

ELPS 465
INSTRUCTIONAL LEADERSHIP: EQUITY AND JUSTICE
Fall 2011
Tuesdays 7:00-9:30

Dr. Janis Fine
1034 Lewis Towers
820 N. Michigan
Chicago, IL. 60611
Phone:312-915-7022

Office Hours: Tuesdays 5:30
1034 Lewis Towers
And by appointment

Fax: 312-915-6660 E-mail: jfine@luc.edu

RELATION TO OUR CONCEPTUAL FRAMEWORK: Loyola University Chicago's School of Education has adopted and embraced the conceptual framework: **Professionalism in Service of Social Justice**. In this class we will examine through our readings, presentations and discussions the role of justice in school leadership. This course, specifically, will address justice as: fidelity to the claims of a relationship. Our examination of justice will focus on four kinds of relationships found in the schools:

- 1) Commutative justice- the claims that exist in relations between individuals
- 2) Social justice- the relations of a society based on internal institutional patterns and structural preconditions
- 3) Distributive justice- the claims that occur between groups of persons
- 4) Retributive justice- the just balance of goods and harms in which the rights to those goods and harms (rewards and punishments) must be earned or deserved.

In addition, this course seeks to address Conceptual Framework Standard 6, *Candidates demonstrate professional decision-making skills and behaviors in advancing social justice and service*.

DIVERSITY: As a school community, if we want to work effectively for justice, there must be an understanding of issues of diversity. There must be continuity between the thing being pursued (a just diverse society) and the people doing the pursuing (us). There is a tendency in nearly every institution or sub-culture (certainly in schools) to divide the world into "important people" and "unimportant people." Sometimes it's a matter of important races and unimportant races, sometimes its men versus women, sometimes the line is drawn between the rich and poor, the disabled and non-disabled, elders or youth. The root distortion is to think that some count more than others. A significant portion of our work in leadership for justice involves acquiring and sharing a higher viewpoint: a viewpoint that affirms, in theory and in practice, that everyone counts. We are, after all, more than just a school filled with a collection of individuals. We are colleagues in a noble enterprise, whether our particular labor is behind a desk, in a classroom, or in the serving of lunches. Our class will provide the laboratory for exploring and addressing the issues of diversity facing today's instructional leader.

TECHNOLOGY: The information pertinent to the ongoing study of equity and justice in the schools changes constantly. Laws, policies and practices, pop-culture trends, and

societal issues provide the landscape for our study. Throughout this course, students will develop and practice skills in locating and using on-line resources critical to our topics. Additionally, in the presentation of pop-culture reports, students will demonstrate technological expertise in utilizing a variety of media presentations.

OBJECTIVES: This course is designed to examine the complexities and ambiguities of instructional leadership within the broader themes of equity, equality and individual and social justice. Specifically, this course will address the role of instructional leadership as it relates to:

1. Moral leadership with an emphasis on purpose, values and beliefs.
2. The role of education in preparing people to become valuable members of society.
3. Diversity of people in our society and our dedication to the goal of achieving equity for all.
4. Curricular ideologies and their implications for instruction.
5. Confronting the tensions that exist between care and justice as moral orientations.
6. Mobilizing research and theory into tools that can be used by leaders and practitioners to foster more equitable student performance.
6. Issues of equity and justice in popular culture and their manifestations in the implicit, explicit and null curricula in today's schools.

NCATE (ELCC) AND ISBE STANDARDS : As a result of this course students will be able to:

Use data-based research strategies to create a vision that takes into account the diversity of learners in a district. ELCC 1.1.c. (*Develop a Vision*)
ISBE 1E, 1R

Understand the theory and research related to organizational and educational leadership and engage in the collection, organization, and analysis of a variety of information, including student performance data, required to assess progress toward a district's vision, mission, and goals. ELCC 1.4.b. (*Steward a Vision*)
ISBE 1D, 1R

Demonstrate the ability to facilitate and engage in activities that use best practices and sound educational research to improve instruction programs. ELCC 2.3.a.. (*Apply Best Practice to Student Learning*)
ISBE 2M

Develop staff communication plans for integrating district's schools and divisions. ELCC 3.2.c. (*Manage Operations*)
ISBE 3H

Demonstrate the ability to facilitate the planning and implementation of programs and services that bring together the resources of families and the community to positively

affect student learning. ELCC 4.1.a. (*Collaborate with Families and Other Community Members*)

ISBE 4A, 4K, Loyola CF 6

Demonstrate the ability to promote maximum involvement with, and visibility within the community. ELCC 4.2.b. (*Respond to Community Interests and Needs*)

ISBE 4A, 4B, 5M

Espouse positions in response to proposed policy changes that would benefit or harm districts and explain how proposed policies and laws might improve educational and social opportunities for specific communities. ELCC 6.1.g. (*Understand the Larger Context*)

ISBE 3I, 3H

REQUIRED TEXTS:

The following books are available at Loyola's WTC Bookstore located at 26 East Pearson. .

Thomas J. Sergiovanni, Moral Leadership Getting to the Heart of School Improvement San Francisco CA: Jossey-Bass Inc.Publishers, 1992.

ISBN # 1-55542-400-7

Catherine Marshall & Maricela Oliva, Leadership for Social Justice: Revolutions in Education Second Edition, Boston, MA, Allyn & Bacon, 2010.

ISBN# -13 978-0-13-136266-6

RESOURCES: This course will have a variety of resources: 1) the texts, 2) supplementary readings, 3) lectures/discussions, 4) contemporary popular culture (newspaper/magazine articles, TV, radio, music, film), 5) interview respondent perspectives and information, and 6) you--your experiences and insights.

EVALUATION: Grading will done on the following basis

Mid-Term Examination	20%	(20 points)
Final Examination	20%	(20 points)
Class Participation	10%	(10 points)
Pop Culture Report	10%	(10 points)
Weekly Reaction Papers	20%	(20 points)
Interview Analysis/Reaction	20%	(20 points)

EXAMS: Both the mid-term and final exams will be in-class essays. They will give you the opportunity to reflect upon information from the readings and class discussions. You will receive study questions for the mid-term and final two weeks prior to the exam dates. The questions will be "comprehensive" in nature, and will allow you to respond in a simulated form to issues of equity and justice as they impact decision-making and actions of instructional leadership. Your answers to questions posed will be graded for thoughtful

treatment of the topics with demonstration of understanding of equitable and just considerations.

CLASS PARTICIPATION: Students will participate in discussions based on weekly readings and hand-outs as well as extemporaneous role play, debate, and point-counter-point discussion. It is expected that students will attend class on a regular basis. Your participation score will be based on your attendance pattern as well as on your contributions to class discussions and activities.

POP CULTURE REPORT: EQUITY AND JUSTICE Cultural texts as represented in the media (print, TV, film, music) do not simply reflect the culture, but they are part of its processes and practices. In fact, popular culture often creates reality, especially for our youth. In teams of two, students will be responsible for presenting to the class one recent newspaper/magazine article, clip from TV show, movie, song, music video, etc. Orally, each student will then discuss:

1. What is the issue(s) of equity/justice in this piece? (2 points)
2. How is this issue(s) dealt with in your school/district's explicit curriculum? (1 point)
3. How is this issue(s) dealt with your school/district's implicit curriculum? (1 point)
4. Any commentary on the null curriculum? (1 point)
5. What are the implications for instructional leadership? (5 pts.)

Please provide your colleagues with copies of any print material. You will need _____ copies. You will have 25 minutes for your presentation and 5 minutes for fielding follow-up question and commentary from your colleagues.

REACTION PAPERS: Each week you will have assigned readings. Hopefully, they will incite/ignite/evoke reaction from you. Students are required to hand in a hard-copy typed ONE page reaction paper each class session in which you comment on your response, opinion, gut-level reaction to the readings for the week. Your reaction paper must clearly be in response to the content of the week's reading, as opposed to general commentary about the topic in general. These will be graded for your thoughtful reflection. Please use one inch margins and double spacing. The grading is as follows:

2pts: Personal reaction to topic(s) discussed in one page

1pt: Personal reaction to topic(s) discussed in less than one page

0 pt: Lack of personal reaction and evidence of topic knowledge

(These may not be turned in late. If you are not going to attend class, you may e-mail, as an attachment, your reaction paper by 4:30 on the day of class.)

Assignment: INTERVIEW ANALYSIS/REACTION PAPER

Part 1

The candidate will conduct an interview with a district level educational administrator whose duties broadly include instructional leadership. The interview will focus on issues of equity and justice. The candidate must include questions that have been generated from our post-class discussions. Other questions may be used as well. The write-up will focus largely on the candidate's reflection, analysis, and reaction to the interview. This paper should be 10-12 pages in length. The emphasis of the paper should be on the analysis of the responses according to our study during the semester. (ELCC 1.3)

The structure of the interview analysis write-up should be as follows:

- Interview Question #1
- Response to Question #1
- Analysis of Response to Question #1
- And so on

Part 2

With the information from the interview of the same district level administrator, and your reactions, respond to the following:

1. Identify multiple data-based strategies used in the creation of the vision that takes into account the diversity of learners in the district. (ELCC 1.2)
2. What sources of authority can be discerned from the interviewee relative to collection, organization and analysis of information related to the district's vision of learning. (ELCC1.4.)
3. In consideration of equity and justice, what effective instructional programs might you suggest that use best practices and sound educational research to improve instructional programs for improved student learning? (ELCC 2.2.)
4. In light of question number 3, create a communication plan that manages the flow of communication to all necessary stakeholders. This plan must include strategies that integrate the suggestions for achieving equity and justice within the operation of the district's schools. (ELCC 5.1; ELCC 5.2)
5. Cite two or more methods to facilitate the planning and implementation of programs and services that provide opportunities for collaboration with families and community norms and values with consideration for equity and justice issues. (ELCC 1.5.) (**Loyola CF6**)
6. Since change is often resisted, provide your rationale to your constituents as to why your proposed changes will improve educational and social opportunities for the diverse populations of your district. (ELCC 5.3.)

Part 3

Create a draft needs assessment that will assess and respond to the community's interests and needs with respect to equity and justice issues within the school district. Your needs assessment should align with the issues identified in Part 2 and contain 10 – 15 questions. Within these questions, your needs assessment should address:

- a) Suggestions for promoting a positive school culture (ELCC 2.1)
- b) Suggestions for designing a comprehensive professional growth plan for faculty (ELCC 2.4)

RUBRIC FOR GRADING THE INTERVIEW ANALYSIS/REACTION PAPER

Candidate:

Term:

Instructor:

Score	Standard/Element	Target (3)	Acceptable (2)	Unacceptable (1)
	ELCC 1.2 Articulate a District Vision of Learning ISBE 1E, 1R	The candidate identifies more than one data-based research strategy used in creating district vision that takes into account the diversity of learners in the district.	The candidate identifies one data-based research strategy used in creating district vision and that takes into account the diversity of learners in the district.	The candidate identifies one data-based research strategy used in creating district vision but does account for the diversity of learners in the district.
	ELCC 1.3 Implement a District Vision of Learning	Within part 1 of the assignment, the candidate analyzes the interviewee's responses with a focus on issues of equity and justice for all students. The interview utilizes the questions generated within the post-class discussions.	Within part 1 of the assignment, the candidate analyzes the interviewee's responses with a focus on issues of equity and justice for all students. The interview does not utilize the questions generated within the post-class discussions.	Within part 1 of the assignment, the candidate does not analyze the interviewee's responses with a focus on issues of equity and justice.
	ELCC 1.4. Steward a district vision of learning. ISBE 1D, 1R	The candidate identifies more than one source of authority that the interviewee used in the collection, organization, and analysis of a district's vision of learning.	The candidate identifies one source of authority that the interviewee used in the collection, organization, and analysis of a district's vision of learning.	The candidate does not identify a source of authority that the interviewee used in the collection, organization, and analysis of a district's vision of learning
	ELCC 1.5. Promote Community Involvement in District	The candidate cites two or more methods to	The candidate cites one method to facilitate the	The candidate cites one method to facilitate the

	<p>Vision ISBE 4A, 4K Loyola CF 6</p>	<p>facilitate the planning and implementation of programs and services that provide opportunities for collaboration with families and community norms and values with consideration for equity and justice issues.</p>	<p>planning and implementation of programs and services that provide opportunities for collaboration with families and community norms and values with consideration for equity and justice issues.</p>	<p>planning, but fails to describe the implementation of programs and services that provide opportunities for collaboration with families and community norms and values with consideration for equity and justice issues.</p>
	<p>ELCC 2.2 Provide Effective Instructional Programs within District ISBE 2M</p>	<p>The candidate cites several activities, in consideration of equity and justice, which provide effective instructional programming and sound educational research to improve instructional programs for improved student learning.</p>	<p>The candidate cites one activity, in consideration of equity and justice, which provide effective instructional programming and sound educational research to improve instructional programs for improved student learning.</p>	<p>The candidate cites one activity, in consideration of equity and justice, which does not provide effective instructional programming and sound educational research to improve instructional programs for improved student learning.</p>
	<p>ELCC 2.1 Promote a Positive District Culture ISBE 4A, 4B</p>	<p>The candidate creates a draft needs assessment that assesses and responds to the community's interests and needs with respect to promoting a positive district culture with equity and justice issues within the school district.</p>	<p>The candidate creates a draft needs assessment that assesses and responds to the community's interests and needs with respect to promoting a positive district culture but does not incorporate issues of equity and justice within the school district.</p>	<p>The candidate creates a draft needs assessment that fails to assess and respond to the community's interests and does not incorporate issues of equity and justice within the school district.</p>
	<p>ELCC 2.4 Design Comprehensive Professional Growth Plans ISBE 5M</p>	<p>The candidate creates a draft needs assessment that assesses and responds to the</p>	<p>The candidate creates a draft needs assessment that assesses and responds to the</p>	<p>The candidate creates a draft needs assessment that fails to assess and respond to the</p>

		professional development needs of faculty and community members with respect to equity and justice issues within the school district.	professional development needs of faculty and community but does not incorporate issues of equity and justice within the school district.	professional development needs of faculty and community and does not incorporate issues of equity and justice within the school district.
	ELCC 5.1 Acts with Integrity ISBE 3H	The candidate creates a communication plan that manages the flow of communication to all necessary stakeholders ensuring transparency and integrity to the process. This communication plan includes strategies that integrate the suggestions for achieving equity and justice within the district's schools.	The candidate creates a communication plan that manages the flow of communication to all necessary stakeholders ensuring transparency and integrity to the process. This communication plan includes strategies that do not integrate the suggestions for achieving equity and justice within the district's schools.	The candidate creates a communication plan that manages the flow of communication but it does not ensure transparency or integrity to the process. Additionally the communication plan does not designate the necessary stakeholders. This communication plan does not include any strategies to achieve equity and justice within the district's schools.
	ELCC 5.2 Acts Fairly ISBE 5A	The candidate creates a communication plan that manages the flow of communication fairly to all necessary stakeholders.	The candidate creates a communication plan that manages the flow of communication fairly to all necessary stakeholders.	The candidate creates a communication plan that manages the flow of communication but does not designate the necessary

		This communication plan includes strategies that integrate the suggestions for achieving equity and justice within the district's schools.	This communication plan includes strategies that do not integrate the suggestions for achieving equity and justice within the district's schools.	stakeholders in a manner that is fair. This communication plan does not include any strategies to achieve equity and justice within the district's schools.
	ELCC 5.3 Acts Ethically. ISBE 3I, 3H	The candidate describes to constituents the rationale for proposed changes that will improve educational and social opportunities for diverse populations in the district.	The candidate describes to constituents rationale for proposed changes but fails to link the changes to improved educational and social opportunities for diverse populations in the district.	The candidate fails to describe to constituents rationale for proposed changes and fails to link the changes to improved educational and social opportunities for diverse populations in the district.

This assignment will be submitted to Live-Text. If you have not received your Live-Text registration information please contact our Associate Dean, Dr. Janet Pierce- Ritter at 312-915-6878.

www.livetext.com

Submitting a Course Assignment From the LiveText Dashboard

Click the link associated with the assignment. If an assignment has not yet been started, the student is directed to the **Assignment Details** page to review the assignment description, due dates, assessment methods, and associated outcomes. The **Submit Assignment** action button is not available to students at this stage.

Once an assignment has been started or an artifact has been inserted into the Assignment Submission page, the **Submit Assignment** button will be activated on the **Dashboard** for that assignment.

Click the **Submit Assignment** button that corresponds with the assignment to be submitted. The **Latest Submission** tab opens and displays method(s) for submitting artifacts including **LiveText Document(s)**, **URL(s)**, and **File Attachment(s)**. You may also add notes to your submission in the **Note** text box. Multiple methods may be selected for artifact submission. (Go to [Insert Artifacts for the Assignment Submission](#) page to learn its details.)

When finished uploading all artifacts, click the **Submit Assignment** button to complete the submission process.

The **Latest Submission** tab will display the most recent submission, links to the associated artifacts, the date of the submission, and the status of the submission (e.g. Awaiting Assessment).

Note: Users can also retrieve the entire courses list that corresponds the academic term by going to the **Courses** tab.

Academic Honesty

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education's Policy on Academic Integrity can be found at:

http://www.luc.edu/education/academics_policies_integrity.shtml. For additional academic policies and procedures refer to: http://www.luc.edu/education/academics_policies_main.shtml

Accessibility

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: <http://www.luc.edu/sswd/>

Harassment (Bias Reporting)

It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago's Jesuit Catholic University-- a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: <http://webapps.luc.edu/biasreporting/>

RELATED BIBLIOGRAPHY

- Allendar, Dale . *Popular Culture in the Classroom*. English Journal, January 2004.
- Barth, Roland S. (2001). *Learning by Heart*. San Francisco: Jossey Bass.
- Barth, Roland S. (2003) *Lessons Learned*. Thousand Oaks: Corwin Press.
- Eisenberr, Eric (2007) *Strategic Ambiguities: Essays on Communication, Organization, and Identity*. Thousand Oaks, CA.
- English, F. (2003) *The Postmodern Challenge to the Theory and practice of Educational Administration*. Springfield, IL: Charles C. Thomas
- Fullan, M. (2003) *The Moral Imperative of School Leadership*. Thousand Oaks, CA. Corwin Press.
- Gorton, R, and Alston, (2009) *J. School Leadership and Administration: Important Concepts, Case Studies, & Simulations*. Boston, MA, McGraw Hill
- Knight, Jim.(2007) *Instructional Coaching: A Partnership approach to Improving Instruction*. Thousand Oaks, Ca. Corwin Press.
- Marshall, C. and Gerstl-Pepin, C. (2005) *Reframing Educational Politics for Social Justice*. Boston: Pearson Education Inc.
- Marshall, C. and Oliva, M. (2006) *Leadership for Social Justice: Making Revolutions in Education*. Boston; Pearson Education In
- Marzano, R. & Peckering, D. *The highly engaged classroom*. Bloomington, IN: Marzano Research laboratory.
- Muhammad, A. (2009) *Transforming school culture. How to overcome staff division*. Bloomington, IN: Solution Tree Press.
- Pai, Y., Adler, S., & Shadiow, L. (2006) *Cultural Foundations of Education*. Upper Saddle River: Pearson Merrill Prentice Hall
- Palestini, Robert. (2003) *The Human Touch in Educational Leadership* . Lanham, Maryland, The Scarecrow Press.

Scott, S. (2011) *Fierce leadership: A bold alternative to the worst beset practices of business today*. New York: Crown Business.

Sergiovanni, Thomas J. *Building a Community of Hope*, Educational Leadership, May 2004.

Sergiovanni, T. and Starratt, R. (2007) *Supervision: a Redefinition*. Boston: Mc Graw Hill.

Starratt, Robert J. (2003) *Centering Educational Administration: Cultivating Meaning, Community, Responsibility*. New Jersey: Lawrence Erlbaum Associates, Publishers

COURSE CALENDAR

AUGUST	30	INTRODUCTION AND OVERVIEW	
SEPTEMBER	6	CONCEPTS AND DEFINITIONS READING: Hand-out: Six Curriculum Ideologies	
	13	SERGIOVANNI	1-29
	20	SERGIOVANNI	30-67
	27	SERGIOVANNI	67-118, MID-TERM STUDY QUESTIONS PROVIDED
OCTOBER	4	SERGIOVANNI	119-144
	11	MID-SEMESTER BREAK-NO CLASS	
	18	MID-TERM	
	25	MARHSALL AND OLIVA	CHAPTER 2 AND 14
NOVEMBER	1	MARSHALL AND OLIVA	CHAPTERS 5 AND 7
NOVEMBER	8	MARSHALL AND OLIVA	CHAPTER 4
	15	MARSHALL AND OLIVA	CHAPTER 9 FINAL STUDY QUESTIONS PROVIDED
	22	NO CLASS	
	29	MARSHALL AND OLIVA	CHAPTER 10 BRING SOMETHING THAT SUSTAINS YOU (READING, PRAYER, POETRY, SONG, ETC.)
DECEMBER	7	FINAL EXAM	
DECEMBER	14	INTERVIEWS DUE ELECTRONICALLY TO LIVE-TEXT AND COPIED TO JFINE@LUC.EDU AS AN ATTACHMENT NO LATER THAN 5:00 PMS	

