Credit Hours: 3
Contact Hours: This is a 3-credit course, offered in accelerated format. This means that 16 weeks of material is covered in 8 weeks. The exact number of hours per week that you can expect to spend on each course will vary based upon the weekly coursework, as well as your study style and preferences. You should plan to spend 10-25 hours per week in each course reading material, interacting on the discussion boards, writing papers, completing projects, and doing research.

Course Description and Outcomes

Course Description:
This course introduces the ethical, social, and technical dimensions of current educational leadership practice. Topics include creating an inclusive and welcoming school climate, promoting the overall development of every student, providing instruction that meets the needs of diverse student populations, and fostering a culture that encourages continual improvement. Prerequisite EDL 500 and co-requisite EDL 510.

Course Overview:
This course leads learners in creating equitable and rich school cultures where staff, students, and members of the wider school community are engaged and work together to create a dynamic learning environment. The course requires work within an actual school setting and several assignments require collaboration with students, staff, and the mentor principal in that school setting. This makes the learning in this course directly applicable to real work in real schools. Learners in EDL530 should be aware of this direct application and take advantage of it.

Course Learning Outcomes:
1. Validate students’ developmental needs in a holistic manner to ensure those needs are met in physical, cognitive, social and emotional health.
2. Create a climate of respect for student diversity.
3. Manage teacher use of data to identify needed improvements.
4. Design new initiatives and monitor their impact on student learning using evidence-based practices.

Colorado Principal Quality Standards Met in This Course:

<table>
<thead>
<tr>
<th>SB 191 Principal Quality Standards</th>
<th>Assignment Implementation Evidence Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1 CCR 301-87 Section 2.02)</td>
<td></td>
</tr>
<tr>
<td>Standard III: Principals Demonstrate School Culture and Equity Leadership</td>
<td>Examples of artifacts that may be used as evidence of assignment implementation</td>
</tr>
<tr>
<td>Element a: Intentional and Collaborative School Culture</td>
<td></td>
</tr>
</tbody>
</table>
Principals articulate, model and positively reinforce a clear vision and values of the school’s culture, and involve students, families and staff in creating an inclusive and welcoming climate that supports it.

<table>
<thead>
<tr>
<th>Element b: Commitment to the Whole Child</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principals promote the cognitive, physical, social and emotional health, growth and skill development of every student.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Element c: Equity Pedagogy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principals demonstrate a commitment to a diverse population of students by creating an inclusive and positive school culture, and provide instruction in meeting the needs of diverse students, talents, experiences and challenges in support of student achievement.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Element d: Efficacy, Empowerment and a Culture of Continuous Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principals and their leadership team foster a school culture that encourages continual improvement through reliance on research, innovation, prudent risk-taking, high expectations for all students and Teachers, and a valid assessment of outcomes.</td>
</tr>
</tbody>
</table>

**PARTICIPATION & ATTENDANCE**

Prompt and consistent attendance in your online courses is essential for your success at CSU-Global Campus. Failure to verify your attendance within the first 7 days of this course may result in your withdrawal. If for some reason you would like to drop a course, please contact your advisor.

Online classes have deadlines, assignments, and participation requirements just like on-campus classes. Budget your time carefully and keep an open line of communication with your instructor. If you are having technical problems, problems with your assignments, or other problems that are impeding your progress, let your instructor know as soon as possible.

**COURSE MATERIALS**

Textbook Information is located in the CSU-Global Booklist on the Student Portal.

**COURSE SCHEDULE**

Due Dates
The Academic Week at CSU-Global begins on Monday and ends the following Sunday.

- **Discussion Boards**: The original post must be completed by Thursday at 11:59 p.m. MT and Peer Responses posted by Sunday 11:59 p.m. MT. Late posts may not be awarded points.
- **Critical Thinking**: Assignments are due Sunday at 11:59 p.m. MT.

**Weekly Reading and Assignment Details**

**Module 1**

Readings
- Chapters 1, 2, *Equity 101: Culture*
- Chapter 5 in *Leverage Leadership*

Discussion (25 points)

**Critical Thinking: Equity Lens: Institutional Support of Equity (75 points)**

For this week’s assignment, you will use this *Equity Lens: Institutional Chart* to analyze the support of equity in your school or school system. Specifically, address the following six concepts related to culture, practice, and leadership in order to identify equity-focused strategies that could drive the skills, programs, instruction, and initiatives your school and/or school system must implement in order to achieve equity:

**CULTURE**
- List strategies your institution already **USES** to build cultural competency and a positive learning culture.
- List strategies your institution **COULD USE** to build cultural competency and a positive learning culture.

**PRACTICE**
- List strategies your institution already **USES** to deliver equitable instruction for students.
- List strategies your institution **COULD USE** to deliver equitable instruction for students.

**LEADERSHIP**
- List strategies your institution already **USES** to develop effective leaderships of equity.
- List strategies your institution **COULD USE** to develop effective leaderships of equity.

Compose your lists in the provided institutional chart and add a 1-2-page reflection that evaluates your own engagement in equity as an educator. Conduct this self-evaluation for all three sections: culture, practice, and leadership.

Submit the Equity Lens: Institutional Chart and reflection as a single Microsoft Word document. Your analysis should be thoughtful and thorough, well written, and formatted according to the CSU-Global Guide to Writing and APA.

**Equity Lens: Institutional Chart**

**Module 2**
Readings


Discussion (25 points)

**Critical Thinking: Equitable vs. Inequitable Institutions (75 points)**

For this week’s assignment, you will analyze the degree to which your school is equitable, and the differences between equitable and inequitable institutions.

To start, take the Institutional Equity Poll at the end of Chapter 5 of *Equity 101: The Equity Framework*.

Then, in a 3-4-page analysis based on the results of your Institutional Equity Poll, address the following questions and concepts:

1. Describe your school’s culture and if you believe it to be inviting to all students, staff, and visitors—a place where diversity is viewed as an asset. Specifically, detail the school’s practices, policies, beliefs, and cultural understandings for students, teachers, and leaders.
2. What impact has this had on student achievement?
3. To further highlight the impact you describe, include a summary chart/graph of student achievement data for all subgroups within your school, across grade levels, in at least one content area.

Submit your assignment as a single Microsoft Word document. Your analysis should be thoughtful and thorough, well written, and formatted according to the CSU-Global Guide to Writing and APA.

Module 3

Readings


Discussion (25 points)

**Critical Thinking: Developmental Interconnectedness (75 points)**

There are several steps in this week’s assignment; complete all four before submitting:

**Step One:** Use this *assignment template* (attached below) to analyze equitable school culture on the personal, institutional, and professional levels for both educators and students, based on how growth and skill development are promoted for every child and in every developmental area—physical, cognitive, social, and emotional health and welfare.
Step Two: Identify any professional gaps that need to be supported by professional learning based on the findings in Step 1.

Step Three: Collaborate with at least one teacher, or group of teachers, around supporting their needs and implementing an approach to professional development that integrates research-based practices to address students’ cognitive, physical, social, and emotional health and welfare.

Step Four: Write a professional learning summary that includes the following components:

- A graph/chart of the data that was used to determine the continued professional learning needs
- An explanation of how the educators were included in the decision to identify these specific needs
- A description of the professional learning activities that took place, as well as ongoing, job-embedded, and collaborative professional learning opportunities around this need that will take place.

Submit the cultural analysis template and professional learning summary as a single Microsoft Word document. Your analysis and summary should be thoughtful and thorough, well written, and formatted according to the CSU-Global Guide to Writing and APA.

Module 4

Readings
• Chapter 3 in Equity 101: Culture

Discussion (25 points)

Critical Thinking: High Expectations Belief System Plan (75 points)

Develop a high-expectations belief system plan (which you will implement in Weeks 7 and 8 in this course; see the Portfolio Project description for details) for how you, as the principal, can create a school environment or culture where both teachers and students know that you understand and respect their backgrounds, needs, and skills, and have high expectations for them (i.e., around educator effectiveness and student achievement).

This plan must include how you will specifically create a culture for both teachers and students where:

- It is safe to take risks.
- They are motivated to succeed.
- Instruction is differentiated, ongoing, and relevant (for teachers, that would mean job-embedded).
- You listen intently to learn more about their backgrounds, needs, skills, and interests in order to support them.
- Expectations for behavior and learning are made perfectly clear and explicit.
- Communication is differentiated based on the teachers’ and students’ history, culture, and diversity.
- Teachers and students take responsibility for both their failures and successes.
- Relationships are cultivated and nurtured continually.
- You assess outcomes routinely.
Support your selection of specific ideas with research on leadership effectiveness culture and equity, citing at least five sources. The CSU-Global Library is a great place to find these sources.

Submit your high expectations belief system plan in a Microsoft Word document. Your plan should be thoughtful and thorough, well written, and formatted according to the CSU-Global Guide to Writing and APA.

Module 5

Readings
- Chapter 4 in Equity 101: Culture

Discussion (25 points)

Critical Thinking: Next Generation Learning (75 points)

For this week’s assignment, you will review these K-12 breakthrough next generation learning models, based on the Next Generation Learning Challenges study called Breakthrough Models for College Readiness.

Create a Next Generation learning model for your school that best meets the needs of your students by combining models, adapting a model, or creating your own model using the Next Generation Framework and the two sections outlined below. Create it in a format that works best for you (e.g., brochure, infographic, or narrative document).

High Expectations for College Readiness: Honoring the enormous potential of all students:

- **Learning Growth**: Meeting students where they are and supporting their growth.
- **College Readiness**: Students meet or exceed college readiness benchmarks.

Personalized Learning Attributes for All Students: Tailoring learning experiences to individual students' needs, skills, and interests:

- **Learner Profiles**: Making students' strengths and weaknesses, motivation, and goals visible to them and their teachers.
- **Personal Learning Paths**: Allowing students' paths through content and skills to vary, while holding outcome expectations high.
- **Competency-based Progression**: Continually assessing learning against clearly defined expectations and goals; advancing students as they demonstrate mastery.
- **Flexible Learning Environment**: Enabling time, space, roles, and instructional modes to flex with the needs of students and teachers.

Your learning model should be thoughtful and thorough, well written, and formatted according to the CSU-Global Guide to Writing and APA.

Module 6
Readings

· Chapter 5 in *Equity 101: Culture*

Discussion (25 points)

**Critical Thinking: Culture of Relevancy (75 points)**

In this week’s assignment, you will build on your Next Generation learning model from Module 5.

**Step One:** Add specific strategies to your Next Generation learning model to ensure a culture of relevancy using a different color font, so that the strategies added are clearly evident.

**Step Two:** Since relevancy requires that teachers know their students, design a professional learning opportunity (i.e., a topic, method for how it will be delivered to engage teachers, and resources) that you will provide to your staff to improve their cultural competency, in order to implement successfully one of the relevancy strategies that you added to the Next Generation learning model in Step One.

Submit the Next Generation learning model, with relevancy ideas added and your professional learning plan, as a single Microsoft Word document. Your learning model and plan should be thoughtful and thorough, well written, and formatted according to the CSU-Global Guide to Writing and APA.

**Module 7**

Readings

· Chapter 6 in *Equity 101: Culture*
· Chapter 6 in *Leverage Leadership*

Discussion (25 points)

**Module 8**

Readings

· Chapter 7 in *Equity 101: Culture*
· Review Chapter 5 in *Leverage Leadership*

Discussion (25 points)

**Portfolio Project: Setting and Attaining High Expectations (350 points)**

Your Portfolio Project is a culmination of the work you have done throughout this course, as well as an assessment and projection plan for how you will achieve an “accomplished” or “exemplary” score on the Colorado’s Principal Rubric: Quality Standards III: Principals Demonstrate School Culture and Equity
Leadership. There are two parts to this project. Ensure you complete both parts and submit them together as a single Microsoft Word file.

Part 1:
Submit the high expectations belief system plan that you created in Module 4 and added to in Module 7. The Module 7 additions need to be in a different color font, so that those strategies are clearly evident. The final plan must contain specific details on how you will create a collaborative culture for teachers, students, families, and the community in which:

- It is safe to take risks.
- They are motivated to succeed.
- Instruction is differentiated, ongoing, and relevant (for teachers, that would mean job-embedded).
- You listen intently to learn more about their backgrounds, needs, skills, and interests in order to support them.
- Expectations for behavior and learning are made perfectly clear and explicit.
- Communication is differentiated based on the teachers’ and students’ history, culture, and diversity.
- Teachers and students take responsibility for both their failures and successes.
- Relationships are cultivated and nurtured continually.
- You assess outcomes routinely.

In 3-5 pages, reflect on how the implementation of the ideas associated with this belief system went for each of these stakeholder groups: 1) teachers, 2) students, 3) families, and 4) a community member, and how it impacted the school culture. Support your reflection with 3-5 sources. The CSU-Global Library is a great place to find these sources.

Part 2:
Develop a plan for reaching “accomplished” or “exemplary” on the Colorado’s Principal Rubric: Quality Standards III: Principals Demonstrate School Culture and Equity Leadership.

Your plan must include ideas for accomplishing the items in the numbered list below and be supported with research. The CSU-Global Library is a good place to find sources. Format this document in a way that is “at-a-glance,” and will support your implementation of these standards in your future work as a school principal and guide your future practices (e.g., table with standards on the left and bulleted ideas on the right, or something to that effect).

1. Parents, families, and community members participate in a variety of meaningful school-based activities.
2. Parents, families and community members participate in the decision-making process related to their children’s education.
3. Parents and school staff members collaborate on student learning initiatives.
4. School staff members identify and address the needs of the whole child in a holistic, integrated, and comprehensive manner.
5. School staff members seek the advice of experts who can help address student needs, when necessary.
6. School staff members and the community initiate activities that ensure all students are treated with respect and dignity.
7. Students accept and respect fellow students who are different from them.
8. School staff members recommend activities and initiatives for elimination or scale back.
9. School staff members recommend evidence-based programs, practices, and instructional programs for implementation.

Ideas for implementation of these nine items must be supported by research, with at least one supporting source for each item.

Submit the final 1) high expectations belief system plan, 2) reflection, and 3) plan for reaching “accomplished” or “exemplary” as a single Microsoft Word document for your Portfolio Project. You must cite at least nine sources, but you are welcome to cite more. Your final project should be thoughtful and thorough, well written, and formatted according to the CSU-Global Guide to Writing and APA.

<table>
<thead>
<tr>
<th>Grading Scale</th>
<th>Score Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95.0 – 100</td>
</tr>
<tr>
<td>A-</td>
<td>90.0 – 94.9</td>
</tr>
<tr>
<td>B+</td>
<td>86.7 – 89.9</td>
</tr>
<tr>
<td>B</td>
<td>83.3 – 86.6</td>
</tr>
<tr>
<td>B-</td>
<td>80.0 – 83.2</td>
</tr>
<tr>
<td>C+</td>
<td>75.0 – 79.9</td>
</tr>
</tbody>
</table>
20% Discussion Participation
45% Critical Thinking Assignments
35% Final Portfolio Project
IN-CARSSROOM POLICIES

For information on late work and incomplete grade policies, please refer to our In-Classroom Student Policies and Guidelines or the Academic Catalog for comprehensive documentation of CSU-Global institutional policies.

Academic Integrity
Students must assume responsibility for maintaining honesty in all work submitted for credit and in any other work designated by the instructor of the course. Academic dishonesty includes cheating, fabrication, facilitating academic dishonesty, plagiarism, reusing/re-purposing your own work (see CSU-Global Guide to Writing and APA Requirements for percentage of repurposed work that can be used in an assignment), unauthorized possession of academic materials, and unauthorized collaboration. The CSU-Global Library provides information on how students can avoid plagiarism by understanding what it is and how to use the Library and Internet resources.

Citing Sources with APA Style
All students are expected to follow the CSU-Global Guide to Writing and APA Requirements when citing in APA (based on the APA Style Manual, 6th edition) for all assignments. For details on CSU-Global APA style, please review the APA resources within the CSU-Global Library under the “APA Guide & Resources” link. A link to this document should also be provided within most assignment descriptions in your course.

Disability Services Statement
CSU–Global is committed to providing reasonable accommodations for all persons with disabilities. Any student with a documented disability requesting academic accommodations should contact the Disability Resource Coordinator at 720-279-0650 and/or email ada@CSUGlobal.edu for additional information to coordinate reasonable accommodations for students with documented disabilities.

Netiquette
Respect the diversity of opinions among the instructor and classmates and engage with them in a courteous, respectful, and professional manner. All posts and classroom communication must be conducted in accordance with the student code of conduct. Think before you push the Send button. Did you say just what you meant? How will the person on the other end read the words?

Maintain an environment free of harassment, stalking, threats, abuse, insults or humiliation toward the instructor and classmates. This includes, but is not limited to, demeaning written or oral comments of an ethnic, religious, age, disability, sexist (or sexual orientation), or racist nature; and the unwanted sexual advances or intimidations by email, or on discussion boards and other postings within or connected to the online classroom. If you have concerns about something that has been said, please let your instructor know.