EDLR 5408:   Leadership for Inclusive School Communities
UCAPP
Summer / Year 2

Syllabus information may be subject to change.

Course and Instructor Information

Course Title: *Leadership for Inclusive School Communities*
Credits: 3
Format: Hybrid (in person and online synchronous)
Professors: Instructor(s)
Email:
Mobile:
Office Hours: by appointment

Required Texts

Benson, T. & Fiarman, S. (2019). *Unconscious bias in schools: A developmental approach to exploring race and racism.* Cambridge, MA: Harvard Press.

Venet, A. S. (2021). *Equity-centered trauma-informed education.* New York: W. W. Norton Press.

Optional Additional Readings
● Khalifa, M. (2018). *Culturally responsive school leadership.* Cambridge, MA: Harvard Press.
● Rossen, E. (Ed.). (2020). *Supporting and educating traumatized students: A guide for school-based professionals* (2nd ed.). New York: Oxford University Press.
● Smith, D., Frey, N., Pumpian, I., & Fisher, D. (2017). *Building equity: Policies and practices to empower all learners.* Alexandria, Va: ASCD.
● Villa, R.A., & Thousand, J.S. (2016). *Leading an Inclusive School: Access and Success for ALL Students.* Alexandria, Va: ASCD.

Additional course readings and media will be available within HuskyCT

Course Description

This course addresses leadership to ensure that all students, including special education students and other special populations, benefit from an inclusive school community designed to support their success. It proposes that effective leadership for all student populations involves particular knowledge and requires a strong equity orientation.

Course Objectives

In this course, aspiring leaders will gain the knowledge and skills to:
● Create an inclusive school culture supportive of all special populations, student groups, and individual student needs
● Ensure that the needs of students with disabilities are being met in public school classrooms
● Understand the context of IDEA 2004, including federal, state, and district requirements and constraints
● Support the collaboration required among administrators, special education teachers, related services personnel, students, and parents to meet the needs of students with disabilities
● Use the Education Benefit Review Process to determine whether a student's individualized education program was reasonably planned and implemented to result in educational benefit
● Provide school-based leadership for effective implementation of SRBI/MTSS frameworks

UCAPP is committed to developing and preparing transformational school leaders with the competence and disposition to effect school policies and practices that realize equitable **achievement, participation, service, and support outcomes** for every student.

Through strategically aligned coursework and practicum experiences, UCAPP graduates will enter schools ready to:
- Lead with an anti-racist and equity driven perspective,
- Lead by listening to and working collaboratively with all constituencies -- teachers, students, families, and communities -- which they serve, and
- Lead with honesty and courage to confront and disrupt systemic policies and practices which have perpetuated disparate achievement, participation, service, and support outcomes.
- effective implementation of SRBI/MTSS frameworks

Course Outline and Calendar

Pre-Session (asynchronous module)**: *How can school leaders ensure that language learners in their schools are supported and welcomed?***

Objectives:
- Understand how school leaders can successfully promote an inclusive school culture that supports and celebrates multilingual learners

Standards:
3e) Confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status.
3g) Act with cultural competence and responsiveness in their interactions, decision making, and practice.
4c) Provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.

Readings/Resources to be completed asynchronously: *Leadership for Multilingual Learners*

Session 1: *How do school leaders create a culture of possibility in their schools?*

Objective:
- Understand how school leaders can successfully promote an inclusive school culture that supports students, families, and educators, regardless of gender expression or sexual orientation
- Understand how school leaders can successfully promote an inclusive school culture

Standards:
1c) Articulate, advocate, and cultivate core values that define the school's culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.
2c) Place children at the center of education and accept responsibility for each student's academic success and well-being.
3e) Confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status.
7b) Empower and entrust teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school.

Readings to be completed before class:
- *Leading an Inclusive School*, Chapter 1, Chapter 2, Chapter 9
- Rethinking Conventions: Keeping Gender Diverse Students Safe

● [How Gender Disparities Affect Classroom Learning](#)

Additional Resources:
● [Best Practices for Serving LGBTQ Students](#)
● [Schools in Transition](#)

Session 2: *What is the role of the school leader in ensuring that students with special needs benefit from a coherent system of academic and social supports and services?*

Objectives:
● Understand administrator responsibilities related to determining eligibility, Least Restrictive Environment, IEPs, student discipline, and procedural safeguards
● Identify primary components of successful instruction for students with special needs
● Determine how to ensure instruction is aligned with a student's Individualized Education Plan
● Apply your learning to multiple administrative situations
● Apply the Educational Benefit Review Process to an identified special education student

● Understand the complexity of leading equity work at the school and district level
● Assess individual and institutional cultural proficiency for capacity building

Standards:
2c) Place children at the center of education and accept responsibility for each student's academic success and well-being.
3e) Confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status.
5c) Provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.

Readings to be completed before class:
● Billingsley, B., McLeskey, J., & Crockett, J. B. (2014). [Principal Leadership: Moving Toward Inclusive and High-Achieving Schools for Students With Disabilities](#) CEEDAR
● [Don't Forget About Me- Students with Invisible Disabilities](#)
● [Mearman, K.A., Educational Benefit Review Process: A Reflective Process to Examine the Quality of IEPs, SERC](#)

Additional Resources:
● [CT IEP Guide](#)
● [IEP Manual- CSDE](#)

Session 3: *How can school leaders create systems and structures in their schools to move equity work beyond the efforts of individuals?*

Objectives:
● Understand the complexity of leading equity work at the school and district level
● Assess individual and institutional cultural proficiency for capacity building

Standards:
1c) Articulate, advocate, and cultivate core values that define the school's culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.
2f) Provide moral direction for the school and promote ethical and professional behavior among faculty and staff.

3e) Confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status
3g) Act with cultural competence and responsiveness in their interactions, decision making, and practice.
9k) Develop and administer systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.

Readings to be completed before class:
- *Unconscious Bias in Schools*, Ch. 1-5
- *Equity-centered trauma-informed education, Parts I-IV*

Additional Resources:
- Best Practices in Educational Equity
- Beware of Equity Traps and Tropes
- Portrait of a Culturally Responsive School

Session 4: *How can school leaders leverage effective models of instruction to meet the needs of all learners?*

Objectives:
- Understand how culturally responsive school leaders shape practices in curriculum and instruction
- Understand the role of the school leader in promoting effective SRBI models
- Understand the central role of community in creating inclusive, supportive school environments

Standards:
3h) Address matters of equity and cultural responsiveness in all aspects of leadership.
4b) Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of learning, the identities and habits of learners, and healthy sense of self.
4c) Provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.
5a) Build and maintain a safe, caring, and healthy school environment that meets the academic, social, emotional, and physical needs of each student.
7b) Empower and entrust teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school.
8f) Understand, value, and employ the community's cultural, social, intellectual, and political resources to promote student learning and school improvement.

Readings to be completed before class:
- *Unconscious Bias in Schools*, Ch. 6-10
- Quick Guide for MTSS -Building Level

Additional Resources:
- SWIFT Shelf for Research
- Scientific Research-Based Interventions Using SRBI: Improving Education for All Students, CSDE.
- Living in Tier 2: educators' perceptions of MTSS in urban schools
- Better Together: Using MTSS as a Structure for Building School Family Partnerships
- The Multiple Meanings of (In)Equity- Remaking School District Tracking Policy
- Culturally Relevant Leadership in Gifted Education
- Top 20 Principles From Psychology For Prek–12 Creative, Talented, And Gifted Students' Teaching And Learning
- Universal Design for Learning (asynchronous module)

Session 5: *How do school leaders create professional learning opportunities to strengthen the knowledge base of staff members and promote effective practice?*

Objectives:
- Understand how culturally responsive school leaders shape practices in curriculum and instruction
- Understand the central role of community in creating inclusive, supportive school environments

Standards:
3h) Address matters of equity and cultural responsiveness in all aspects of leadership.
4c) Provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.
7b) Empower and entrust teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school.
8f) Understand, value, and employ the community's cultural, social, intellectual, and political resources to promote student learning and school improvement.

Assignment Due:
- Presentation

Summary of Course Grading:

Course Components	Weight
Equity-focused Leadership Reflection	25%
Presentation	25%
Theory of Action for Leadership for Special Populations	20%
Participation and Engagement	30%

Assignments

Class Participation / Course Engagement (30%)
- Readings completed before class; participation in class discussions

Equity-focused Leadership Reflection (25%)
- In a four-page reflection, consider your development as an equity-focused leader for inclusive schools. How have you developed as a leader over the past year, and in which areas do you need to continue to grow?

Presentation (25%)
- You will select and present on a topic related to leadership for special populations/inclusive schools. Your target audience is a school faculty, and your presentation should serve as a mini-professional learning session, lasting approximately 20-25 minutes.

Theory of Action for Leadership for Special Populations (20%)
- Use the Theory of Action template to revise your leadership theory of action to reflect your current understanding of research-based actions to support excellence and equity for special populations in every school community.

Grading Scale:

Grade	Letter Grade	GPA
93-100	A	4.0
90-92	A-	3.7
87-89	B+	3.3
83-86	B	3.0
80-82	B-	2.7
77-79	C+	2.3
73-76	C	2.0
70-72	C-	1.7
67-69	D+	1.3
63-66	D	1.0
60-62	D-	0.7
<60	F	0.0

Student Responsibilities and Resources

As a member of the University of Connecticut student community, you are held to certain standards and academic policies. In addition, there are numerous resources available to help you succeed in your academic work. Review these important standards, policies and resources, which include:

- The Student Code
  - Academic Integrity
  - Resources on Avoiding Cheating and Plagiarism
- Copyrighted Materials
- Credit Hours and Workload
- Netiquette and Communication
- Adding or Dropping a Course
- Academic Calendar
- Policy Against Discrimination, Harassment, and Inappropriate Romantic Relationships
- Sexual Assault Reporting Policy

You are also responsible for abiding by the expectations and policies defined the UCAPP Student Handbook.

Students with Disabilities

The University of Connecticut is committed to protecting the rights of individuals with disabilities and assuring that the learning environment is accessible. If you anticipate or experience physical or academic barriers based on disability or pregnancy, please let me know immediately so that we can discuss options. Students who require accommodations should contact the Center for Students with Disabilities, Wilbur Cross Building Room 204, (860) 486-2020 or http://csd.uconn.edu/.

Blackboard measures and evaluates accessibility using two sets of standards: the WCAG 2.0 standards issued by the World Wide Web Consortium (W3C) and Section 508 of the Rehabilitation Act issued in the United States federal government." (Retrieved March 24, 2013 from Blackboard's website)

Software/Technical Requirements (with Accessibility and Privacy Information)

The software/technical requirements for this course include:

- HuskyCT/Blackboard (HuskyCT/ Blackboard Accessibility Statement, HuskyCT/ Blackboard Privacy Policy)
- Adobe Acrobat Reader (Adobe Reader Accessibility Statement, Adobe Reader Privacy Policy)

- Google Apps (Google Apps Accessibility, Google for Education Privacy Policy)
- Dedicated access to high-speed internet with a minimum speed of 1.5 Mbps (4 Mbps or higher is recommended).
- WebCam

For information on managing your privacy at the University of Connecticut, visit the University's Privacy page.

NOTE: This course has NOT been designed for use with mobile devices.

Help

Technical and Academic Help provides a guide to technical and academic assistance.

This course is completely facilitated online using the learning management platform, HuskyCT. If you have difficulty accessing HuskyCT, you have access to the in person/live person support options available during regular business hours through the Help Center. You also have 24x7 Course Support including access to live chat, phone, and support documents.

Minimum Technical Skills

To be successful in this course, you will need the following technical skills:

- Use electronic mail with attachments.
- Save files in commonly used word processing program formats.
- Copy and paste text, graphics or hyperlinks.
- Work within two or more browser windows simultaneously.
- Open and access PDF files.

University students are expected to demonstrate competency in Computer Technology. Explore the Computer Technology Competencies page for more information.

Evaluation of the Course

Students will be provided an opportunity to evaluate instruction in this course using the University's standard procedures, which are administered by the Office of Institutional Research and Effectiveness (OIRE).

Additional informal formative surveys may also be administered within the course as an optional evaluation tool.