

Northwestern University
School of Education and Social Policy
MS ED 463: Leading for Equity
Summer 2021, 6/22-7/29
Tuesday and Thursdays, 6:30 p.m. - 9:00 p.m.

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Course Description

This course focuses on the social and contextual influences of education, from a learning, teaching, research and policy perspective. We will examine the role of race, class, gender, ability, sexuality, and identity in the ways individuals and groups influence and are influenced by our education system. In this class you will be asked to deeply evaluate your own beliefs, thoughts and assumptions about the influence of these socio-cultural factors and consider their implications for your own professional and personal development. This course will also examine the leadership skills to develop and practice equity leadership in a school setting.

Course Goals

1. To understand the philosophical and historical underpinnings of schooling in America.
2. To understand the dynamic role of social forces (e.g., race, class, gender, sexual orientation, language, ability) on education.
3. To develop skills of teaching-as-researching.
4. To develop practices of self-reflection, systems analysis, and dialogue.
5. To understand the social ecology, culture, and climate of a classroom, school, and community.
6. To develop practices of collegial community within and beyond the school.
7. To explore teacher identity and its impact on students, as well as the impact students have on teacher identity.
8. To develop skills in creating safe, respectful learning environments in classrooms and schools.
9. To understand how the teacher supports the academic, social, emotional, and physical development of individual students.
10. To develop voice and social capacity as a public intellectual.

Northwestern University
Conceptual Framework for Teacher Education

Mission

Our mission is to prepare knowledgeable, reflective, and innovative teachers who will lead and inspire students.

Vision

The Teacher Education Program at Northwestern University is guided by a conceptual framework for teacher education, organized around a vision of learning, learners and teaching. The conceptual framework focuses on

A vision of learning that includes:

- 1.1. how students come to understand and think about subject matter;
- 1.2. an emphasis on inquiry and reflection;

- 1.3. the importance of collaboration and social interaction; and
- 1.4. experiential activities that are relevant and engaging.

A vision of learners that includes:

- 2.1 the belief that every person is capable of learning;
- 2.2 that development is shaped by social contexts; and
- 2.3 equitable experiences for all.

A vision of teaching that includes:

- 3.1 connecting theory and practice;
- 3.2 inquiry, reflection, collaboration, and innovation;
- 3.3 creating a climate of learning for all students; and
- 3.4 acting professionally, responsibly, and ethically.

Dispositions

CAEP defines dispositions as “habits of professional action and moral commitment to teaching.”

The Northwestern teacher preparation programs will help candidates acquire the following dispositions to the level of proficiency:

1. *to reflect on one’s own practice and make changes as appropriate.*
2. *to support students as individuals.*
3. *to collaborate with all stakeholders.*
4. *to engage all students.*
5. *to incorporate innovations in teaching, including the use of new technologies.*
6. *to conduct one’s self professionally, responsibly, and ethically.*

ILLINOIS PROFESSIONAL TEACHING STANDARDS (2013)

Applications of IPTS standards are listed in the Course Schedule and Topics, with reference to the level at which they are being used (introducing (I), developing (D), mastery (M), or review (R)).

Standard 1 - Teaching Diverse Students – The competent teacher understands the diverse characteristics and abilities of each student and how individuals develop and learn within the context of their social, economic, cultural, linguistic, and academic experiences. The teacher uses these experiences to create instructional opportunities that maximize student learning.

Standard 2 - Content Area and Pedagogical Knowledge – The competent teacher has in-depth understanding of content area knowledge that includes central concepts, methods of inquiry, structures of the disciplines, and content area literacy. The teacher creates meaningful learning experiences for each student based upon interactions among content area and pedagogical knowledge, and evidence-based practice.

Standard 3 - Planning for Differentiated Instruction – The competent teacher plans and designs instruction based on content area knowledge, diverse student characteristics, student performance data, curriculum goals, and the community context. The teacher plans for ongoing student growth and achievement.

Standard 4 - Learning Environment – The competent teacher structures a safe and healthy learning environment that facilitates cultural and linguistic responsiveness, emotional well-being, self-efficacy, positive social interaction, mutual respect, active engagement, academic risk-taking, self-motivation, and personal goal-setting.

Standard 5 - Instructional Delivery – The competent teacher differentiates instruction by using a variety of strategies that support critical and creative thinking, problem-solving, and continuous growth and learning. This teacher understands that the classroom is a dynamic environment requiring ongoing modification of instruction to enhance learning for each student.

Standard 6 - Reading, Writing, and Oral Communication – The competent teacher has foundational knowledge of reading, writing, and oral communication within the content area and recognizes and addresses student reading, writing, and oral communication needs to facilitate the acquisition of content knowledge.

Standard 7 - Assessment – The competent teacher understands and uses appropriate formative and summative assessments for determining student needs, monitoring student progress, measuring student growth, and evaluating student outcomes. The teacher makes decisions driven by data about curricular and instructional effectiveness and adjusts practices to meet the needs of each student.

Standard 8 - Collaborative Relationships – The competent teacher builds and maintains collaborative relationships to foster cognitive, linguistic, physical, and social and emotional development. This teacher works as a team member with professional colleagues, students, parents or guardians, and community members.

Standard 9 - Professionalism, Leadership, and Advocacy – The competent teacher is an ethical and reflective practitioner who exhibits professionalism; provides leadership in the learning community; and advocates for students, parents or guardians, and the profession.

Academic Integrity

Students in this course are expected to comply with the policies found in the booklet, “Academic Integrity at Northwestern University: A Basic Guide.” All papers submitted for credit in this course must be sent as email attachments as well as delivered in printed form. Your written work may be electronically tested for plagiarized content. For details regarding academic integrity at Northwestern, visit: <http://www.northwestern.edu/uacc/>. If you need a copy of the brochure visit the SESP Student Affairs Office.

Accommodations for students with disabilities

In compliance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act, Northwestern University is committed to providing equal access to all programming. Students with disabilities seeking accommodations are encouraged to contact the office of Services for Students with Disabilities (SSD) at 467-5530 or ssd@northwestern.edu. SSD is located in the basement of Scott Hall. SSD also has an excellent web-site which is viewable at: <http://www.stuaff.northwestern.edu/ssd/>.

Required Texts

Walking the Equity Talk: A Guide for Culturally Courageous Leadership in School Communities

Course Schedule and Topics

Ongoing assignments:

Activities reflected in the book

Racial autobiography

Session 1 - T June 22: What does education mean to me?

- Getting to know each other
- Introduction to the course
- Bryan Stevenson TED talk
- IPTS Standards Addressed: 1A (D), 1C (D), 1F (D), 1L (D), 2B (D), 2N (D), 3K (D), 3L (D), 4E (I), 4I (D), 4J (I), 4K (D), 5M (I), 5P (I), 6A (D), 6D (D), 6Q (D), 8A (I)

For Session 2 – Read, Chapters 1 and 2 in the text.

Reflect on questions on pages 15, 23, 31, 33, 43.
KWL, 12.

Session 2 - Th June 24: Identity Teaching and Learning; The Absence of Cultural Democracy

- Review reflection sections
- Microaggressions in the classroom
- IPTS Standards Addressed: 1E (I), 1K (D), 2D (D), 3F (I), 4B (I), 4C (D), 4D (D), 4K (D), 5C (M), 5K (D), 5O (M), 6G (I), 7E (I), 7I (I), 7L (I), 7R (I), 8B (D), 8G (D), 9E (D), 9S (D)

For Session 3 – Read, Chapters 3 and 4 in the text.

Reflect on questions on pages 48, 51, 53, 55, 60, 68.

Session 3 - T June 29 : Grim Continuities; Rhetoric vs Reality

- Reflect on questions
- Race as a social construction, how implicit bias is formed
- Discipline and Implicit Bias clip
- IPTS Standards Addressed: 1C (D), 1F (D), 2B (D), 2D (D), 2J (D), 2M (D), 4P (D), 5L (D), 6B (D), 7C (D), 7L (I), 8E (I), 9G (D), 9Q (D)

For Session 4 – Read, Chapters 5 and 6 in the text.

Reflect on questions on pages 71, 76, 80, 82, 86, 88, 89, 92, 93, 95, 96, 97, 98, 99, 106.
KWL – page 91

Session 4 - Th July 1st : Biases and Barriers

- Watch Robin DiAngelo talk
- Progressive education, critical pedagogy, politics and education
- IPTS Standards Addressed: 1B (D), 1F (D), 1L (D), 2A (D), 2K (D), 2N (D), 3K (D), 3L (D), 4D (D), 4E (D), 4I (D), 4K (D), 4N (D), 5F (D), 5K (D), 5L (D), 6B (D), 6J (D), 6O (D), 7I (D), 7K (D), 7L (D), 8D (D), 8L (I), 9E (D), 9G (D)

For Session 5 – Read, Chapters 7 and 8 in the text.

Reflection on questions on pages 115, 120, 124, 125, 126, 128.
KWL – page 110, 121.

Session 5 - T July 6th : A New Paradigm; Seven Principles

- Systems analysis and multicultural education
- Toxic Politics and Racism
- *Color of Fear*

- IPTS Standards Addressed: 1B (D), 1E (D), 1F (D), 1L (D), 2A (D), 2B (D), 2C (D), 2J (D), 2K (D), 2N (D), 3C (D), 3K (D), 4A(D), 4B (D), 4I (D), 4L (D), 5C (D), 5M (I), 6C (I), 7L (D), 8C (D), 8L (D), 9D (D), 9E (D), 9O (D), 9P (D)

For Session 6 – Read, Chapters 9 and 10 in the text.

Reflection on questions on pages 134, 136, 138, 139, 140, 146, 148, 157.
KWL, 132.

Session 6 - Th July 8th : Transformation and Politics; Stakeholder Practices

- Systemic Transformation
- ETHS Equity work
- Best Practices
- Unequal Opportunity Race
- IPTS Standards Addressed: 1B (D), 1C (M), 1K (M), 1L (M), 2A (D), 2B (D), 2I (D), 2M (D), 3L (D), 4B (D), 4C (D), 4I (D), 4L (D), 5A (D), 5G (I), 5H (I), 5J (D), 6B (D), 7R (I), 8C (I), 8K (D), 8R (I), 9E (D), 9I (D), 9P (D), 9Q (D)

For Session 7 – Read, Chapters 11 and 12 in the text.

Reflection on questions on pages 166, 167, 168, 169, 170, 172, 173, 174, 176, 187.
KWL – 159-160, 179.

Session 7 - T July 13 – Promising Departures; Two leadership profiles

- Creating cultures of resistance
- Resisting dominate narratives
- Key and Peele – classroom clip
- IPTS Standards Addressed: 1A (D), 1B (D), 1E (D), 1F (D), 1K (D), 1L (D), 2E (D), 2F (D), 2H (I), 2J (D), 2N (D), 3C (D), 3D (I), 3Q (D), 4B (D), 4D (D), 4I (D), 4L (D), 5A (D), 5C (D), 6A(D), 6B (D), 6J (D), 7C (D), 7R (D), 8C (D), 8G (D), 8K (D), 8M (D), 8N (D), 9E (D), 9H (D), 9K (D), 9M (D), 9O (D), 9P (I)

For Session 8 – Read, Chapters 13 and 14 in the text.

Reflect on questions on pages 195, 200, 202, 209, 213, 214, 216, 219, 222, 227, 231, 235, 238, 241.

KWL, 191, 217.

Assess the definition of politics on page 192

Session 8 - Th July 15: Politics and leadership

- Eliminating political land mines, preparing for a battle
- Equity warriors
- *Precious Knowledge* Film
- IPTS Standards Addressed: 1B (D), 1C (D), 1I (D), 1J (D), 1L (D), 2A (D), 2F (D), 2Q (D), 3C (D), 3E (D), 3K (D), 3L (D), 4E (D), 4L (D), 5A (D), 5C (D), 5L (D), ^B 9D), 6I (D), 6J (D), 6N (D), 7I (I), 7L (D), 8D (I), 8E (I), 8J (D), 9G (D), 9N (D)

For Session 9 – Read, Chapter 15 in the text

Reflect on questions on pages 249, 267.

KWL 243.

Session 9 - T July 20: Practicing the Equity Walk

- Reflecting on your personal practice
- What needs to change?
- What do you have control over?
- What can do you about what is out of your hands?

IPTS Standards Addressed: 1B (D), 1E (D), 2B (D), 2E (D), 2K (D), 2N (D), 3K (D), 3L (D), 4B (D), 4L (D), 5C (D), 5I (D), 6B (D), 8D (D), 8J (D), 8R (D), 9D (D), 9E (D), 9H (M), 9K (D), 9O (D), 9P (D)

For Session 10 – Read, Chapter 16 in the text.

KWL , 270

Session 10 Th July 22: The Time is here, the Time is Now

- Anti-racist education practice in schools and in communities
- Recent Events
- IPTS Standards Addressed: 1A (D), 1B (D), 1F (D), 1L (D), 2D (D), 2K (D), 2N (D), 3K (D), 4B (D), 4C (D), 4D (D), 4L (D), 5A (D), 7L (D), 8A (D), 8E (D), 8T (I), 9D (D), 9F (D), 9O (D), 9P (D)

For Session 11 – Questions for reflection

1. How do I sustain and perpetuate white middle class norms in my practice?
2. How do I “show up” as a professional? How does my racial identity impact how I hold space for conversation and manage conflict with staff?
3. How can I begin to disrupt system racism in my practice?
4. How can I as a leader work to understand my racial identity and what that means for racial equity work in my school.

Session 11 Tu July 27:

Personal reflections on professional practice

For Session 12 – work on racial autobiography

Session 12 Th July 29: Racial Autobiographies

- Share Racial Autobiographies
- IPTS Standards Addressed: 1B (D), 1I (D), 1J (D), 2C (D), 2E (D), 2Q (D), 2N (D), 3E (D), 3I (D), 4D (D), 4M (D), 4P (D), 5C (D), 5E (D), 5I (D), 5L (D), 5O (D), 5Q (D), 6B (D), 6K (D), 6O (D), 6N (D), 6S (D), 7E (D), 7J (D), 7O(D), 7Q (D), 8A (D), 8C (D), 8G (D), 8N (D), 8R (D), 9A(D), 9J (D), 9S (M), 9T (D), 9P (D)

MS ED 402: Social Contexts of Schooling Assignments and Grading

Additional guidelines for all assignments will be provided

Class Participation

Your attendance and participation in each class session will be part of your final grade.

Racial Autobiography Assignment Deadline: July 29

As antiracist multicultural educators it is important for us to consciously explore how we come to see the world as we do. This paper gives you the chance to examine your experiences, beliefs, and perspectives in relation to the readings and discussions we engage in this class. Please write a 2-3 pp single-spaced paper, in which you consider the major influences that shape your understandings of race, diversity, and difference.