The University of St. Thomas
Ethical Leadership Doctoral Program

EDUC 8322 Leadership for Social Change
Summer 2016 Semester

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MISSION

The mission is to prepare and influence bold, socially responsible leaders who will transform organizations. Our central role is to ignite the leadership capacity needed to create vital, democratic, and caring institutions and systems. In keeping with this role, the central focus of our Ed.D. in Ethical Leadership are social justice and equity.

COURSE DESCRIPTION

This course will bring consciousness to leaders to see beyond the four walls of their organization and examine the U.S. as a ‘nation of immigrants’ and the complex interactions of a linguistically and culturally pluralistic society in the USA. A focus is placed on individuals discarded by the global economy. This course aims to achieve the following: a) Reflect on the moral and ethical issues raised by examining their personal beliefs in relationship to social justice teachings to address and mitigate inequities; b) Examine, through Critical Pedagogy Lens, the decisions institutions make that perpetuate inequalities and disenfranchise individuals; and c) Advocate for all people through systematic change that promotes success for all stakeholders.

The focus of the assigned readings is on the perpetual tension between education and society, with an emphasis on the identification, examination, and characterization of the policies, practices, and beliefs that can either advance or hinder systemic efforts to narrow the gap and increase academic achievement in schools. These efforts include comprehensive initiatives designed to: a) promote standards-based curriculum and assessment, b) increase teacher expertise and professionalism, c) promote more flexibly organized instructional practices and settings, and d) change the perception that
poor and minority students cannot succeed in academically challenging educational settings because they are poor or minority.

**SOCIAL JUSTICE PRINCIPLES**

Subsidiarity - Educational institutions should be organized and governed as much as possible by the community being served; education should only be controlled at high levels of society when it cannot be done effectively locally.

Dignity and rights of children - Children possess full human dignity and are bearers of rights which should be recognized and upheld in the educational process.

People have a right to an education – All people have a responsibility, for the good of society, to contribute to and foster education.

**PROGRAM GOALS**

1. Ethical Leadership: Develop educational leaders who exhibit and promote trust, respect, integrity, honesty, fairness, equity, justice, and compassion as underpinnings in society, including within their professional relationships.
2. Social Justice: Develop educational leaders versed in providing equal opportunities for all individuals regardless of socio economic status as well as providing and developing skills to become successful academically and economically.
3. Interpersonal Collaboration: Develop greater self-awareness, intentionality of action, and stronger relationships with others that lead to constructive interpersonal collaboration.
4. Catholic Intellectual Tradition: To develop reflective, multifaceted, cultural catalysts who integrate faith and culture in their leadership, who internalize their role as one in service of the mind, heart, and spirit, who understand and live what it means to be Catholic in the modern world, and who intentionally lead with an ability to make connections between faith and reason in a technology-rich society—to lead in service of the gospel.
5. Research: Develop reflective scholar-practitioners who conduct research collaboratively and ethically, thereby contributing to the academic body of knowledge, improving professional practice, and promoting positive systemic change.

**STUDENT LEARNING OUTCOMES**

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>R &amp; R Quadrants Addressed in This Course</th>
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<tbody>
<tr>
<td>1.4 Explore and articulate an understanding of cultural forces that have contributed to</td>
<td>C</td>
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<td>dominance and oppression in society, that promote cultural inconsistencies with ethical</td>
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<td>beliefs and teachings</td>
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<tr>
<td>2.5 Leaders will identify systematic patterns of inequities in their respective settings</td>
<td>B</td>
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<tr>
<td>and create a plan on how this will be justly addressed.</td>
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<tr>
<td>3.4 Apply systems thinking, chaos/complexity theory, and a collaborative</td>
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change process (e.g., action research) to guide/influence social, organizational, and/or cultural change.

4.3 Design and facilitate learning environments where critical thought and moral conviction converge the questions of humanity and demonstrate an understanding of an ideological spectrum beyond the earning of a living that is augmented by how to live life in a moral sense, in an ethical sense, in a value sense.

5.5 Exhibit commitment to the role of evaluator as demonstrated by the use of multiple avenues to create and share knowledge about local, state, and national educational issues.

A-Acquisition; B- Application; C-Assimilation; D-Adaptation

(Reference the Rigor & Relevance Framework)

In addition to the identified Student Learning Outcomes, this course addresses the following Texas Superintendent Competencies:

**Competency 002 - Learner-Centered Leadership and District Culture:** A superintendent is an educational leader who promotes the success of all students and shapes district culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

**Competency 005 – Learner-Centered Curriculum Planning and Development:** A superintendent is an educational leader who promotes the success of all students by facilitating the design and implementation of curricula and strategic plans that enhance teaching and learning; alignment of curriculum, curriculum resources, and assessment; and the use of various forms of assessment to measure student performance.

**Competency 008-010 - Learner-Centered Organizational Leadership and Management:** A superintendent is an educational leader who promotes the success of all students by leadership and management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

**COURSE REQUIREMENTS**

- **Participation in Class (20%):** Learning is a reciprocal process. Accordingly, your informed involvement is not only essential, but also required. Informed involvement necessitates that your review assigned readings prior to class, and be prepared to discuss their strengths, weaknesses, and potential relevancy to evidence-based educational practices during classes. Absences will put the student in a disadvantaged posture given the breadth, depth, and intensity of the course. Absences will be negotiated with your professor.

- **Thematic Questions/On-Line Discussions (230%):** The online discussions and thematic questions serve as drivers as well as the enablers for our work on a weekly basis. These loaded inquiries are designed to promote breakthrough dialogues. The focus of the topics, discussions, readings, on-line excursions, writings, etc., is guided by a single thematic question culminating
each module. Students are expected to respond to the thematic question in a manner that reflects a thoughtful, scholarly response to the question while embedding tenets of research from our readings. Additionally, students are also expected to acknowledge other students’ perspectives by raising new or unique ideas or applications. A rubric for the Peer-Review-Process (PRP) to the thematic question will be provided (see Appendix A).

- **Think Tank Panel Presentations (20%)**: Each Think Tank will take on the role of a panel of lead readers for reviewing an assigned reading. The review must include (a) preparing and distributing a summary of the reading you are scheduled to present your review to the class, (b) leading a 30-minute panel discussion of the reading, and (c) following up on questions raised during your presentation and discussion of the review. Being a panelist requires that you not only become more expert than anyone else in the class in interpreting the meaning and significance of your selected reading, but also, that you explain how the reading aligns with previous readings, and most importantly, the implications that the article poses for research and practice. For guidelines on preparing your review, see Mosteller, F., Nave, B., & Miech, E. J. (2004). Why we need a structured abstract in education research. *Educational Researcher, 33*(1/2), 29-34. (See Appendix B)

- **Mini-Literature Review (45%)**: A mini-literature review embedding a minimum of ten (10) research articles will be written by each student. With the educational topic of the student’s interest, this assignment will adhere to APA style and reflect the following components:

  a) **Problem Statement** – the root-level issue based on research.
  b) **Background of the Problem** – the problem in the context of its importance in the literature.
  c) **Setting** – relevant information about the setting as it relates to the framing of the problem.
  d) **Purpose** – an analysis of a critical issue in public school systems.
  e) **Review of the Literature** – the progression of the problem in current literature.
  f) **Research Question(s)** – in the form of a question(s), exactly what is to be solved as result of the review of the literature.
  g) **Conclusion** – how the research citations have supported the research question(s) augmented with implications and recommendations.

A description and the requirements for each of the aforementioned components is delineated in Appendix B. Students are expected to meet the touchstone date for each component through consultation with the instructor as well as through the Peer-Review Process (PRP). The PRP requires a ‘student-to-student’ scrutiny of each of the components of the Mini Lit Review assignment. The PRP is a quality control measure that ensures the facts presented in the Mini Lit Review are based on solid, scientific studies — not opinions. Additionally, the PRP constitutes a method for evaluating scholarly work that meets the criteria for each component of the Mini Lit Review. **The due date for the Mini Lit Review is Friday, July 30th.** The document will be uploaded to Blackboard and will be assessed by the three instructors (Drs. Garcia, Gonzalez & Wagner) in the Summer 2016 Course Cluster.
Module 1: Concepts, Assumptions & Constructs of the Role of Education in Social Change

The purpose of this module and its readings is to present an overview of the trajectory of the systemic educational reform movement over the course of the last three decades as well as the relationship between education and social change. Read these articles with these intentions in mind. Focus on identifying and distinguishing recurring issues from those issues that have emerged in recent years, such as the stepped-up emphasis on evidenced-based educational interventions and decision-making.

Session 1 [Saturday, June 4, 2016, 1:00 – 4:00]


Session 2 [Saturday, June 11, 2016, 1:00-4:00]


Session 3 [Saturday, June 18, 2016] Online Session


Module 1 Recommended Supplemental Reading:


Module 1 Thematic Question: What accounts for the apparent incapacity of educational systems to scale up demonstrably effective strategies and practices in teaching, learning, assessment, and teacher professional development, particularly in light of the substantial body of empirical evidence demonstrating the need for different strategies and practices for different segments of the student population?
Module 2: The Pluralistic Society: The Contextual Background for Social Change

Whether public, private or chartered, school systems reflect a microcosm of society. As such, education leaders must make sense, and subsequently frame, inputs they receive from multiple, overlapping contexts of their school environments. The readings for this module help to solidify your conceptualization of the symbiosis between society and education. Serving as a backdrop to further your understanding of social change, these articles blend the constructs of the changing demographics in the U.S., racial equity and reform to challenge current paradigms about sustaining institutional change.

Session 4 (Saturday, June 25, 2016, 1:00-4:00)


Session 5 (Saturday, July 2, 2016) Online Session


Module 2 Recommended Supplemental Reading:


Module 2 Thematic Question: One of society’s potent push on education systems is accountability. Our accountability systems, as they are currently designed and implemented, fail to reflect the real demands of school improvement. These systems characterize and compare schools and school districts with one another in a seemingly unfair, if not irrational, manner. What are the advantages and disadvantages of various accountability schemes for optimizing student learning, teacher effectiveness, and the responsiveness of schools to their varying constituencies?

Module 3: Education in a Democracy

In theory, citizen participation in decision-making is a primary attribute of a democratic society. The purpose of the readings in this module is twofold. First, the readings will introduce you to the concept of democratic theory in the context of school reform. Second, the collection will give you some sense of the difficulties in managing the change process with both intended as well as unintended results. Additionally, the readings for this module focus on perspectives of the challenges of systemic reform in
schools. You are encouraged to identify institutional patterns and trends in the evolution of education in a democratic society in these works.

Session 6 (Saturday, July 9, 2016, 1:00 – 4:00)


Session 7 (Saturday, July 16, 2016, 1:00 – 4:00)


Module 3 Recommended Supplemental Reading:


Module 3 Thematic Question:

Power and politics undergird decisions in every arena of education. Research has shown us that education constituencies often have varying perspectives on why and how school reform should occur as well as what the education agenda should comprise. Why has it been so difficult for educational researchers, policymakers, and the larger polity to achieve agreement on the proper allocation of responsibility for student academic achievement?

Module 4: Institutional Change in Education

In this module, the purpose of these reading assignments is to deepen your understanding of the meaning of institutional change in education as currently being conceptualized by elected officials and policymakers. The articles are intended to introduce you to one of the formidable challenges educational leaders face: abstracting, transferring, and replicating demonstrably effective institutional strategies and practices from one educational setting to another. Notably, this pool of research invites you to view institutional change from multiple perspectives.

Session 8 (Saturday, July 23, 2016, 1:00 – 4:00)


**Session 9 (Saturday, July 30, 2016, 1:00 – 4:00)**


**Module 4 Recommended Supplemental Reading:**


**Module 4 Thematic Question:** The “deep structures of schooling” often advance or inhibit systemic reform in education. While these structures may work in enabling a reform effort in one scenario, they may easily work against another reform in a different scenario. Which institutional strategies/practices for promoting system-wide educational improvements are likely to work in different kinds of school settings, and how should proven strategies be modified in order to accommodate local circumstances on a timely basis?

**STUDENT ACCOMMODATIONS**

If you have a documented disability that may impact your performance in this class, please contact me to discuss your needs. Additionally, you will need to register with the Counseling and Disability Services Office in Crooker Center, 713.525.6953 or 3162.

**USE OF UST EMAIL ACCOUNTS**

All email correspondence will be through the my.stthom email system. Please check your email through your my.stthom account daily for correspondence and announcements.

Helpful numbers:

1. UST Technology Help Desk: 713-525-6900
2. Blackboard help: 713-525-3153

*Note: The Course Outline is subject to change due to the learning pace of the cohort or other circumstances.*
# Appendix AA

## Rubric for Peer-Review-Process (PRP) to Thematic Questions

<table>
<thead>
<tr>
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<th>Meets Expectations (ME)</th>
<th>Below Expectations (BE)</th>
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</table>
| **Breadth of interaction with thematic question** | Online response:  
• Answers all aspects of the thematic question  
• Provides a thoughtful reaction to the topic  
• Includes examples from student’s school experience that support or provide an alternative perspective  
• Offers probing questions that extend the thematic question  
• Suggests new or unique ideas that add to the question  
• Infuses other learning from research | Online response:  
• Reflects a brief acknowledgment of the topic  
• Provides a “yes” or “no” response  
• Includes comments with no connection to practice  
• Includes a summary of what was read or seen with no original thought or reflection  
• Makes no connections with previous readings on the topic |
| **Timeliness of response to thematic question** | Completes the response to the thematic question on time. | Is late in completing response as evidenced by the failure to meet due dates. |
| **Quality of thematic question response** | Online response:  
• Shows evidence of reflection & insight to thematic question  
• Supplements the response with research from previous readings  
• Acknowledges other students’ perspectives  
• Adds to other students’ views by raising new or unique ideas or application  
• Includes an example from the student’s professional experience  
• Asks a probing question or makes a comment that extends the response | Online response:  
• Acknowledges the thematic question without expanding on it  
• Provides little or no evidence of thought about the idea or application  
• Reflects a minimal extension of the thematic question  
• Includes no school or professional anecdote |
Appendix B

Suggested Model for Summarizing Readings for Presentation to Cohort

| Background/Context: Description of prior research on the subject and/or its intellectual context and/or its policy context |
| Purpose/Objective/Research Question/Focus of Study: Discrimination of what the research focused on and/or why. |
| Setting: Specific descriptions of where the research took place. |
| Population/Participants/Subjects: Description of the participants in the study: who (or what), how many, key features. |
| Intervention/Program/Practice: Specific description of the intervention, including what it was, how it was administered, and its duration. |
| Research Design: Description of the research design (e.g., qualitative case study, quasi experiment, secondary analysis, analytic essay, randomized-controlled field trial). |
| Data Collection and Analysis: Description of plan for collecting and analyzing data, including description of data. |
| Findings/Results: Description of main findings with specific details. |
| Conclusions/Recommendations: Description of conclusions and recommendations of author(s) based on findings and overall study. |

Reference: Mosteller, F., Nave, B., & Miech, E. J. (2004). Why we need a structured abstract in education research. Educational Researcher, 37(1/2), 29-34. See Table 2, on page 33. As we learn more about the process of abstracting and summarizing the variety of research articles and policy reports we will read during the semester, we will modify this model to reflect our new knowledge and understandings.

Schedule for Think Tank Presentations:

<table>
<thead>
<tr>
<th>Think Tank</th>
<th>Presentation Date</th>
<th>Research Article</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>June 11, 2016</td>
<td>Sharma &amp; Montiero (2016)</td>
</tr>
<tr>
<td>4</td>
<td>July 16, 2016</td>
<td>Marsh &amp; Wohlstetter (2013)</td>
</tr>
<tr>
<td>5</td>
<td>July 23, 2016</td>
<td>Cuban (2013)</td>
</tr>
<tr>
<td>6</td>
<td>July 30, 2016</td>
<td>Lowenhaupt &amp; Reeves, (2015)</td>
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# Appendix CB

## Mini Lit Review Touchstones & Timeline

<table>
<thead>
<tr>
<th>Component</th>
<th>Description/Touchstones</th>
<th>Approximate Length</th>
<th>Peer-Reviewed Date</th>
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</table>
| Problem Statement          | 1) Clear framing of a root-level issue based on a current professional experience affecting an educational institution supported by research.  
                                2) In unequivocal terms state what the problem is at the state or national level?  
                                3) Explain the ramifications of the problem at the state or national level.  
                                4) Summarize the context of the problem.                                                                                                                                                                                  | .5 page             | 6/17/16            |
| Background of the Problem  | 1) Introduce the problem by providing a representative overview of the scholarly literature and findings that support the main assertions in the problem statement, and highlights the relationship to the educational issue.  
                                2) Locate the problem in the relevant field of inquiry.  
                                3) Provide a context that demonstrates the importance of the problem via the literature.  
                                4) Outline the previous studies in this area.                                                                                                                                                                           | 1 page              | 6/18/16            |
| Setting                    | 1) Provide relevant information about the setting (district(s) and/or state) as it relates to the framing of the problem.  
                                2) Provide a deeper understanding of the emergence of the equity/social justice issues that plague the educational system.                                                                                      | .5 page             | 6/25/16            |
| Purpose                    | 1) Develop an analysis of a critical issue in urban public school systems.                                                                                                                                                  | .5 page             | 7/2/16             |
| Review of the Literature   | 1) Ground the problem in current research with a discussion of relevant literature.  
                                2) Provide the historical, social, theoretical concepts, and principles underpinning the context of the problem.  
                                3) Trace the progression of the problem in the body of the review of current literature by reflecting major debates or evaluations.  
                                4) Establish a coherent trajectory toward the formation of a research question reflecting an organizational pattern that methodically blends both summaries of the research articles as well as syntheses.  
                                *(Note: While the summaries recap salient information from the research articles, the syntheses are a re-organization of the information that yields new interpretation to)* | 6 pages             | 7/9/16             |
<table>
<thead>
<tr>
<th>Component</th>
<th>Description/Touchstones</th>
<th>Approximate Length</th>
<th>Peer-Reviewed Date</th>
</tr>
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<tbody>
<tr>
<td>Research Question</td>
<td>established material or combines new with customary interpretations.) 4) The body of the literature review is clearly focused on formulation of a research question(s).</td>
<td>.5 page</td>
<td>7/16/16</td>
</tr>
<tr>
<td>Conclusion</td>
<td>1) Tie together the disparate threads of each of these components. 2) Articulate how the research citations have supported the research question. 3) Conclude this segment with implications for further study on the topic as well as recommendations for practice.</td>
<td>1 page</td>
<td>7/23/16</td>
</tr>
<tr>
<td>Submission of Mini Lit Review</td>
<td></td>
<td>10 pages (Approximate for Entire Document)</td>
<td>7/30/16</td>
</tr>
</tbody>
</table>