College of Education Vision:
Equity & Excellence in Education
College of Education Mission:
The College of Education at CSULB is a learning and teaching community that prepares professional educators and practitioners who promote equity and excellence in diverse urban settings through effective pedagogy, evidence-based practices, collaboration, leadership, innovation, scholarship, and advocacy.

EDAD 651: Urban Schools and Communities: Social, Political, and Cultural Issues Spring 2021

Department of Educational Leadership – Educational Administration

Course Information

Instructor: Dr. Vanessa Landesfeind	**Email**: vanessa.landesfeind@csulb.edu
Virtual Office Hours Days/Times: Almost anytime via Zoom	**Office Hours Zoom Link:** Invitation will be emailed
Class Days/Times: Asynchronous	**Class Zoom Link**: BeachBoard

Catalog Course Description
This course examines the relationship and dynamics of urban schools and communities with emphasis on social, political and cultural issues. Explores the school's relationship with and engagement of diverse families, community groups, including the formation of partnerships and effective communication strategies. Prerequisite: Admission to the Educational Administration Program or consent of instructor. Letter grade A-F only.

Course Student Learning Outcomes and Goals
The following student learning outcomes are derived from the California Administrator Performance Expectations (CAPEs). By the end of this course, students will be able to:

1. Explain how principles of positive behavior interventions, conflict resolution, and restorative justice can support academic achievement, safety, and wellbeing for all students (CAPE 3C.1)
2. Describe ways in which principals can create a welcoming environment for family and community participation while recognizing different cultures and respecting family goals and aspirations for students (CAPE 4A.2, 4A.3)
3. Explain the process of building trust and collaboration with families and the community to promote a sense of shared responsibility and accountability for achieving the goal of graduating every student ready for college and careers (CAPE 4B.1)
4. Apply skills in conflict resolution to reach consensus between different community groups on key issues that can be incorporated into the school's vision, plans, and decisions (CAPE 4B.2)

5. Access community programs and services that assist all students, including those students who require extra academic, mental health, linguistic, cultural, social-emotional, physical, or other needs to succeed in school (CAPE 4B.3)
6. Create a clear picture of what the school's mission, vision, and goals are in order to garner public support and a collective sense of responsibility for the school to promote student learning, safety, and well-being (CAPE 6B.1, CAPE 1B.3)
7. Describe ways to communicate with all stakeholders how the school is meeting its goals, including challenges and successes, and identify where resource contributions from the public are needed and would be most helpful (CAPE 6B.3, 6B.4)

Required Texts/Course Materials:
Gorski, P.C., & Landsman, J. (Eds.) (2014). *The poverty and education reader: A call for equity in many voices.* Sterling, VA: Sylus Publishing.

Additional Useful Texts
American Psychological Association. *Publication manual of the American Psychological Association*. Washington, DC: American Psychological Association.

Mode of Delivery and Technical Requirements
This course is conducted entirely through Alternative Modes of Instruction, using asynchronous learning. Students will access the course material and activities on BeachBoard. All students must have access to a computer or other device with Internet functionality to access BeachBoard, participate in class activities, and complete assignments.

Students who experience unexpected technical issues for a class session or assignment will be provided with the opportunity to make up missed work. Students who experience technical issues during a synchronous meeting or with an assignment should email me as soon as possible to let me know.

To access this course on BeachBoard, students will need access to the Internet and a supported web browser (Safari, Google Chrome or Firefox). Log in to BeachBoard with your CSULB Campus ID and BeachID password. Once logged in, you will see the course listed in the My Courses widget; click on the title to access the course. To access Zoom, first install the latest version of the Zoom app on your device. Use the link provided and/or sign in using your CSULB Campus ID and BeachID password via Single Sign On to create or join a Zoom session. If students need technical assistance during the course or would like to report a technical issue with BeachBoard or Zoom, they should contact the Technology Help Desk. The university provides a variety of technology resources to students.

Course Communication and Zoom Etiquette

We will use BeachBoard to make announcements, communicate information, post assignments and corresponding due dates, and discuss course-related topics. Please note: It is the student's responsibility to check BeachBoard a minimum of once per week, as it will contain important information about upcoming class assignments, activities, and other elements of the course. Students should also be sure to check their CSULB email accounts a minimum of once per week to receive important communications about the course from the instructor or other enrolled students. Students should also review the Office of Student Conduct and Ethical Development's Zoom Etiquette for Students @ the Beach.

Course Evaluation Components and Grading

Assignments

Assignment #1 Community Meeting or Community Leader Interview (20 points)
Due: 3/28/2021

Students will attend a district, school, or neighborhood meeting. Students will take notes during the meeting, playing close attention to connections with local schools and the school environment in which the meeting takes place. They will prepare a written report explaining how this type of meeting may be used to support school and district goals. Students will look beyond the one meeting they attended to include a list of other community organizations/agencies that provide support to the school. Using the course texts, students will analyze elements of culturally responsive leadership and strategies for building trust and parent/community relationships observed.

[**Assignment #2: Student-Centered Approaches to Discipline Paper (30 points)**
Due: 4/18/2021

Using course readings and scholarly sources, write a paper that answers the following questions:
- What role do restorative justice and positive behavior intervention practices play in supporting student achievement and well -being?
- What role do restorative justice and positive behavior intervention practices play in building the relationship between schools and families?

In addition to scholarly sources, you may also use anecdotal evidence from your own experience or from interviews/discussions with colleagues.

Assignment #3 Urban Leadership Reflection Paper (Signature Assignment) (30 points)
Due: 5/2/2021

Using the course readings and leadership inventories in EDAD625, students will reflect on the role of a school leader in urban educational settings. They will identify one to three of the most pressing issues/inequities facing urban schools, and justify their choices using the literature. The paper should answer the following questions:
- Why are these critical issues in education that need to be solved?
- What role does family and community involvement play in solving these issues?
- What is the role of school leaders in remedying these issues?

What is your role (utilize information about your strengths as a leader from leadership inventories in 625 to answer this question)?

Assignment #4 Community Stakeholder Presentations (20 points)
Due: 5/9/2021

Students will select a current issue/topic in schools that the community should be involved in (e.g., state standards, SBAC, LCAP, the Data Dashboard, closing the achievement gap, technology in schools, college

readiness for all). Students will create a presentation that informs stakeholders and involves them in a meaningful way. Students will identify who the relevant stakeholders and tailor the presentation so that these families and community members will feel comfortable attending. The presentation should connect to the school's mission, vision, and goals.

Course Grading

Assignment	Due date	% of grade
Community Meeting or Community Leader Interview (SLO 3, 4, 5, 6)	3/28/2021	20
Student-Centered Approaches to Discipline Paper (SLO 1, 4, 5)	4/18/2021	25
Urban Leadership Reflection Paper (SLO 1, 5, 7) [Signature Assignment]	5/2/2021	25
Community Stakeholder Presentation (SLO 2, 3, 4, 6)	5/9/2021	15
Reflections	Per Syllabus	15

Grading Scale

Letter Grade	Percentage
A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	59% and below

Course Policies & Requirements

Attendance and Participation
This course is synchronous. Attendance and participation are required and measured through the completion of weekly activities on BeachBoard. Non-participation in asynchronous aspects of the course will negatively impact your grade. The CSULB Attendance Policy can be found here: Policy Statement 17-17

College of Education Expectations for Professional Conduct

Professional conduct and ethical dispositions are expected of all CED students at all stages of program participation including: advising, coursework, clinical/field practice, and extra-curricular activities in face-to-face, hybrid and online/virtual learning environments.

A CED student is expected to:
1. Act to benefit all individuals and communities by promoting the physical and psychological safety of others. Do no harm.

2. Abide by the mission, policies, procedures, safety regulations, and standards of professionalism of partnering institutions (e.g., schools, clinics, colleges, community organizations) when engaged in clinical or field practice.
3. Demonstrate cultural competence and responsiveness in honoring and respecting multiple perspectives, identities, and lived experiences of others in diverse classroom and clinical settings.
4. Monitor professional integrity by engaging in self-reflective practice and acknowledging the consequences of one's own actions or inactions on others.
5. Maintain essential collegial behaviors and ethical obligations delineated in standards of professional practice by accrediting organizations and professional associations in one's field of practice, including but not limited to the California Commission on Teacher Credentialing and other associations noted in the appendices to this document.

CED students must adhere to CSULB's Rules and Regulations and student conduct codes enforced by the CSULB Office of Student Conduct & Ethical Development, as well as to college, department, and program policies. If deemed necessary, reports of discriminatory behaviors toward others based on age, culture, national origin, gender, ability, race, religion, or sexual orientation will be referred to the CSULB Office of Equity and Diversity. Observed forms of harassment in physical or digital form may require immediate referral to the CSULB Office of Student Conduct & Ethical Development. Claims of sexual harassment, discrimination, harassment, or retaliation will be reported immediately to the CSULB Office of Equity and Diversity.

Professionalism

We see professionalism, among faculty *and* students, as foundational to creating a robust learning environment. While consistent attendance is one aspect of this professionalism, there are others that we expect to see displayed during this course as well:

- **Preparation and Engagement**: We expect everyone to come to class having read the assigned readings, given thought to questions or issues raised in the readings, and completed the assignments due for that session. We expect each student to engage with the material in a critical way and to participate in whole class and small group discussions.
- **Respect**: We expect all students to demonstrate respect for their colleagues, instructors, and themselves. This means seeking to listen and understand before responding and critiquing, offering critiques in a constructive and thoughtful way, and drawing out and engaging one another even as you participate yourself.
- **Focus**: Professionalism means being present not just physically, but mentally. Please silence cell phones and be sure to use technology to support class goals during meetings (i.e., no "surfing", no texting).

Late Work/Make-up Policy

All assignments are due on BeachBoard by 11:59pm on the due date. If you are having difficulty meeting a deadline, please email the instructor **in advance of the due date.** The instructor reserves the right to not accept late assignments and/or to penalize the grade for late assignments.
For written assignments, graduate level work is expected, including attention to APA style, correct grammar, spelling, and punctuation.

In practice if your work does not meet expectations, I will return it to you and ask you to make corrections rather than assign a low grade.

Requirements for Written Assignments

All written assignments must be typed, professionally written, spell-checked, double-spaced with a standard 12-point font, 1" margins, and are due at the start of class on the due date.

When references are used, they must be properly cited using a standard and consistent format. American Psychological Association (APA) format is required.

The Writing Process
The ability to communicate clearly and thoroughly in writing is an essential skill for all students and for all leaders; this is especially true in the case of your dissertation. Therefore, we put a great deal of emphasis on this skill in this course. While we recognize that your thinking related to your dissertation will continue to evolve, careful writing is an important driver of that evolution. Therefore, we expect all submitted work to reflect careful editing as well as your best thinking (at that time), organization, and writing. Grammar, spelling, coherence and format (not just content) matter and will be taken into account in grading.

Writing is a process. No one produces a final draft in one sitting. Therefore, we strongly encourage you to begin writing all assignments early and allow yourself plenty of time to get any additional support you may need (e.g., the Writing Center, peers, instructors) and go through the revision process. As you review and revise your work, ask yourself these questions in order:

- Does my paper contain all required elements? Is all the content there and is it clear, easy to understand?
- Is my paper coherent? Does it flow, with connections and transitions between paragraphs and sections? (Does it "hang together"?)
- How are the mechanics, spelling and grammar in the paper? Have I proofread for typos, extra spaces, misspelled words, etc.?

Plagiarism/Academic Integrity Policy

The University Catalog defines plagiarism as: "…the act of using the ideas or work of another person or persons as if they were one's own, without giving credit to the source." The concept of academic honesty includes receiving improper assistance. Students found to have engaged in academic dishonesty are subject to review as per university policy.

Self-Plagiarism
The following policy has been adopted by the EDLD faculty to guide student practice regarding the repeated use of previously submitted student work (often referred to as "self-plagiarism"). It acknowledges that graduate study is a developmental process, where students can and should develop their work over time across multiple courses. This often means that students have the opportunity to draw on work submitted for prior courses in completing new assignments and projects. It recognizes that the research and writing processes are iterative, cumulative and dynamic. This policy does not supersede the University Policy on Cheating and Plagiarism, found here:

- If students wish to use any portion of prior work in an assignment, they should consult with the instructor(s) in advance so that the instructor can approve the plan and can give proper guidance on developing the work *and* meeting the expectations of the assignment.
- Any work submitted which draws upon or uses prior coursework (at any level) or culminating experiences (e.g., thesis) should:
  - be used in a way that clearly revises, extends, or develops the original work:
  - be acknowledged (either through a citation or a footnote) appropriately, whether the work has been published (including thesis) or done as a class assignment (this includes group work, so credit is given to all authors);
  - fulfill the requirements of the assignment for a course.
- Instructors may use TurnItIn (or other related software) for course assignments.
- Any allegations of plagiarism or cheating will be resolved through the normal University protocols.

To ensure academic integrity, we may use **Turnitin** to compare your work with multiple sources. The software will report a percentage of similarity and provides links to those specific sources. The tool itself does not determine whether or not a paper has been plagiarized. Instead, we make that judgment. We encourage you to use it yourself, as a means of checking your work and preventing plagiarism. Avoid plagiarism by:

- Reviewing the University policy
- Learning about the principles of paraphrasing

Resources

The following may be useful resources as you go through the semester:

- Academic Technology Services Resources for Students (including links to BeachBoard Help and Software Depot)
- ITS Help Desk on Learning Remotely
- Graduate Student Resource Center

University Withdrawal Policy

Class withdrawals during the final 3 weeks of instruction are not permitted except for a very serious and compelling reason such as accident or serious injury that is clearly beyond the student's control and the assignment of an Incomplete grade is inappropriate (see Grades). Application for withdrawal from CSULB or from a class must be filed by the student online, whether or not the student has ever attended the class; otherwise, the student will receive a grade of "WU" (unauthorized withdrawal) in the course. View the CSULB guidelines on Dropping and Withdrawal for more detailed information.

Special Needs Accommodations

Students with disabilities who require reasonable academic accommodations are strongly encouraged to register with the Bob Murphy Access Center (BMAC) each semester. Students must submit supporting disability documentation to BMAC and provide faculty of any BMAC verification of accommodations as early in the semester as possible. BMAC is located in the Student Success Center, Room 110 and may also be reached by phone at (562) 985-5401 or via email at bmac@csulb.edu.

Sexual Assault, Rape, Dating/Domestic Violence, & Stalking [

Title IX prohibits gender discrimination, including sexual harassment and sexual misconduct. If you have experienced sexual harassment, sexual assault, rape, dating/domestic violence, or stalking, the campus confidential Victim's Advocate is available to help. Jaqueline Urtez (e: advocate@csulb.edu, p: (562) 985-2668) can provide **free** and **confidential** support, accommodations, and referrals for victims without having to report the assault to campus authorities. While students are welcome to discuss assaults with faculty, both faculty and teaching assistants are mandatory reporters who are required to report all incidents of sexual harassment/misconduct to the Title IX office for follow-up and possible investigation. Students who do wish to report the assault for possible investigation may contact the confidential victim's advocate, who can help them through the reporting process, or they can report the assault directly to the Title IX Office by completing an online reporting form at https://www.csulb.edu/equity-diversity/title-ix or contacting the Office of Equity & Diversity at OED@csulb.edu.

Additional Information

Student Support Services

The Division of Student Affairs has prepared a helpful guide, Student Resources During COVID-19. A full list of student support services is also available on the Programs and Services website. All units and programs are offering services, primarily in a virtual format; visit individual websites for up-to-date contact information.

Students who are facing challenges resulting in housing and/or food insecurity are urged to contact the Basic Needs Program. Students may also email supportingstudents@csulb.edu or call (562)985-2038.

Support for Basic Needs

If you are having trouble affording enough food to eat, don't have a safe and reliable place to sleep, and/or experiencing an emergency or crisis we are here to help. We are the Basic Needs Program and we have emergency services and resources to assist you. To learn more about our programs and services you can visit our website at www.csulb.edu/basicneeds. To apply for our emergency services such as the meal assistance program, emergency grant, or emergency housing you can fill out our application at this link: https://cm.maxient.com/reportingform.php?CSULongBeach&layout_id=2 We know that not having your basic needs met can affect your performance in the classroom and we want to be here to support you and help ensure you get to your graduation day. We look forward to being of service to you.

Syllabus and Course Calendar Changes

The instructor reserves the right to alter this syllabus and/or the structure of the course, including components of the BeachBoard platform, assignments and deadlines, if situations that arise that necessitate doing so.

Course Calendar

Class	Week of:	Topic(s)	Assignment(s) Due
1	1/19/2021	Course Overview Defining Urban Major Assignments	Reflection
2	2/1/2021	Urban Schools	Reflection
3	2/15/2021	Students in Urban Schools: Attendance	Reflection
4	2/22/2021	Students in Urban Schools: Discipline	Reflection
5	3/8/2021	Students in Urban Schools: Mental Health	Reflection
6	3/15/2021	Families and the Urban Community	Reflection
7	3/22/2021	Teachers in Urban Schools: Pedagogy	Assignment 1 Reflection
8	4/12/2021	Teachers in Urban Schools: Retention	Assignment 2 Reflection
9	4/26/2021	Urban School Reform: Charter Schools	Assignment 3 Reflection
10	5/3/2021	Urban School Reform: Legislation	Assignment 4

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LONG BEACH

Educational Leadership

Signature Assignment for EDAD 651
Urban Leadership Reflection Paper

Student Learning Outcome(s) Assessed:

The following student learning outcomes are derived from the California Administrator Performance Expectations (CAPEs). By the end of this course, students will be able to:

SLO 1: Explain how principles of positive behavior interventions, conflict resolution, and restorative justice can support academic achievement, safety, and wellbeing for all students (CAPE 3C.1)

SLO 5: Access community programs and services that assist all students, including those students who require extra academic, mental health, linguistic, cultural, social-emotional, physical, or other needs to succeed in school (CAPE 4B.3)

SLO 7: Describe ways to communicate with all stakeholders how the school is meeting its goals, including challenges and successes, and identify where resource contributions from the public are needed and would be most helpful (CAPE 6B.3, 6B.4)

Description of the Signature Assignment

Candidates will write a critical reflection paper on the role of urban school leadership in addressing an equity issue(s). Informed by leadership theories, literature on education equity and urban schools, and field knowledge on educational best practices, candidates will articulate the importance of an issue(s), analyze the role of family and community in solving the issue(s), and articulate the responsibility of school leaders to remedy the issue(s).

Directions for Students

Using the course readings and leadership inventories in EDAD625, reflect on the role of a school leader in urban educational settings. Identify one to three of the most pressing issues/inequities facing urban schools, and justify your choices using the literature. Your paper should answer the following questions:

- Why are these critical issues in education that need to be solved?
- What role does family and community involvement play in solving these issues?
- What is the role of school leaders in remedying these issues?

What is your role (utilize information about your strengths as a leader from leadership inventories in EDAD 625 to answer this question)?

Scoring Rubric:

Criteria	4 = Exceeds expectations	3 = Meets expectations	2 = Meets some expectations	1 = Does not meet expectations	0 = Unable to score; incomplete or missing work
Identifies Equity Issue(s)	Candidate identifies equity issue(s) to discuss and advocates for critical treatment of the issue by citing <u>at least 3</u> academic sources (peer-reviewed literature) *and* other statistics/data sources.	Candidate identifies equity issue(s) to discuss and advocates for treatment of the issue through citing <u>at least 2</u> academic sources (peer-reviewed literature) *and* statistics/data sources.	Candidate identifies equity issue(s) to discuss and advocates for treatment of the issue through citing statistics/data. Lacking peer-reviewed academic sources.	Candidate identifies equity issue(s) but fails to provide academic citations and supporting information for thoughtful treatment.	Candidate completely failed to address this component.
Analyzes the Role of Family/ Community	Candidate provides deep analysis of the role and impact that families and communities play in solving the equity issue(s) identified. Candidate draws from at <u>least 3 academic sources</u> (peer-reviewed literature) *and* other statistics/data sources to support this analysis.	Candidate provides analysis of the role and impact that families and communities play in solving the equity issue(s) identified. Candidate draws from at <u>least 2 academic sources</u> (peer-reviewed literature) to support this analysis.	Candidate provides an analysis of the role and impact that families and communities play in solving the equity issue(s) but the analysis is shallow and draws from just one data source.	Candidate provides opinions about the role of family/community and fails to offer analysis.	Candidate completely failed to address this component.
Analyzes the Role of School Leaders	Candidate provides thoughtful analysis on the role of urban school leaders in solving the equity issue(s) identified.	Candidate provides analysis on the role of urban school leaders in solving the equity issue(s) identified. Candidate draws from at <u>least 2</u>	Candidate provides an analysis on the role of urban school leaders in solving the equity issue(s) but the analysis is shallow and draws from	Candidate provides opinion brief on the role of urban school leaders and fails to offer analysis.	Candidate completely failed to address this component.

Criteria	4 = Exceeds expectations	3 = Meets expectations	2 = Meets some expectations	1 = Does not meet expectations	0 = Unable to score; incomplete or missing work
	Candidate draws from at <u>least 3 academic sources</u> (peer-reviewed literature) *and* other statistics/data sources to support this analysis.	<u>academic sources</u> (peer-reviewed literature) to support this analysis.	just one data source.		
Critical Self Reflection on Leadership Capacity and Responsibility	Candidates provide engaging, critical self reflection on their own role in addressing the equity issue(s) identified. Candidates' responses are informed by their own leadership styles and strengths (Leadership Inventories from EDAD 625) and academic literature on urban schools, educational equity, and school leadership. <u>Three or more academic sources are cited to support critical reflection.</u>	Candidates provide self reflection on their own role in addressing the equity issue(s) identified. Candidates' responses are informed by their own leadership styles and strengths (Leadership Inventories from EDAD 625) and academic literature on urban schools, educational equity, and school leadership. <u>Two academic sources are cited to support critical reflection.</u>	Candidates provide cursory self reflection on their own role in addressing the equity issue(s) identified. Response only briefly mentions leadership inventories. No academic sources cited for engaged discussion.	Candidates offers shallow treatment of this self-reflection component. No mention of leadership inventories styles or strengths as it relates to addressing equity issue(s). No academic sources.	Candidate completely failed to address this component.

Criteria	4 = Exceeds expectations	3 = Meets expectations	2 = Meets some expectations	1 = Does not meet expectations	0 = Unable to score; incomplete or missing work
Composition	Paper is coherent and clearly organized. Writing style features academic language that flows for clarity of concepts and ease of understanding. Clearly labeled headings/subsections, proper APA formatting/citations, correct language conventions, and grammar usage throughout. Paper is free of Errors.	Paper is organized and readable, but may lack in other areas (headings/subheadings, occasional spelling, grammatical, or APA error.) Errors do not interfere with overall delivery of content.	Paper features an organization scheme, but is structured in a manner that readability suffers (headings/subheadings misused, ideas/concepts fail to flow from one section to the next, frequent error in composition/mechnics, APA, etc….	Paper not clearly organized, is lacking in readability features, and/or contains numerous APA, spelling or grammatical errors throughout. Delivery of the content resulting in confusion.	Candidate completely failed to address this component.
Total	**20**	**15**	**10**	**5**	**0**

Legend

Total Points	College of Education Assessment Scale Equivalent
16-20	4 (Exceeds Expectations)
11- 15	3 (Meets Expectations)
6-10	2 (Meets Some Expectations)
1-5	1 (Does Not Meet Expectations)
0	0 (Can't Score)