Executive Leadership Institute
Changing the Culture of Schools
Through Equity Leadership

3 Credit Experience: EDLD 607 2 - Credits – earned in Summer 2014
EDLD 609 – 1 Credit – earned in Fall 2014

Educational Leadership - College of Education - University of Oregon

2014 Syllabus
Rev. Date 19 June 2014

June 27 and 28, 2014
Location: Ford Alumni Center and online modules on ZipTrain

<table>
<thead>
<tr>
<th>Nancy Heapes, Ph.D.</th>
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<tbody>
<tr>
<td>Educational Leadership – College of Education</td>
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| Phone: | (541) 346-0912 – use email only from June 30 – Sept 1 |
| Fax:    | (541) 346-5174 |
| E-mail: | naheapes@uoregon.edu |

<table>
<thead>
<tr>
<th>Address</th>
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<tr>
<td>Education Leadership Office</td>
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<tr>
<td>5267 University of Oregon Eugene, OR 97403-5267</td>
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<tr>
<th>Office Hours:</th>
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NOTE:
The 3-credit course experience consists of credits across two terms (Summer 2014 & Fall 2014). Students receive 2 credits in summer term and 1 credit in Fall term. Student grades will reflect the term in which the credits were earned.
COURSE DESCRIPTION

Executive Leadership Institute is for developing administrators who are ready to overcome challenges by promoting equity within their organizations. In this time of unprecedented challenge in education, leaders must not only plan and manage their organizations, but they must also pursue *inclusive equity excellence*. This institute will support administrators as they re-commit to exceptional leadership practices amidst challenging new circumstances. Speakers will focus on theoretical and practical approaches to (a) Leadership & Personal/Professional Development, (b) Curriculum & Instructional Practices, (c) Family & Community Engagement, and (d) Systems & Social Structures. Also, the institute will provide leaders with an opportunity to network with other professionals from around the Pacific Northwest.

CONFERENCE OUTCOMES

Conference Attendees will be able to:
1. Identify opportunities for equity leadership that arise out of challenges. (Conference presentations; online modules; readings)

2. Define effective practices and integrate new models of thinking to enhance equity leadership at every level of action (conference presentations; online modules; Action Plan Design; Equity Leadership Engagement)

3. Design and construct a model for encouraging equity leadership in your organization (Action Plan; Equity Leadership Engagement)

4. Understand how Inclusive Equity Excellence can shift your organization toward a new mindset. (Action Plan; Equity Leadership Engagement)
COURSE STRUCTURE

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<tr>
<th>Date</th>
<th>Time</th>
<th>Session/Activity</th>
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<tr>
<td>Friday, June 27</td>
<td>3:00 pm – 6:00 pm</td>
<td>Registration/Opening Session</td>
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<td>Saturday, June 28</td>
<td>8:00 am (no PDU)</td>
<td>Online module tutorial</td>
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<td>8:30 am – 3:00 pm</td>
<td>Saturday Sessions</td>
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<tr>
<td>Saturday, June 28</td>
<td>3:00 pm - 4:00 pm</td>
<td>Onsite office hours and tech support (optional)</td>
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<tr>
<td>June 23-July 19th</td>
<td>On your own schedule</td>
<td>Complete online modules and assignments via ZipTrain</td>
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<tr>
<td>Friday, July 18th</td>
<td>5 pm</td>
<td>Deadline for Action Plan</td>
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<td>Submit via ZipTrain</td>
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<tr>
<td>Monday, October 27th</td>
<td>5 pm</td>
<td>Deadline for Equity Leadership Engagement</td>
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ASSIGNMENTS

3-credit Course Experience
Two papers are required to receive graduate credit for Executive Leadership Institute.

Online Modules Complete by: July 18th

1. Online modules supplement conference presentations, activities, and discussions. Information about the online modules will be presented at the conference, including how to access the modules viaZipTrain and submit assignments.

2. All online modules are hosted on ZipTrain. An in-person tutorial for using ZipTrain will occur conference. In addition, a paper step-by-step guide for registering on and using ZipTrain will be available.

3. All assignments will be submitted directly through ZipTrain.
Paper #1: Action Plan Design

Due: on or before **July 18**
Submit via ZipTrain

7-8 pages, double-spaced, one side only 12-point font

1. Describe your school or organization’s overall culture.
2. Describe your school or organization’s current plan for addressing issues of equity. Use real data and evidence, and include all levels of participants, i.e. students, teachers, staff, parents, community, etc.

**Gap Analysis**
3. Describe current leadership actions toward addressing issues of equity in your school or organization.
4. Describe gaps between equity plans currently in place and what actually occurs in your school or organization in terms of addressing issues of equity. If no plan or actions exist, explain why and how your school or organization may be impacted.

**Equity Leadership Vision**
5. Describe your version of the ‘dream school’ culture in terms of equity.
6. From what you learned from the institute and online modules, create an action plan for your school or organization to bring issues of equity to the forefront of the operating culture. Be specific and include details for both successful implementation and sustainability of your plan.

**AUGUST—SEPTEMBER** put your action plan in place. Be sure to document your process, successes, and early outcomes (both intended and unintended). Project future long-term outcomes.

Paper #2: Equity Leadership Engagement

Due: on or before **Oct 27**
Submit to naheapes@uoregon.edu

5 pages, double-spaced, one side only 12-point font

1. Reflect and report on the progress of your equity plan. What changes have occurred and to what do you attribute said changes? Specifically address leadership actions and the resultant outcomes.
2. Describe any data (qualitative and quantitative) you collected and how it influenced your challenge. In what ways could you continue to utilize this type of data to assist in your growth as a leader? How could your plan benefit from additional data and what type would you collect?

3. Explain any adjustments you made to your plan, and specific adjustments were made. Please give detailed information when providing examples.

4. Determine your next steps. Estimate when this step might commence and what elements need to be in place for sustaining high levels of equity leadership actions in your school or organization.

1-credit Course Experience

Paper: Action Plan Design

Due: electronically by July 18
Submit to: naheapes@uoregon.edu

7-8 pages, double-spaced, 12-point font, Times New Roman

1. Describe your school or organization’s overall culture.

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Professional Development Units
Attend all conference sessions.

GRADING POLICY

Your final grade or PDU qualification will be determined on the following components:

- Attendance at all sessions (you must sign in at all three sessions)
- Respectful participation at all sessions
- On-time submission of both papers
- High-quality assignments

This course is offered Pass/No Pass only. You must receive at least a B- (77 points) to pass this course.

GRADE SCALE

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<td>A, A-, B, B-</td>
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<td>C and Below</td>
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COURSE INCOMPLETES

Students are expected to be familiar with university policy regarding grades of “incomplete” and the time line for completion. For details on the policy and procedures regarding incompletes, please see: https://education.uoregon.edu/academics/incompletes-courses
ATTENDANCE ABSENCE POLICY

Attendance at all session is required for all classes. Students are expected to actively participate in discussion groups. Students must contact the instructor in cases of illness or emergency that precludes attending class. Messages can be sent to the instructor’s e-mail any time of the day or night prior to class. If no prior arrangements have been made the absence will be unexcused. If you are unable to take a quiz or exam due to a personal and/or family emergency, you should contact your instructor as soon as possible. On a case-by-case basis, the instructor will determine whether the emergency qualifies as an excused absence.

EXPECTED CLASSROOM BEHAVIOR

Classroom expectations include: Participating in class activities.

- Respecting the diversity of cultures, opinions, viewpoints in the classroom
- Listening to fellow students, professors, and lecturers with respect
- Arriving on time, prepared for class
- Attending for the duration of class; not reading other materials, or surfing the Internet
- Racist, homophobic, sexist, and other disrespectful comments will not be tolerated.

DIVERSITY

It is the policy of the University of Oregon to support and value diversity. To do so requires that we: Respect the dignity and essential worth of all individuals. Promote a culture of respect throughout the University community. Respect the privacy, property, and freedom of others. Reject bigotry, discrimination, violence, or intimidation of any kind. Practice personal and academic integrity and expect it from others. Promote the diversity of opinions, ideas and backgrounds, which is the lifeblood of the university.

DOCUMENTED DISABILITY

Appropriate accommodations will be provided for students with documented disabilities. If you have a documented disability and require accommodation, arrange to meet with the course instructor within the first two weeks of the term. The documentation of your disability must come in writing from the Accessible Education Center in the Office of Academic Advising and Student Services. Disabilities may include (but are not limited to) neurological impairment, orthopedic impairment, traumatic brain injury, visual impairment, chronic medical conditions, emotional/psychological disabilities, hearing impairment, and learning disabilities. For more information on Accessible Education Center, please see http://aec.uoregon.edu
MANDATORY REPORTING

UO employees, including faculty, staff, and GTFs, are mandatory reporters of child abuse and prohibited discrimination. This statement is to advise you that your disclosure of information about child abuse or prohibited discrimination to a UO employee may trigger the UO employee’s duty to report that information to the designated authorities. Please refer to the following links for detailed information about mandatory reporting:
https://hr.uoregon.edu/policies-leaves/general-information/mandatory-reporting-child-abuse-and-neglect/presidents-message
http://around.uoregon.edu/mandatoryreporting

ACADEMIC MISCONDUCT POLICY

All students are subject to the regulations stipulated in the UO Student Conduct Code http://conduct.uoregon.edu). This code represents a compilation of important regulations, policies, and procedures pertaining to student life. It is intended to inform students of their rights and responsibilities during their association with this institution, and to provide general guidance for enforcing those regulations and policies essential to the educational and research missions of the university.

CONFLICT RESOLUTION

Several options, both informal and formal, are available to resolve conflicts for students who believe they have been subjected to or have witnessed bias, unfairness, or other improper treatment. It is important to exhaust the administrative remedies available to you including discussing the conflict with the specific individual, contacting the Department Head, or within the College of Education you can contact Lauren Lindstrom, Associate Dean for Academic Affairs at lindstrm@uoregon.edu or Surendra Subramani, Diversity Coordinator, at 346-1472 or surendra@uoregon.edu. Outside the College, you can contact: UO Bias Response Team: 346-1139 or http://bias.uoregon.edu/whatbrt.htm Conflict Resolution Services 346-0617 or http://studentlife.uoregon.edu/programs/crs/ Affirmative Action and Equal Opportunity: 346-3123 or http://aaeo.uoregon.edu/

GRIEVANCE POLICY

A student or group of students of the College of Education may appeal decisions or actions pertaining to admissions, programs, evaluation of performance and program retention and completion. Students who decide to file a grievance should follow the student grievance procedure, or alternative ways to file a grievance outlined in the Student Grievance Policy (https://education.uoregon.edu/academics/student-grievance).
IMCLEMENT WEATHER

In the event the university operates on a curtailed schedule or closes, UO media relations will notify the Eugene-Springfield area radio and television stations as quickly as possible. In addition, a notice regarding the university’s schedule will be posted on the UO main home page (in the “News” section) at http://www.uoregon.edu. Additional information is available at: http://hr.uoregon.edu/policy/weather.html. Web-based courses: Classes continue as scheduled even when the university closes. Your instructor will confirm this action via email. Students enrolled in this course at one of our distance sites may have worse weather conditions than on campus. In these cases, please contact your instructor for a determination if class will be conducted on campus and recorded, or conducted via Adobe Connect.