EDLD 621 – Equity & Achievement
3 credits (CRNs: 31946; 336639; 36642, 36644, 36647, 37289)
University of Oregon
Spring 2015

Fridays (5:00p-8:50p) & Saturdays (8:00a-3:50p) on the following dates:
Sessions 1 & 2: 4/10-4/11
Sessions 3 & 4: 4/24-4/25
Sessions 5 & 6: 5/15-5/16

PROFESSORS: Dr. Charles Martinez
Office: 102B Lokey Education Bldg
Phone: 541-346-2161
E-mail: charlesm@uoregon.edu
Office Hours: By appointment

Dr. Ilana Umansky
Office: 102Q Lokey Education Bldg
Phone: 541-346-5244
E-mail: ilanau@uoregon.edu
Office Hours: By appointment

COURSE DESCRIPTION:

This course is designed to provide advanced exposure to applications of multicultural and culturally competent practices in educational administrative leadership settings. This course will provide students with a framework to proactively plan for multicultural inclusiveness in the content of their work, to collect and utilize equity related data within relevant professional settings, and to develop skills in addressing inequities as they emerge in administrative contexts. Students are expected to have had prior graduate-level exposure to basic elements of diversity and multicultural education principles.

COURSE LEARNING OBJECTIVES:

In this course, students will:

1. Anticipate and recognize how complex inequities occur in educational administrative settings and apply this knowledge to current situations as case studies in planning to enhance equitable outcomes and inclusiveness.

2. Demonstrate increased awareness about how factors such as race, ethnicity, social class, exceptionality, gender, sexual orientation, religion, power and privilege impact outcomes in schools and professional administrative settings.

3. Develop skills in various methods to collect and analyze equity and achievement data for schools and methods for translating such data into practicable school-level interventions.

4. Further develop skills in creating and implementing curriculum/program/policy elements that advance equity and multicultural inclusiveness.

5. Advance self-awareness about how personal cultural issues, biases, values and beliefs impact professional practice.
REQUIRED READINGS:

All reading materials will be provided as PDF files via course Canvas site prior to each session.

COURSE STRUCTURE:

Format. Class meets routinely on three Friday evenings and full-day Saturdays. Additional experiential activities and discussion groups may take place during class and/or outside of class. Course content will be delivered through lecture, video recordings, student discussion, and student practice. Course communication will be facilitated via the Canvas website (https://canvas.uoregon.edu/), where you can upload assignments, access all assigned readings, PowerPoint slides of lecture material, and where you can communicate with classmates and professors regarding substantive and technical questions in our discussion forums. Depending on their enrollment status, students may access this course via in-person attendance or via live offsite videoconferencing. We are committed to ensuring that those who are participating from afar have the same opportunities as those in the classroom in Eugene. If you are participating from afar and are having any difficulties being able to participate fully, please let the professors know.

Respect and Confidentiality. In this course, you are entering an experience that involves a fair amount of role-playing activities, discussion of controversial perspectives and topics, and self-exploration. Naturally, in the course of discussion, it is possible for a student colleague to say something personally important and confidential. It is your ethical duty to maintain a sense of respect for and trust with your colleagues. If someone divulges personally important information, it is your obligation to keep that information confidential. These same principles hold when doing activities outside of class. In short, it is expected that we all maintain each others privacy regarding information shared in this class.

All of us have biases, prejudices, and lack sensitivity to others at times. For optimal growth, it is crucial that, when you are offended by something said in class, you recognize both your right to feel offended and your obligation to not judge the person who made the statement. It is important for both the receiver and sender to appreciate the other person's perspective and the factors that may have contributed to that person’s perspective. An important aspect of diversity of viewpoints is that we each can grow from open exposure to and discussion about ideas that differ from our own.

For your own consideration, you have the right and responsibility to share only those personal ideas and opinions that you are comfortable disclosing. Please talk to me about any obstacles or personal concerns you have about class discussions, role-plays, or experiential activities.

ASSIGNMENTS:

1. Participation/Attendance (15 pts). Your regular attendance and participation are required. Regular attendance means both coming to class on time, staying for the entire class session, and participating in outside-of-class activities. Participation means actively contributing to the discussions that will occur in class and on our class Discussion Boards on Canvas. We are all interested in your opinions. We will do our best to make this class a safe place to express them.

2. Critical Reading/Class Reflections (20 pts). You will be responsible for reading a number of important and provocative articles pertaining to equity and inclusion in education, which will be available on the class Canvas site. The readings have been carefully selected to facilitate students’ ability to formulate their own approach towards enhancing equity based on a range of current scholarship and have been sequenced to supplement class discussions. Students are expected to read each article, connect the readings to lecture content and discussions in class, and use this information and their own thinking to write a brief reaction/reflection paper after each 2-day class session (3 papers total). There is no page minimum or maximum for these reflections but most students are able to address the required areas in about 3-5 pages. Reflections should
focus on questions such as: What is the evidence from your experience to support or counter the ideas presented in the readings and in class? What implications does the content (of readings/class) have for your role as a leader for equity? What actions will you take as a consequence of the readings/discussion? What are some of the implicit values that are driving the scholarship/discussions? What did the authors or class discussions miss? The reflection papers must be uploaded to the class Canvas site on 4/20, 5/5, and 6/1.

3. **Equity Scan (30 pts).** Between the first and second classes, students are expected to collect, analyze, and report on equity and achievement data within a specific organizational context (e.g., a school building, a district, or an organization). Students are expected to prepare and submit a data report paper that synthesizes their findings via Canvas by 5/1. We will provide detailed instructions for this project. The paper should address questions such as: What do the data look like? Where are their disparities? How long have they been in place? What data are missing? How can they data be explained by environmental/district-level factors?

4. **Intervention Project Proposal (35 pts).** For this project, students are expected to develop a specific pilot project proposal to address an equity issue in their professional work. Students will present their preliminary design in class on 5/16 and the final proposal is due via Canvas by 5/27. We will provide detailed instructions for this project. The proposal should have the following sections: (1) specific aims, (2) background and significance, (3) preliminary data/pilot study, (3) project design, (4) outcome measures, and (5) resource need and impact.

**Extra Credit.** There are no planned opportunities for extra credit work in this class.

**Late Work.** As a rule, no late work will be accepted and assignments will not be rescheduled. If an unforeseen legitimate illness or personal crisis occurs, it is your responsibility to contact one or both of the professors before the due date.

**GRADING:**

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<td>Participation (15%)</td>
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<td>Critical Reading Reflections (20%)</td>
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<td>Equity Data Paper (30%)</td>
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<td>Intervention Proposal and Presentation (35%)</td>
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<td><strong>Total</strong></td>
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**Final Grade Policy**

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*Please note that if this class is taken P/NP, 80% or higher is required to pass the class and all class assignments must be completed.*

**COURSE INCOMPLETES:**

Students are expected to be familiar with university policy and procedures, which result in failing to complete the course by the end of the term in which it is offered. Please see [http://registrar.uoregon.edu/incomplete_policy](http://registrar.uoregon.edu/incomplete_policy).
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| 1-2   | 4/10 & 4/11 | - Course Overview  
- Key Concepts:  
  o Defining Culture, Diversity, Cultural Competency  
  o The Nature of Stereotyping  
  o Equity vs. Equality  
  o Developing Expertise in Equity  
- State of Educational Equities in Oregon and Beyond  
- Equity Scans: How to Collect and Analyze Equity Data Using Multiple Methods  
- Developing a Theory of Action |
| 4/20  |            | REFLECTION PAPER #1 DUE                                               |
| 3-4   | 4/24 & 4/25 | - Using Equity Data to Test Theory of Action and Guide Practice  
- Identifying Malleable and Proximal Intervention Targets  
- Intervention Planning  
- Creating an Identity as a Multicultural Administrative Leader  
- Models of Community Engagement  
- Cultural Competency  
- Assessing Readiness  
- Dealing with Resistances and Disincentives |
| 5/1   |            | EQUITY SCAN PAPER DUE                                                 |
| 5/5   |            | REFLECTION PAPER #2 DUE                                                |
| 5-6   | 5/15 & 5/16 | - Taking Action as a Leader for Equity  
- Panel Presentation: *Education and Community Leadership Forum*  
- The Pragmatics of Intervention Delivery and Evaluation: What Works and for Whom?  
- Addressing Personal and Institutional Barriers to Success  
- Identifying Students in Need of Intervention and Support  
- Roleplays: Handling Difficult Situations |
| 5/16  |            | STUDENT INTERVENTION PROJECT PRESENTATIONS                              |
| 5/27  |            | INTERVENTION PROJECT PROPOSAL DUE                                       |
| 6/1   |            | REFLECTION PAPER #2 DUE                                                |
ATTENDANCE POLICY:

Regular attendance and participation in class are mandatory for this course. If you need to miss any portion of class for a foreseeable reason, it is essential that you discuss this with the professors prior to class. If no prior arrangements have been made before class time for a non-emergency absence, the absence will be unexcused.

ACADEMIC MISCONDUCT POLICY:

All participants are subject to the regulations stipulated in the UO Student Conduct Code (http://uodos.uoregon.edu/StudentConductandCommunityStandards/StudentConductCode/tabid/69/Default.aspx). 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, at 541-346-1399 or 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://uodos.uoregon.edu/SupportandEducation/ConflictResolutionServices/tabid/134/Default.aspx
- Affirmative Action and Equal Opportunity: 346-3123 or http://aaeo.uoregon.edu/

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.

In this course, class discussions, projects/activities and assignments will challenge students to think critically about the impact of cultural, religious, gender, race, socioeconomic, physical and cognitive ability, and sexual differences. Students will be encouraged to develop or expand their respect and understanding of such differences.

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 one of the professors within the first two weeks of the term. The documentation of your disability must come in writing from the
Accessibility Center. 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/

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, books, newspapers

Racist, homophobic, sexist, and other disrespectful comments will not be tolerated.

GRIEVANCE:

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 (http://education.uoregon.edu/feature.htm?id=399) or enter search: student grievance.

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.

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.