**ELPS 408: Leading for Diversity**  
School of Education  
Summer 2021

**Professor:** Joy Ross, Ed.D.  
**Email:** jross17@luc.edu  
**Office hours:** By appointment call for quick response  
**Cell:** 312-961-5078

**Course days:** Monday – Synchronous / Wednesday – Asynchronous *Except Week’s #1 & #6  
**Course Dates:** Wednesday July 7 – Wednesday, August 11, 2021  
**Class meets 2 times a week-** *July 7-August 11, 2021  
**Time:** 6:00pm-9:00pm  
**Location:** Online – Synchronous & Asynchronous  
**Zoom link:** Launch Meeting - Zoom (https://luc.zoom.us/j/84722064801)

**School of Education Commitment - COVID-19:** Loyola’s School of Education (SOE) recognizes that this is an unprecedented time. We understand that moving into Summer - 2021 academic year while living in the context of the COVID-19 pandemic may stir feelings of uncertainty, fear, or anxiousness. We want you to know that your safety, health, and well-being, as well as that of our faculty and staff, remain our primary concern. We want to be able to support you in any way that we can. We ask you to embody the Jesuit value of *Cura Personalis*, or care for the whole person, as we prepare to learn together. We ask that you consider your way of being in this community, to act with care, and treat all with dignity to keep yourself and others safe.

The University understands that you may encounter obstacles that make reaching academic goals more difficult. We strongly encourage you to access the Student Resources on Loyola’s COVID-19 Response webpage for information, supports, and resources on basic needs such as housing, food, financial aid, and medical and mental health. This webpage also offers information on official University communications, access to technology, and student services. All Loyola University Chicago administrators, faculty, and advisors are also here for you.

The SOE is committed to working with all students to address any challenges that may arise during the semester. Please reach out to your professor as early as possible to discuss any accommodations you think may be necessary in order for you to successfully complete your coursework. We know this will be a semester like none other, but through collaboration, communication, and shared responsibility, we will not only get through this difficult time; we will thrive.

**KEY COVID-19 Resources for your Spring – 2021 Return**  
[RETURN to CAMPUS Checklist]  
[RETURN to CAMPUS Guidance]  
[Required Personal Safety Practices]  
[COVID-19 Testing and Reporting Protocol]  
[COVID-19 Campus Updates]
Course Description

This course focuses on the leadership skills that are needed to create spaces that meet the needs of children from diverse racial, linguistic and cultural backgrounds within the context of a society faced with issues of racism, poverty, discrimination, and sexism. Whether you serve as a member on cabinet, a level leader, a teacher leader, instructional coach, curriculum coordinator, school psychologist or specialist, your professional role comes with both the opportunity and responsibility to influence your workspace through your equity leader voice. We will investigate how the community can unite to effectively utilize available resources to meet the needs of diverse student populations.

We acknowledge that education is transformative and intellectual inquiry is the foundation of a university education and a democratic society. In the spirit of shared humanity and concern for our community and world, the Education Department of Loyola University celebrates diversity as being central to our Jesuit mission and affirms our solidarity with those individuals and groups most at risk. We value critical reasoning, evidence-based arguments, self-reflection, and interrogation of biases. Building on these capacities, we seek to inspire empathic, social justice driven, ethical leaders working from a framework of adaptive leadership in our actions.

As educators, we affirm that language and texts, films and stories help us to understand the experiences of others whose lives are different from ours and we commit to engaging in expanding our knowledge and appreciation beyond our cultural group. We have all admired leaders who are willing to ask the tough questions, challenge the status quo when it isn’t working, and call out long-standing biases, even when it’s uncomfortable. What enables these leaders to do so? And how can you become that kind of leader? The primary focus of this class will be explored through readings, discussions, project-based case studies, authentic allyship gatherings and storytelling experiences. This course requires deep inquiry and introspection into self, as leaders unpack their own racialized lived experiences. With a focus on equity literate leadership practices, students will be encouraged to embrace the knowledge, and skill to be a threat to the existence of bias and inequity in our sphere of influence.

Course Goals

Throughout the semester, candidates will develop their abilities to:

- Understand cultural and organizational factors that contribute to effective leadership practices,
- Model and support professional inquiry,
- Become a reflective, strategic leader of people with different values, beliefs, and expectations, capable of building communities of learners who are also motivated to create a better world through education, and
- Innovate, develop, communicate, promote, and evaluate ideas and practices that lead one to respond in creative, positive ways in challenging previously held assumptions.
- Together, candidates will engage in discussions of the following themes:
- Global perspectives and the diversity of people in our society and our dedication to the goal of achieving equity for all,
- Issues of equity and justice as they manifest themselves in migrant, refugee, and immigrant populations in schools,
- Moral leadership with an emphasis on the ethics of care and critique- the people not seen, and the voices not heard,
- Mobilizing research and theory into tools that can be used by leaders and practitioners to foster and improve student performance while decreasing the achievement gap between majority and minority cultures, languages, and races, and
- Creating a culture of continuous improvement based on positive collegial relationships to ensure that every child has access to a rigorous, respectful, and meaningful educational environment.
School of Education Vision
The School of Education of Loyola University Chicago is a community that seeks to transform members to impact local and global communities through the principles of social justice.

School of Education Mission
The School of Education at Loyola University Chicago, a Jesuit Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision, the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. We fulfill this mission by preparing professionals to serve as teachers, administrators, psychologists, and researchers who work across the developmental continuum, and by conducting research on issues of professional practice and social justice.

Conceptual Framework and Conceptual Framework Standards
This course is designed for students whose goal is to become a teacher leader, curriculum coordinator, principal, or district leader. Our mission is social justice, but our responsibility is “social action through education” which represents the foundation upon which this course has been developed. In support of this fundamental tenet of leadership development, we will begin to understand the diversity and complexity of educational organizations. We will study leadership theories to examine positive leadership practices in schools. By applying theory to practice, leaders can refine their craft, understand their schools, and enhance their role as change agents. We will simulate and create opportunities, through problem-based scenarios, to practice what is “right,” with respect to instructional leadership, regardless of the circumstances of the day. Our conceptual framework is described here: www.luc.edu/education/mission/

School of Education Conceptual Framework Standards (CFS)
- CFS1: Candidates critically evaluate current bodies of knowledge in their field.
- CFS2: Candidates apply culturally responsive practices that engage diverse communities.
- CFS3: Candidates demonstrate knowledge of ethics and social justice.
- CFS4: Candidates engage with local and/or global communities in ethical and socially just practices.

Dispositions
All courses in the SOE assess student dispositions. As a result, your syllabus is required to have a statement describing which SOE dispositions will be assessed in the course: Professionalism, Inquiry, and Social Justice. Full transparency is critical to ensure that students are able to meet the expectations in this area. Please be sure to state the disposition or dispositions that are assessed in the course and direct students to where they can locate the rubric on LiveText. A description of how we use disposition data in the SOE is included in the SOE syllabus addendum.

Course Evaluation: SmartEvaluation
Towards the end of the course, students will receive an email from the Office of Institutional Effectiveness as a reminder to provide feedback on the course. Students will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once the evaluation is completed.
Course Books and Articles


Additional readings as assigned.
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1</td>
<td>Wed, July 7, 2021</td>
<td>Synchronous</td>
</tr>
<tr>
<td>#1</td>
<td>Fri, July 9, 2021</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>#2</td>
<td>Mon, July 12, 2021</td>
<td>Synchronous</td>
</tr>
<tr>
<td>#2</td>
<td>Wed, July 14, 2021</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>#3</td>
<td>Mon, July 19, 2021</td>
<td>Synchronous</td>
</tr>
<tr>
<td>#3</td>
<td>Wed, July 21, 2021</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>#4</td>
<td>Mon, July 26, 2021</td>
<td>Synchronous</td>
</tr>
<tr>
<td>#4</td>
<td>Wed, July 28, 2021</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>#5</td>
<td>Monday, August 2, 2021</td>
<td>Synchronous</td>
</tr>
<tr>
<td>#5</td>
<td>Wed, August 4, 2021</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>#6</td>
<td>Monday, August 9, 2021</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>#6</td>
<td>Wed, August 11, 2021</td>
<td>Synchronous</td>
</tr>
</tbody>
</table>
Things you need and bring to class

- A laptop or tablet
- Access to Sakai
- Access to software: Microsoft Excel, Microsoft PowerPoint, Adobe Reader, Google Docs, Google Slides
- Assigned Readings

Grade Scale

<table>
<thead>
<tr>
<th>Percent Range</th>
<th>Letter Grade</th>
<th>Percent Range</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>100%-93%</td>
<td>A</td>
<td>76%-73%</td>
<td>C</td>
</tr>
<tr>
<td>92%-90%</td>
<td>A-</td>
<td>762%-70%</td>
<td>C-</td>
</tr>
<tr>
<td>89%-87%</td>
<td>B+</td>
<td>69%-67%</td>
<td>D+</td>
</tr>
<tr>
<td>86%-83%</td>
<td>B</td>
<td>66%-63%</td>
<td>D</td>
</tr>
<tr>
<td>82%-80%</td>
<td>B-</td>
<td>62%- Below</td>
<td>F</td>
</tr>
<tr>
<td>79%-77%</td>
<td>C+</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Coursework

1. **Dispositions**: candidates will participate in discussions based on assigned readings and coursework. It is expected that students attend class every day. Your participation will be based on your attendance pattern as well as on your contributions to class discussions, activities, and assignments. The dispositions rubric can be found in this syllabus.

2. **Case Study Presentation**: in groupings of two, groups will select a case study from the book, “Case Studies on Diversity and Social Justice Education” and lead a 10-minute PowerPoint presentation using the Equity Literacy Process (page 12-20). The presentation will take place on the last day of class - August 11, 2021. The candidates will lead the book study in pairs using a 10-minute presentation.

Case Study Presentation list of topics: Pages
- Poverty and Socio-Economic Status – Chapter 3
- Religion – Chapter 4
- Ethnicity and Culture – Chapter 5
- Race – Chapter 6
- Sex, Gender, Identity, and Gender Expression - Chapter 7
- (Dis)Ability – Chapter 8
- Sexual Orientation – Chapter 9
- Language – Chapter 10
- Immigrant Status – Chapter 11

Groupings:
- **Group #1**: Chris, & Viviana
- **Group #2**: Tiffani, & Mike
- **Group #3**: Cynthia & Stephanie
- **Group #4**: Estevan, & Daphne
- **Group #5**: Kate, Laurel, & Jillian
- **Group #6**: Ann & John
- **Group #7**: Zanu & Janice

3. **Implicit Association Test and Reflection**: In order to lead for excellence and equity, we must first understand our individual ways of seeing, particularly as they reveal, obscure, or distort what - or who - is before us. This understanding can help us realize whether or not we understand or are conscious of how we perceive, or of what biases we might have. Project Implicit, a group of researchers who have been working together for almost 20 years to help people understand hidden biases, has developed an online tool called the Implicit Association Test (IAT). Implicit Association Test. You have the option to do as many tests as you would like but minimally for this assignment the ask is that you complete the Race and Weapons tests. After taking the test, write a one-two page paper about your thoughts and reflections about the (IAT) and how that might be showing up in your role as a school leader.

4. **Family and Racial Journeys**: Candidates will create reflection essays using a series of questions. This is a one-two page reflection.
Evaluation

<table>
<thead>
<tr>
<th>Evaluation Category</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>10 pts</td>
</tr>
<tr>
<td>Dispositions/Discussions – 2 @ 10pts each</td>
<td>20 pts</td>
</tr>
<tr>
<td>Case Study Presentation</td>
<td>50 pts</td>
</tr>
<tr>
<td>Implicit Association Test and Reflection</td>
<td>30 pts</td>
</tr>
<tr>
<td>Family and Racial Journeys</td>
<td>30 pts, 15 points each</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>140 pts</td>
</tr>
</tbody>
</table>

Assignment Formatting

All assignments are to be typed and submitted digitally in Sakai. It is the expectation that assignments are written at a professional level using correct English grammar, syntax, organizations, and use of higher-level thinking skills. A rubric for the dispositions is on this syllabus. The American Psychological Association (APA) style for references, citations, and formatting is the standard for each assignment.

Assignment Due Dates and Times

Due dates for assignments are listed in the assignments tool in Sakai.

Late Work

I understand extenuating circumstances sometime occur. If the need arises to turn in work late, contact me as soon as you are able.

Attendance and Participation Policy

Attendance and participation in class is vital. When you are not there nor participating the entire group loses out. Because life happens, you will have two permitted absences in the semester. Notify me when you will be missing class.
## Dispositions Rubric

<table>
<thead>
<tr>
<th>PROFESSIONALISM</th>
<th>Target (2)</th>
<th>Acceptable (1)</th>
<th>Poor (0.5)</th>
<th>Unacceptable (0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate meets all deadlines</td>
<td>Candidate meets all deadlines consistently.</td>
<td>Candidate meets deadlines with a few exceptions.</td>
<td>Candidate frequently does not meet deadlines.</td>
<td>Candidate does not meet deadlines</td>
</tr>
<tr>
<td>Candidate is able to work with peers on assignments</td>
<td>Candidate consistently works with peers in a positive manner.</td>
<td>Candidate works with peers in a positive manner most of the time.</td>
<td>Candidate is works with peers on assignments but causes disruption to the group process.</td>
<td>Candidate is does not work with peers on assignments and causes disruption to the group process.</td>
</tr>
<tr>
<td>Candidate attends class and is punctual to class</td>
<td>Candidate consistently attends class and is always punctual.</td>
<td>Candidate attends class and is punctual with a few exceptions.</td>
<td>Candidate frequently misses class and/or is often tardy.</td>
<td>Candidate frequently tardy to class</td>
</tr>
<tr>
<td>Candidate honestly and accurately cites other’s work</td>
<td>Candidate honestly and accurately cites other’s work in a consistent manner.</td>
<td>Candidate honestly cites other’s work but at times is not accurate with the exact citation.</td>
<td>Candidate work is not original nor cites appropriately</td>
<td>Candidate misrepresents other’s work as his/her own.</td>
</tr>
<tr>
<td>Candidate communicates promptly with faculty</td>
<td>Candidate consistently communicates in a prompt manner (either by email or phone) with faculty.</td>
<td>Candidate usually communicates with faculty in a prompt manner (either by email or phone).</td>
<td>Candidate does not communicate with faculty in a prompt manner.</td>
<td>Candidate does not communicate with faculty in a prompt manner causing much disruption to the implementation of the candidate’s program</td>
</tr>
<tr>
<td>Candidate uses technology in the classroom only for academic purposes</td>
<td>Candidate consistently uses technology in the classroom only for academic purposes.</td>
<td>Candidate uses technology in the classroom for academic purposes with a few exceptions.</td>
<td>Candidate uses technology inappropriately sometimes checking personal email, texting and/or surfing the web in the classroom.</td>
<td>Candidate uses technology inappropriately often checking personal email, texting, and/or surfing the web in the classroom.</td>
</tr>
<tr>
<td>Candidate demonstrates ethical behavior in all graduate work as prescribed by AASA and ISLLC standards.</td>
<td>Candidate consistently demonstrates ethical behavior in all graduate work as prescribed by AASA and ISLLC standards.</td>
<td>Candidate demonstrates ethical behavior in all graduate work as prescribed by AASA and ISLLC standards with few exceptions.</td>
<td>Candidate demonstrates unethical behavior sometimes in their graduate work.</td>
<td>Candidate demonstrates unethical behavior (such as dishonesty, cheating, or spreading gossip) in graduate work.</td>
</tr>
<tr>
<td>FAIRNESS</td>
<td>Target (2)</td>
<td>Acceptable (1)</td>
<td>Poor (0.5)</td>
<td>Unacceptable (0)</td>
</tr>
<tr>
<td>Candidate is able to reflect and respect other points of view within the university setting</td>
<td>Candidate consistently reflects and respects other points of view within the university setting.</td>
<td>Candidate respects other points of view with few exceptions. In the case of these exceptions, the candidate reflects to remedy the situation within the university setting.</td>
<td>Candidate rarely respects others points of view.</td>
<td>Candidate does not respect other points of view. The candidate does not reflect upon his/her unfair behavior and does not attempt to remedy the situation within the university setting.</td>
</tr>
<tr>
<td><strong>ALL STUDENTS CAN LEARN</strong></td>
<td><strong>Target (2)</strong></td>
<td><strong>Acceptable (1)</strong></td>
<td><strong>Poor (0.5)</strong></td>
<td><strong>Unacceptable (0)</strong></td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Candidate demonstrates a belief that all students can learn within the university setting</strong></td>
<td>Candidate consistently demonstrates a belief that all students can learn within the university setting.</td>
<td>Candidate demonstrates a belief that all students can learn within the university setting with a few exceptions.</td>
<td>Candidates demonstrate a belief that only some students can learn within the university setting.</td>
<td>Candidate does not demonstrate a belief that all students can learn within the university setting.</td>
</tr>
<tr>
<td><strong>Candidate demonstrates respect for cultural differences within the university setting</strong></td>
<td>Candidate consistently demonstrates respect for cultural differences within the university setting and continually seeks to gain greater inter-cultural competence.</td>
<td>Candidate demonstrates respect for cultural differences within the university setting with few exceptions. The candidate seeks to gain greater inter-cultural competence.</td>
<td>Candidate has minimal respect for cultural differences within the university setting and does not seek to gain inter-cultural competence.</td>
<td>Candidate does not demonstrate respect for cultural differences within the university setting and does not seek to gain inter-cultural competence.</td>
</tr>
<tr>
<td><strong>Candidate demonstrates social justice within the university setting</strong></td>
<td>The candidate advocates strongly for social justice within the university setting in both word and deed.</td>
<td>The candidate supports social justice within the university setting in both word and deed.</td>
<td>The candidate’s words and deeds within the university setting support a few of the principles of social justice.</td>
<td>The candidate’s words and deeds within the university setting do not support the principles of social justice.</td>
</tr>
</tbody>
</table>
Loyola University Chicago School of Education Syllabus Addendum

Smart Evaluation
Towards the end of the course, students will receive an email from the Office of Institutional Effectiveness as a reminder to provide feedback on the course. Students will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once the evaluation is completed.

- The evaluation is completely anonymous. When the results are released, instructors and departments will not be able to tell which student provided the individual feedback.
- Because it is anonymous and the results are not released to faculty or departments until after grades have been submitted, the feedback will not impact a student’s grade.
- The feedback is important so that the instructor can gain insight into how to improve their teaching and the department can learn how best to shape the curriculum.

Dispositions
All students are assessed on one or more dispositional areas of growth across our programs: Professionalism, Inquiry, and Social Justice. The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText. For those students in non-degree programs, the rubric for dispositions may be available through Sakai, TaskStream or another platform. Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

LiveText
All students, except those who are non-degree, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments.

You can access more information on LiveText here: LiveText.

Privacy Statement
Assuring privacy among faculty and students engaged in online and face-to-face instructional activities helps promote open and robust conversations and mitigates concerns that comments made within the context of the class will be shared beyond the classroom. As such, recordings of instructional activities occurring in online or face-to-face classes may be used solely for internal class purposes by the faculty member and students registered for the course, and only during the period in which the course is offered. Students will be informed of such recordings by a statement in the syllabus for the course in which they will be recorded. Instructors who wish to make subsequent use of recordings that include student activity may do so only with informed written consent of the students involved or if all student activity is removed from the recording. Recordings including student activity that have been initiated by the instructor may be retained by the instructor only for individual use.

Special Circumstances--Receiving Assistance
Students are urged to contact me should they have questions concerning course materials and procedures. If you have any special circumstance that may have some impact on your course work, please let me know so we can establish a plan for assignment completion. If you require assignment accommodations, please contact me early in the semester so that arrangements can be made with Student Accessibility Center (SAC) (http://www.luc.edu/sac/).
Center for Student Access and Assistance (CSAA)
Should you encounter an unexpected crisis during the semester (e.g., securing food or housing, addressing mental health concerns, managing a financial crisis, and/or dealing with a family emergency, etc.), I strongly encourage you to contact the Office of the Dean of Students by submitting a CARE Referral for yourself or a peer in need of support: www.LUC.edu/csaa. If you are uncomfortable doing so on your own, please know that I can submit a referral on your behalf.

This link directs students to statements on essential policies regarding academic honesty, accessibility, ethics line reporting and electronic communication policies and guidelines. We ask that you read each policy carefully.
This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – Social Action through Education.

Syllabus Addendum Link
SOE Syllabus Addendum

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