

 FLORIDA ATLANTIC UNIVERSITY	COURSE CHANGE REQUEST Graduate Programs		UGPC Approval _____ UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner _____ Catalog _____
	Department Educational Leadership and Research Methodology College Education		
Current Course Prefix and Number EDA6191		Current Course Title Leadership for Social Justice	
<i>Syllabus must be attached for ANY changes to current course details. See <u>Guidelines</u>. Please consult and list departments that may be affected by the changes; attach documentation.</i>			
Change title to: Change prefix From: To: Change course number From: To: Change credits* From: To: Change grading From: To: Academic Service Learning (ASL) ** Add <input type="checkbox"/> Remove <input type="checkbox"/>		Change description to: Change prerequisites/minimum grades to: Change corequisites to: Remove co-requisite Change registration controls to:	
* Review <u>Provost Memorandum</u> ** Academic Service Learning statement must be indicated in syllabus and approval attached to this form.		Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade.	
Effective Term/Year for Changes: Spring 2023		Terminate course? Effective Term/Year for Termination:	
Faculty Contact/Email/Phone Dr. Daniel Reyes-Guerra			
Approved by Department Chair _____ College Curriculum Chair <u>Paul R. Peluso</u> College Dean _____ UGPC Chair _____ UGC Chair _____ Graduate College Dean _____ UFS President _____ Provost _____		Date _____ 5/11/22 9/30/2022 10/3/2022 _____ _____ _____ _____ _____	

Email this form and syllabus to UGPC@fau.edu 10 days before the UGPC meeting.



COURSE NUMBER: EDA6191

COURSE TITLE: Leadership for Social Justice

CATALOG DESCRIPTION

This course helps prepare future school leaders to examine their personal as well as their organizations' values and practices in regards to the diverse student population which they serve. Through a variety of cognitive, meta-cognitive and affective learning experiences, students will be challenged to evaluate and address injustices within their professional setting and take positive steps towards reform. In addition to advocating for student voice through awareness and action that names the social, political and economic injustices and promotes an inclusive environment that is equitable and culturally relevant for students and communities their schools serve.

INSTRUCTOR INFORMATION

COURSE INFORMATION/LOGISTICS

REQUIRED TEXTS/MATERIALS

Smith, D., Frey, N., Pumpian, I., & Fisher, D. (2017). *Building Equity: Policies and Practices to Empower All Learners*. ASCD.

Professor will assign additional articles and reports relevant to specific modules

RECOMMENDED TEXT/MATERIALS

Baily, S., & Katradis, M. (2016). "Pretty Much Fear!!" Rationalizing Teacher (Dis) Engagement in Social Justice Education. *Equity & Excellence in Education*, 49(2), 215-227.

Brown, K. M. (2004). Assessing preservice leaders' beliefs, attitudes, and values regarding issues of diversity, social justice, and equity: A review of existing measures. *Equity & Excellence in Education*, 37(4), 332-342.

Cambron-McCabe, N., & McCarthy, M. M. (2005). Educating school leaders for social justice. *Educational Policy*, 19(1), 201-222.

Fraser, N. (2000). Rethinking recognition. *New left review*, 3, 107.

Lazar, A. (2013). Degrees toward social justice teaching: Examining the dispositions of three urban early-career teachers. *The Urban Review*, 45(5), 701-727.

Muhammad, A. (2015). *Overcoming the achievement gap trap: liberating mindsets to effect change*. Solution Tree Press.

REQUIRED WEBSITES AND ELECTRONIC SOURCES

ASCD SmartBrief: In addition to the required texts above, students must be subscribed on-line to the *ASCD Smartbrief* (<http://www.smartbrief.com/ascd/>) which is a daily service providing summaries and links to major education stories on curriculum, professional development, leadership, emerging technologies, policy, and news from the field.

myfau: To find out your FAUNet ID go to <http://accounts.fau.edu> (Enter your social security number and PIN). Your initial password for your account is your PIN (PIN by default is set to 2 zeros followed by the 2-digit-day and 2-digit year of birth). You are expected to check your email on a regular basis.

Library Information: All students are expected to have online access to the University Library. Through the FAU Libraries, you can access full-text articles from hundreds of electronic journals. Go to the FAU Libraries home page and click on Off-site connect (EZ Proxy). For an introduction, go to: <http://www.library.fau.edu.ezproxy.fau.edu/depts/ref/start.htm>. You can access the Libraries using your FAU NetID and Password.

Canvas: This course is assisted electronically by Canvas which is found at: <http://canvas.fau.edu>. To access Canvas, use your student username which is your FAUNet ID. To find out your FAUNet ID go to <http://accounts.fau.edu> (Enter your social security number and PIN). Your initial password for Canvas is your PIN (PIN by default is set to 2 zeros followed by the 2-digit-day and 2-digit year of birth). You are expected to check your email and Canvas on a regular basis. All course materials, readings, assignments, and other information is available to students on Canvas <http://canvas.fau.edu>.

LiveText: Students in this course are required by the College of Education to have an active LiveText account to track mastery of programs skills, competencies and critical assignments and to meet program and college accreditation requirements. Students must have an account one week before the first meeting of the class. Students who do not have an active LiveText account may have an academic hold placed on their record. Information regarding account activation is provided on the College of Education website, <http://coe.fau.edu/students/livetext/>

APA Writing/Citing Style Requirements: Every assignment in this course is expected to be completed by using the APA style unless otherwise indicated by the instructor. Failure to employ the APA style may lead to grade deduction or assignment repudiation. Please visit <http://www.apastyle.org/> for tutorials and more information about complete guides.

BCPS Social Justice Initiative: Young Voices Matter: This open access, free website provides supplemental materials about issues of Social Justice, Equity and Diversity in the k-12 settings. <http://youngvoicesmatter.net/>

STANDARDS & GUIDELINES USED FOR DEVELOPING COURSE OBJECTIVES

Florida Educational Leadership Exam (FELE):

1.3.3, 1.4.1, 1.4.2, 1.4.3, 2.1.1, 2.3.1, 2.4.1, 2.4.4, 3.1.1, 3.1.2, 3.1.4, 3.2.2, 3.2.3, 3.5.1, 3.5.2, 3.5.3.

Florida Principal Leadership Standards (FPLS):

1.2.b, 1.2.c, 1.2.d, 2.3.d, 2.4.e, 2.5.a, 2.5.b, 2.5.c, 2.5.d, 2.5.f, 3.6.c, 3.6.e, 3.7.b, 3.8.a, 3.9.a, 3.9.b, 3.9.c, 3.9.d, 4.10.a, 4.10.b, 4.10.c, 4.10.d, 4.10.e, 4.11.f.

THE CONCEPTUAL FRAMEWORK

OUR MISSION

The IDEAL School Leaders' Master's Degree Program develops, implements, and improves the professional learning of school leaders to provide the best public and private education for students, families, and the community.

VISION

We will be widely recognized as a leading school leadership professional learning program locally, nationally, and internationally, developing the strongest school leaders and leadership teams to lead and transform schools into model learning organizations.

SCHOOL LEADER PROFILE – CORE VALUES AND BELIEFS

We believe that the following descriptions, values, and beliefs will enable school leaders and those they influence to be fulfilled in their own personal ambitions, to be productive contributors to the economy, and to be democratic citizens for a vibrant national community. Our commitment to the public good is what makes school leadership different conceptually and in practice from other organizations and governmental agencies.

We believe that our purpose is to prepare leaders to create a healthy, sustainable, and regenerative society for present and future generations.

- **Leader of Leaders and Learning**– school leaders who are committed to a vision of leadership that is instructional, collaborative, distributed, data-informed, research-based, ethical, entrepreneurial, developmental, complementary, innovative, and courageous. They understand that leadership is most effective when it is shared and focused on developing leadership capacity within schools and school systems. They are lead learners whose leadership requires the ability to use pedagogy and andragogy in facilitating the learning of everyone in the school and its community.
- **Reflective Practitioners** – school leaders who are reflective practitioners with a world view to create dynamic learning environments as well as organizational and operational systems where everyone engages in ongoing reflective and critical inquiry to inform action. They accept critical feedback to develop the personal insight necessary to increase their leadership attributes and skills. They are strategic and systems thinkers with a growth mindset.
- **Transformative Decision-Makers** – school leaders who recognize that their leadership is a transformative and political process to bring about positive change in the pursuit of a better society and world. They understand and demonstrate the capability to evaluate the moral and legal consequences of decisions and make their choices based on the goal of maximizing student learning through the values of social justice and democratic community.
- **Relationship Builders** – school leaders who are adept at building positive relationships. They are culturally competent leaders who treat each individual with civility, empathy,

respect, and forthrightness while holding high expectations for everyone who contributes to the learning organization they strive to consistently improve. They build external relationships with families, community members, and community organizations to strengthen the school programs they lead.

- **Visionaries with High Expectations** - school leaders who communicate and create a shared vision that inspires high expectations for their own performance, as well as for the performance of all others in the school. They embrace accountability and give feedback as tools for continuous improvement while remaining focused on student learning as a priority. They are passionate leaders who persevere and challenge the status quo.

Department of Educational Leadership and Research Methodology

As educational leaders, we believe that leaders who possess a world view make a significant difference in their own performance and that of their organizations when that view is applied locally to shape policy, programs, and practice. We will strive to prepare and support educational leaders who: (a) create dynamic learning environments where people engage in ongoing reflective and critical self-inquiry as a prelude to action; (b) recognize that educational leadership is a transformative and political process to bring about positive change; (c) create high-performing, results-oriented organizations; and (d) engage their organizations and communities in the pursuit of a better world.

As a community of scholars, we value the discovery, investigation and application of research methodologies, traditional and innovative. We support student and faculty inquiry: rigorous interdisciplinary research leading to theory-building and enhancement of teaching, learning, and the practice of leadership. We will foster engagement with schools, colleges and universities, governmental and community organizations, public and private.

As ethical and informed leaders, we value leadership that is socially responsible, upholds high ethical standards, and embraces diversity of ideas and individuals. We believe in creating a collegial community where all members are expected to treat each individual with civility, empathy, respect, fairness, and forthrightness. We believe that our purpose is to prepare aspiring leaders to create a healthy, sustainable and regenerative society for present and future generations.

As a community of learners, we believe that lifelong learning for faculty and students is the basic foundation for and the essential outcome of our Educational Leadership program. We will strive to preserve and strengthen an equitable, stimulating, and productive learning community in which faculty and students collaboratively engage in active learning and inquiry and invest in one another's growth and development. We will seek to prepare educational leaders who are skilled in developing vigorous learning communities in their workplaces.

COURSE CONNECTION TO CONCEPTUAL FRAMEWORK

As ethical and informed leaders we value leadership that celebrates diversity and fosters a socially just school culture. This course helps prepare future school leaders to examine their personal as well as their organizations' values and practices in regards to the diverse student population which they serve. Through a variety of cognitive, meta-cognitive and affective learning experiences, students will be challenged to evaluate and address injustices within their professional setting and take positive steps towards reform.

OVERARCHING GOALS & COMPETENCIES

Curriculum Goals: Students will be able to:

1. Reflect on leadership improvement and decision-making strategies for improved student learning.
2. Synthesize the concepts learned in the course and reflect on the impact they have on their learning and leadership growth.
2. Articulate the interconnection of organizational systems relevant to the context of the course concepts, and the processes needed to support student and adult learning.
3. Formulate social justice, equity, and bias in the context of course concepts.
4. Examine the change process and its impact on school improvement relevant to the context of the course concepts and the systems needed to support student and adult learning.

Competencies: Program graduates shape their schools and communities' present and future through their demonstrated capacity to:

1. Demonstrate continuous personal leadership growth through reflective practice.
2. Demonstrate the leadership expertise and decision-making strategies needed to improve authentic student and adult learning, and foster a dynamic, purposeful learning organization.
3. Model the principles of - and advocate for - social justice, equity, and inclusion in their schools and communities.
4. Effectively lead and manage the interconnected organizational systems, processes, and people needed to support authentic student and adult learning, and a dynamic, purposeful community.
5. Design, implement, and sustain change processes that ensure school improvement initiatives support authentic student and adult learning.

COURSE OBJECTIVES

The learners will:

- 1 Explain the role of leadership in advocating for and providing an inclusive environment and openness to learn about societal and school system injustices. (CO: 1)
- 2 Identify the role of the leader in providing an inclusive learning environment with high expectations and a commitment to the success of all students by engaging in professional learning to improve practice, and willing to learn from errors, following the Code of Ethics and Principles of Professional Conduct. (CO: 2)
- 3 Describe principle social justice concepts and relevant terminology. (CO: 3)
- 4 Create a comprehensive plan for promoting Social Justice intended to ensure continuous improvement. (CO: 4)
- 5 Provide appropriate and research based theoretical foundations and instructional leadership strategies to address improved instruction aligned with the needs of the students, including cultural needs and differentiated instruction. (CO: 5)
- 6 Explain the interconnection of inclusive systems and apply multiple lenses, frameworks, and perspectives for effective continuous improvement. (CO: 6)

- 7 Analyze and critique organizational and operating systems in their school. (CO: 7)
- 8 Reflect on leadership improvement and decision-making strategies for improved student learning. Compare and contrast theory and practice. (CO: 8)
- 9 Analyze student demographic and learning data from a variety of sources to determine instructional strengths and achievement gaps that indicate the specific needs of student subgroups. (CO: 9)
- 10 Apply multiple frameworks, lenses, and perspectives for effective continuous improvement of school organizational systems to support student and adult learning. (CO: 10)
- 11 Develop the analysis of organizational systems. (CO: 11)
- 12 Apply a Social Justice frame to Human Resource development and equitable distribution of all resources. (CO: 12)
- 13 Create a comprehensive plan intended to ensure continuous improvement of selected organizational systems. (CO: 13)
- 14 Develop and present the Part 3: Analysis of organizational systems to support student Learning to the school administration for review and school-wide adoption. (CO: 14)
- 15 Apply evidence-based frameworks for the continuous improvement of socially just school organization systems designed to support each student's learning. (CO: 15)
- 16 Create a comprehensive plan intended to ensure leadership for social justice. (CO: 16)

CO = Course Objective

CONTENT OUTLINE

The following section lists the course topics, divided into modules (class meetings), with their standards, learning goals, and objectives. This is a brief overview of each module.

Title of Course: Leadership for Social Justice	
Module: 1 of 6	Module Theme: Understanding Social Justice and the Role of the School Leader (unpacking identity, diversity and justice)
Standards for this Module Florida Educational Leadership Exam (FELE) 1.4.1, 2.4.1, 2.4.4, 3.2.2, Florida Principal Leadership Standards (FPLS) 1.2.b, 1.2.c, 2.5.a, 2.5.b, 2.5.c, 2.5.d, 2.5.f, 3.9.a, 4.10.a, 4.10.b, 4.10.c, 4.10.e, 4.10.f	
Learning Goals/Objectives for this Module Future leaders will:	
<ol style="list-style-type: none"> 1. Analyze your own bias, and identity lived experiences related to social justice. (CO: 3, 6, 8) 2. Compare and contrast how these experiences inform your practice as a school leader who strives to become an agent of change. (CO: 1, 2, 8, 12) 3. Examine and critique societal and school systemic injustices (CO: 1, 9, 10, 12, 13, 14). 4. Conceptualize the role of leadership in advocating for and providing an inclusive environment (CO: 1, 2, 6, 12, 13, 14, 15, 16) 5. Discuss the role of the leader in promoting high expectations and a commitment to the success of all students. (CO: 2, 5, 8, 9, 10, 14, 15) 	

6. Foster professional learning to improve practice, and learn from errors, following the Code of Ethics and Principles of Professional Conduct. (CO: 2)
7. Discuss the principles of social justice concepts and relevant terminology. (CO: 3)
8. Examine different approaches and concrete strategies and tools for leading social justice work and affecting change. (CO: 5, 8, 14, 15, 16)
9. Conceptualize a comprehensive and sustainable plan for promoting social justice (CO: 4, 13, 16)

Title of Course: Leadership for Social Justice

Module: 2 of 6	Unit Theme: Grounding Social justice in Theories and Practice
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Standards for this Module

Florida Educational Leadership Exam (FELE)

1.4.1, 1.4.3, 2.4.1, 2.4.4, 3.1.1, 3.1.2, 3.2.2, 3.5.1, 3.5.2, 3.5.3.

Florida Principal Leadership Standards (FPLS)

1.2.b, 1.2.c, 1.2.d, 2.5.a, 2.5.d, 2.5.f, 3.6.c, 3.6.e, 3.9.c, 2, 3.9.d, 4.10.e, 4.10.f

Learning Goals/Objectives for this Module

Future leaders will:

1. Compare and contrast theory with real-world implications for social injustice. (CO: 8)
2. Identify and reference appropriate research-based theoretical-foundations and strategies to address improved instruction, which is aligned with the needs of all students (CO: 5)
3. Examine the interconnection of inclusive systems and apply multiple lenses, frameworks, and perspectives for effective continuous improvement. (CO: 1, 2, 4, 6, 7, 10, 13)
4. Analyze and synthesize organizational and operational school systems using student demographic and learning data from a variety of sources. (CO: 7, 9, 10, 11)
5. Reflect on leadership improvement and decision-making strategies for improved student learning. (CO: 8, 14)
6. Discuss and conceptualize a comprehensive plan for promoting social justice intended to ensure continuous improvement. (CO:13, 16)

(Address CA1 and CA2). (CO: 1 through 14)

Title of Course: Leadership for Social Justice

Module: 3 of 6	Unit Theme: Leading for Inclusive School Community and Culturally Relevant Instruction
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Standards for this Module

Florida Educational Leadership Exam (FELE)

1.3.3, 1.4.1, 1.4.3

Florida Principal Leadership Standards (FPLS)

1.2.b, 1.2.c, 1.2.d, , 2.3.d, 2.5.a, 2.5.c, 3.6.c, 3.6.e, 3.9.a, 3.9.c, 4.10.e, 4.10.f

Learning Goals/Objectives for this Module

Future leaders will:

1. Analyze student demographic and learning data from a variety of sources to determine instructional strengths, areas of concern, and learning needs for students including gaps between groups. (CO: 9)
2. Analyze and critique the inclusiveness of organizational and operating systems in their school. (CO: 6, 7, 9, 10, 11)
3. Apply democratic and shared leadership skills. (CO: 1, 5, 8)
4. Reflect on leadership improvement and decision-making strategies for improved student learning. (CO: 8)
5. Discuss the development of a comprehensive plan for promoting social justice intended to ensure continuous improvement. (CO:13, 16)

Title of Course: Leadership for Social Justice

Module: 4 of 6 Unit Theme: Knowing, Valuing and Serving “*who is in the room*” with a High Level of Cultural Competency

Standards for this Module

Florida Educational Leadership Exam (FELE)

1.4.1, 1.4.2, 2.4.1, 2.4.4,

Florida Principal Leadership Standards (FPLS)

1.2.b, 1.2.c, , 2.3.d, 2.5.a, 2.5.b, 4.10.e, 4.10.f

Learning Goals/Objectives for this Module

Future leaders will

1. Examine bias, identity, and lived experiences related to social justice. (CO: 3, 4, 12)
2. Reflect on leadership improvement and decision-making strategies for improved student learning. Compare and contrast theory and practice. (CO: 8)
3. Apply multiple frameworks, lenses, and perspectives for effective continuous improvement of school organizational systems to support student learning (CO: 6, 10,15)
4. Develop the analysis of organizational systems. (CO: 11)
5. Discuss the development of a comprehensive plan for promoting social justice intended to ensure continuous improvement. (CO: 13, 16)

Title of Course: Leadership for Social Justice

Module: 5 of 6 Unit Theme: Hiring Practices, Staff Training, Differentiated Instruction

Standards for this Module

Florida Educational Leadership Exam (FELE)

1.4.1, 1.4.2, 1.4.3, 2.1.1, 2.4.1, 2.3.1, 3.2.3,

Florida Principal Leadership Standards (FPLS)

1.2.b, 1.2.c, , 2.3.d, 2.4.e, 2.5.a, 2.5.b, 2.5.c, 2.5.d, 2.5.f, 3.7.b, 4.10.d, 4.10.e, 4.10.f

Learning Goals/Objectives for this Module

Future leaders will

1. Identify differentiated and strategic instructional practices in order to achieve proficiency of target skills and standards. They will learn that effective teaching is critical to ensure that all learners are successful. (CO: 5, 9)

2. Compare and critique effective/differentiated hiring practices as an essential part of developing a well-rounded faculty that is able to meet the diverse needs of learners within the school community. (CO: 12)
3. Develop the analysis of organizational systems (CO: 7, 10, 11)
4. Reflect on leadership improvement and decision-making strategies for improved student learning. Compare and contrast theory and practice. (CO: 8)
5. Create a comprehensive plan for promoting social justice intended to ensure continuous improvement. (CO: 13, 16)

Title of Course: Leadership for Social Justice

Module: 6 of 6 Unit Theme: Leading for Equity Implementation

Standards for this Module

Florida Educational Leadership Exam (FELE)

1.4.1, 1.4.2, 1.4.3, 2.4.1, 2.4.4, 3.1.1, 3.1.2, 3.1.4, 3.2.2, 3.2.3, 3.5.1, 3.5.2, 3.5.3.

Florida Principal Leadership Standards (FPLS)

1.2.b, 1.2.c, 1.2.d, , 2.3.d, 2.5.a, 2.5.b, 2.5.c, 2.5.d, 2.5.f, 3.6.c, 3.6.e, 3.8.a, 3.9.c, 2, 3.9.d, 4.10a, 4.10.b, 4.10.c, 4.10.d, 4.10.e, 4.10.f.

Learning Goals/Objectives for this Module

Future leaders will

1. Apply evidence-based frameworks for the effective and continuous improvement of school organizational systems designed to support each student's learning. (CO: 9, 10, 15)
2. Based on an analysis Part 3: Analysis of Organizational Systems to Support Student Learning, create a comprehensive plan intended to ensure continuous improvement of selected organizational systems. (CO: 9, 13)
3. Develop and present the Part 3: Analysis of Organizational Systems to Support Student Learning to the school administration for review and school-wide adoption. (CO: 8, 14)
4. Apply evidence-based frameworks for the continuous improvement of socially just school organization systems designed to support each students' learning. (CO: 10, 14)
5. Based on the analysis of part 3 create a comprehensive plan intended to ensure leadership for social justice. (CO: 9, 16)

COURSE REQUIREMENTS

COMPETENCY ASSESSMENT

There are two required Competency Assessments in this course. All Competency Assessments submissions must be **uploaded to LiveText and Canvas**. The rubric for each assignment will be discussed in class by the instructor at the appropriate time. Students will be assessed on these assignments using a scale of Exemplary, Satisfactory, Emerging, Unsatisfactory and Did Not Attempt. All competency assessments will include an element for master level writing. (See the FAU PPI writing rubric). **All Competency Assessments must be rated at the Exemplary or Satisfactory for a student to pass the course.** Refer to the rubrics for assessment criteria.

Competency Assessment will also be scored as part of the grade for this course. All assignments will be turned in online in Canvas, and the critical assignments will be **posted in LiveText**. Completion of all assignments at the Exemplary or Satisfactory level is required to pass the course. **No final grade for the course will be posted until all Competency Assessments are posted in BOTH LiveText and Canvas.**

GRADED ASSIGNMENTS

Assignments	Points
Assignment 1: Anti-Bias Framework application	10
Assignment 2: CA1: Achievement Gap Analysis and Presentation	15
Assignment 3: Inclusive Governance Action Plan	10
Assignment 4; Reflective Journal (5 entries)	15
Assignment 5: CA2: Comprehensive Social Justice Leadership Plan	40
Class Participation:	10
Total Points:	100

ASSIGNMENT DESCRIPTIONS

Assignment	Description	Due	Weight
Anti-Bias Framework application	After engaging in self-paced presentation on understanding justice, learner will identify anchor justice standards in response to student scenarios #1, #2, #3 and #4, and list justice anchor standards addressed in videos by teachers: Robert, Laurence and Anna. Purpose: This activity is intended to provide school leaders with concrete strategies and tools for leading social justice work. (Objectives 8, 9)	Week 1	10
Competency Assessment (1): Achievement Gap Analysis and Presentation <i>FELE: 1.4.3; 2.3.1; 2.4.4; 3.1.1; 3.1.2; 3.1.4; 3.5.1</i>	Gather and analyze student performance data (academic and behavior) from your school. Identify trends that exist across subgroups (example, iReady, RTI:B, Suspension Data). Prepare a presentation to be shared with your School Advisory Council that explains the trends you observed and includes recommendations for changes to policy and practice that develop socially just leaders and remedy any negative trends. (Please see Rubric)	Week 4	15
Inclusive Governance Action Plan	Students will apply the Framework for Inclusive Governance to five out of the nine areas that it assesses, describe their current state on the continuum, and identify 3 steps to take to move each area towards the Full Inclusion side of the continuum.	Week 3	10

Reflective Journal (5 entries)	<p>Students will keep a reflective journal and will share weekly reflection on discussion board where they synthesize their learning for each module using the following guidelines: (see rubric)</p> <ul style="list-style-type: none"> • Synthesis of Learning <ol style="list-style-type: none"> 1. Provides a clear synthesis of information related to the unit topic. 2. Includes appropriate citations for references • Personal reflections: <ol style="list-style-type: none"> 1. How does what you learned apply to your current leadership? 2. What challenges do you foresee as you grow in your leadership? 	Ongoing	15
<p>Competency Assessment (2) Comprehensive Social Justice Leadership Plan</p> <p><i>FELE: 1.3.3; 1.4.1; 1.4.2; 2.1.1; 2.4.1; 3.2.2; 3.2.3; 3.5.2; 3.5.3</i></p>	<p>Using data (collected through observations, Interviews, surveys, documents, artifacts) provide an assessment of the current culture of your school. Use the following guiding questions to inform your report:</p> <ol style="list-style-type: none"> 1. How do issues of race and class affect the teaching and learning in your building? 2. How are issues of social justice and the educators code of ethics integrated into your school's curriculum? 3. What cultural or political values are inherent in the curriculum content? 4. How are cultural biases incorporated into student assessment and grading? 5. How are discipline incidents handled? Are these viewed as opportunities for responsibility, community restitution, and growth? Is your discipline policy just and equitable? 6. How is "success" determined (for students and teachers)? 7. What are the skills that are valued in your school? 8. Does political or cultural bias favor the teaching of certain skills over others? 9. How are all talents and abilities given an opportunity to shine? 10. How can collaboration be encouraged by your activities and (assessments)? 11. Is your assessment used to judge or foster growth? 	<p>Week 6</p> <p>Equity audit table to be submitted on Week 5</p>	40

<p>12. Are all parents welcomed as part of the school community?</p> <p>Deliverables:</p> <p>1- Equity audit Table. Use the provided equity audit materials to evaluate your school, provide evidence (data or artifacts) to support your assessment. (10 points)</p> <p>2- Equity report 15-20 pages that includes an executive summary (3 pages), introduction, methodology, data analysis and findings, conclusion and recommendation. (30 points)</p> <p>(Please see rubric)</p>				
Class Participation:	Ongoing	10		

CA1: Achievement Gap Analysis and Presentation Rubric (100 points)

Gather and analyze student performance data (academic and behavior) from your school. Identify trends that exist across subgroups (example, iReady, RTI:B, Suspension Data). Prepare a presentation to be shared with your School Advisory Council that explains the trends you observed and includes recommendations for changes to policy and practice that develop socially just leaders and remedy any negative trends.

Content Rubric					Total Score	100
Topic	Exemplary	Satisfactory	Emerging	Unsatisfactory	No Attempt	Score
	14-15	12-13	10-11	9 or less	0	15
Introduction	Introduction is organized well and engages audience members in the content. Information follows a logical order and creates flow and clarity. Introduction provides clear and rich information regarding context and issues discussed. At least 5 relevant sources are cited	Introduction is organized well. Information follows a logical order. Introduction provides some information regarding context and issues discussed. At least 3 relevant sources are cited	Introduction is organized in a reasonable manner but needs revision. Information regarding context and relevant issues are scarce and not supported by references	Summary's organization follows no logical or coherent order. No information or resources regarding context or relevant issues are provided.	The student does not submit.	

	24-25	21-23	18-21	17 or less	0	25
Data Analysis and Results	<i>Data is appropriate and very relevant; presentation and analysis of data are professional, thorough, engaging, and sophisticated.</i>	<i>Data is appropriate and relevant; presentation and analysis of data is good.</i>	<i>Data is relevant but presentation and interpretation of results need work.</i>	<i>Data is not relevant for purpose; presentation and interpretation of results are inaccurate.</i>	<i>The student does not submit.</i>	
	19-20	17-18	15-16	14 or less	0	20
Visual Supplements	<i>At least 5 supplements are included and provide valuable information that is clear, professionally presented, and insightful.</i>	<i>3 or more supplements are included and provide valuable information that is clear, professionally presented, and insightful.</i>	<i>1 or 2 supplements are included and provide valuable information but warrant more thought and editing.</i>	<i>No visual supplements such as tables, graphs or pictures are included.</i>	<i>The student does not submit.</i>	
	14-15	12-13	10-11	9 or less	0	15
Conclusions and Recommendations	<i>Conclusions and recommendations are excellent.</i>	<i>Conclusions and recommendations are pertinent, realistic, evidence-based, and detailed.</i>	<i>One is relevant and adequate, but the other is not pertinent, realistic, or detailed.</i>	<i>Both are unclear and not connected to the report's data.</i>	<i>The student does not submit.</i>	
	14-15	12-13	10-11	9 or less	0	15
Presentation	<i>Presentation is tailored to an audience of school stakeholders (concise, actionable) so that they can make decisions and take appropriate action.</i>	<i>Presentation is prepared appropriately for an audience of school stakeholders (somewhat concise with opportunities for action)</i>	<i>Presentation shows evidence of audience awareness, but not enough to appropriately inform or inspire members to take action.</i>	<i>Information is not tailored toward an audience of school stakeholders.</i>	<i>The student does not submit.</i>	
Content Score						90

Writing Rubric						
Item to be Assessed	Exemplary	Satisfactory	Emerging	Unsatisfactory	No Attempt	Score
	2.3 to 2.5	2.0 to 2.2	1.5 to 1.9	0.5 to 1.4	0	2.5

Content & Development* The student will use clear and persuasive communication. (2.5 points)	- Exhibits a comprehensive, accurate, and persuasive understanding of the topic.	- Exhibits an accurate and comprehensive understanding of the topic.	- Exhibits a general understanding of the topic.	- Exhibits a limited understanding of the topic.	No attempt made	
	- Major points are identified and clearly and fully supported. - External literature and research used are compelling, current and clearly address the topic. - Content and purpose are clear, consistent and compelling.	- Major points are identified and adequately supported. - External literature and research used are current and address the topic. - Content and purpose are clear and consistent.	- Major points are identified but not adequately supported. - External literature and research used is included but does not adequately address the topic. - Content and purpose are unclear and inconsistent.	- Major points are poorly identified and not supported. - External literature and research used are not adequately included. - Content vague and purpose is difficult to determine.		
	2.3 to 2.5	2.0 to 2.2	1.5 to 1.9	0.5 to 1.4	0	2.5
Organization & Structure* The student will provide organized and structured writing. (2.5 points)	- Reveals strong understanding of format and structure and the narrative flows well.	- Reveals an understanding of format and structure and is easy to follow.	- Reveals an understanding of format and structure but is not easy to follow.	- Reveals a limited understanding of format and structure.	No attempt made	
	2.3 to 2.5	2.0 to 2.2	1.5 to 1.9	0.5 to 1.4		
Format and References The student will use appropriate formatting following the APA style. (2.5 points)	- Introduction and conclusions are compelling and major points are concisely previewed or summarized. - Citations and references are provided and follow APA style with no errors.	- Introduction and conclusions are clear and major points are previewed or summarized. - Citations and references are provided and follow APA style nearly always.	- Introduction and conclusions are present but major points are not previewed or summarized. - Citations and references are provided and follow APA style but not consistently.	- Introduction and/or conclusion are missing. - Citations and references are not provided when necessary.	No attempt made	
	2.3 to 2.5	2.0 to 2.2	1.5 to 1.9	0.5 to 1.4		
	2.3 to 2.5	2.0 to 2.2	1.5 to 1.9	0.5 to 1.4	0	2.5

Mechanics (grammar, spelling, length) The student will value the use of professional quality vocabulary, grammar, punctuation, and spelling. (2.5 points)	- Exhibits a thorough understanding of rules of grammar, usage, and punctuation; almost no spelling errors and uses excellent vocabulary.	- Exhibits an understanding of the rules of grammar, commits few spelling errors, and uses satisfactory vocabulary.	- Exhibits an understanding of the rules of grammar, commits some spelling errors, and uses basic vocabulary.	- Exhibits little understanding of the rules of grammar, commits many spelling errors, and uses limited vocabulary.	No attempt made
	- Language clear, precise, invoking interest and attention. - Length appropriate as described for the assignment.	- Language appropriate and clear. - Length appropriate as described for the assignment.	- Language appropriate for the assignment, yet inconsistent. - Over or under length necessary to develop the topic.	- Language inappropriate (jargon or conversational tone.) - Inadequate or excessive in length.	
Writing Final Score					10

FELE Skill	Exemplary	Satisfactory	Emerging	Unsatisfactory	No Attempt
1.4.3. Analyze and select practices that value diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning.	Student has accurately analyzed and selected multiple practices that value diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning. Supported by 5 or more points of data (artifacts, documents, lesson plans etc.)	Student has accurately analyzed and selected multiple practices that value diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning. Supported by at least 3 points of data (artifacts, documents, lesson plans etc.)	Student has attempted to analyze and select practices that value diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning. Supported by 1 or 2 points of data (artifacts, documents, lesson plans etc.)	Student has failed to analyze and select practices that value diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning. Provided no data to support their submission	The student does not submit.

2.4.4 Identify processes that create and support sustainable and collaborative relationships.	<i>Student has accurately identified processes that create and support sustainable and collaborative relationships, supported by 5 or more points of data (artifacts, documents, lesson plans etc.)</i>	<i>Student has accurately identified processes that create and support sustainable and collaborative relationships, supported by at least 3 points of data (artifacts, documents, lesson plans etc.)</i>	<i>Student has accurately identified processes that create and support sustainable and collaborative relationships, supported by 1 or 2 points of data (artifacts, documents, lesson plans etc.)</i>	<i>Student has failed to identify any processes that create and support sustainable and collaborative relationships</i>	<i>The student does not submit.</i>
3.1.1. Analyze and prioritize decisions and actions that minimize the impact of negative situations on the quality of student learning and teacher performance.	<i>Student has analyzed and prioritized at least 5 actions to mitigate negative situations impacting student learning and teacher performance (for example: attendance, discipline, gaps in achievement, etc...)</i>	<i>Student has analyzed and prioritized at least 3 actions to mitigate negative situations impacting student learning and teacher performance (for example: attendance, discipline, gaps in achievement, etc...)</i>	<i>Student has analyzed and prioritized 1 or 2 actions to mitigate negative situations impacting student learning and teacher performance (for example: attendance, discipline, gaps in achievement, etc...)</i>	<i>Student has failed to analyze and prioritize any actions to mitigate negative situations impacting student learning and teacher performance.</i>	<i>The student does not submit</i>
3.1.2. Analyze and evaluate decisions for effectiveness (e.g., intended and actual outcomes, equity, implementation of follow-up actions, revisions).	<i>Student has analyzed and evaluated the outcomes of a program or an initiative within their school and has identified, based on data, 4-5 follow up actions, revisions for implementation (PDSA)</i>	<i>Student has analyzed and evaluated the outcomes of a program or an initiative within their school and has identified, based on data, 2-3 follow up actions, revisions for implementation (PDSA)</i>	<i>Student has analyzed and evaluated the outcomes of a program or an initiative within their school and has identified, based on data, 1 follow up action and revision for implementation (PDSA)</i>	<i>Student has failed to analyze or evaluate a program or an initiative within their school and has not identified, based on data, any actions or revisions for implementation (PDSA)</i>	<i>The student does not submit</i>

3.1.4. Select appropriate steps in a change process that effectively facilitate implementation of new policies or procedures.	<i>Student has selected appropriate steps in a change process that effectively facilitate implementation of new policies or procedures, supported by 5 or more points of data (artifacts, documents, lesson plans etc.)</i>	<i>Student has selected appropriate steps in a change process that effectively facilitate implementation of new policies or procedures, supported by 3 or more points of data (artifacts, documents, lesson plans etc.)</i>	<i>Student has selected appropriate steps in a change process that effectively facilitate implementation of new policies or procedures, supported by 1 or 2 points of data (artifacts, documents, lesson plans etc.)</i>	<i>Student has failed to select appropriate steps in a change process that effectively facilitate implementation of new policies or procedures.</i>	<i>The student does not submit.</i>
3.5.1 Analyze data and communicate, in writing, appropriate information to stakeholders	<i>Student has analyzed school data and communicated appropriate information as it relates to the accomplishment of school and system-wide goals in writing to all stakeholders.</i>	<i>Student has analyzed school data and communicated appropriate information as it relates to the accomplishment of school goals in writing to stakeholders.</i>	<i>Student has analyzed school data and communicated some information in writing to all stakeholders.</i>	<i>Student has failed to analyze school data and communicate appropriate information in writing to all stakeholders.</i>	<i>The student does not submit</i>

CA2: School Equity Report Rubric: Executive Summary, Introduction, Methodology, Data Analysis, Conclusions and Recommendations, Visual Supplements (100 points.)

Executive Summary Rubric: Summary Skills, Purpose, Organization, Audience Awareness (35 points)

Using data (collected through observations, interviews, surveys, documents, artifacts) provide an assessment of the current culture of your school. Use the following guiding questions to inform your report:

1. How do issues of race and class affect the teaching and learning in your building?
2. How are issues of social justice and the educators code of ethics integrated into your school's curriculum?
3. What cultural or political values are inherent in the curriculum content?
4. How are cultural biases incorporated into student assessment and grading?
5. How are discipline incidents handled? Are these viewed as opportunities for responsibility, community restitution, and growth? Is your discipline policy just and equitable?
6. How is "success" determined (for students and teachers)?
7. What are the skills that are valued in your school?
8. Does political or cultural bias favor the teaching of certain skills over others?
9. How are all talents and abilities given an opportunity to shine?

10. How can collaboration be encouraged by your activities and (assessments)?
11. Is your assessment used to judge or foster growth?
12. Are all parents welcomed as part of the school community?

Deliverables:

- Equity audit Table. Use the provided equity audit materials to evaluate your school, provide evidence (data or artifacts) to support your assessment. (10 points)
- Equity report 15-20 pages that includes an executive summary (3 pages), introduction, methodology, data analysis and findings, conclusion and recommendation. (30 points)

Content Rubric					Total Score	100
Topic	Exemplary	Satisfactory	Emerging	Unsatisfactory	No Attempt	Score
	10	8-9	6-7	5 or less	0	10
Summary Skills	<i>Summary is excellent: all major points are restated clearly and concisely and are factual and objective.</i>	<i>Summary is good: key information is restated well and minor details and author opinions are avoided.</i>	<i>Summary is short; some important information is missing. Summary is relatively free of insignificant details.</i>	<i>Summary is very short; key information is missing and minor details are given too much attention.</i>	<i>The student does not submit.</i>	
	10	8-9	6-7	5 or less	0	10
Purpose	<i>Summary restates main purpose, key points, facts, and figures excellently.</i>	<i>Summary restates main purpose, key points, facts, and figures well.</i>	<i>Summary restates only two of the following: main purpose, key points, facts, and figures.</i>	<i>Summary does not restate purpose, key arguments, facts, and figures.</i>	<i>The student does not submit.</i>	
	5	4	3	2 or less	0	5
Organization	<i>Summary is organized well and invites readers to read more. Information follows a logical order and creates flow and clarity.</i>	<i>Summary is organized well. Information follows a logical order.</i>	<i>Summary is organized in a reasonable manner but needs revision. Some information is misplaced.</i>	<i>Summary's organization follows no logical or coherent order.</i>	<i>The student does not submit.</i>	
	10	8-9	6-7	5 or less	0	10

Audience Awareness	<i>Information is tailored to an executive audience (concise, actionable) so that they can make decisions and take appropriate action.</i>	<i>Summary is written appropriately for an executive audience (somewhat concise with opportunities for action).</i>	<i>Summary shows evidence of audience awareness, but not enough to invite executives to read it or take action.</i>	<i>Information is not tailored toward an executive-level audience.</i>	<i>The student does not submit.</i>	
Executive Summary Report Score						35

School Equity Report Rubric: Executive Summary, Introduction, Methodology, Data Analysis, Conclusions and Recommendations, Visual Supplements (55 points).

Topic	Exemplary	Satisfactory	Emerging	Unsatisfactory	No Attempt	Score
Executive Summary	<i>Use score from executive Summary above.</i>	<i>Use score from executive Summary above.</i>	<i>Use score from executive Summary above.</i>	<i>Use score from executive Summary above.</i>	<i>Use score from executive Summary above.</i>	35
	5	4	3	2 or less	0	7
Introduction	<i>Introduction is organized well and invites readers to read more. Information follows a logical order and creates flow and clarity. Introduction provides clear and rich information regarding context and issues discussed. At least 5 relevant resources are cited.</i>	<i>Introduction is organized well. Information follows a logical order. Introduction provides some information regarding context and issues discussed. At least 3 relevant resources are cited.</i>	<i>Introduction is organized in a reasonable manner but needs revision. Information regarding context and relevant issues are scarce and not supported by references.</i>	<i>Summary's organization follows no logical or coherent order. No information or resources regarding context or relevant issues are provided.</i>	<i>The student does not submit.</i>	
	14-15	12-13	10-11	9 or less	0	15

Methodology	<i>Data and collection methods are explained and developed with relevant detail. Reader questions are anticipated and answered.</i>	<i>Data and collection methods are explained clearly and developed with some relevant detail. Reader will generally be satisfied.</i>	<i>Explains data and collection methods, but explanations need development or clarity. Reader will have some questions.</i>	<i>Does not explain data or collection methods; data analysis methods are unclear.</i>	<i>The student does not submit.</i>	
	13	11-12	9-10	8 or less	0	13
Data Analysis and Results	<i>Data collected are appropriate and very relevant; presentation and analysis of data are professional, logical, and concise. At least 5 points of data (artifacts, documents, lesson plans etc.) are used.</i>	<i>Data is appropriate and relevant; presentation and analysis of data are logical and concise. At least 3 points of data (artifacts, documents, lesson plans etc.) are used.</i>	<i>Data is relevant but presentation and interpretation of results need development. 1 or 2 points of data (artifacts, documents, lesson plans etc.) are used.</i>	<i>Data is not relevant for purpose; presentation and interpretation of results are inaccurate.</i>	<i>The student does not submit.</i>	
	10	8-9	6-7	5 or less	0	10
Conclusions and Recommendations	<i>All conclusions and recommendations are well aligned, pertinent, realistic, evidence-based, and detailed (provides a minimum of 5 recommendations)</i>	<i>Most conclusions and recommendations are aligned; pertinent, realistic, evidence-based, and detailed (provides a minimum of 3 recommendations)</i>	<i>Conclusions are not aligned with recommendations. Recommendations are not consistently relevant or adequate. (Provides a minimum of 2 recommendations)</i>	<i>Recommendations are unclear and not connected to the report's data or to conclusions.</i>	<i>The student does not submit.</i>	
	10	8-9	6-7	5 or less	0	10
Visual Supplements	<i>At least 5 supplements are included and provide valuable information that is clear, professionally presented, and insightful.</i>	<i>3 or more supplements are included and provide valuable information that is clear, professionally presented, and insightful.</i>	<i>1 or 2 supplements are included and provide valuable information but warrant more thought and editing.</i>	<i>No visual supplements such as tables, graphs or pictures are included.</i>	<i>The student does not submit.</i>	
Equity Report Score						55

Writing Rubric

<i>Item to be Assessed</i>	<i>Exemplary</i>	<i>Satisfactory</i>	<i>Emerging</i>	<i>Unsatisfactory</i>	<i>No Attempt</i>	<i>Score</i>
	2.3 to 2.5	2.0 to 2.2	1.5 to 1.9	0.5 to 1.4	0	2.5
Content & Development* The student will use clear and persuasive communication. (2.5 points)	<ul style="list-style-type: none"> - Exhibits a comprehensive, accurate, and persuasive understanding of the topic. - Major points are identified and clearly and fully supported. - External literature and research used are compelling, current and clearly address the topic. - Content and purpose are clear, consistent and compelling. 	<ul style="list-style-type: none"> - Exhibits an accurate and comprehensive understanding of the topic. - Major points are identified and adequately supported. - External literature and research used are current and address the topic. - Content and purpose are clear and consistent. 	<ul style="list-style-type: none"> - Exhibits a general understanding of the topic. - Major points are identified but not adequately supported. - External literature and research used is included but does not adequately address the topic. - Content and purpose are unclear and inconsistent. 	<ul style="list-style-type: none"> - Exhibits a limited understanding of the topic. - Major points are poorly identified and not supported. - External literature and research used are not adequately included. - Content vague and purpose is difficult to determine. 	No attempt made	
	2.3 to 2.5	2.0 to 2.2	1.5 to 1.9	0.5 to 1.4	0	2.5
Organization & Structure* The student will provide organized and structured writing. (2.5 points)	<ul style="list-style-type: none"> - Reveals strong understanding of format and structure and the narrative flows well. 	<ul style="list-style-type: none"> - Reveals an understanding of format and structure and is easy to follow. 	<ul style="list-style-type: none"> - Reveals an understanding of format and structure but is not easy to follow. 	<ul style="list-style-type: none"> - Reveals a limited understanding of format and structure. 	No attempt made	
	2.3 to 2.5	2.0 to 2.2	1.5 to 1.9	0.5 to 1.4	0	2.5
Format and References The student will use appropriate formatting following the APA style. (2.5 points)	<ul style="list-style-type: none"> - Introduction and conclusions are compelling and major points are concisely previewed or summarized. - Citations and references are provided and follow APA style with no errors. 	<ul style="list-style-type: none"> - Introduction and conclusions are clear and major points are previewed or summarized. - Citations and references are provided and follow APA style nearly always. 	<ul style="list-style-type: none"> - Introduction and conclusions are present but major points are not previewed or summarized. - Citations and references are provided and follow APA style but not consistently. 	<ul style="list-style-type: none"> - Introduction and/or conclusion are missing. - Citations and references are not provided when necessary. 	No attempt made	
	2.3 to 2.5	2.0 to 2.2	1.5 to 1.9	0.5 to 1.4	0	2.5

	- Exhibits a thorough understanding of rules of grammar, usage, and punctuation; almost no spelling errors and uses excellent vocabulary.	- Exhibits an understanding of the rules of grammar; commits few spelling errors, and uses satisfactory vocabulary.	- Exhibits an understanding of the rules of grammar; commits many spelling errors, and uses basic and uses basic vocabulary.	- Exhibits little understanding of the rules of grammar; commits many spelling errors, and uses limited vocabulary.	No attempt made
Mechanics (grammar, spelling, length) The student will value the use of professional quality vocabulary, grammar, punctuation, and spelling. (2.5 points)	<ul style="list-style-type: none"> - Exhibits thorough understanding of rules of grammar, usage, and punctuation; almost no spelling errors and uses excellent vocabulary. - Language clear, precise, invoking interest and attention. - Length appropriate as described for the assignment. 	<ul style="list-style-type: none"> - Language appropriate and clear. - Length appropriate as described for the assignment. 	<ul style="list-style-type: none"> - Language appropriate for the assignment, yet inconsistent. - Over or under length necessary to develop the topic. 	<ul style="list-style-type: none"> - Language inappropriate (jargon or conversational tone.) - Inadequate or excessive in length. 	
Writing Final Score					10

FELE Skill	Exemplary	Satisfactory	Emerging	Unsatisfactory	No Attempt
1.3.3 Evaluate and select rigorous and culturally relevant instructional methods for implementing State Board of Education adopted educational standards and district adopted curriculum	Student has accurately evaluated and selected multiple culturally relevant instructional methods, supported by 5 or more points of data (artifacts, documents, lesson plans etc.)	Student has accurately evaluated and selected some culturally relevant instructional methods, supported by 3 or 4 points of data (artifacts, documents, lesson plans etc.)	Student has attempted to evaluate and select culturally relevant instructional methods, but had only 1 or 2 data points to support their selection and evaluation (artifacts, documents, lesson plans etc.)	Student has failed to evaluate and/or select any culturally relevant instructional methods and provided no data to support their submission.	No attempt
1.4.1 Identify appropriate strategies for maintaining a respectful and inclusive student-centered learning environment that seeks to provide equitable	Student has identified 5 or more different appropriate strategies for maintaining a respectful and inclusive student-centered learning environment that seeks to provide	Student has identified at least 3 different appropriate strategies for maintaining a respectful and inclusive student-centered learning environment that seeks to provide equitable opportunities for all students	Student has identified only 1 or 2 appropriate strategies for maintaining a respectful and inclusive student-centered learning environment that seeks to provide equitable opportunities for all students	Student has failed to identify any appropriate strategies for maintaining a respectful and inclusive student-centered learning environment that seeks to provide equitable opportunities for all students	No attempt

opportunities for all students	<i>equitable opportunities for all students</i>				
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Reflection Rubric: Synthesis of Learning – Reflections on readings, class discussions, presentations, and website information. The self-reflection section is to be written in the first person.

Topic	Exemplary	Satisfactory	Emerging	Unsatisfactory	No Attempt
Synthesis of Learning - Synthesis of information related to the topic.	Provides a thorough synthesis of information related to the concepts presented in class.	Provides a basic synthesis of information related to the concepts presented in class.	Provides a limited synthesis of information related to the concepts presented in class.	Does not synthesize the information related to the concepts presented in class.	The student did not submit the assignment.
Personal Reflection – First Person writing	Provides a meaningful personal connection to the readings, presentations, learning activities and demonstrates a deep personal understanding of the topic.	Provides a basic personal connection to the readings, presentations, learning activities and demonstrates a basic personal understanding of the topic.	Provides a limited personal connection to the readings, presentations, learning activities and demonstrates a limited personal understanding of the topic.	Does not make a personal connection to the readings, presentations, learning activities and does not demonstrate a personal understanding of the topic.	The student did not submit the assignment.

END OF COURSE SURVEY

Effective summer 2014, all SPOTs (Student Perception of Teaching forms) will be completed online. Faculty will no longer provide paper SPOTs in class at the end of the course.

Please keep in mind that SPOTs are an extremely effective tool to evaluate the quality of instruction. Departments, schools, and colleges use individual instructor data and comments in annual evaluations, as well as for tenure and promotion. SPOT results are presented to faculty in summary form after the end of the semester. Individual SPOT responses are completely anonymous and remain anonymous. Faculty has no way of linking a SPOT to a particular student.

To begin the SPOT process:

- Log on to MyFAU and click on the "SPOT" tab at the top of the page.
 - Click the "Complete My SPOTs" button to see the courses in which you are enrolled.
- Now also available through Canvas!

- Click on each course to complete the SPOT for that course
- If you have any questions about the process, please contact the Office of Testing and Evaluation at testandeval@fau.edu.

FAU PPI POLICY ON MAKEUP TESTS, LATE WORK, AND INCOMPLETES

Refer to the FAU PPI student handbook. Due to the design of this course, assignments are due when indicated in the syllabus. Please note that students may not be penalized for absences due to participation in University-approved activities, including athletic or scholastics teams, musical and theatrical performances, and debate activities. Instructors must allow these students to make up missed work without any reduction in the student's final course grade. Reasonable accommodation must also be made for students participating in a religious observance. Also, note that grades of Incomplete ("I") are reserved for students who are passing a course but have not completed all the required work because of exceptional circumstances. *Students who find themselves in this situation must meet with the professor.*

COURSE GRADING SCALE:

<i>Letter</i>	<i>Percent</i>	<i>Grade Points</i>	<i>Letter</i>	<i>Percent</i>	<i>Grade Points</i>
A	95-100	= 4.0	C	75-78	= 2.0
A-	92-94	= 3.67	C-	72-74	= 1.67
B+	89-91	= 3.33	D+	68-71	= 1.33
B	85-88	= 3.00	D	65-67	= 1.00
B-	82-84	= 2.67	D-	62-64	= 0.67
C+	79-81	= 2.33	F	Below 62	= 0.00

ATTENDANCE POLICY

According to FAU and Department of Educational Leadership and Research Methodology protocols and the FAU PPI Attendance Policy, "Students are expected to attend all of the scheduled University classes and to satisfy all academic objectives as outlined by the instructor." Refer to the FAU PPI student handbook. Students must attend **ALL** classes. Furthermore, students are expected to be on time and to remain for the duration of each class session. There are no excused absences unless approved by the instructor and the student's mentor. Unavoidable absences include: family emergencies, illness, military obligations, and court imposed legal obligations. These absences must be accompanied by documentation. Dr. Daniel Reyes-Guerra reserves the right to approve or disapprove any absence. It is the student's responsibility to make up all assignments missed during his or her absence.

CLASSROOM ETIQUETTE / BEHAVIOR POLICY

University policy on the use of electronic devices states: "In order to enhance and maintain a productive atmosphere for education, personal communication devices, such as cellular telephones and pagers, are to be disabled in class sessions."

CODE OF ACADEMIC INTEGRITY (4.001)

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty, including cheating and plagiarism, is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust

and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf

STUDENTS WITH DISABILITIES

In compliance with the Americans with Disabilities Act (ADA), students who require special accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) located in Boca Raton – SU 133 (561-297-3880), in Davie – MOD I (954-236-1222), or in Jupiter – SR 117 (561-799-8585), and follow all SAS procedures. For more information, visit the SAS website <http://www.fau.edu/sas>.

SPECIAL LEARNING NEEDS

It is the policy of the College of Education to make reasonable accommodations for qualified individuals with disabilities and language barriers. If you desire accommodations to complete course requirements, please arrange a meeting early in the semester to discuss your request.

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It is the policy of the College of Education to make reasonable accommodations for qualified individuals with disabilities and language barriers. If you desire accommodations to complete course requirements, please arrange a meeting early in the semester to discuss your request.

STUDENT CODE OF CONDUCT (4.007)

“The University’s Student Code of Conduct is an integral part of the educational mission of the University, emphasizing the development of each individual’s acceptance of his or her own personal and social responsibilities and to ensure fairness and due process for all students. Since behavior which is not in keeping with standards acceptable of the University community is often symptomatic of attitudes, misconceptions, and emotional crises; reeducation and rehabilitative activities are essential elements of the disciplinary process.

A humanistic approach is employed. The University’s Student Code of Conduct is designed to provide and help maintain an atmosphere within the University community that is conducive to academic pursuits. Serious action against a student, such as separation, is considered and invoked only when other remedies fail to meet the needs of the University’s mission.”

For the entire code, please see:

<http://www.fau.edu/artsandletters/new-pdfs/4.007.Student%20Code%20of%20Conduct.pdf>

RELIGIOUS HOLIDAYS

It is our policy, in accordance with the Board of Trustees’ rules and Florida Law to make reasonable accommodations for observing religious holidays.

CONTRACTUAL OBLIGATIONS

Nothing that pertains to the successful completion of this course should interfere with your current contractual obligations at your school or workplace. In completing specific field-based assignments (such as interviews), be sure to keep your principal informed of course requirements.

COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS) CENTER Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services—individual, counseling, support meetings, and psychiatric services, to name a few—offered to help improve and maintain emotional well-being. For more information, go to <http://fau.edu/counseling>.

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Educational Administration Quarterly
 Education, Citizenship and Social Justice
 International Journal of Intercultural Relations
 International Journal of Educational Leadership Preparation
 Journal of Cases in Educational Leadership
 Journal of Educational Administration and History
 Journal of Research on Leadership Education
 Journal of School Leadership

Kathleen Dubois

Subject: FW: Proposed Graduate Program Changes

From: Dale Williams <DWILLIAM@health.fau.edu>

Sent: Monday, August 29, 2022 12:53 PM

To: Robert Shockley <SHOCKLEY@fau.edu>

Subject: RE: Proposed Graduate Program Changes

Maybe I mixed them up with the K-12. In any case, no conflicts.

From: Robert Shockley

Sent: Monday, August 29, 2022 12:18 PM

To: Dale Williams <DWILLIAM@health.fau.edu>

Cc: Kathleen Dubois <kdubois4@fau.edu>; Safeeia Azam <Sazam1@fau.edu>

Subject: FW: Proposed Graduate Program Changes

Dale,

I was putting together these proposals for submission to the GPC and could not locate your statement of no conflict. I have a number of proposals noted below, as well as one more that I will send later. Could you let me know if there is conflict with your department? See summary of proposals below and supporting attachments. Bob

Robert Shockley, Chair
Educational Leadership and Research Methodology
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(561)297-3551



Kathleen Dubois

Subject: Graduate Program Proposals from EDLRM

From: Charles Dukes

Sent: Thursday, August 25, 2022 4:35 PM

To: Robert Shockley <SHOCKLEY@fau.edu>

Cc: Kathleen Dubois <kdubois4@fau.edu>

Subject: Re: Graduate Program Proposals from EDLRM

Bob,

I apologize for the delay. It took a while to consult with some faculty members. There are no conflicts with this proposal. I do apologize for the wait.

Charles Dukes, EdD, PhD
Interim Chair, Department of Curriculum and Instruction
Doctoral Coordinator & Professor, Department of Special Education
Florida Atlantic University
777 Glades Road Boca Raton, FL 33431
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To learn more about me and my research,
go to <https://www.fau.edu/education/faculty/dukes/>

For information about FAU-ESE Degree Programs, Events/Activities,
or faculty/research visit: <http://www.fau.edu/education/academicdepartments/ese/contacts/>
or scan this QR code:



From: Robert Shockley <SHOCKLEY@fau.edu>

Date: Wednesday, August 10, 2022 at 9:16 AM

To: Charles Dukes <cdukes@fau.edu>

Cc: Kathleen Dubois <kdubois4@fau.edu>

Subject: FW: Graduate Program Proposals from EDLRM

Kathleen Dubois

From: Robert Shockley
Sent: Wednesday, August 10, 2022 8:59 AM
To: Kathleen Dubois
Subject: FW: Proposed Graduate Program Changes

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From: Carman Gill <gillc@fau.edu>
Sent: Tuesday, July 12, 2022 12:39 PM
To: Robert Shockley <SHOCKLEY@fau.edu>
Subject: Re: Proposed Graduate Program Changes

No conflicts here either. I do have a friend who I worked with years ago that is looking for additional adjunct work. If you need more hands as a result of this change, or just in general, I highly recommend her. Let me know if you want her information. Take care,
Carman

From: Robert Shockley <SHOCKLEY@fau.edu>
Sent: Monday, July 11, 2022 4:00 PM

Kathleen Dubois

From: Robert Shockley
Sent: Wednesday, August 10, 2022 8:56 AM
To: Kathleen Dubois
Subject: FW: Proposed Graduate Program Changes

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From: Rangasamy Ramasamy <RRAMASAM@fau.edu>
Sent: Tuesday, August 9, 2022 12:41 PM
To: Robert Shockley <SHOCKLEY@fau.edu>
Subject: RE: Proposed Graduate Program Changes

Bob,

Your Proposed Graduate Program Changes don't conflict with our department programs. Thank you.

Regards,
R. Ramasamy



Rangasamy Ramasamy, Ph.D.