



**EDU 655A & 655B: Leadership for School Change I & II
Culture, Conflict, and Conversations
2021-22 Syllabus
2 units/term**

Instructors: Michelle Pledger, Rachel Wegner

Contact: mpledger@hightechhigh.org, remwegner@gmail.com

Location: Zoom ID: 98253476965

Course Meetings: Thursdays 4:00pm-6:00pm

COURSE DESCRIPTION

This course is designed to support candidates in developing and deepening their practice as anti-racist educators working in culturally and linguistically diverse learning environments. Candidates will have an opportunity to experience capacity building exercises in culture building, conflict comprehension, and engaging in courageous conversations.

COURSE DURATION & ATTENDANCE EXPECTATIONS

This course will meet via Zoom from 4:00pm-6:00pm on the following Thursdays:

September 9, 2021
October 7, 2021
November 4, 2021
December 9, 2021
January 6, 2022
February 3, 2022

*Full attendance at all classes is required for a passing grade. If you will miss a class, please contact the instructors ahead of time and we will work with you to make up any work that will be missed.

ESSENTIAL QUESTIONS

- How do we cultivate community culture that engenders strong relationships on all levels (admin-to-teacher, teacher-to-teacher, student-to-teacher, family-to-school relationships)?
- How can we recognize and understand the who, what, and why of conflict and how to navigate it in a way that sustains healthy relationships?
- What conversion tools allow us to disrupt patterns of oppression and marginalization which play out in the context of our classroom or school?

LEARNING OUTCOMES

- *Cultivating Culture:* Candidates will examine how school culture and climate support adult and student's ability to learn and grow, and how our own



identities and positionalities impact culture development.

- *Comprehending Conflict*: Candidates will experience frameworks and engage in practice to support their ability to navigate individual and community racial conflict.
- *Courageous Conversations*: Candidates will encounter, practice, refine, and reflect on pedagogical tools which allow them to engage in crucial conversations on race with colleagues, students and families.

FINAL PRODUCTS

- Life Work (readings, podcasts, videos, Try-Collect-Reflect cycles, etc.)
- Final projects (fieldwork assignments)
- Updated Fieldwork Logs

ALIGNMENT WITH CAPE

This course, in conjunction with clinical practice, will support candidates in learning, applying, and reflecting on the competencies specified by the California Administrator Performance Expectations (CAPE). As part of this process, candidates will receive feedback from program faculty on monthly Try-Collect-Reflect (TCR) assignments. TCR assignments ensure that coursework supports fieldwork experiences. Each assignment is aligned to specific CAPEs and is designed to measure and provide feedback on a candidate's ability to engage in culture, conflict, and/or conversation. Throughout EDU 655E and upon course completion, the following CAPE competencies are introduced (I), practiced (P) and/or assessed (A):

- ❖ **CAPE 3C: School Climate** New administrators understand the leader's role in establishing a positive, productive school climate, supportive of staff, students and families. (I, P)
- ❖ **CAPE 5A: Reflective Practice** New administrators regularly review and reflect on their performance and consider how their actions affect others and influence progress toward school goals. (I, P)
- ❖ **CAPE 5C: Ethical Action** New administrators understand that how they carry out professional obligations and responsibilities affects the entire school community. (I, P)

LEARNING OUTCOMES

HTH GSE is committed to developing reflective practitioner leaders who work effectively with colleagues and communities to create and sustain innovative, authentic, rigorous learning environments for all students. This shared vision is articulated in our Institutional Learning Outcomes for all HTH GSE students:



Practice Thoughtful Inquiry & Reflection (IR)

- **Reflective Practice** (IR1): Reflect on and critically analyze their own practice to guide future action.
- **Connection** (IR2): Synthesize and connect relevant theory and scholarship to their practice.
- **Scholarly Inquiry** (IR3): Design, conduct, and share inquiry that addresses essential questions from their practice.

COURSE MATERIALS

Course Texts (to be distributed in class and/or on the course Powerschool Learning site):

hooks, b. (2001). *All about love: New visions*. Harper Perennial.

Patterson, K. (2012). *Crucial conversations: Tools for talking when stakes are high*. New York: McGraw-Hill.

Singleton, G. E., & Linton, C. (2014). *Courageous conversations about race: A field guide for achieving equity in schools*. Thousand Oaks, Calif.: Corwin Press.

Additional texts (articles, videos, podcasts) will be provided throughout the course.

COURSE ASSIGNMENTS and ACTIVITIES

There will be reading/media assignments to be completed outside of candidates' time in the classroom, and paired with a **"Try-Collect-Reflect" (TCR)** assignment to be implemented in the context of their leadership fieldwork. In addition, each session candidates will be required to upload a post to the assignment-specific discussion forum on the course website. These posts will be about *either* the week's reading *or* the TCR assignment; course instructors will indicate which one is required each session. Candidates are expected to post their response and respond to two or more posts of their classmates.. **Discussion posts must be uploaded to the Powerschool Learning site no later than noon on the Wednesday before class.**

Each course will have one final project that includes fieldwork and a presentation of learning. The project for EDU 655A will focus on creating cultures of care while the project for EDU 655B will focus on leaning into conflict in productive ways. Both of these projects are grounded in a TCR cycle of inquiry. Rubrics will be provided and candidates should expect to revise their work in response to critique.



EXPECTATIONS & ASSESSMENT

“Do the best you can, until you know better. Then, when you know better, do better.”
~ Maya Angelou

Assessment in this course is discourse-based, combining reflection, peer critique, and instructor response. Final projects and overall course participation are assessed in a “student-led comment” format, where the participant presents a self-assessment and the instructor responds. Contributions to discussion forums are not assessed formally, but are assessed for completion and serve as an essential component of the ongoing dialogue with peers and the instructor. The instructors recognize that assessment is a two-way street and invite critique on the course content and process through exit cards following each session and in a course evaluation at the end.

The effectiveness of our learning community depends upon each person’s consistent and thoughtful participation. GSE courses are pass/fail. Rather than focusing on grades, we will strive to create our best work. The learning process throughout will be supported through conversation, critique, and multiple opportunities for revision. We will create work that is worth doing and worth sharing, often discussing the idea of audience and how to make a broader impact on the educational community. Each student’s participation in this course will be assessed in accordance with the following criteria:

Pass: Student’s class participation and outside work reflect professionalism, effort, and dedication; readings and assignments are completed on time. In order to earn a passing grade, students must achieve the learning outcomes stated on the second page. The final assignments must “meet” or “exceed” the criteria stated on the rubric and students will be required to revise their work if they “approach” the criteria. Students attend every class session, providing advance notice in the event of unavoidable absence and making up for missed work in a timely manner, as approved by the instructor.

Fail: The student makes little to no progress toward completing course assignments, and fails to achieve the learning outcomes for the course. Assignments are missing, or class participation and/or outside work are below average. The final assignments are missing, incomplete, or fails to meet the assignment parameters and/or the standards set by the class. If a candidate misses more than 2 class meetings, she/he will be required to take the course the following year; this means that the candidate cannot be recommended for his/her Preliminary Credential at the end of year 1. In extreme cases, please talk to the instructors if you must miss class or need an extension.

CREDIT HOURS

Each of these courses is a 1 credit course. Each credit represents 45 hours of learning, for 90 total hours.



COURSE CONTACT TIME

Synchronous Course Meetings	<i>2 hours/month (6 hours per term)</i>
Asynchronous Course Activities	<i>2 hours/week (24 hours per term)</i>
Out of Class Hours	<i>1.25 hours/week (15 hours per term)</i>
Instructor Office Hours	<i>1 hour weekly (6 hours per term)</i>

COURSE SCHEDULE

The schedule below outlines the important deadlines to meet throughout the course. More detailed weekly agendas will be distributed at course meetings and posted on Powerschool Learning. *Please note that for each week, the assignment about what candidates should post online is marked with a triple asterisk.*

Session 1: September 9 ~ Cultivating Culture
<p>Life Work due for session 1:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Watch: Instructor Introductions (Michelle, Rachel)~5 min 30s <input type="checkbox"/> Take: BRIEF Survey about CARE & CONFLICT~5 min <input type="checkbox"/> Read: All About Love Chp. 8 (attached and post on Powerschool forum)~30 min <input type="checkbox"/> Read: Why People of Color Need Spaces without White People~20 min <input type="checkbox"/> Read: Becoming an Antiracist White Ally: How a White affinity group can help~20
Session 2: October 7 ~ Cultivating Culture
<p>Life Work due for session 2 :</p> <ul style="list-style-type: none"> <input type="checkbox"/> Watch: How to Use Other's Feedback to Learn and Grow ~20 min <input type="checkbox"/> Read: Qualities of a Regenerative and Liberatory Culture~12 min <input type="checkbox"/> Review Dismantling Oppression and Designing Liberation then respond to the discussion forum post (and comment on colleagues posts)~10-15 min <input type="checkbox"/> Work On: C.A.R.E. Project
Session 3: November 4 ~ Project Presentations & Implicit Bias
<p>Life Work due for session 3:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complete: C.A.R.E. Project



- Prep for:** Culture POL
- (Optional) Watch** [Responding to Racial Bias & Microaggressions in the Online Environment](#) (esp. first 8 minutes) by Dr. Luke Wood and Dr. Frank Harris
- Watch** Kirsten Pressner's TED Talk: [Are you biased? I am.](#) (9 min)
- Watch** PBS videos on implicit bias: (12 min)
 - [Peanut Butter, Jelly and Racism](#)
 - [Check Our Bias to Wreck Our Bias](#)
 - [Make Friends to Tackle Bias](#)
 - [Why We're Awkward](#)
 - [Snacks and Punishment](#)
 - [High Heels, Violins and a Warning](#)
- Take** the [Implicit Association Test](#) specifically for race. (10 min)
- Read** [5 Keys to Challenging Implicit Bias](#). (10 min)
- Respond** to PowerSchool post: (10 min)
 - How does it feel to acknowledge your biases? Where do you feel it in your body?
 - What specific actions will you take to interrupt your biases?

Session 4: December 9 ~ Conflict

Life Work due for session 4:

- Read** this [Summary of Stages of Racial Identity Development](#) and prepare to reflect and share: *In your life today, where are you within these stages?*
- Take** the [Style Under Stress test](#) and prepare to discuss your results
- Read** excerpt from [My Grandmother's Hands](#)
- Read** resources from [National Equity Project](#)
- Choose** one of the following prompts and post a reflection on PowerSchool:
 - What similarities and differences struck you while engaging in the various resources? Reference at least 2 sources in your response. Be sure to synthesize common themes as well as differences in your analysis. **OR...***
 - What did you learn about yourself and your response to conflict or your needs when navigating conflict while engaging in the various resources? Reference at least 2 sources in your response.*

Session 5: January 6 ~ Courageous Conversations

Life Work due for session 5:

- Listen** to [interview excerpt](#) w/ Kwame Christian (minutes 10:35-15:00)
- Read** excerpt from [Courageous Conversations About Race](#)



- Review [overview slides](#) explaining the Crucial Conversations model
- Read excerpts from [Crucial Conversations](#)
- PS post:** After reading and listening to the life work on conversation, please respond to the following prompt and at least two colleagues: What new insights came up for you regarding difficult conversations? How might these insights help you navigate your style under stress?

Optional

- Read or listen to the entire Crucial Conversations book (HIGHLY RECOMMENDED!)
- Review or complete the [Crucial Conversations planner](#)
- Listen to [Racism is Harmful. Divisive White Allyship is Harmful Too](#) podcast

Session 6: February 3 ~ Project Presentations & Course Reflection

Life Work due for session 6:

- [Final Project](#) reflection uploaded to PS
- [Final Project](#) POL preparation

OFFICE HOURS

Office hours will be available on the following days/times:

Michelle Zoom ID: 98253476965	Rachel Zoom ID: 980 804 4089 Passcode: curriculum
September 9, 2021 @ 6-6:30 pm	September 23, 2021 @ 4-4:30 pm
October 7, 2021 @ 6-6:30 pm	October 28, 2021 @ 4-4:30 pm
November 4, 2021 @ 6-6:30 pm	December 16, 2021 @ 4-4:30 pm
December 9, 2021 @ 6-6:30 pm	January 6, 2022 @ 6-6:30 pm
January 6, 2022 @ 6-6:30 pm	January 20, 2022 @ 4-4:30 pm
February 3, 2022 @ 6-6:30 pm	January 27, 2022 @ 4-4:30 pm

***UP NEXT:**

Leadership Fieldwork III will be held with different instructors on the following dates - mark your calendars!

- 3/3/22



- 3/24/22
- 4/14/22