FAU
FLORIDA ATLANTIC UNIVERSITY

NEW COURSE PROPOSAL
Graduate Programs

Department Educational Leadership and Research Methodology
College College of Education
(To obtain a course number, contact erudolph@fau.edu)

Prefix **EDA** Number: 6191	*(L = Lab Course; C = Combined Lecture/Lab; add if appropriate)* **Lab Code**	**Type of Course** Lecture	**Course Title** Leadership for Social Justice

Credits *(Review Provost Memorandum)* 3 **Effective Date** *(TERM & YEAR)* Summer 2020	**Grading** *(Select One Option)* **Regular** (•) Sat/UnSat ( )	**Course Description** *(Syllabus must be attached; see Guidelines)* Course provides school leadership learning needed for advocating for student voice through awareness and action. Centered on social, political, and economic injustices that should be addressed within schools and their populations, it promotes an inclusive environment that is equitable and culturally relevant for schools' students, teachers, staff, parents, and communities.

Prerequisites \	**Corequisites** EDA 6300 Systems and Community; EDA 6946 Spring School Leadership	**Registration Controls** *(Major, College, Level)* DP

Prerequisites, Corequisites and Registration Controls are enforced for all sections of course

Minimum qualifications needed to teach course: Member of the FAU graduate faculty and has a terminal degree in the subject area (or a closely related field.)	**List textbook information in syllabus or here**
Faculty Contact/Email/Phone Dr. Daniel Reyes-Guerra / dreyes@fau.edu / 561-297-3550	**List/Attach comments from departments affected by new course**

Approved by		**Date**
Department Chair	*(signature)*	2/7/2020
College Curriculum Chair	*(signature)*	2/10/2020
College Dean	*(signature)*	2/10/20
UGPC Chair	_____	_____
UGC Chair	_____	_____
Graduate College Dean	_____	_____
UFS President	_____	_____
Provost	_____	_____

Email this form and syllabus to UGPC@fau.edu one week before the UGPC meeting.

COURSE NUMBER: EDA 6191

COURSE TITLE: Leadership for Social Justice

COREQUISITES
EDA 6300: Systems and Community
EDA 6946: Spring Internship

CATALOG DESCRIPTION
Course provides school leadership learning needed for advocating for student voice through awareness and action. Centered on social, political, and economic injustices that should be addressed within schools and their populations, it promotes an inclusive environment that is equitable and culturally relevant for schools' students, teachers, staff, parents, and communities.

INSTRUCTOR INFORMATION
Name:
Office:
Phone
Number:
Email Address:
Office Hours:

COURSE INFORMATION/LOGISTICS
Semester:
Dates:
Time:
Location:

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. 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.

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/

THE CONCEPTUAL FRAMEWORKS

Florida Atlantic University Principal Partnership Programs

Vision
The Florida Atlantic University-School District Partnership will be the premier provider of school leadership professional learning programs in Florida and the nation, developing the strongest school leaders and leadership teams to lead and transform schools into model learning organizations.

Mission
The Florida Atlantic University-School District Partnership includes multiple school districts in Florida, each individually partnered with FAU's School Leaders Program, who together develop, implement, and improve the professional learning of school leaders in their districts to provide the best public education for students, families, and the community.

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

Vision
We strive for a transparent, caring, and ethical environment that cultivates educational leadership pioneers who through integrity, social justice and knowledge, shape a better world that promotes human dignity.

Mission
The Department of Educational Leadership and Research Methodology at Florida Atlantic University is a community of scholars engaged in four programs: Adult and Community Education, Higher Education Leadership, School Leaders, and Research Methodology. We focus on the preparation and support of practitioners, leaders, and researchers in Florida, the nation, and the international community through courses, undergraduate and graduate programs, professional learning, and community service.

Values
With our values, we strive to align our words and actions.

- **Integrity**
  We strive to act with honesty, transparency, and respect.
- **Learning Community**
  We strive to be an evolving community of learners grounded in collegiality, collaboration and mentorship.
- **Social Justice, Diversity, Equity and Inclusion**

We strive to promote a society where individuals and cultures are valued, where all have equitable opportunities, and where all inhabit an inclusive environment that is safe physically, emotionally, and socially.

- **Innovative Action**
  We strive at both an individual and systemic level to engage continuously in discovery, reflection, and the creation and application of knowledge.
- **Excellence**
  We strive for quality in everything we do individually and collectively.

PROGRAM OVERARCHING GOALS & COMPETENCIES

Curriculum Goals: Students will to be able to:

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

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.*

COURSE OBJECTIVES
The learners will:
1. Understand the role of leadership in advocating for and providing an inclusive environment and openness to learn about societal and school system injustices
2. Understand the role of the leader in providing an inclusive learning environment with high expectations and a commitment to the success of all students, engaging in professional learning to improve practice, and a willingness to learn from errors, following the Code of Ethics and Principles of Professional Conduct
3. Develop an understanding of principle social justice concepts and relevant terminology
4. Create a comprehensive plan for promoting Social Justice intended to ensure continuous improvement
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, differentiated instruction, and equity
6. Understand the interconnection of inclusive systems and apply multiple lenses, frameworks, and perspectives for effective continuous improvement
7. Analyze and critique organizational and operating systems in their school
8. Reflect on leadership improvement and decision-making strategies for improved student learning. compare and contrast theory and practice
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
10. Apply multiple frameworks, lenses, and perspectives for effective continuous improvement of school organizational systems to support student and adult learning
11. Develop the analysis of organizational systems
12. Apply a Social Justice frame to Human Resource Development and equitable distribution of all resources
13. Based on an analysis Part 3: Analyze Organizational Systems to Support Student Learning, create a comprehensive plan intended to ensure continuous improvement of selected organizational systems
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
15. Apply evidence-based frameworks for the continuous improvement of socially just school organization systems designed to support each student's learning
16. Based on the analysis of part 3, create a comprehensive plan intended to ensure leadership for social justice

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.

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:

1. Begin to develop an understanding of their own bias, identity, and lived experiences related to social justice. They will also begin to understand how these experiences inform their practice as school leaders who strive to become agents of change.
2. Begin to understand the role of leadership in advocating for and providing an inclusive environment and openness to learn about societal and school system injustices.
3. Discuss the role of the leader in providing an inclusive learning environment with high expectations and a commitment to the success of all students, engaging in professional learning to improve practice, and a willingness to learn from errors, following the Code of Ethics and Principles of Professional Conduct.
4. Start a conversation about the principles of social justice concepts and relevant terminology
5. Examine approach and concrete strategies and tools for leading social justice work and affecting change.
6. Introduce and begin conceptualizing the development of a comprehensive plan for promoting social justice intended to ensure continuous improvement (CA2).

Module: 2 of 6	Unit Theme: Grounding Social justice in theories and Practice
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	

Module: 2 of 6	Unit Theme: **Grounding Social justice in theories and Practice**

Learning Goals/Objectives for this Module
Future leaders will:
1. Move from theory toward a deeper understanding of the real-world implications of social injustice.
2. Continue (from module 1) to provide appropriate and research based theoretical foundations and strategies to address improved instruction aligned with the needs of the students including cultural needs, differentiated instruction, and equity
3. Begin to understand the interconnection of inclusive systems and apply multiple lenses, frameworks, and perspectives for effective continuous improvement.
4. Develop an ability to analyze/critique organizational and operating systems for instructional strengths through an analysis of student demographic and learning data from a variety of sources.
5. Reflect on leadership improvement and decision-making strategies for improved student learning. Compare and contrast theory and practice.
6. Continue discussing and conceptualizing the development of a comprehensive plan for promoting social justice intended to ensure continuous improvement (CA1 and CA2).

Module: 3 of 6	Unit Theme: **Leading for an inclusive school community and culturally relevant instruction**

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
2. Analyze and critique the inclusiveness of organizational and operating systems in their school
3. Initial application of democratic and shared leadership skills.
4. Reflect on leadership improvement and decision-making strategies for improved student learning.
5. Continue discussing and conceptualizing the development of a comprehensive plan for promoting social justice intended to ensure continuous improvement (CA1 and CA2).

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

Module: 4 of 6	Unit Theme: Knowing, valuing and serving *"who is in the room"* with a high level of cultural competency

Learning Goals/Objectives for this Module
Future leaders will

1. Continue to develop their understanding of bias, identity, and lived experiences related to social justice.
2. Reflect on leadership improvement and decision-making strategies for improved student learning. Compare and contrast theory and practice.
3. Apply multiple frameworks, lenses, and perspectives for effective continuous improvement of school organizational systems to support student learning
4. Develop the analysis of organizational systems
5. **Continue discussing and conceptualizing the development of a comprehensive plan for promoting social justice intended to ensure continuous improvement (CA2).**

Module: 5 of 6	Unit Theme: Employing Systems for Promoting Diversity and Equity

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. Recognize that many learners need 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.
2. Learn that effective/differentiated hiring practices are an essential part in developing a well-rounded faculty that is able to meet the diverse needs of learners within the school community.
3. Develop the analysis of organizational systems
4. Reflect on leadership improvement and decision-making strategies for improved student learning. Compare and contrast theory and practice.
5. Create a comprehensive plan for promoting social justice intended to ensure continuous improvement (CA2).

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, 3.9.d, 4.10a, 4.10.b, 4.10.c, 4.10.d, 4.10.e, 4.10.f

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

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.
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.
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.
4. Apply evidence-based frameworks for the continuous improvement of socially just school organization systems designed to support each students' learning.
5. Based on the analysis of part 3 create a comprehensive plan intended to ensure leadership for social justice (CA2).

SPECIFIC COURSE REQUIREMENTS
This section describes the requirements for this particular course.

Assignment Descriptions
The following table describes each of the required assignments for this course, their due dates, and the percentage weight the assignment will have towards the final grade in the course.

Leadership for Social Justice Assignment Descriptions			
Assignment	**Description**	**Due**	**%**
Anti-Bias Framework	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.	**Week 1**	6
Competency **Assessment 1:** Achievement Gap Analysis and Presentation *FELE: 1.4.3; 2.3.1; 2.4.4; 3.1.1; 3.1.2; 3.1.4; 3.5.1*	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**	30
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 three (3) steps to take to move each area towards the Full Inclusion side of the continuum.	**Week 3**	7
Reflective Journal (5 entries)	Students will keep a reflective journal and will share weekly reflection on discussion board where they synthesize their learning for each module (see rubric).	**Dates assigned during first class meeting**	15

Leadership for Social Justice Assignment Descriptions			
Assignment	**Description**	**Due**	**%**

Competency Assessment (2) Comprehensive Social Justice Leadership Plan *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*	Using data (collected through observations: Interviews, surveys, documents, artifacts) to 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:
	   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)
	   2- Equity report 15-20 pages that includes an executive summary (3 pages), introduction, methodology, data analysis and findings, conclusion and recommendation. (30 points)
	 (Please see rubric)
		Week 6 *Equity audit table to be submitted on Week 5*	**30**

Class Participation:	Instructor assessment of participation throughout the course.		**12**

Competency Assessments

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 this assignment using a scale of Exemplary, Satisfactory, Emerging, Unsatisfactory and Did Not Attempt. All Competency Assessments will include an element for master level writing. **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.**

CA1: Achievement Gap Analysis and Presentation Rubric					
Topic	Exemplary	Satisfactory	Emerging	Unsatisfactory	No Attempt
Introduction (6 pts.)	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 (6 pts.)	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 (5 pts.)	Introduction is organized in a reasonable manner but needs revision. Information regarding context and relevant issues are scarce and not supported by references (4 pts.)	Summary's organization follows no logical or coherent order. No information or resources regarding context or relevant issues are provided. (3-1 pts.)	The student does not submit. (0)
Data Analysis and Results (12 pts.)	Data is appropriate and very relevant; presentation and analysis of data are professional, thorough, engaging, and sophisticated. (12-11 pts.)	Data is appropriate and relevant; presentation and analysis of data is good. (10 pts.)	Data is relevant, but presentation and interpretation of results need work. (9 to 5 pts.)	Data is not relevant for purpose; presentation and interpretation of results are inaccurate. (4-1 pts.)	The student does not submit. (0)
Visual Supplements (6 pts.)	At least 5 supplements are included and provide valuable information that is clear, professionally presented, and insightful. (6 pts.)	3 or more supplements are included and provide valuable information that is clear, professionally presented, and insightful. (5 pts.)	1 or 2 supplements are included and provide valuable information but warrant more thought and editing. (4 pts.)	No visual supplements such as tables, graphs or pictures are included. (3-1 pts.)	The student does not submit. (0)
Conclusions and Recommendations (6 pts.)	Conclusions and recommendation s are excellent. (6 pts.)	Conclusions and recommendation s are pertinent, realistic, evidence-based, and detailed. (5 pts.)	One is relevant and adequate, but the other is not pertinent, evidence-based, and detailed. (4 pts.)	Both are unclear and not connected to the report's data. (3-1 pts.)	The student does not submit. (0)

CA1: Achievement Gap Analysis and Presentation Rubric					
Topic	*Exemplary*	*Satisfactory*	*Emerging*	*Unsatisfactory*	*No Attempt*
Presentation (6 pts.)	Presentation is tailored to an audience of school stakeholders (concise, actionable) so that they can make decisions and take appropriate action. (6 pts.)	Presentation is prepared appropriately for an audience of school stakeholders (somewhat concise with opportunities for action) (5 pts.)	Presentation shows evidence of audience awareness, but not enough to appropriately inform or inspire members to take action. (4 pts.)	Information is not tailored toward an audience of school stakeholders. (3-1 pts.)	The student does not submit. (0)
Content Grade Calculation	*Sum of column above:*	*Sum of column above:*	*Sum of column above:*	*Sum of column above:*	TOTAL OF CONTENT GRADE (*sum of all values to the left*):
1.Content & Development *The student will use clear and persuasive communication*	- 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. (6 pts.)	- 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. (5 pts.)	- 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. (4 pt.)	- 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. (3-1 pts.)	*No attempt made (0 pts.)*
2. Organization & Structure *The student will provide organized and structured writing.*	- Reveals strong understanding of format and structure and the narrative flows well. - Paragraphs clearly connected to the topic and points are fully explained. - Paragraph transitions are excellent and compelling. (6 pts.)	- Reveals an understanding of format and structure and is easy to follow. - Paragraphs connected to the topic and points are explained. - Paragraph transitions are clear and help the narrative flow. (5 pts.)	- Reveals an understanding of format and structure but is not easy to follow. - Paragraphs vaguely connected to the topic but points are explained - Paragraph transitions need improvement. (4 pt.)	- Reveals a limited understanding of format and structure. - Paragraphs not connected to the topic or points not explained. - Paragraphs are disjointed and lack transitions. (3-1 pts.)	*No attempt made (0 pts.)*

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	**CA1: Achievement Gap Analysis and Presentation Rubric**
Topic	*Exemplary*	*Satisfactory*	*Emerging*	*Unsatisfactory*	*No Attempt*
3. Format and References *The student will use appropriate formatting following the APA style.*	- 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. (6 pts.)	- Introduction and conclusions are clear and major points are previewed or summarized. - Citations and references are provided and follow APA style nearly always. (5 pts.)	- 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. (4 pts.)	- Introduction and/or conclusion are missing. - Citations and references are not provided when necessary. (3-1 pts.)	No attempt made (0 pts.)
4. Mechanics (grammar, spelling, length) *The student will value the use of professional quality vocabulary, grammar, punctuation, and spelling.*	- Exhibits a 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. (6 pts.)	- Exhibits an understanding of the rules of grammar, commits few spelling errors, and uses satisfactory vocabulary. - Language appropriate and clear. - Length appropriate as described for the assignment. (5 pts.)	- Exhibits an understanding of the rules of grammar, commits some spelling errors, and uses basic vocabulary. - Language appropriate for the assignment, yet inconsistent. - Over or under length necessary to develop the topic. (4 pts.)	- Exhibits little understanding of the rules of grammar, commits many spelling errors, and uses limited vocabulary. - Language inappropriate (jargon or conversational tone.) - Inadequate or excessive in length. (3-1 pts.)	No attempt made (0 pts.)
Writing Grade Calculation	*Sum of column above:*	*Sum of column above:*	*Sum of column above:*	*Sum of column above:*	TOTAL OF WRITING GRADE (sum of all values to the left):
	*TOTAL POINTS FROM CONTENT GRADE (see final column in "Content Grade Calculation")*.75*	/27
	*TOTAL POINTS FROM WRITING GRADE (see final column of writing grade) / 8:*	/3
	**TOTAL POINTS FOR COMPETENCY 1 (sum of previous two rows):**	/30

CA1: Achievement Gap Analysis and Presentation Rubric					
Topic	Exemplary	Satisfactory	Emerging	Unsatisfactory	No Attempt
FELE 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.
FELE 2.4.4 Identify processes that create and support sustainable and collaborative relationships.	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.)	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.)	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.)	Student has failed to identify any processes that create and support sustainable and collaborative relationships	The student does not submit.
FELE 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.	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...)	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...)	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...)	Student has failed to analyze and prioritize any actions to mitigate negative situations impacting student learning and teacher performance.	The student does not submit.

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CA1: Achievement Gap Analysis and Presentation Rubric					
Topic	*Exemplary*	*Satisfactory*	*Emerging*	*Unsatisfactory*	*No Attempt*
FELE 3.1.2. Analyze and evaluate decisions for effectiveness (e.g., intended and actual outcomes, equity, implementation of follow-up actions, revisions).	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)	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)	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)	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)	The student does not submit.
FELE 3.1.4. Select appropriate steps in a change process that effectively facilitate implementation of new policies or procedures.	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.)	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.)	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.)	Student has failed to select appropriate steps in a change process that effectively facilitate implementation of new policies or procedures.	The student does not submit.
FELE 3.5.1 Analyze data and communicate, in writing, appropriate information to stakeholders	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.	Student has analyzed school data and communicated appropriate information as it relates to the accomplishment of school goals in writing to stakeholders	Student has analyzed school data and communicated some information in writing to all stakeholders.	Student has failed to analyze school data and communicate appropriate information in writing to all stakeholders.	The student does not submit.

Executive Summary Rubric: Summary Skills, Purpose, Organization, Audience Awareness
(8 points – Sum of the points (total possible of 24) in rubric divided by 3)
This rubric is used to determine the value of the first line of the complete rubric which follows.

CA2: School Equity Report Rubric: Executive Summary					
Topic	*Exemplary*	*Satisfactory*	*Emerging*	*Unsatisfactory*	*No Attempt*
Summary Skills (6 points)	Summary is excellent: all major points are re-stated clearly and concisely and are factual and objective. (6 pts.)	Summary is good: key information is re-stated well and minor details and author opinions are avoided. (5 pts.)	Summary is short; some important information is missing. Summary is relatively free of insignificant details. (4 pts.)	Summary is very short; key information is missing and minor details are given too much attention. (3-1 pts.)	The student does not submit. (0)
Purpose (6 points)	Summary re-states main purpose, key points, facts, and figures excellently. (6 pts.)	Summary re-states main purpose, key points, facts, and figures well. (5 pts.)	Summary re-states only two of the following: main purpose, key points, facts, and figures. (4 pts.)	Summary does not restate purpose, key arguments, facts, and figures. (3-1 pts.)	The student does not submit. (0)
Organization (6 points)	Summary is well organized and invites readers to read more. Information follows a logical order and creates flow and clarity. (6 pts.)	Summary is well organized. Information follows a logical order. (5 pts.)	Summary is organized in a reasonable manner but needs revision. Some information is misplaced. (4 pts.)	Summary's organization follows no logical or coherent order. (3-1 pts.)	The student does not submit. (0)
Audience Awareness (6 points)	Information is tailored to an executive audience (concise, actionable) so that they can make decisions and take appropriate action. (6 pts.)	Summary is written appropriately for an executive audience (somewhat concise with opportunities for action) (5 pts.)	Summary shows evidence of audience awareness, but not enough to invite executives to read it or take action. (4 pts.)	Information is not tailored toward an executive-level audience. (3-1 pts.)	The student does not submit. (0)
Content Grade Calculation	*Sum of column above:*	*Sum of column above:*	*Sum of column above:*	*Sum of column above:*	**TOTAL OF CONTENT GRADE** *(sum of all values to the left):*
Content & Development *The student will use clear and persuasive communication*	- 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. (6 pts.)	- 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. (5 pts.)	- 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. (4 pt.)	- 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. (3-1 pts.)	*No attempt made (0 pts.)*

CA2: School Equity Report Rubric: Executive Summary					
Topic	Exemplary	Satisfactory	Emerging	Unsatisfactory	No Attempt
Organization & Structure *The student will provide organized and structured writing..*	- Reveals strong understanding of format and structure and the narrative flows well. - Paragraphs clearly connected to the topic and points are fully explained. - Paragraph transitions are excellent and compelling. (6 pts.)	- Reveals an understanding of format and structure and is easy to follow. - Paragraphs connected to the topic and points are explained. - Paragraph transitions are clear and help the narrative flow. (5 pts.)	- Reveals an understanding of format and structure but is not easy to follow. - Paragraphs vaguely connected to the topic but points are explained - Paragraph transitions need improvement. (4 pt.)	- Reveals a limited understanding of format and structure. - Paragraphs not connected to the topic or points not explained. - Paragraphs are disjointed and lack transitions. (3-1 pts.)	No attempt made (0 pts.)
Format and References *The student will use appropriate formatting following the APA style.*	- 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. (6 pts.)	- Introduction and conclusions are clear and major points are previewed or summarized. - Citations and references are provided and follow APA style nearly always. (5 pts.)	- 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. (4 pts.)	- Introduction and/or conclusion are missing. - Citations and references are not provided when necessary. (3-1 pts.)	No attempt made (0 pts.)
Mechanics (grammar, spelling, length) *The student will value the use of professional quality vocabulary, grammar, punctuation, and spelling.*	- Exhibits a 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. (6 pts.)	- Exhibits an understanding of the rules of grammar, commits few spelling errors, and uses satisfactory vocabulary. - Language appropriate and clear. - Length appropriate as described for the assignment. (5 pts.)	- Exhibits an understanding of the rules of grammar, commits some spelling errors, and uses basic vocabulary. - Language appropriate for the assignment, yet inconsistent. - Over or under length necessary to develop the topic. (4 pts.)	- Exhibits little understanding of the rules of grammar, commits many spelling errors, and uses limited vocabulary. - Language inappropriate (jargon or conversational tone.) - Inadequate or excessive in length. (3-1 pts.)	No attempt made (0 pts.)
Writing Grade Calculation	*Sum of column above:*	*Sum of column above:*	*Sum of column above:*	*Sum of column above:*	**TOTAL OF WRITING GRADE** *(sum of all values to the left):*
TOTAL POINTS FROM CONTENT GRADE (see final column in "Content Grade Calculation") / 4					/ 6
TOTAL POINTS FROM WRITING GRADE (see final column of writing grade) / 12:					/ 2
TOTAL POINTS FOR EXECUTIVE SUMMARY (sum of previous two rows):					/ 8

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		School Equity Report Rubric: Executive Summary, Introduction, Methodology, Data Analysis, Conclusions and Recommendations, Visual Supplements. (30 points)			
Topic	*Exemplary*	*Satisfactory*	*Emerging*	*Unsatisfactory*	*No Attempt*
Introduction (6 points)	Introduction is well organized 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 (6 pts.)	Introduction is well organized. Information follows a logical order. Introduction provides some information regarding context and issues discussed. At least 3 relevant resources are cited (5 pts.)	Introduction is organized in a reasonable manner but needs revision. Information regarding context and relevant issues are scarce and not supported by references (4 pts.)	Summary's organization follows no logical or coherent order. No information or resources regarding context or relevant issues are provided. (3-1 pts.)	The student does not submit. (0)
Methodology (6 points)	Data and collection methods are explained and developed with relevant detail. Reader questions are anticipated and answered. (6 pts.)	Data and collection methods are explained clearly and developed with some relevant detail. Reader will generally be satisfied. (5 pts.)	Explains data and collection methods, but explanations need development or clarity. Reader will have some questions. (4 pts.)	Does not explain data or collection methods; data analysis methods are unclear. (3-1 pts.)	The student does not submit. (0)
Data Analysis and Results (6 points)	Data is collected is 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 (6 pts.)	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 (5 pts.)	Data is relevant but presentation and interpretation of results need development. 1 or 2 points of data (artifacts, documents, lesson plans etc.) are used (4 pts.)	Data is not relevant for purpose; presentation and interpretation of results are inaccurate. (3-1 pts.)	The student does not submit. (0)
Conclusions and Recommendations (6 points)	All conclusions and recommendations are well aligned, pertinent, realistic, evidence-based, and detailed (provides a minimum of 5 recommendations). (6 pts.)	Most conclusions and recommendations are aligned; pertinent, realistic, evidence-based, and detailed (provides a minimum of 3 recommendations). (5 pts.)	Conclusions are not aligned with recommendations. Recommendations are not consistently relevant or adequate. (Provides a minimum of 2 recommendations) (4 pts.)	Recommendations are unclear and not connected to the report's data or to conclusions. (3-1 pts.)	The student does not submit. (0)

School Equity Report Rubric: Executive Summary, Introduction, Methodology, Data Analysis, Conclusions and Recommendations, Visual Supplements. (30 points)					
Topic	*Exemplary*	*Satisfactory*	*Emerging*	*Unsatisfactory*	*No Attempt*
Visual Supplements (6 points)	At least 5 supplements are included and provide valuable information that is clear, professionally presented, and insightful. (6 pts.)	3 or more supplements are included and provide valuable information that is clear, professionally presented, and insightful. (5 pts.)	1 or 2 supplements are included and provide valuable information but warrant more thought and editing. (4 pts.)	No visual supplements such as tables, graphs or pictures are included. (3-1 pts.)	The student does not submit. (0)
Content Grade Calculation	*Sum of column above:*	*Sum of column above:*	*Sum of column above:*	*Sum of column above:*	**TOTAL OF CONTENT GRADE** *(sum of all values to the left):*
Content & Development *The student will use clear and persuasive communication*	- 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. (6 pts.)	- 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 (5 pts.)	- 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. (4 pt)	- 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. (3-1 pts.)	No attempt made (0 pts.)
Organization & Structure *The student will provide organized and structured writing.*	- Reveals strong understanding of format and structure and the narrative flows well. - Paragraphs clearly connected to the topic and points are fully explained. - Paragraph transitions are excellent and compelling. (6 pts.)	- Reveals an understanding of format and structure and is easy to follow - Paragraphs connected to the topic and points are explained - Paragraph transitions are clear and help the narrative flow (5 pts.)	- Reveals an understanding of format and structure but is not easy to follow. - Paragraphs vaguely connected to the topic but points are explained - Paragraph transitions need improvement (4 pt.)	- Reveals a limited understanding of format and structure. - Paragraphs not connected to the topic or points not explained. - Paragraphs are disjointed and lack transitions. (3-1 pts.)	No attempt made (0 pts.)
Format and References *The student will use appropriate formatting following the APA style.*	- 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. (6 pts.)	- Introduction and conclusions are clear and major points are previewed or summarized. - Citations and references are provided and follow APA style nearly always. (5 pts.)	- 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. (4 pts.)	- Introduction and/or conclusion are missing. - Citations and references are not provided when necessary. (3-1 pts.)	No attempt made (0 pts.)

School Equity Report Rubric: Executive Summary, Introduction, Methodology, Data Analysis, Conclusions and Recommendations, Visual Supplements. (30 points)					
Topic	*Exemplary*	*Satisfactory*	*Emerging*	*Unsatisfactory*	*No Attempt*
Mechanics (grammar, spelling, length) *The student will value the use of professional quality vocabulary, grammar, punctuation, and spelling.*	- Exhibits a 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. (6 pts.)	- Exhibits an understanding of the rules of grammar, commits few spelling errors, and uses satisfactory vocabulary. - Language appropriate and clear. - Length appropriate as described for the assignment. (5 pts.)	- Exhibits an understanding of the rules of grammar, commits some spelling errors, and uses basic vocabulary. - Language appropriate for the assignment, yet inconsistent. - Over or under length necessary to develop the topic. (4 pts.)	- Exhibits little understanding of the rules of grammar, commits many spelling errors, and uses limited vocabulary. - Language inappropriate (jargon or conversational tone.) - Inadequate or excessive in length. (3-1 pts.)	No attempt made (0 pts.)
Writing Grade Calculation	*Sum of column above:*	*Sum of column above:*	*Sum of column above:*	*Sum of column above:*	**TOTAL OF WRITING GRADE** *(sum of all values to the left):*
TOTAL POINTS FROM EXECUTIVE SUMMARY:					/ 8
TOTAL POINTS FROM CONTENT GRADE (see final column in "Content Grade Calculation") *2 the divide by 3					/ 20
TOTAL POINTS FROM WRITING GRADE (see final column of writing grade) / 12:					/ 2
TOTAL POINTS FOR COMPETENCY 2 (sum of previous three rows):					**/ 30**
FELE 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.	The student does not submit. (0)
FELE 1.4.1 Identify appropriate strategies for maintaining a respectful and inclusive student-centered learning environment that seeks to provide equitable opportunities for all students	Student has identified 5 or more 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 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	The student does not submit. (0)

School Equity Report Rubric: Executive Summary, Introduction, Methodology, Data Analysis, Conclusions and Recommendations, Visual Supplements. (30 points)					
Topic	**Exemplary**	**Satisfactory**	**Emerging**	**Unsatisfactory**	**No Attempt**
FELE 1.4.2. Select effective strategies that create a school culture focused on building a foundation for life in a diverse democratic society and global economy.	Student has selected 5 or more effective strategies that create a school culture focused on building a foundation for life in a diverse democratic society and global economy.	Student has selected at least 3 effective strategies that create a school culture focused on building a foundation for life in a diverse democratic society and global economy.	Student has selected 1 or 2 effective strategies that create a school culture focused on building a foundation for life in a diverse democratic society and global economy.	Student has failed to select any effective strategies that create a school culture focused on building a foundation for life in a diverse democratic society and global economy.	The student does not submit. (0)
FELE 2.1.1. Analyze and assess processes and methods of recruiting and employing a diverse faculty with the instructional proficiencies needed for the school population being served.	Student has accurately analyzed the methods and processes of recruitment and employment of a diverse faculty and have identified 5 or more employment practices to meet the needs of the school population	Student has accurately analyzed the methods and processes of recruitment and employment of a diverse faculty and have identified at least 3 employment practices to meet the needs of the school population	Student has analyzed the methods and processes of recruitment and employment of a diverse faculty and have identified 1 or 2 employment practices to meet the needs of the school population	Student has failed to analyze the methods and processes of recruitment and employment of a diverse faculty and have not identified any employment practices to meet the needs of the school population	The student does not submit. (0)
FELE 2.4.1 Identify appropriate behavior as outlined in the Code of Ethics of the Education Profession in Florida and the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rules 6B-1.001 and 6B-1.006, F.A.C.	Student has identified all appropriate /relevant behavior as outlined in the Code of Ethics of the Education Profession in Florida and the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rules 6B-1.001 and 6B-1.006, F.A.C.	Student has identified the majority of appropriate /relevant behavior as outlined in the Code of Ethics of the Education Profession in Florida and the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rules 6B-1.001 and 6B-1.006, F.A.C.	Student has identified some appropriate /relevant behavior as outlined in the Code of Ethics of the Education Profession in Florida and the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rules 6B-1.001 and 6B-1.006, F.A.C.	Student has identified a few (less than 3) appropriate /relevant behavior as outlined in the Code of Ethics of the Education Profession in Florida and the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rules 6B-1.001 and 6B-1.006, F.A.C.	The student does not submit. (0)

School Equity Report Rubric: Executive Summary, Introduction, Methodology, Data Analysis, Conclusions and Recommendations, Visual Supplements. (30 points)					
Topic	Exemplary	Satisfactory	Emerging	Unsatisfactory	No Attempt
FELE 3.2.2. Identify appropriate roles, responsibilities, and practices that assure effective discipline and promote a safe learning environment.	Student has identified and evaluated appropriate actions to ensure the health, safety, and welfare of all persons on campus, supported by 5 or more points of data (artifacts, documents, lesson plans etc.)	Student has identified and evaluated appropriate actions to ensure the health, safety, and welfare of all persons on campus, supported by 3 or more points of data (artifacts, documents, lesson plans etc.)	Student has identified and evaluated appropriate actions to ensure the health, safety, and welfare of all persons on campus, supported by 1 Or 2 points of data (artifacts, documents, lesson plans etc.)	Student has not identified and evaluated appropriate actions to ensure the health, safety, and welfare of all persons on campus.	The student does not submit. (0)
FELE 3.2.3 Identify and evaluate appropriate actions that assure the health, safety, and welfare of all persons on campus	Student has accurately identified and evaluated appropriate actions that assure the health, safety, and welfare of all persons on campus, supported by 5 or more points of data (artifacts, documents, lesson plans etc.)	Student has identified and evaluated appropriate actions that assure the health, safety, and welfare of all persons on campus, supported by at least 3 points of data (artifacts, documents, lesson plans etc.)	Student has identified and evaluated actions that assure the health, safety, and welfare of all persons on campus, supported by 1 or 2 points of data (artifacts, documents, lesson plans etc.)	Student has failed to identify and/or evaluate actions that assure the health, safety, and welfare of all persons on campus	The student does not submit. (0)
FELE 3.5.2. Analyze data and communicate, in writing, strategies for creating opportunities within a school that engage stakeholders.	Based on data analysis of the school equity audit, the student has identified 3 or more different strategies to engage stakeholders in school improvement efforts. Student has clearly communicated these strategies in writing in the final equity report. Communication was professional, inclusive, precise and included specific action items	Based on data analysis of the school equity audit, the student has identified 2 different strategies to engage stakeholders in school improvement efforts. Student has clearly communicated these strategies in writing in the final equity report. Communication was professional, inclusive, precise and included specific action items	Based on data analysis of the school equity audit, the student has identified 1 strategy to engage stakeholders in school improvement efforts. Student has communicated this strategy in writing in the final equity report. Communication was professional, and included some action items	Student has failed to identify strategies to engage stakeholders in school improvement efforts based on data analysis of the equity audit. Student has poorly communicated with stakeholders in the final equity report. Communication was vague and exclusive.	The student does not submit. (0)

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School Equity Report Rubric: Executive Summary, Introduction, Methodology, Data Analysis, Conclusions and Recommendations, Visual Supplements. (30 points)					
Topic	Exemplary	Satisfactory	Emerging	Unsatisfactory	No Attempt
FELE 3.5.3. Analyze data and communicate, in writing, strategies that increase motivation and improve morale while promoting collegial efforts.	Based on data analysis of the school equity audit, the student has identified 3 or more different strategies to increase motivation and improve morale and collaboration. Student has clearly communicated these strategies in writing in the final equity report. Communication was professional, inspiring, precise and drew from specific motivational theories	Based on data analysis of the school equity audit, the student has identified 2 different strategies to increase motivation and improve morale and collaboration. Student has clearly communicated these strategies in writing in the final equity report. Communication was professional, inspiring, precise and drew from specific motivational theories	Based on data analysis of the school equity audit, the student has identified 1 strategy to increase motivation and improve morale and collaboration. Student has communicated this strategy in writing in the final equity report. Communication was professional, and had some grounding in motivational theories	Student has failed to identify strategies to increase motivation and improve morale and collaboration based on data analysis of the equity audit. Student has poorly communicated with stakeholders in the final equity report. Communication was vague and dull.	The student does not submit. (0)

Reflective Decision Making

A major goal of this course is to promote students' capacity as reflective decision makers. Students will meet this goal through reflective journal writing based on the learning in each module, class discussions, and the work they are conducting at their respective schools. This assignment will be assessed using the rubric below.

Class Participation

An important component of this course is for students to be prepared to come to class having read and reviewed all assigned readings, completed their assignments, and actively engage in all class activities by utilizing active listening skills, working successfully in teams, fully participating in class discussions, and being on time. The students will be graded based on the School Leaders Master's Program Class Participation Rubric.

GRADED ASSIGNMENTS

Assignments	Points
Assignment 1: Anti-Bias Framework application	6
Assignment 2: **CA1**: Achievement Gap Analysis and Presentation	30
Assignment 3: Inclusive Governance Action Plan	7
Assignment 4; Reflective Journal (5 entries)	15
Assignment 5: **CA2**: Comprehensive Social Justice Leadership Plan	30
Class Participation:	12
Total Points:	**100**

SCHOOL LEADERS MASTER'S PROGRAM COURSE GRADING SCALE

This grading scale will be used to determine the final grades given in the course.

Letter	Percent	Grade Points	Letter	Percent	Grade Points
A	93-100	= 4.0	C	73-76	= 2.0
A-	90-92	= 3.67	C-	70-72	= 1.67
B+	87-89	= 3.33	D+	67-69	= 1.33
B	83-86	= 3.00	D	63-66	= 1.00
B-	80-82	= 2.67	D-	60-62	= 0.67
C+	77-79	= 2.33	F	Below 60	= 0.00

SCHOOL LEADERS MASTER'S PROGRAM STANDARD RUBRICS

The following rubrics are used across the School Leaders Master's Program to evaluate student performance. Please refer to your instructor for further explanation of rubrics. Students should understand that "Satisfactory" is the "Passing" rating for assessment. Rubrics are developed so that the sum of the scores is used to develop a "Passing" grade.

Reflective Writing Rubric

This rubric is for reflection assignments on readings, class discussions, presentations, and website information. Note that the self-reflection section is to be written in the first person.
1) Synthesis of Learning
   a. Provides a clear synthesis of information related to the unit topic.
   b. Includes appropriate citations for references.
2) Personal reflections:
   a. How does what you learned apply to your current leadership?
   b. What challenges do you foresee as you grow in your leadership?

School Leaders Master's Program Reflective Writing Rubric					
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. (6 pts.)	Provides a basic synthesis of information related to the concepts presented in class. (5 pts.)	Provides a limited synthesis of information related to the concepts presented in class. (4 pts.)	Does not synthesize the information related to the concepts presented in class. (3-1 pts.)	The student did not submit. (0 pts.)

School Leaders Master's Program Reflective Writing Rubric					
Topic	Exemplary	Satisfactory	Emerging	Unsatisfactory	No Attempt
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. (6 pts.)	Provides a basic personal connection to the readings, presentations, learning activities and demonstrates a basic personal understanding of the topic. (5 pts.)	Provides a limited personal connection to the readings, presentations, learning activities and demonstrates a limited personal understanding of the topic. (4 pts.)	Does not make a personal connection to the readings, presentations, learning activities and does not demonstrates a personal understanding of the topic. (3-1 pts.)	The student did not submit. (0 pts.)

School Leaders Master's Program Writing Rubric

This rubric is for all non-reflection written assignments. All written assignments should follow APA style. This rubric will be incorporated within the specific rubric of each written assignment.

School Leaders Master's Program Writing Rubric					
Topic	*Exemplary*	*Satisfactory*	*Emerging*	*Unsatisfactory*	*No Attempt*
Content & Development* *The student will use clear and persuasive communication*	- 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. (6 pts.)	- 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. (5 pts.)	- 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. (4 pt.)	- 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. (3-1 pts.)	No attempt made (0 pts.)

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School Leaders Master's Program Writing Rubric					
Topic	Exemplary	Satisfactory	Emerging	Unsatisfactory	No Attempt
Organization & Structure* *The student will provide organized and structured writing.* *See Content and Development NOTE above.	- Reveals strong understanding of format and structure and the narrative flows well. - Paragraphs clearly connected to the topic and points are fully explained. - Paragraph transitions are excellent and compelling. (6 pts.)	- Reveals an understanding of format and structure and is easy to follow. - Paragraphs connected to the topic and points are explained. - Paragraph transitions are clear and help the narrative flow. (5 pts.)	- Reveals an understanding of format and structure but is not easy to follow. - Paragraphs vaguely connected to the topic but points are explained - Paragraph transitions need improvement. (4 pt.)	- Reveals a limited understanding of format and structure. - Paragraphs not connected to the topic or points not explained. - Paragraphs are disjointed and lack transitions. (3-1 pts.)	No attempt made *(0 pts.)*
Format and References *The student will use appropriate formatting following the APA style.* *See Content and Development NOTE above.	- 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. (6 pts.)	- Introduction and conclusions are clear and major points are previewed or summarized. - Citations and references are provided and follow APA style nearly always. (5 pts.)	- 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. (4 pts.)	- Introduction and/or conclusion are missing. - Citations and references are not provided when necessary. (3-1 pts.)	No attempt made *(0 pts.)*
Mechanics (grammar, spelling, length) *The student will value the use of professional quality vocabulary, grammar, punctuation, and spelling.* *See Content and Development NOTE above.	- Exhibits a 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. (6 pts.)	- Exhibits an understanding of the rules of grammar, commits few spelling errors, and uses satisfactory vocabulary. - Language appropriate and clear. - Length appropriate as described for the assignment. (5 pts.)	- Exhibits an understanding of the rules of grammar, commits some spelling errors, and uses basic vocabulary. - Language appropriate for the assignment, yet inconsistent. - Over or under length necessary to develop the topic. (4 pts.)	- Exhibits little understanding of the rules of grammar, commits many spelling errors, and uses limited vocabulary. - Language inappropriate (jargon or conversational tone.) - Inadequate or excessive in length. (3-1 pts.)	No attempt made *(0 pts.)*

*NOTE: When incorporated within an assessment rubric, the total points from this Master's Program Writing Rubric will be divided by 4, 6, 8, 12 to make the maximum value of the writing either 6, 4, 3, or 2 points towards the total value of the written assignment.

School Leaders Master's Program Class Participation Rubric				
	Exemplary	**Satisfactory**	**Emerging**	**Unsatisfactory**	**No Attempt**
Preparation	Fully prepared shows evidence of readings and presentations. (6 pts.)	Mostly prepared, shows evidence of some readings and some presentations. (5 pts.)	Minimally prepared, shows little evidence of readings and presentations. (4 pts.)	Not prepared, does not show evidence of readings and presentations. (3-1 pts.)	The student did not participate. (0 pts.)
Group Activities	Fully engaged in group activity, works with team to produce a high-quality product, supports all team members in the work. (6 pts.)	Somewhat engaged in group activity, works with team, the group product is satisfactory, supports some team members in the work. (5 pts.)	Minimally engaged in group activity, works with team some of the time, the group product is minimally acceptable, supports some team members in the work. (4 pts.)	Not engaged in group activity, works with team only some of the time, the group product is not acceptable, hinders the work of the group. (3-1 pts.)	The student did not participate. (0 pts.)
Class Discussions	Actively and respectfully listens to others and builds on comments, without dominating the conversation. Using references to readings, presentations, as well as makes connections to experience. (6 pts.)	Listens to others respectfully and sometimes builds on comments. Sometimes is quiet or dominates conversation. Sometimes uses references to readings, presentations, as well as makes connections to experience. (5 pts.)	Listens to others respectfully and sometimes but does not builds on comments. Overly quiet or overly dominant in conversation. Uses limited references to readings, presentations, as well as makes connections to experience. (4 pts.)	Does not listens to others respectfully and does not builds on comments. Overly quiet or overly dominant in conversation. Does not use references to readings, presentations, or connections to experience. (3-1 pts.)	The student did not participate. (0 pts.)
Punctuality	On time and ready to work prior to the beginning of class and at the termination of all breaks, always in attendance at class. (6 pts.)	On time and ready to work prior to the beginning of class but is sometimes late at the termination of all breaks, always in attendance at class. (5 pts.)	Late to class at least once and sometimes late at the termination of breaks, always in attendance at class. (4 pts.)	Late to class more than once and sometimes late at the termination of breaks, Misses a day of class. (3-1 pts.)	The student did not participate. (0 pts.)
*NOTE: This rubric will be used to calculate the student's participation grade. The total points from this Participation Rubric will be divided by 2 to make the maximum point value 12 points for class participation.				

END OF COURSE SURVEY

Student Perception of Teaching (SPOT) surveys will be completed online. 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:
1. Log on to MyFAU and click on the "SPOT" tab at the top of the page.
2. Click the "Complete My SPOTs" button to see the courses in which you are enrolled. Now also available through Canvas!
3. 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.

SCHOOL LEADERS MASTER'S PROGRAM POLICY ON MAKEUP TESTS, LATE WORK, AND INCOMPLETES:

Students should read and refer to the School Leaders Master's Program Student Handbook that corresponds to their particular cohort program. 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.*

ATTENDANCE POLICY

According to FAU, the Department of Educational Leadership and Research Methodology, and the School Leaders Master's Program protocols and 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 School Leaders Master's Program Student Handbook that corresponds to their particular cohort program. Students must attend **ALL** classes. 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 School Leaders Master's Program Coordinator responsible for that student's cohort. Unavoidable absences include: family emergencies, illness, military obligations, and court imposed legal obligations. These absences must be accompanied by documentation. The School Leaders Master's Program Coordinator responsible for that student's cohort 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 Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at 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.

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 complete 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-mentor 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 provide 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.

BIBLIOGRAPHY
As a student at FAU, you can access electronic journals and search for articles by topic through the FAU Libraries. To gain access from off campus, click on http://www.fau.edu.ezproxy.fau.edu/library and log in using your FAU NetID and Password.

Books and Articles
Andreasson, I., Ohlsson, L., & Assarson, I. (2015). Operationalizing equity: The complexities of equity in practice. *Education, Citizenship and Social Justice, 10*(3), 266-277.
Banks, J. (2002). An introduction to multicultural education (3rd ed.). Needham, MA: Allyn & Bacon.
Banks, J. (2008). Diversity, group identity, and citizenship education in a global age. Educational Researcher, 37, 129-139.
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Barakat, M., & Brooks, J. S. (2016). When globalization causes cultural conflict: leadership in the context of an Egyptian/American School. *Journal of Cases in Educational Leadership*, 19(4), 3-15.
Barakat, M., Reames, E. & Kensler, L. W. (in press). leadership preparation programs: preparing culturally competent educational leaders. *Journal of Research on Leadership Education,*
Bogotch, I. (2008). Social justice as an educational construct. In I. Bogotch, F. Beachum, J. Blount, J. Brooks, and F. English (Eds.), Radicalizing Educational Leadership: Dimensions of Social Justice (pp. 79-112). Rotterdam, The Netherlands: Sense Publishers.
Brockett, R. G., & Hiemstra, R. (2004). Toward ethical practice. Melbourne, Florida: Krieger Publishing Company.
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Brown, K. M. (2004). Leadership for social justice and equity: Weaving a transformative framework and pedagogy. *Educational administration quarterly, 40*(1), 77-108.

Bustamante, R. M. (2006). The culture audit: A leadership tool for assessment and strategic planning in diverse schools and colleges. *International Journal of Educational Leadership Preparation, 1*(2), n2.

Bustamante, R. M., Nelson, J. A., & Onwuegbuzie, A. J. (2009). Assessing school-wide cultural competence: Implications for school leadership preparation. *Educational Administration Quarterly, 45*(5), 793.

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Drago-Severson, E., & Blum-DeStefano, J. (2018). *Leading change together: Developing educator capacity within schools and systems.* Alexandria, VA: Association for Supervision & Curriculum Development (ASCD).

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Gregory R. A. (2009). Leading change through cultural competence. *AASA Journal of scholarship and practice, 5*(4), 34-37

Gregory, A., Skiba, R. J., & Noguera, P. A. (2010). The achievement gap and the discipline gap: Two sides of the same coin? *Educational Researcher, 39,* 59–68.

Harrell-Levy, M. K., Kerpelman, J. L., & Henry, D. (2016). 'Minds Were Forced Wide Open': Black adolescents' identity exploration in a transformative social justice class. *Education, citizenship and social justice, 11*(2), 99-113.

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Theoharis, G., & Brooks, J. S. (Eds.). (2012). *What every principal needs to know to create equitable and excellent schools.* Teachers College Press.

Thurston, L. P., & Yelich Biniecki, S. M. (2017). A co-created journey: Designing a college-wide graduate certificate program in social justice education. *Education, Citizenship and Social Justice, 12*(3), 252-263.

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Journals
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

Mikaela Kursell

From:	Michael Brady
Sent:	Thursday, November 14, 2019 4:51 PM
To:	Robert Shockley
Subject:	RE: Graduate Program Proposals from EDLRM

Bob – I've reviewed the changes to your program descriptions and syllabi. I do not see any conflict or overlap with the courses or curriculum in the ESE Department. Good luck with the changes!

Michael P. Brady, PhD
Professor & Chair
Department of Exceptional Student Education
Florida Atlantic University
777 Glades Road
Boca Raton, FL 33431
(561) 297-3281
mbrady@fau.edu

From: Robert Shockley <SHOCKLEY@fau.edu>
Sent: Thursday, November 7, 2019 5:33 PM
To: Barbara Ridener <BRIDENER@fau.edu>; Dale Williams <dwilliams@fau.edu>; Hanizah Zainuddin <zainuddi@fau.edu>; Michael Brady <mbrady@fau.edu>; Paul Peluso <ppeluso@fau.edu>
Cc: Stephen Silverman <silverman@fau.edu>; Daniel Reyes-Guerra <dreyes@fau.edu>; Jarrett Warshaw <warshawj@fau.edu>; Valerie Bryan <bryan@fau.edu>; Maysaa Barakat <barakatm@fau.edu>; Sunny Gross <sgross20@fau.edu>
Subject: Graduate Program Proposals from EDLRM

For your information I am forwarding to you proposed Graduate Program Changes from the Department of Educational Leadership and Research Methodology. These proposed changes are as follows:

- Catalog changes for the EDL Adult and Community Education Specialist Degree
- Catalog changes for proposed changes to the EDL Masters School Leaders Degree reflecting new course proposals, as well as course change proposals included in attached materials. These changes are as a result of Wallace Grant partnership initiatives with area school districts.
- Catalog changes to for proposed changes to the EDL Specialist (School Leaders) with Certification Degree reflecting new course proposals, as well as course change proposals that are included in attached materials. Again, these changes are the result of partnership initiatives with area school districts.
- Catalog changes to proposed changes to EDL Specialist (School Leaders) Advanced Degree reflecting course requirement changes.

Please get back to me at your earliest convenience if your department has conflicts with any of these proposed changes to our programs. Thanks. Bob

Robert Shockley, Chair
Educational Leadership and Research Methodology
ED 47 Room 260A
777 Glades Rd.
Boca Raton, FL 33431

GRADUATE COLLEGE

FEB 1 0 2020

1

From:	Barbara Ridener
Sent:	Monday, November 18, 2019 10:10 AM
To:	Robert Shockley
Subject:	RE: Graduate Program Proposals from EDLRM

No conflict for Teaching and Learning.

Sorry for the delay.

Barbara

From: Robert Shockley <SHOCKLEY@fau.edu>
Sent: Thursday, November 7, 2019 5:33 PM
To: Barbara Ridener <BRIDENER@fau.edu>; Dale Williams <dwilliams@fau.edu>; Hanizah Zainuddin <zainuddi@fau.edu>; Michael Brady <mbrady@fau.edu>; Paul Peluso <ppeluso@fau.edu>
Cc: Stephen Silverman <silverman@fau.edu>; Daniel Reyes-Guerra <dreyes@fau.edu>; Jarrett Warshaw <warshawj@fau.edu>; Valerie Bryan <bryan@fau.edu>; Maysaa Barakat <barakatm@fau.edu>; Sunny Gross <sgross20@fau.edu>
Subject: Graduate Program Proposals from EDLRM

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Please get back to me at your earliest convenience if your department has conflicts with any of these proposed changes to our programs. Thanks. Bob

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GRADUATE COLLEGE

FEB 1 0 2020

From:	Robert Shockley
Sent:	Tuesday, November 26, 2019 1:09 PM
To:	Daniel Reyes-Guerra
Subject:	FW: Graduate Program Proposals from EDLRM

FYI! RS

From: Hanizah Zainuddin <zainuddi@fau.edu>
Sent: Tuesday, November 26, 2019 11:39 AM
To: Robert Shockley <SHOCKLEY@fau.edu>; Paul Peluso <ppeluso@fau.edu>
Cc: Sunny Gross <sgross20@fau.edu>
Subject: RE: Graduate Program Proposals from EDLRM

Hi Bob:

I'm terribly sorry for this delay. I hope it's not too late. While my department doesn't see a conflict, it looks like both EDF 6918 (Action Research) and an EEX course were removed from the prior requirements. Perhaps this has to do with your grant requirements.

As I've said, my department sees no conflict, but we do want to express some our thoughts resulting from these proposals. Many of the topics in your curriculum proposals are also those that we address in our current courses, and are likely to address in our future courses as social justice is central to CCEI department's mission. While we agree that this work should be done across departments as they pertain to their field, we notice that questions about equity, race and class in instruction are being raised in the classroom context which directly overlaps with the work of my department. We hope that the presence of these topics on the syllabus does not become the basis by which our department's efforts towards the same goals will be objected to in future courses that we develop.

Additionally, as we accept new MEd in C & I students starting spring 2020, who will be needing the ELDRM courses in the Teacher Leadership Certificate, we would also like to know if your department would be open to including courses in our department on your list of program requirements in the future. We would really love to have this conversation with your department or relevant faculty to explore this possibility going forward.

All the best in the curriculum proposals!

Take care,

Best regards,
Hani

Hanizah Zainuddin, Ph.D
Interim Chair and Associate Professor
Dept. of Curriculum, Culture, and Educational Inquiry
Rm. 347, Education Bldg
777 Glades Rd,

1

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Visit our Department Website:
http://www.coe.fau.edu/academicdepartments/ccei
Visit our Facebook Page:
https://www.facebook.com/fauCCEI

"Helping the underprivileged is justice, not charity"

From:	Dale Williams
Sent:	Tuesday, November 12, 2019 8:33 AM
To:	Robert Shockley
Subject:	RE: Graduate Program Proposals from EDLRM

Follow Up Flag:	Flag for follow up
Flag Status:	Flagged

No conflicts or concerns.
Dale

From: Robert Shockley <SHOCKLEY@fau.edu>
Sent: Friday, November 8, 2019 9:31 AM
To: Dale Williams <DWILLIAM@fau.edu>
Subject: FW: Graduate Program Proposals from EDLRM

For your information I am forwarding to you proposed Graduate Program Changes from the Department of Educational Leadership and Research Methodology. These proposed changes are as follows:

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- Catalog changes to proposed changes to EDL Specialist (School Leaders) Advanced Degree reflecting course requirement changes.

Please get back to me at your earliest convenience if your department has conflicts with any of these proposed changes to our programs. Thanks. Bob

Robert Shockley, Chair
Educational Leadership and Research Methodology
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777 Glades Rd.
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(561)297-3551

From: Robert Shockley <SHOCKLEY@fau.edu>
Sent: Tuesday, January 7, 2020 12:46 PM
To: Paul Peluso <ppeluso@fau.edu>
Cc: Maysaa Barakat <barakatm@fau.edu>; Jarrett Warshaw <warshawj@fau.edu>; Sunny Gross <sgross20@fau.edu>; Daniel Reyes-Guerra <dreyes@fau.edu>
Subject: FW: Graduate Program Proposals from EDLRM

Paul,

I am forwarding to you proposed Graduate Program Changes from the Department of Educational Leadership and Research Methodology. These proposed changes are as follows:

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- Catalog changes for proposed changes to the EDL Masters School Leaders Degree reflecting new course proposals, as well as course change proposals included in attached materials. These changes are as a result of Wallace Grant partnership initiatives with area school districts.
- Catalog changes to for proposed changes to the EDL Specialist (School Leaders) with Certification Degree reflecting new course proposals, as well as course change proposals that are included in attached materials. Again, these changes are the result of partnership initiatives with area school districts.
- Catalog changes to proposed changes to EDL Specialist (School Leaders) Advanced Degree reflecting course requirement changes.

I am attaching statements of no conflict from all of the departments except for Counselor Education. I know you had verbally indicated to me that there was no conflict from your department but I could not locate a written response. Please get back to me at your earliest convenience if there are concerns or problems with this proposal. Bob

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