Intellectual Property

As part of your participation in virtual/online instruction, please remember that the same student conduct rules that are used for in-person classrooms instruction also apply for virtual/online classrooms. Students are prohibited from any unauthorized recording, dissemination, or publication of any academic presentation, including any online classroom instruction, for any commercial purpose. In addition, students may not record or use virtual/online instruction in any manner that would violate copyright law. Students are to use all online/virtual instruction exclusively for the educational purpose of the online class in which the instruction is being provided. Students may not re-record any online recordings or post any online recordings on any other format (e.g., electronic, video, social media, audio recording, web page, internet, hard paper copy, etc.) for any purpose without the explicit written permission of the faculty member providing the instruction. *Exceptions for disability-related accommodations will be addressed by Services for Students with Disabilities (SSD) working in conjunction with the student and faculty member.*

Diversity Statement: The CSU Fresno student body is one of the most diverse in the nation and proudly reflects the population of the Central Valley of California. The university serves a region with over ninety separate and identifiable ethnic and racial groups. Our students come with a variety of backgrounds, expectations, and levels of preparation. Many are first-generation college

students. Many students work either full or part-time in addition to attending the university. Some students have learned English as a second language, and a cluster are international students. The University draws most of its students from the metropolitan area and the surrounding communities in Fresno, Madera, Mariposa, Kings and Tulare counties. In order to serve the needs of this large region, classes are held on the main campus, at off-campus locations. To accommodate student needs and serve the rural locations classes are also taught either partially or fully online.

The California State University does not discriminate on the basis of race, color, national origin, sex, age, veteran status, marital status, religion, sexual orientation, or disability. The university supports an academic and work environment that protects dignity and promotes the mutual respect of faculty, staff, and students. In the P12 Educational Leadership department diversity is a celebrated component of our program, and is respected, shared and celebrated in our work with each other and is reflected in our work products.

Expectations for understanding Diversity, Equity, and Inclusion (DEI): The definitions listed below can be credited to UC Berkeley Center for Equity, Inclusion, and Diversity and the University of Houston’s Center for Diversity and Inclusion. These definitions are by no means exhaustive. Rather, they are meant to provide a foundational knowledge in the areas of diversity, equity, and inclusion. It is also easier to embrace something when we understand it.

- **Diversity:** Includes but is not limited to race, color, ethnicity, nationality, religion, socioeconomic status, veteran status, education, marital status, language, age, gender, gender expression, gender identity, sexual orientation, mental or physical ability, genetic information, and learning styles.
- **Equity:** The guarantee of fair treatment, access, opportunity, and advancement for all while striving to identify and eliminate barriers that have prevented the full participation of some groups. The principle of equity acknowledges that there are historically under-served and under-represented populations and that fairness regarding these unbalanced conditions is needed to assist equality in the provision of effective opportunities to all groups.
- **Inclusion:** Authentically bringing traditionally excluded individuals and/or groups into processes, activities, and decision/policy making in a way that shares power and ensures equal access to opportunities and resources. Diversity advocate Verna Myers coined the phrase “Diversity is being invited to the party. Inclusion is being asked to dance.”

Expectations for student attendance: Per [APM 232](#), a student’s first responsibility is to attend class and learn. Hence, the University expects students to attend all classes for which they are enrolled. Accommodations for expected absences due to University-sponsored activities will be made on a case-by-case basis with written communication provided to the instructor at least a week prior to the event including documentation of formal University involvement or representation in the event. Other types of class attendance conflicts due to full-time employment with the partnership district in contractual events (i.e, formal IEPs and 504 meetings, expulsion hearings, Back-to-School Night) will be considered per the partnership MOU in the same way as a

University-sponsored activity. This does not include extra-curricular participation such as, but not limited to, sports coaching or club contracts, which may not be excused.

In the case of an short-term, unexpected absence due to a serious and compelling reasons (i.e., illness, bereavement, sudden lack of transportation or situation at full-time employment), contact the instructor as soon as possible and provide appropriate documentation to support the reason for the unintended absence.

When a student is absent for an extended time period (over a week of classes), other actions such as considerations for an Incomplete Contract, dropping the class or withdrawing from the University for serious and compelling reasons may be appropriate. Students should consult the program coordinator and department chair before making drastic decisions like these.

Late work and make-up work policy: Late work is considered unacceptable in general as concepts and skills build upon one another through the sequence of the course. It is also understood, however, that life and work circumstances unexpectedly arise which can impede timelines to complete assignments. Please communicate with the instructor as soon as situations occur regarding timely completion of course assignments as arrangements may be made depending on the nature of the assignment. Late assignments, however, may receive a deduction of one letter grade for each week beyond the due date it is received. Makeup work in the form of revisions to assignments resubmitted for higher grades may be accommodated on a case-by-case basis per instructor request or student written appeal with reasonable justification for learning and program progress as previously noted in grading policies.

In cases of instructor approved expected, planned absences, arrangements will be made on an individual basis to submit work prior to or immediately following the absence, as appropriate per the missed class time.

In cases of unexpected, short-term absences communicated to the instructor with appropriate documentation, the instructor will make every reasonable effort to accommodate the student via suitable make up work or another mutually agreed upon arrangement as appropriate per the missed class time. Understand that make-up work for over a week of missed classes may not be feasible and the late work policy will be enforced.

Plagiarism Detection: The campus subscribes to Turnitin, a plagiarism prevention service, through Canvas. You will need to submit written assignments to Turnitin. Student work will be used for plagiarism detection and for no other purpose. The student may indicate in writing to the instructor that he/she refuses to participate in the plagiarism detection process, in which case the instructor can use other electronic means to verify the originality of their work. **Turnitin Originality Reports WILL be available for your viewing.**

UNIVERSITY POLICIES

Students with Disabilities: Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in the Henry Madden Library, Room 1202 (278-2811).

The following University policies can be found at:

- [Adding and Dropping Classes](#)
- [Cheating and Plagiarism](#)
- [Computers](#)
- [Copyright Policy](#)
- [Disruptive Classroom Behavior](#)
- [Honor Code](#)
- [Students with Disabilities](#)
- [Title IX](#)

UNIVERSITY SERVICES

The following University services can be found at:

- [Associated Students, Inc.](#)
- [Dream Success Center](#)
- [Learning Center Information](#)
- [Student Health and Counseling Center](#)
- [Writing Center](#)
- [Graduate Writing Studio](#)
- [Graduate Statistics Studio](#)
- [Division of Research and Graduate Studies Handbook](#)

SUBJECT TO CHANGE STATEMENT: THIS SYLLABUS AND SCHEDULE ARE SUBJECT TO CHANGE IN THE EVENT OF EXTENUATING CIRCUMSTANCES.

TENTATIVE COURSE SCHEDULE AND ASSIGNMENT CALENDAR

Fall 2021

Mondays (Weekly)

Week	Date	Topic	Reading and Other Assignments
1	Mon. 8/23/21 4:50-9:50p	Vision, mission, and/or goals & California State Indicators	Assigned Canvas readings and chapters 1-2 in Equity Audits book.

2	Mon. 8/30/21 4:50-9:50p	Quantitative and Qualitative Data Analysis	Assigned Canvas readings and chapter 8 in Building Behavior book. CT #1 Fieldwork Completed by Monday 9/13/21 @ 4:50p
3	Mon., 9/6/21 NO CLASS	HOLIDAY – Labor Day	
4	Mon. 9/13/21 4:50-9:50p	Equity Gap Analysis	Assigned Canvas readings, chapters 3-4 in Equity Audits book, and chapter 1 in Building Behavior book. CT 1: Equity Audit (Investigate) Draft DUE 9/20/21 @ 4:50p
5	Mon. 9/20/21 4:50-9:50p	Equity Gap Analysis	Assigned Canvas reading, chapters 5-6 in Equity Audits book, and chapters 1-2 in Taking Action book. CT 1: Equity Audit (Investigate) FINAL DUE 9/27/21 @ 4:50p
6	Mon. 9/27/21 4:50-9:50p	Multi-Tiered System of Supports	Assigned Canvas readings and chapters 3-5 in Taking Action.
7	Mon. 10/4/21 4:50-9:50p	Improvement Science	Assigned Canvas readings and chapter 8 review in Building Behavior book.
8	Mon. 10/11/21 4:50-9:50p	Institutional and Structural Contributing Factors	Assigned Canvas readings. CT 2: MTSS (plan), Part 1 Draft DUE MON 10/18/21 @ 4:50p
9	Mon. 10/18/21 4:50-9:50p	Precise Problem Statement	Assigned Canvas readings. CT 2: MTSS (Plan), All Parts FINAL due 10/25/21 @ 4:50p
10	Mon. 10/25/21 4:50-9:50p	Potential Evidenced Based Strategies	Assigned Canvas readings, revisit chapters in Taking Action and Building Behavior books.
11	Mon. 11/1/21 4:50-9:50p	Targeted Stakeholder Feedback Methods	Assigned Canvas readings. CT 3 Fieldwork (Stakeholder Interview) Completed by Monday 2/22/21 @ 4:50p
12	Mon. 11/8/21 4:50-9:50p	Adjustment Based on Stakeholder Feedback	Assigned Canvas readings. CT 3: School Improvement, ACT Draft DUE 11/15/21 @ 4:50p
13	Mon. 11/15/21 4:50-9:50p	Application of Stakeholder Feedback	Assigned Canvas readings. CT 3: School Improvement, ACT FINAL DUE 11/22/21 @ 4:50p
14	Mon. 11/22/21 4:50-9:50p	Equity Driven Leadership	Assigned Canvas readings.
15	Mon. 11/29/21 4:50-9:50p	Reflection Processes	Assigned Canvas readings. CT 4: Reflection as Equity Driven Leader for School Improvement FINAL DUE 12/13 @ 4:30p

16	Mon. 12/6/21 4:50-9:50p	Leadership Capacity	Assigned Canvas readings.
17	Mon. 12/13/21 4:50-9:50p	Final: Bringing it All Together	

COMPETENCY TASK #1

Equity Audit (Investigate)

(Fieldwork)

CAPE Standards 1A, AC, 3B, 3C

DUE: See Course Schedule and Assignment Calendar for Dates

Description:

Choose a California state indicator of interest (i.e., chronic absenteeism, suspension rate, English learner progress, graduation rate, academic performance, college/career readiness). Collect related quantitative data for this indicator for the school across three years (i.e., previous year, two years ago, and three years ago). Identify and select a specific group of students to further investigate (e.g., female English learners). Identify and collect three sources of qualitative data to further investigate the equity issues for this student group. Based on your data analyses, conduct an equity gap analysis for the student group.

- School Vision, Mission, and/or Goals
- Initial Data Collection
- Extended Data Collection
- Equity Gap Analysis

Evidence/Direct Measure:

- Data Tables and Written Narrative/Rubrics in Canvas

COMPETENCY TASK #2

Multi-Tiered System of Supports (Plan)

CAPE Standards 1A, 1C, 2A, 3C, 5B

DUE: See Course Schedule and Assignment Calendar for Dates

Description

1. Institutional/Structural Factors

Based on your equity gap analysis, determine potential contributing factors (institutional and/or structural) influencing the equity gap you have identified for the group of students.

2. Problem Statement to Address Student Group Area of Need

Based on your equity gap analysis and potential contributing factors you have determined for the group of students:

- identify a related educational area of need at the school, and:
- develop a problem statement.

Evidence/Direct Measure:

- Written Narrative/Rubrics in Canvas

COMPETENCY TASK #3

School Improvement (Act)

(Fieldwork)

CAPE Standards 1A, 1B, 1C, 2A, 3C, 5B, 5C 6A, 6B

DUE: See Course Schedule and Assignment Calendar for Dates

Description

Planning for School Improvement and Promoting Equity (from Template)

1. Based on the problem statement and identified area of educational need, develop potential strategies for equitable student and school improvement.
2. Solicit targeted feedback from a key stakeholder(s) regarding the feasibility of your potential strategies to address the single equity gap for a group of students.
3. Explain how you would adapt your potential strategies for equitable student and school improvement based on the targeted feedback you received.

Evidence/Direct Measure:

- Written Narrative/Rubrics in Canvas
-

COMPETENCY TASK #4

Equity Driven Leadership (Reflect)

CAPE Standards 5B, 6A

DUE: See Course Schedule and Assignment Calendar for Dates

Description

Reflect on your work in Leadership Cycle 1 in terms of your leadership capacity to identify potential contributing factors and strategies to address a single equity gap for a group of students at the school, and reflect on what strengths you would like to further develop in this area of equitable leadership.

Evidence/Direct Measure:

- Written Narrative/Rubrics in Canvas