Critical Issues-Based Leadership Program

CRITICAL ISSUES-CCR2:
BUILDING LEADERSHIP SKILLS TO IMPROVE SCHOOLS
BY SOLVING CRITICAL EDUCATIONAL PROBLEMS

Winter 2018
1-Credit: EDLD 607

Educational Methodology, Policy, and Leadership
College of Education - University of Oregon

Dates:
January 16, 2018
March 14, 2018

Location:
Northwest Regional Educational Service District,
5825 NE Ray Cir, Hillsboro, OR
Additional sessions at local school sites

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Educational Methodology, Policy, and Leadership
University of Oregon College of Education
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Office Hours: By appointment
1. COURSE OVERVIEW

Schools need leaders who can solve the critical issues facing schools today. Leadership programs alone do not prepare education professionals to solve the difficult, intractable problems that confront schools on a regular basis. This program helps current leaders sharpen their leadership skills in the context of the most important problems and challenges facing their schools. The program also develops the next generation of leaders, equipping them to apply their leadership skills to solve key problems. This combination of leadership development and problem solving is unique.

2. POSITION IN CURRICULUM

This course is a graduate level course targeted at students in the College of Education and community members who serve in educational leadership roles. This credit can be applied to all graduate degree programs but are specifically oriented toward D.Ed. students and CAL students in Educational Methodology, Policy, and Leadership. These are elective credits.

FORMAT

This course includes attending two day-long in-person institute and participating in site-based project work. All students participate in person in day-long institutes on January 16 and March 14. The institute includes speakers giving interactive talks designed to provide foundational content information and to offer action frameworks within which students can apply institute lessons and learnings. During this session, students engage in discussions and application activities and have multiple opportunities to interact with presenters. In addition, students work on local plans at their school site under the supervision of the course instructor.

3. STUDENT LEARNING OUTCOMES

In this course, students will:

a. Develop a conceptual understanding of how 9th grade on track is situated in the development of college and career readiness systems.

b. Develop schoolwide and district plans to improve college and career readiness in ways that address 9th grade on-track issues and indicators.

c. Understand the equity implications of college and career readiness skills being developed differentially among groups of students, with particular attention to factors that result in students historically underserved by students receiving fewer opportunities to become college and career ready.

d. Learn how to align systems of curriculum, instruction, and assessment internally within a school or district and between high school and colleges.

e. Develop and practice key leadership skills including strategic planning, data analysis and interpretation, oral and written communication, change management, cultural sensitivity, community involvement and relations, facilitative involvement of staff, and goal-focused resource management.

4. TEXTBOOKS & READING MATERIALS

### 5. COURSE SCHEDULE OF TOPICS AND ASSIGNMENTS

<table>
<thead>
<tr>
<th>Session 1, Jan. 16: Ensuring Equity Is at the Heart of the Career and College Ready System</th>
<th>Readings/TBD</th>
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</table>
| • Use an Equity Lens throughout a school’s organization, structure, and educational program to evaluate equity dimensions of the 9th grade on-track system design and the freshman success team.  
• Apply lessons learned at the convening to the draft comprehensive plan for development of a freshman success team.  
• Build out the draft plan with more detail, action steps, implementation responsibilities, and success criteria.  
• Develop leadership for equity, systems change, and strategic planning skills.  
• Apply these skills in the context of creating an equitable 9th Grade On-Track/Freshman Success System.  
• Use facilitated team planning time.  
• Build network connections with schools most likely to benefit by exchanging information. | TBD |

<table>
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<tr>
<th>Session 2, March 14: Using Best Practices and Emerging Best Practices to Develop Each District’s 9th Grade On-Track System</th>
<th>Readings/TBD</th>
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| • Map your current efforts onto the systems, structures, and tools presented at the session  
• Develop a plan to measure freshman success and determine progress toward creating an exemplary system of career and college readiness.  
• Use facilitated team planning time to incorporate best practices into existing practices and to develop a plan to move from the current to the desired state of organizational functioning.  
• Develop leadership for equity, systems change, and strategic planning skills.  
• Use facilitated team planning time.  
• Build network connections with schools most likely to benefit by exchanging information. | TBD |
6. **GRADING COMPONENTS AND CRITERIA**

Draft of Comprehensive 9th Grade On-Track Plan and Equity Analysis
Due: on or before March 13, 2018

**GRADING POLICY**

Your final grade will be determined on the following components:

- Attendance at all sessions
- Respectful participation at all sessions
- Completion of readings and any site-based activities
- On-time submission of assignments
- High-quality assignments

This course is offered graded only

7. **GRADUATE/UNDERGRADUATE DIFFERENTIATION**

This course does not have an undergraduate section.

8. **ROLE OF THE GTF**

This course does not have a Graduate Teaching Fellow.

9. **STUDENT ENGAGEMENT INVENTORY**

**STUDENT WORKLOAD EXPECTATIONS**

- *Graduate: 1 credit hour = 40 hours of student engagement*
- In-class: The institute will comprise 16+ hours.
- Out-of-class activities: Beyond the institute, students participate in out-of class activities at the student’s school site or district.

<table>
<thead>
<tr>
<th>Educational activity</th>
<th>Hrs student engaged</th>
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<tbody>
<tr>
<td>Institute attendance</td>
<td>16</td>
</tr>
<tr>
<td>Institute pre-reading and preparation</td>
<td>4</td>
</tr>
<tr>
<td>Out-of-class activities</td>
<td>10</td>
</tr>
<tr>
<td>Paper and draft plan</td>
<td>10</td>
</tr>
<tr>
<td>Total hours:</td>
<td>40</td>
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10. **ATTENDANCE AND ABSENCE GUIDELINES**

   Attendance at all sessions 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.

11. **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.

For procedures regarding incompletes, please see: [https://education.uoregon.edu/academics/incompletes-courses](https://education.uoregon.edu/academics/incompletes-courses)

12. **Diversity, Equity, and Inclusion**

   It is the policy of the University of Oregon to support and value equity and diversity and to provide inclusive learning environments for all students. 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.

In this course, class discussions, projects/activities, and assignments will challenge students to think critically about and be sensitive to the influence and intersections of race, ethnicity, nationality, language, religion, gender, socioeconomic background, and
physical and cognitive ability, sexual orientation, and other cultural identities and experiences. Students will be encouraged to develop or expand their respect and understanding of such differences.

Maintaining an inclusive classroom environment where all students feel able to talk about their cultural identities and experiences, ideas, beliefs, and values will not only be my responsibility, but the responsibility of each class member as well. Behavior that disregards or diminishes another student will not be permitted for any reason. This means that no racist, ableist, transphobic, xenophobic, chauvinistic or otherwise derogatory comments will be allowed. It also means that students must pay attention and listen respectfully to each other's comments.

13. **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 the Accessible Education Center, please see [http://aec.uoregon.edu](http://aec.uoregon.edu)

14. **Mandatory Reporting**
   UO employees, including faculty, staff, and GEs, are mandatory reporters of child abuse and prohibited discrimination. This statement is to advise you that 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:

15. **Academic Misconduct Policy**
   All students are subject to the regulations stipulated in the UO Student Conduct Code ([http://conduct.uoregon.edu](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.

16. **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 or contacting the Department Head. Within the College of Education, you can contact the

- Associate Dean for Academic Affairs (Brigid Flannery, 346-2496, brigidf@uoregon.edu) or the
- Assistant Dean for Equity and Inclusion (Krista Chronister, 346-2415, kmg@uoregon.edu).

Outside the College, you can contact:

- UO Bias Response Team: 346-3216 http://bias.uoregon.edu/whatbrt.htm
- Conflict Resolution Services: 346-3216 http://studentlife.uoregon.edu/support
- Affirmative Action and Equal Opportunity: 346-3123 http://aaeo.uoregon.edu/

17. Grievance Policy
A student or group of students of the College of Education may appeal decisions or actions pertaining to admissions, programs, evaluations 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 or enter search: student grievance).

18. In Case of Inclement 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.
If an individual class must be canceled due to inclement weather, illness, or other reason, a notice will be posted on Canvas or via email. During periods of inclement weather, please check Canvas and your email rather than contact department personnel. Due to unsafe travel conditions, departmental staff may be limited and unable to handle the volume of calls from you and others.

19. Course Incomplete Policy
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