

Lewis & Clark
Graduate School of
Education and Counseling



THE EDUCATIONAL LEADERSHIP DEPARTMENT AT LEWIS & CLARK aims to be a rigorous environment where students, faculty, and staff are open to being uncomfortable/challenged/wrong. By choosing to be in this space, we learn to practice leadership as collective discourse, inquiry, and action designed to disrupt the status quo, make structural disparities visible, and create fairness in opportunities and outcomes for minoritized students, families, and communities across the P-20 spectrum.

EDAD 548/648: Transforming Culture and Inspiring Innovation

Instructor: Carla Gay
Credit: 2 credits (30 contact hours)
Dates: Fall 2021
Time: 30 contact hours to be delivered according to the schedule determined by instructor (hybrid)
Location: 2 times in person- 4 hours each = 8 hours:
Saturday, October 2- 8:30 a.m.-12:30 p.m.;
Saturday, December 4- 8:30 a.m.-12:30 p.m.

4 times synchronous online- 3 hours each= 12 hours:
Thursday, September 23, 5-8 p.m.
Thursday, October 7, 5-8 p.m.
Thursday, October 21, 5-8 p.m.
Thursday, November 18, 5-8 p.m.

approximately 10 hours asynchronous (*see course schedule below)

Faculty Contact Information:

Office Hours: By appointment; instructor will be available Sunday & Thursday evenings

Required Texts:

Street Data: A Next-Generation Model for Equity, Pedagogy, and School Transformation First Edition

by [Shane Safir](#) (Author), [Jamila Dugan](#) (Author)

Catalog Description for EDAD 548/648:

Advancing social justice, eliminating systemic inequities, and fostering inclusive and culturally responsive school and district cultures that support the achievement and well-being of staff and students requires bold changes and collaboratively designed, system-wide solutions that ensure deep learning and equitable opportunities for all. Administrators are charged with building and sustaining coherent, innovative, forward-thinking, and courageous organizational cultures that are focused on transforming school systems to be equitable and democratic institutions. This course pushes practicing administrators to examine dilemmas of professional life and leadership, to review current

educational innovations in leadership and organizational change, to critically reflect on who they are as learners and leaders for equity and transformation.

Course Description/Introduction

Never before have the complexities of leadership been as evident as in today's educational world, considering the demands to improve student learning that ride on the shoulders of both teachers and administrators. The enormity of the responsibility for student success resonates with school leaders on a daily basis. Research shows that adult actions, in teaching and learning, matter in student achievement. Certain leadership actions do improve student learning.

This course encourages practicing administrators to examine who they are as learners as well as leaders. It is designed to help administrators to better focus on the importance of their own actions and behaviors that contribute to (or distract from) both adult and student learning. The course also examines the innovations making a difference in schools today, including the role of establishing communities of learners as the vehicle to support professional development on behalf of student learning.

Course Goals and Objectives

1. Identify your purpose as a leader
2. Examine issues of equity and their place in learning communities.
3. Examine how student and family voice lend themselves to school transformation and innovation
4. Identify leadership skills and practices that model creativity and leadership for learning, for both adults and students.
5. Identify leadership skills associated with an effective change process.
6. Investigate how you use different forms of data to better understand appropriate actions that align with your purpose
7. Investigate and create a plan to implement a current innovation(s) creating positive results for students in today's schools and/or department
8. Commit to a course of action as a learning leader.
9. Practice reflective writing as a skill for adult learning.

Course Requirements

1. Full participation in online and in person class discussions (25 points)

Assessment of class participation will include the following:

- Your ability to work effectively with a group
- Demonstration of in-depth preparation of the readings
- Effectively/efficiently building on the comments of others
- Offering thoughtful contributions that are a catalyst to build deeper and more inclusive classroom discussion
- Regulating your level of participation as necessary to promote effective learning and discussion

2. Assignments (25 points, 5 points each):

- Assigned reflections on readings. See details on Moodle.

3. Final project (50 points): Identify an area of concern that does not meet the goals you have established for equitable improvement. (Problem of Practice.). Identify two sources of data and collect information from those sources. Identify innovative practices that surfaced from the data sources and that address the area of concern. Develop a plan of action that includes a change process inclusive of all stakeholders (students, families, community, and staff), monitoring efforts to track the changes and identify any professional development required to

implement and sustain the change. Final project will answer these questions: How will the proposed changes promote creativity and innovation? How will the proposed changes promote equity and social justice in your school/district? How will you know if you have made an impact?

Performance Indicators for Assessment

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| 1. Active and full participation | 25% |
| 2. Group and individual assignments | 25% |
| 3. Action Plans/Projects/Presentations | 50% |

94%--100%=A 90%--93%=A- 86%-89%=B+ 80%-85%=B 77%-79%=B-
 Anything lower is a considered to be not meeting satisfactory progress for the program

Attendance Policy: Any absences will be required to be made up, and missing more than one class session may prevent you from earning credit in the course. If you have to miss a class session, propose a make-up assignment that is meaningful and furthers your thinking on the ideas from this class. If at all possible, let the instructor know you will be missing the class as early as possible.

Disability Services Statement: *If you have a disability that may impact your academic performance, you may request accommodations by submitting documentation to the Student Support Services Office in the Albany Quadrangle (503-768-7192). After you have submitted documentation and filled out paperwork there for the current semester requesting accommodations, staff in that office will notify me of the accommodations for which you are eligible.*

Lewis & Clark Essential Policies: This course adheres to the general policies outlined in the catalog and student handbook of the Lewis & Clark Graduate School of Education and Counseling. This includes full adherence to the following policies:

- Nondiscrimination: go.lclark.edu/gsec-nondiscrimination;
- Standards for professional student conduct and academic integrity: go.lclark.edu/gsec-conduct;
- Sexual misconduct: go.lclark.edu/titleIX

If you have any questions regarding these policies, please speak to your instructor for clarification

Course Schedule*

MEETING TIMES		ASSIGNMENTS		
DATE/TIME	FORMAT	THEME/ ESSENTIAL QUESTION	DESCRIPTION	DUE DATE
Week of Sept 19-26	Asynchronous		Read Prologue & Forward: Street Data	
Thursday, September 23, 5-8 p.m	CLASS 1 Synchronous, Online	What does Transformation & Innovation have to do with your work?	Read Prologue & Forward: Street Data: Post reflection	9/23/21
			Read Prologue & Forward; Street Data: Post response to 2 posts	9/26/21
			Read Chapters 1 & 2: Street Data; Post reflection	9/30/21

Saturday, October 2, 8:30 a.m.-12:30 p.m.;	CLASS 2 In Person, Lewis & Clark	How do different ways of knowing help us imagine new possibilities?	Bring school data to class 2	10/2/21
Thursday, October 7, 5-8 p.m	CLASS 3 Synchronous, Online	What does Student voice have to do with a new paradigm of data?	Submit a Draft Problem of Practice	10/17/21
			Read Chapters 3 & 4: Street Data; Post reflection	10/7/21
			Read Chapters 3 & 4: Street Data; Post response to 2 posts	10/10/21
Week of Oct 10-17	Asynchronous	Flipping the narrative to understand root cause.	Read Pedagogy of the Oppressed, Ch 2; Post reflection	10/14/21
			Read Pedagogy of the Oppressed, Ch 2; Post response to 2 posts	10/17/21
Thursday, October 21, 5-8 p.m	CLASS 4 Synchronous, Online	How does student centered pedagogy differ from traditional practices?	Read Chapters 5 & 6: Street Data; Post reflection	10/21/21
			Read Chapters 5 & 6: Street Data; Post response to 2 posts	10/24/21
Week of Oct 24-31	Asynchronous		Optional: Submit for Feedback on final Project	10/31/21
Week of Oct 31-Nov 7	Asynchronous	Collecting student voice to drive school transformation	Read Chapters 7 & 8: Street Data; Post reflection	11/4/21
			Read Chapters 7 & 8: Street Data; Post response to 2 posts	11/7/21
Thursday, November 18, 5-8 p.m	CLASS 5 Synchronous, Online	Data cycles centered in authentic voice	Read Article: TBD Post reflection	11/18/21
			Read Article: TBD; Post response to 2 posts	11/21/21
Week of Nov 28-Dec 4	Asynchronous		Read Chapter 9: Street Data; Post reflection	12/2/21
Saturday, December 4, 8:30 a.m.-12:30 p.m.	CLASS 6 In Person, Lewis & Clark	Personal Journey, Professional Action	Present Project findings	12/4/21
			Submit Final Project	12/4/21