COURSE APPROVAL DOCUMENT  
Southeast Missouri State University

Department: __Educational Leadership and Counseling__  
Course No. EA722

Title of Course: Equity in Educational Leadership Practices  
Date: Jan. 8, 2016

Please check: X New  
Revision

I. Catalog Description (Credit Hours of Course):  
This course is designed to provide advanced professional development for experienced teachers as they engage in exploring the foundation of equitable school settings in the context of their work. (3)

II. Co- or Prerequisite(s):  
Candidates must be admitted to the specialist in teacher leader degree program.

III. Purposes or Objectives of the Course (optional):  
A. The candidate will analyze the historical factors, perspectives, and entities that have influenced inequities in school settings  
B. The candidate will conduct equity audits in the areas of teacher quality, achievement equity, and programmatic and student services equity.  
C. The candidate will develop a strategic action plan for improvement based on data collection and analysis within the local school setting.  
D. The candidate will analyze the unique aspects and best practices of becoming an equity-oriented change agent.

IV. Student Learning Outcomes (Minimum of 3):  
1. Candidates will be able articulate the historical factors, perspectives, and entities that have influenced inequities in school settings.  
2. Candidates will be able to critically examine their school setting through a process of conducting equity audits and develop a strategic action plan based on data collection and analysis within the local school setting.  
3. Candidates will analyze the unique aspects and best practices of becoming an equity-oriented change agent.

V. Optional departmental/college requirements:  
A. NA

VI. Course Content or Outline (Indicate number of class hours per unit or section):  
A. Historical factors, perspectives, and entities that have influenced inequities in school settings. 3  
B. Process to conduct an equity audit through data collection and analysis 6  
C. Teacher quality equity audit 6  
D. Achievement quality audit 6  
E. Programmatic and student services audit 6  
F. Action plan to address inequities 9  
G. The role of the teacher leader as a change agent 6  
H. Reflection to describe, interpret and examine growth as a teacher leader. 3  
Total Hours 45
Please Attach copy of class syllabus and schedule as an example

Signature: _____________________________________________  Date: ______________
           Chair

Signature: _____________________________________________  Date: ______________
           Dean
THE TEACHER LEADER AS PROFESSIONAL EDUCATOR

I. CATALOG DESCRIPTION AND /CREDIT HOURS OF COURSE:
This course is designed for experienced teachers as they engage in exploring the foundation of equitable school settings in the context of their work. (3)

II. PREREQUISITE:
Candidates must be admitted to the specialist in teacher leadership program.

III. PURPOSES OR OBJECTIVES OF THE COURSE:
A. The candidate will analyze the historical factors, perspectives, and entities that have influenced inequities in school settings
B. The candidate will conduct equity audits in the areas of teacher quality, achievement equity, and programmatic and student services equity.
C. The candidate will develop a strategic action plan for improvement based on data collection and analysis within the local school setting.
D. The candidate will analyze the unique aspects and best practices of becoming an equity-oriented change agent.

IV. STUDENT LEARNING OUTCOMES:
A. Candidates will be able to articulate the historical factors, perspectives, and entities that have influenced inequities in school settings.
B. Candidates will be able to critically examine their school setting through a process of conducting equity audits and develop a strategic action plan based on data collection and analysis within the local school setting.
C. Candidates will analyze the unique aspects and best practices of becoming an equity-oriented change agent.

V. EXPECTATION OF STUDENTS:
A. Candidates are expected to demonstrate an appropriate professional posture in matters such as class participation, quality of performance, presentation of materials, and methods of inquiry.
B. Candidates are expected to participate in a variety of activities such as forum posts and interaction with classmates, collecting and analyzing data, development of improvement plans, and reflective narrative.
C. Candidates are expected to respect the diversity of cultures, opinions and viewpoints of others in the course.

VI. COURSE CONTENT OR OUTLINE:
Content to be addressed during the Course: Class Hours:
A. Historical factors, perspectives, and entities that have influenced inequities in school settings. 3
B. Process to conduct an equity audit through data collection and analysis 6
C. Teacher quality equity audit 6
D. Achievement quality audit 6
E. Programmatic and student services audit 6
F. Action plan to address inequities 9
G. The role of the teacher leader as a change agent 6
H. Reflection to describe, interpret and examine growth 3 as a teacher leader.

VII. TEXTBOOK:

VIII. BASIS FOR EVALUATION:

A. Forum Posts and Responses (20%)
B. Equity Audit (30%)
C. Action Plan (30%)
D. Reflective Narrative (20%)

Final letter grade:
90% to 100% -- A
80% to 89% -- B
70% to 79% -- C
0% to 70% -- F

Note: The section “Basis for Student Evaluation” is given as a general guideline. Course assignments and the exact final letter grade are at the discretion of the instructor. Each instructor will include assignment information and grading procedure in this section in the specific course syllabus handed out at the beginning of each semester.

IX. STUDENTS WITH DISABILITIES STATEMENT:

If a student has a special need addressed by the Americans with Disabilities Act (ADA) please notify the instructor at the beginning of the course. You must register as a student with a disability in the office of Learning Assistance Programs and Disability Support Services in University Center Room 302 or at 651-2273. It is the responsibility of the student to notify the instructor prior to requesting reasonable accommodation. Failure to do this may result in not receiving the requested accommodation. Refer to:
http://www.semo.edu/cs/services/disability.htm

X. ACADEMIC HONESTY

Academic honesty is one of the most important qualities influencing the character and vitality of Southeast Missouri State University. Academic dishonesty is defined to include those acts which would deceive, cheat, or defraud so as to promote or enhance one's scholastic record. It includes: academic misconduct, dishonesty, plagiarism and cheating or knowingly or actively assisting another person in doing the same. Violations of academic honesty represent a serious breach of discipline and may be considered grounds for disciplinary action, including dismissal from the University. Students are responsible for upholding the principles of academic honesty
as they would any other professional and ethical standard. Refer to:
http://www6.semo.edu/judaffairs/code.html

**Note:** Faculty may add specific sanctions regarding academic dishonesty within the parameters outlined in the University Policy for Academic Honesty.

### XI. CIVILITY AND HARASSMENT

A major determinant of a successful educational experience is a shared sense of respect among and between the students and their instructor. Some of the texts and issues we will discuss may cause disagreements among members of the class. Multiple viewpoints are an essential component of any college course, and disagreeing with someone is fine. However, rude, disrespectful, aggressive, offensive, harassing, or demeaning behavior—either face-to-face or in an online discussion—toward anyone in the class will not be tolerated; students are expected to abide by the Code of Student Conduct (http://www6.semo.edu/stuconduct/code.html). Should a student feel someone has acted inappropriately toward them in class, please speak with the instructor at once so the situation can be addressed. The instructor for the course reserves the right to ask a student to leave the classroom or the online discussion for any inappropriate behavior, and if the situation warrants, may call campus security to remove the offending student from class.

### XII. DISPOSITIONS

**Professional Dispositions for Educational Leadership**

The **Dispositions**, as assessed within Educational Leadership are guided by the central core of the Conceptual Framework. The beliefs and attitudes related to the areas of competence, reflection and caring, were the guiding force in establishing the dispositions assessed at the beginning and end of coursework. These dispositions continue to be validated by P-12 personnel, faculty and the candidates themselves as the evaluation process evolves. An Improvement Disposition Plan (IDP) form was created to inform and remediate the candidates who did not meet or exceed the expectations of the unit. The IDP form is available for faculty to utilize during supervision of field experiences, as well as in the classroom setting.

The following assessed **dispositions** are listed under the applicable Conceptual Framework Term.

**Competent:**
- Committed to the development of a quality learning environment
- Willingly shares ideas and materials with others
- Prefers being part of a team
- Maintains high ethical and professional standards
- Is aware of program policies and professional practices
- Responds to program guidelines positively
- Maintains a professional appearance
- Recognizes the variety of ideas, values and cultures in the larger political, social, economic, legal and cultural context.
- Receptive to change for continuous improvement of learning environments
- Displays a results-oriented (professional program assessment) mentality
- Quality of oral expression is good and effective with a variety of audiences
- Exhibits effective written expression with proper mechanics and spelling

**Reflective:**
• Makes decisions that enhance learning and instruction
• Is willing to take risks to improve student achievement (learning)
• Is creative and resourceful and independently implements plans
• Demonstrates the ability to distinguish between relevant and irrelevant information
• Poses probing questions and identifies problems regarding educational issues
• Demonstrates appropriate analysis, synthesis and evaluation of data and information
• Solicits input and feedback from others
• Properly channels constructive criticism to the improvement of programs and learning

**Caring:**
• Believes that all students can learn
• Sees education as a key to opportunity and social mobility
• Maintains a high rate of attendance
• A self-starter who identifies needs and attends to them immediately
• Displays good judgment regarding the maintenance of good relationships
• Is diplomatic and sensitive to others’ feelings and opinions
• Appears to be deeply committed to a career in administration
• Displays enthusiasm for the profession

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**XIII. ADDITIONAL CONTENT:**

**Alignment of Standards to Course Objectives and Student Learning Outcomes:**

**Alignment of Standards**

<table>
<thead>
<tr>
<th>Objective</th>
<th>Conceptual Framework Unit Standard Met</th>
<th>Teacher Leader Standard Met</th>
<th>Assessment Assuring that the Objective has been met</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Candidates will be able to articulate the historical factors, perspectives, and entities that have influenced inequities in school settings.</td>
<td>Domain II: Accessing and using research to improve practice and student learning;</td>
<td>*Forum Posts and Responses</td>
<td></td>
</tr>
<tr>
<td>B. Candidates will be able to critically examine their school setting through a process of conducting equity audits.</td>
<td>Domain V: Promoting the use of assessments and data for school and district improvement</td>
<td>*Equity Audit</td>
<td></td>
</tr>
<tr>
<td>C. Candidates will be able to develop a strategic action plan based on data collection and analysis within the local school setting.</td>
<td>Domain III: Promoting professional learning for continuous improvement</td>
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<td>Domain IV: Facilitating improvements in</td>
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<td>*Action Plan</td>
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</tbody>
</table>
D. Candidates will analyze the unique aspects and best practices of becoming an equity-oriented change agent.

<table>
<thead>
<tr>
<th>instruction and student learning</th>
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</thead>
<tbody>
<tr>
<td>Domain III: Promoting professional learning for continuous improvement</td>
</tr>
<tr>
<td>Domain VII: Advocating for student learning and the profession</td>
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<tr>
<td>*Narrative Reflection</td>
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**XIV. WHOM TO CONTACT WITH CONCERNS:**

Questions, comments or requests regarding this course or program should be taken to your instructor. Unanswered questions or unresolved issues involving this class may be taken to the department chair, Dr. C.P. Gause at cgause@semo.edu

*DEPARTMENTAL APPROVAL DATE: Feb. 10, 2016*

*COLLEGE COUNCIL APPROVAL DATE: March 8, 2016*