

THE SOCIAL CONTEXT OF EDUCATIONAL LEADERSHIP
EDUC 633.001 (3 Credits)

THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL
School of Education – School Administration – MSA Program
FALL 2009

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UNC-CH School of Education CONCEPTUAL FRAMEWORK:

Preparing Leaders in Education

The School of Education is committed to the preparation of candidates who can assume leadership roles in the field of education. Such preparation is accomplished through the coherent integration of the abilities and predispositions of candidates, the knowledge and abilities of faculty, and the contextual elements of academic and field settings. Candidates accept their professional responsibilities and focus their expertise and energy on supporting Birth-12 student development and learning. They must work to maintain a meaningful involvement in activities within schools and in partnership with parents and the community.

The growth and development of candidates is promoted through curriculum, instruction, research, field experiences, clinical practice, assessments, evaluations, and interactions with faculty and peers. All of these elements work together to build a solid foundation for exemplary practice in education, creating educational practitioners who are prepared to better serve children, families and schools, as well as business and agencies of government within North Carolina, across the nation and throughout the world.

For Equity and Excellence

Preparation of educational leaders for today's society is based in values of equity and excellence that assure our candidates' and their students' future success. Attending to the challenge of promoting both equity and excellence is imperative. To address only one of these goals would, on the one hand, sacrifice those put at risk by social and cultural hierarchies in society or would, on the other hand, fail to press for the highest possible levels of accomplishment. Equity and excellence must be pursued concurrently to assure that all students are well served and that all are encouraged to perform at their highest level.

Within the School of Education, equity is seen as the state, quality, or ideal of social justice and fairness. It begins with the recognition that there is individual and cultural achievement among all social groups and that this achievement benefits all students and educators. Equity acknowledges that ignorance of the richness of diversity limits human potential. A perspective of equity also acknowledges the unequal treatment of those who have been historically discriminated against based on their ability, parents' income, race, gender, ethnicity, culture, neighborhood, sexuality, or home language, and supports the closure of gaps in academic achievement. Decisions grounded in equity must establish that a wide range of learners have access to high quality education in order to release the excellence of culture and character which can be utilized by all citizens of a democratic society.

Within the School of Education, excellence is seen as striving for optimal development, high levels of achievement and performance for all and in all that is done. In preparatory programs across grade levels, curriculum and

instruction furthers excellence when it moves a learner as effectively as possible toward expertise as a thinker, problem solver and creator of knowledge. Excellence entails a commitment to fully developing candidates, not only academically but also in moral and political senses.

In a Democratic Society

The preparation of exemplary practitioners in education to meet the challenges of equity and excellence is best accomplished through preparation for a democratic society. Democracy around the globe is an ideal, one with the potential to meet the needs, recognize the interests and establish the rights of all citizens. Education is a necessary foundation for this ideal, and both must be subscribed to and participated in by all.

School of Education Conceptual Framework Principles

The School of Education is committed to diverse, equitable, democratic learning communities. As a result, candidates are expected to acquire and apply the knowledge, skills and dispositions that prepare them to support the development and education of all students.

The School of Education uses the following unit principles, applicable at all program levels, to identify the knowledge and skills that are central to preparation of candidates. It is the School of Education 19s goal that candidates will become leaders supporting and promoting the development, teaching and learning of all students in multiple contexts.

1. Candidates possess the necessary content knowledge to support and enhance student development and learning.
2. Candidates possess the necessary professional knowledge to support and enhance student development and learning, including meeting student needs across physical, social, psychological, and intellectual contexts. Candidates incorporate a variety of strategies, such as technology, to enhance student learning.
3. Candidates possess the necessary knowledge and skills to conduct and interpret appropriate assessments.
4. Candidates view and conduct themselves as professionals, providing leadership in their chosen field, including effective communication and collaboration with students and stakeholders.

SOE Conceptual Framework Dispositions

Certain dispositions are essential to prepare leaders who support equity and excellence in education within a democratic society. Dispositions are beliefs that foster commitments, leading to actions within educational environments with students, colleagues, families, and communities. Candidates strengthen these dispositions as they think deeply, reflect critically and act responsibly in their professional practice. These dispositions are interconnected with knowledge and skills; specific dispositions connect to and exemplify unit principles, facilitating their enactment in particular programs.

1. Candidates will exhibit behavior that demonstrates a belief that all individuals can develop, learn, and make positive contributions to society.
2. Candidates will exhibit behavior that demonstrates a belief that continuous inquiry and reflection can improve professional practice.

THE MISSION OF THE EDUCATIONAL LEADERSHIP PROGRAM:

Leadership for equity, social justice, and academic excellence is the conceptual framework for the educational leadership program at the University of North Carolina at Chapel Hill. While we believe that school leaders must be proficient in a wide variety of technical skills and tasks to be successful educational administrators, we are first and foremost concerned with the agenda of constructing democratic learning communities which are positioned in the larger society to support an agenda of social action which removes all forms of injustice. To this end we are committed to fashioning and infusing our courses with critically reflective curricula and methodologies which stimulate students to think beyond current behavioral and conceptual boundaries in order to study, research, and implement leadership practices that will fundamentally and holistically change schools in ways and in manners which are consistent with this vision.

COURSE DESCRIPTION AND OBJECTIVES:

EDSP 633 provides a retrospective, contemporary, and prospective examination of the social, cultural, political, economical and philosophical contexts from which the current issues that affect schools and schooling have evolved. This educational foundations course investigates both the trends in educational studies, as well as the social and academic goals of education. The current conditions of the American educational system and the teaching profession are also addressed. Some questions to be investigated:

- What is the purpose of basic (K-12) “education?”
- Who is to be served by the educational system?
- Who should determine what is to be included in the basic educational process?
- What is schooling? What is education?
- How are the themes of “racism,” “classism,” “sexism,” “heterosexism,” “ableism,” “ageism,” “control” and “cultural domination” played out throughout the history of education in the U.S.? Are the themes of institutional, cultural and personal oppression still relevant in the 21st Century?
- Who have been/are the disenfranchised and the silenced voices in education?
- What are the roles and accountability issues facing educational leaders in our schools/society today?

Leaders for Social Justice, Equity and Excellence believe that injustice in our schools and communities is neither natural nor inevitable! They envision schools in which there are no persistent patterns of differences in academic success or treatment among students grouped by race, ethnicity, culture, neighborhood, income of parents, or home language (i.e., all students are learning at high academic levels). As such, this course, designed for individuals preparing for careers as educational administrators, requires critical thought and systematic reflection. Students will be introduced to a variety of ideas, values, and beliefs surrounding social life, cultural identity, educational reform, and historical practices. They will then be challenged to explore these constructs from numerous, diverse, changing perspectives. EDUC 633 is a required course in the Masters in School Administration Program, UNC School of Education.

COURSE TEXTS [<http://www.store.unc.edu/>]:

Brown, K. (2006). Social Context Coursepack (will distribute collection of articles/readings).
 Delpit, L. (1995). *Other People's Children: Cultural Conflict in the Classroom*. New York: The New Press. [(800) 233-4830, www.thenewpress.com, ISBN 1-56584-180-8, @ \$16]

- Payne, R. (2001). *A Framework for Understanding Poverty*. Highlands, TX: **aha!** Process, Inc. [(800) 424-9484, www.ahaprocess.com, ISBN 1-929229-14-3, @ \$22]
- Scheurich, J.J., & Skrla, L. (2003). *Leadership for Equity and Excellence: Creating High-Achievement Classrooms, Schools, and Districts*. Thousand Oaks, CA: Corwin Press. [(800) 818-7243, www.corwinpress.com, ISBN 0-7619-4586-5, @ \$25]
- Spring, J. (2008). *The American School: From the Puritans to No child Left Behind* (7th Edition). New York: McGraw Hill.
- Education Week. (2000). *Lessons of a Century: A Nation's Schools Come of Age*. Bethesda, MD: Editorial Projects in Education. [(800) 346-1834, www.edweek.org, ISBN 0-9674795-0-9, @ \$25] [***Note: Recommended, not required**]
- Mondale, S., & Patton, S. (Eds.) (2001). *School: The Story of American Public Education*. Boston, MA: Beacon Press. [www.beacon.org, ISBN 0-8070-4220-X, @ \$30] [***Note: Recommended, not required**]

COURSE REQUIREMENTS AND EVALUATION:

Students are expected to be active participants in this class – that is, to come to class regularly and on time, to complete all reading and writing assignments, and to be prepared to discuss them in class. This is, ultimately, a “working” class – over the course of the semester, each student will be actively engaged in a number of assignments requiring the synthesis of information. Students’ **attitudes, values, beliefs, knowledge, and skills** will be explored and integrated throughout. Biases and preconceived notions we hold about people who are different from ourselves by race, ethnicity, culture, gender, age, socioeconomic class, sexual orientation, and physical and mental abilities will be identified and discussed. As such, this class requires a sustained engagement in the subject matter and an openness of mind and heart. The purpose of this course is to increase **AWARENESS, ACKNOWLEDGEMENT, and ACTION**.

Activities and their relative weight in grading are as follows:

- 1) **Participation:** Genuine involvement in class discussions and activities – evidence that readings have been completed – attendance, openness and punctuality!
15 classes X 20 points each = 300 points
- 2) **Weekly Quiz:** Each student will complete a weekly quiz based on the contents of the required readings, lectures, and other class activities (including class discussions).
5 quizzes X 20 points each = 100 points
- 3) **Assignments:** Complete 3 writing assignments (3 to 5 typed pages each)- Equity audit and reflection papers/plunges on the past, present and/or future state of public education. [75 points for substantive *content* and 25 points for *style* w/minus 1 to 3 points for EACH edit]
3 analyses X 100 points each = 300 points
- 4) **Weekly Journal:** Each student will complete ten journal entries – @ 250 words typed – personal reactions to class meetings, readings, discussions, and activities – see course objectives and critical questions for readings for ideas/applications – highlight AAA (awareness, acknowledgement, and action plans at micro, meso, and macro levels)
10 entries X 10 points each = 100 points

- 5) **Group Site Visit Project:** Each student will sign-up to study one social context issue in depth. Students will present some of the historical, social, cultural, political, economical, and philosophical contexts surrounding this issue and its impact on the education, schooling, and advancement of North Carolina children. Group members will coordinate the logistical and educational details associated with a site visit to specific social organizations, agencies, and/or advocates.

1 project X 200 points = 200 points

Total = 1000 points

930 to 1000 points = H (clear excellence)
800 to 929 points = P (entirely satisfactory)

700 to 799 points = L (low passing)
000 to 699 points = F (failing)

COURSE TOPICS, READINGS, ASSIGNMENTS, ETC.

DATE	TOPICS	ASSIGNMENTS Readings PRIOR to class
1) TUESDAY August 25th 1:00 – 3:50 PM	Introductions – Critical/Historical Timeline – Ideological Management – Culture Wars - Consumerism <i>Assimilation vs. Pluralism?</i> Overview – Social Justice Framework – Faces of Oppression (continuum of support vs. confront) - Multicultural Education & Equity Quiz - Functionalism, Critical Theory, and Hegemony <i>“Educators as frontline civil rights workers/social justice activists!”</i>	Spring Chapter 1 Scheurich & Skrla Forward and Chapter 1 (pp.ix-8) Young article <i>Five Faces of Oppression</i> (pp.35-49)
2) TUESDAY September 1st 1:00 – 3:50 PM	Religion & Authority in Colonial America – Nationalism, Multiculturalism, and Moral Reform in the New Republic Racism - Looking for answers, not excuses – Learning to educate, not abdicate - Critical Conversations - Believe the Dream? - Cultural History and Myth of Meritocracy? <i>“Equal standards without equal opportunity is punitive hypocrisy.”</i>	QUIZ Spring Chapters 2 & 3 [1600-1830?] Scheurich & Skrla Chapter 2 (pp.9-27) Haycock article <i>Closing the Gap</i> (pp.6-11)

<p>3) TUESDAY September 8th</p> <p>1:00 – 3:50 PM</p>	<p>The Common School and the Threat of Cultural Pluralism – Ideology and Politics – The Nineteenth-Century Schoolmarm <i>Women and The Irish Catholics?</i></p> <p>Anti-racist Education - Group Stereotypes (Ethnic Notions) - White Privilege vs. Institutional Oppress - Racial Identity/Interaction Theory - Cultural Proficiency/Responsive Teach - Standards and curriculum alignment - Discipline problems? Inequity? Lack of care? Weak instruction? - Stubborn persistence - Call to love!</p> <p><i>Nike slogan – “Just do it!”</i></p>	<p>QUIZ Spring Chapters 4, 5, & 6 [1830-1880?]</p> <p>Scheurich & Skrla Chapters 3 & 4 (pp.29-61)</p>
<p>4) TUESDAY September 15th</p> <p>1:00 – 3:50 PM</p>	<p>Multiculturalism and the Failure of the Common School Ideal!</p> <p>Racism/Classism - Old/New Model? - The World Café - Paradigm Shifts - Equality → Equity - At-risk → Broken system - Color-blindness → Self-examination - Other cultures → Power & Privilege - Individual acts → Institutional oppress - Racial harmony → Racial equity - Focus on intent → Focus on impact</p> <p><i>Educari – “to lead forth the wholeness in people”</i></p>	<p>QUIZ Spring Chapter 7</p> <p>Scheurich & Skrla Chapter 5 (pp.63-78)</p>
<p>5) TUESDAY September 22nd</p> <p>1:00 – 3:50 PM</p>	<p>Growth of the Welfare Function of Schools – The School and the Workplace – Meritocracy: The Experts Take Charge <i>Classism? Control?</i></p> <p>Leadership for Equity and Excellence - Characteristics and Strategies for LEE?</p> <p><i>“You must be the change you wish to see in the world.” (Gandhi)</i></p>	<p>QUIZ Spring Chapters 8, 9 & 10 [1880-1920?]</p> <p>Scheurich & Skrla Chapter 7 (pp.99-110)</p>

<p>6) TUESDAY September 29th</p> <p>1:00 – 3:50 PM</p>	<p>The Politics of Knowledge – Schools, Media, and Popular Culture – Education and National Policy</p> <p>Sexism</p> <ul style="list-style-type: none"> - Women in education - Teaching as the “not-quite” profession - Gender Stereotypes, Sexism in the Classroom? <p>Heterosexism</p> <ul style="list-style-type: none"> - Heterosexual Quiz - Next Steps Activity – Think, Pair, Share (Stop, Start, & Continue) - Proactive redundancy vs. Las Vegas approach <p><i>“We need neither integrated schools nor separate schools, what we need is education!” (W.E. B. DuBois)</i></p>	<p>QUIZ Spring Chapters 11, 12, & 13 [1920-1960?]</p> <p>Scheurich & Skrla Chapter 8 (pp.111-117)</p> <p>MacGillivray article <i>Educational Equity for GLBTQ Students</i> (303-323)</p> <p>Lamme & Lamme article</p> <p>Paper #1 Due</p>
<p>7) TUESDAY October 6th</p> <p>1:00 – 3:50 PM</p>	<p>The Great Civil Rights Movement and the New Culture Wars – Education in the Twenty-First Century - <i>Allies and Action?</i></p> <ul style="list-style-type: none"> - “Model” of parent involvement? - Creatively Involve? - Six Hats Delpit Book Talk – <i>Other People’s Children</i> <p><i>“There can be no peace without justice. There can be no justice without equity!”</i></p>	<p>QUIZ Spring Chapters 14 & 15 [1960-2005?]</p> <p>Scheurich & Skrla Chapters 9 and 10 (pp.119-140)</p> <p>Delpit Book (objective facts learned, emotional response, agree, disagree, new ideas, favorite quote)</p>
<p>8) TUESDAY October 13th</p> <p>1:00 – 3:50 PM</p>	<p>A Framework for Understanding Poverty</p> <p>Classism</p> <ul style="list-style-type: none"> - Role of language registers, discourse patterns, and story structure - Hidden rules among classes - Characteristics of generational poverty - Role models and emotional resources - Support Systems 	<p>Payne Chapters 1, 2, 3, & 4 (pp.1-80)</p> <p>Payne Chapters 5, 6, 7, 8, & 9 (pp.81-153)</p>

	<p>Anti-Classist Education</p> <ul style="list-style-type: none"> - Discipline interventions - Instruction and improving achievement - Creating relationships - Cognitive strategies, eye movement - Insistence, expectations, and support - Constantly building capacity! <p><i>“Rich people plan for four generations. Poor people plan for Saturday night.”</i></p>	
9) TUESDAY ??? October 20th TBD	<p>Social Service Agency Visit #1</p> <p><i>“Patience is the luxury of those not in pain!” (Kozol)</i></p>	<p>Assigned Readings</p> <p>Volunteer/Service Learning?</p>
10) TUESDAY ??? October 27th TBD	<p>Social Service Agency Visit #2</p> <p><i>“We must be a difference until differences don’t make a difference.”</i></p>	<p>Assigned Readings</p> <p>Volunteer/Service Learning?</p> <p>Paper #2 Due</p>
11) TUESDAY ??? November 3rd TBD	<p>Social Service Agency Visit #3</p> <p><i>“You can judge a society by how it treats its weakest members.”</i></p>	<p>Assigned Readings</p> <p>Volunteer/Service Learning?</p>
12) TUESDAY ??? November 10th TBD	<p>Social Service Agency Visit #4</p> <p><i>“We must be a difference until differences don’t make a difference.”</i></p>	<p>Assigned Readings</p> <p>Volunteer/Service Learning?</p>
13) FRIDAY ????? September 25th TBD	<p>John Dewey Conference</p> <p><i>“The purpose of education is to learn to die satiated with life”(Delpit)</i></p>	<p>UNC School of Social Work – Tate-Turner-Kuralt Building</p>
14, 15) TUESDAY December 1st 1:00 – 3:50 PM	<p>Final Class - Review <i>Action Plan</i> (micro, meso, macro levels)</p> <p>Ableism and Other Silenced Voices (Age, Religion, Homeless, Body Image)</p> <ul style="list-style-type: none"> - NCLB - Each student learns best when - 4 Corners – Creating Inclusive Schools - 6 Assumptions Handout 1.4 <p>- <i>Weekly JOURNAL</i> (10 AAA entries @ 250 words each)</p> <p>- Course Evaluations</p>	<p>Snow article <i>People First Language</i> (1-4)</p> <p>Capper, Frattura, & Keyes Chapter 5 (44-55)</p> <p>Paper #3 Due Journal Due</p>

*** Papers 1 class LATE = minus 25 points, 2 classes LATE = minus 50 points ***

(Late papers will NOT be accepted after 2 class sessions!)

*** Student tardiness = minus 2 to 20 points depending on the nature and time.

*** Above are the regularly assigned readings and assignments for each class session. Additional readings and assignments (brief) may be assigned during the semester, as appropriate. Students are expected to abide by the UNC Honor Code.

*** **GROUND RULES FOR COURSE DISCUSSIONS (Weber, 1990)** ***

- 1) Acknowledge that racism, classism, sexism, heterosexism, ableism, ageism, and other institutional forms of oppression exist.
- 2) Acknowledge that one mechanism of institutional racism, classism, sexism and the like is that we are all systematically misinformed about our own group and about members of other groups. Work hard to identify our own cultural values and beliefs.
- 3) Agree not to blame others or ourselves for the misinformation we have learned, but to accept responsibility for not repeating it after we have learned otherwise.
- 4) Agree not to “blame victims” for the conditions of their lives.
- 5) Assume that people – both the groups we study and the members of the class – always do the best they can. It is essential that we hear -- **and listen** -- to all.
- 6) Actively pursue information about our own group and those of others.
- 7) Share information about our groups with other members of the class, and never demean, devalue, on in any way “put down” people for their experiences.
- 8) Agree to combat actively the myths and stereotypes about our own groups and other groups so that we can break down the walls that prohibit group cooperation gain.
- 9) Create a safe atmosphere for open discussion of views. If members of the class wish to make comments that they do not want repeated outside the classroom, they can preface their remarks with a request that the class agrees not to repeat the remarks.

*** **CRITICAL QUESTIONS FOR COURSE AND READINGS** ***

- 1) What about class had an impact on you and why? Thoughts and feelings? (New insights, confusion, discomfort, joy, guilt, anxiety, uncertainties, agreement?)
 - 2) What is the argument made by the author? What struck you and why?
 - 3) What are the main points of the argument? How is the argument substantiated?
 - 4) What are the social practices being described? Where do these practices come from historically?
 - 5) Whose interests are being served or denied by these practices? Issues of justice?
 - 6) What social conditions sustain and preserve these practices? What are the assumptions? Who perpetuates them and why?
 - 7) What power relationships (e.g., among teachers, students, parents) are expressed in these practices?
 - 8) What structural, organizational and cultural factors are acting to preserve these historic interests?
 - 9) What alternatives are available?
 - 10) Did you encounter any prejudices this week (your own or others)? Describe reactions.
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THREE ANALYSES PAPERS (Written)

1) EQUITY AUDIT & ACTION PLAN – “Required” Writing Assignment (3 to 5 pages max, including graphs).

Equity audits are a leadership tool that can be used to guide schools in working toward equity and excellence. Equity audits use district, school, and classroom data to identify (uncover), address (understand), and remove (change) systemic patterns of inequality that come from inside the school. Equity auditing is a concept with a respected history in civil rights, in curriculum auditing, and in some state accountability systems. Read Scheurich and Skrla’s Chapter 6 in *Leadership for Equity and Excellence* (pages 79-98) and *EAQ* article titled “Equity Audits” (pages 135-163) for detailed information.

Use the data that your school and district already collect to identify systemic patterns of inequity internal to the school, patterns that prevent, or form barriers to, our being equally successful with all student groups. Try to identify patterns in school personnel, as well as students. Differentiate students by race, class, gender, first language, and sexual orientation. Possible areas of inequity include:

- Student achievement (learning, growth, grades, test scores, classes, teachers, type of diploma, career choices/options)
- Teacher quality (advanced degrees, years of experience, certifications, stability)
- Educational programs (representation in Gifted and Talented programs, AP Courses, College Track Courses, Special Education, Student Organizations, Foreign Language programs, Career/Technology/Vocational Ed programs,
- Student discipline (student/teacher referrals, suspensions, ISS and OSS, types of violations, types of consequences)
- Student attendance (retention rates, drop out rates, truancy policies)
- Participation in extracurricular activities (academic, athletic, community, transportation, costs, notifications)

The purpose of this activity is to develop an Action Plan for implementing change that will assist you in creating both an equitable and excellent school.

- 1) Given the results of your Demographic Data Questionnaire (DDQ), list the top three (3) inequities that exist in your school/district. Hypothesize why these inequities are occurring. Also make note of the issues which are not the focus of school or district data collection.
- 2) Next, based on your DDQ data, analyses, hypotheses, as well as course readings and discussions identify three (3) changes/recommendations you feel need to be made to your school/district in order to remedy these inequities.
- 3) Prioritize your list of changes. Remember to consider the “do-ability” of the change you would like to see in your school. List the audiences/targets/facilitators who have the power and commitment to do something with your findings, and find the appropriate way to deliver them.
- 4) Select one (1) change you feel needs to be made in your school/district in order for your school to be both equitable and excellent, and develop an Action Plan to make that change happen. Outline the specific steps you will need to take in order to implement your idea for change (consider these steps a road map for yourself—observable, measurable behaviors you will take in order to make this change happen). Be sure to consider both short-term and long-term actions (think 3 months, 6 months, and 9 months down the road). Be sure to consider how your actions respond to the specific inequity both reactively and proactively. Consider timelines, involvement of personnel, resources, and an evaluation method by which you will measure your progress. Outline on a 5X7 index card.

Due 9/29, 10/27, or 12/1

2) PAST – “Optional” Writing Assignment #1 – Oral History (3 to 5 pages MAX)

Interview a person who is over 55 years of age (the older the better) and attended school in the United States. Ask them to share with you their educational story. Include where they attended school, what type of schools they attended, and the setting of these schools. Ask your interviewees to describe the climate and culture of their schools, the structure and format of their courses, and the expectations/requirements of the times. Probe about the major political, social, philosophical and economic events happening during their school years and how they affected their education and career path (e.g., the Depression, WWII, Communism, Atomic Bomb, Sputnik, SATs, Desegregation, Vocational Education, etc.) Did they attend high school? What were their classes preparing them for? Did they attend college? How was this viewed by their family and friends? What was the ideology of the times? What were the societal issues? What was the community like? Who was involved with the school and why?

Due 9/29, 10/27, or 12/1

3) PRESENT – “Optional” Writing Assignment #2 – Cross Cultural Interview and “Subjective I” Activity (3 to 5 pages Column format)

This assignment involves a one-on-one encounter with an individual who is different from you in ethnicity/race. The purpose is to develop a greater understanding of the worldview of an individual in the context of a cross-cultural experience, to increase your comfort in discussing differences and similarities, and to better appreciate the educational experiences of someone from a different background.

1.) Select an individual who is beyond middle school age, attended school in the United States, different from you in ethnicity/race and will push your comfort zone, willing to engage in a face-to-face interview (no telephone interviews), not a member of this class, and not a close friend.

2.) Before the actual encounter, give the individual the set of questions and indicate that you will not ask them to answer any questions they feel uncomfortable about. Also indicate that they may interview you if they desire.

3.) Conduct the interview in some place where you are assured of privacy.

4.) In some instances, you will need to work extra hard to develop rapport in order to set-up an environment in which the person feels safe enough to talk openly about him/ herself. One strategy that sometimes helps is to engage in some self-disclosure so that the interview is not totally one-sided; for example you might talk about what you have been learning about yourself in this class, as well as any new understandings you have gained about oppression and discrimination.

5.) Write a 3-5 page “Subjective I” paper. Divide your paper into three columns. In the first column, fully describe the cross-cultural interaction in which you were involved. Break this description into segments that reflect the nature and flow of the interaction. In the middle, narrow column, next to each segment, identify the “Subjective I” that was operating at the time. In the third column, comment on ways in which each “Subjective I” influenced the situation (see example of a “Subjective I” paper). At the end, write a paragraph or two in which you reflect upon the experience of doing this exercise and the insights you obtained in the process. Value to you? (e.g., what did you learn in general? about cross-cultural interviewing? new understandings about self or "other"? how are you similar/different? cultural insights? insights into cross-cultural interactions/ interviewing/education?).

Due 9/29, 10/27, or 12/1

Cross Cultural Interview “Guide”

1. Briefly describe your family of origin, including ethnicity/race, composition, generation in the United States, reason for immigration (if relevant), which region of US family members have lived in, occupations of grandparents, parents, and siblings, authority structure, how names are chosen, etc.
2. What values do you see as of great importance in your culture? How are values of mainstream U.S. culture different from those of your culture? What kinds of conflicts or stress has this caused you or your family?
3. What does "family" mean to you? Do you think your meaning is different from mainstream people in the US? If so, how?
4. What does "success" mean in your culture? What were you taught about how to be successful?
- 5. *What place does education play in your culture? Describe YOUR schooling experience.***
6. What are the roles of grandparents, parents, and children in your culture? Men and women?
7. What other cultural groups are/were most and least respected in your family of origin? For what reasons? What place does religion play in your family?
8. When was the first time that you became aware that you were Black, White, Brown, etc.? What were the circumstances surrounding this incident? How did you feel? What impact did the incident have on you?
9. What was it like to grow up as a Black female, White male, Latino girl, Asian man, etc. in the U.S.?
10. How did you first come to understand that racism existed. What happened? What were your feelings then? What are they now? What did you learn from this early experience? How does racism affect you now?
11. How were race-related issues handled in your family? Did your parents/guardians discuss race and/or race related issues? If so, what types of things were discussed? What was your parent's main advice to you about people of other races?
12. As a child and adolescent what were the racial or ethnic backgrounds of your friends?
13. Describe your interactions with people who are racially or ethnically similar to you and with those who are racially different from you.
14. What is the nicest/meanest, most helpful/hurtful thing anyone of another race ever said or did to you or someone close to you? What did you feel? What did you do?
15. How much of a concern would it be to your family if you go for help outside of the family?
16. What other things do you think I need to know about your culture so that I can be a better helper? What are common problems or sources of stress experienced by members of your group in schools? What are common misperceptions experienced by members of your culture?
17. What suggestions would you make to school teachers and administrators working effectively with kids/families?

4) FUTURE – “Optional” Writing Assignment #3 – Cultural Plunge (3 to 5 pages, any format)

The purpose of this assignment is to provide you with an educational experience of cultures different from your own. Based on your own self-assessment of your level of experience, comfort, awareness, and knowledge, decide which activity from those described below would be most beneficial to you in terms of furthering your awareness. Your goal is to select an activity that will challenge you to move beyond your present level of comfort, knowledge, and awareness, and yet not be so uncomfortable or threatening that you are unable to be open to the “minority experience.” This direct contact plunge involves a cross-cultural encounter “up close & personal.”

Possible Educational Settings:

Private, Catholic, Charter, Magnet or Single-Sex Schools – Religious Institutions and training – poor urban or wealthy academies – Head Start to College level – traditional, alternative, vocational or technical – Literacy Councils, ESL Programs, Prisons or Tutoring services, etc., etc., etc.

Criteria for a Plunge are:

1. The majority of the people there are from the focal group.
2. You are on the educational turf of the focal group.
3. A type of experience you've never had before.
4. The Plunge takes place after this course begins (no credit for past experience).
5. The Plunge lasts at least one hour.
6. The Plunge pushes your "comfort zone".
7. You have face-to-face interaction with people from the focal group.

Write a 3-5 page, double-spaced reaction paper addressing the following areas: (I strongly suggest you use the following as sub-heads for your paper - that way, you'll be sure you cover all of the topics).

1. A description (brief) of the experience
2. Reasons for selecting the experience, why you expected it to push your "comfort zone," and if it did, how?
3. Your assumptions and biases about the focal community members and how they were challenged by this experience (if they were)
4. Your emotional response to the plunge (e.g., before, during & after such as fear, anxiety, surprise, shock, disturbed, comfort/discomfort, joy, elation)
5. Value to you (e.g., what did you learn? have you changed as a result of the activity? what new educational understandings do you have?)
6. Relationship of experience to specific class readings and discussions, and implications for you as an educational leader?

Due 9/29, 10/27, or 12/1

GROUP SITE VISIT PROJECT

Together with others in the class who have chosen the same social context issue as you to study in depth, you will conduct the class on the day your chosen group is scheduled. You are expected to find, assign, and distribute additional, pertinent readings so that you can present that social issue and its impact on the educational, schooling, and advancement of children across the United States. [Note: Short, personal narratives are very effective!] For the history, present no more than three to five important historical events and three to five major educational policies that will help us understand how that social context issue has evolved and how history lives on and affects the present (e.g., philosophically, economically, politically, socially, and culturally). Your presentation should include: 1) demographic information (national, state and local figures), 2) values considered representative of the majority of people effected by this social issue, 3) discussion of their schooling experiences, 4) stereotypes associated with people in that group, and 5) implications for school leaders in addressing this social context issue and working with students, parents, and families effected by this issue.

Possible Social Context Issues, Organizations, Agencies, and Advocates:

Adolescents, Health, Mental Health, Family Resources, Housing, Crisis, Violence, Learning Disabilities, Teenage Pregnancy, Homelessness, ELLs, Physical/Mental/Domestic Abuse, Poverty, Drug/Alcohol Abuse, Volunteers, Counseling, Child Custody, Criminal Justice, Gangs, Gays/Lesbians, Immigrants, At-Risk, Churches, Prisons, Communities in Schools, Durham Companions, School Psychologists, Social Workers, SROs, Community Resource Centers, Rehabs, Group Homes, McKinney Vento Coordinator, Kids Gloves, Allen Muriera, County Human Services, DYFS, LARC, El Pueblo, Haven House, etc.

Most importantly, please present three to five examples of culturally relevant/responsive instructional strategies that have been proven successful in working with students and parents effected by this social context issue. Highlight successful schools, programs, and teaching methods that improve literacy skills and increase student achievement. Be sure to discuss best practices and practical strategies/approaches for working with teachers (who may be prejudiced and feel overworked, underpaid, pressured and frustrated) to create academically successful schools that are socially just and equitable. Consider organizing a panel presentation from members effected by this issue and/or advocating for these students, parents, families. After your presentation, it would be courteous to send a thank you note to all people involved.

You may use any format that you wish for your site visit project, although I encourage you to keep lecturing to a minimum, and to actively involve class members as much as possible, particularly sharing of responses to the material you present. By way of explanation, I felt a great deal of pain in response to a video one group showed one year, but no time was provided for reaction to the video. Please allow ample time for discussion and expect the professor to interject thoughts, comments, and questions throughout the class.

*** RUBRIC- Criteria for Evaluation of Site Visit Project:	Possible Points
Organization of Visit – initial logistics, directions, arrangements	25
Organization of Presentation – flow, pace, timing, information	50
Organization of Group – balanced Involvement of Group Members	25
Content – 3-5 major historical and educational policies	25
Content – 3-5 culturally relevant and effective teaching strategies	25
Content – other pertinent topics addressed (i.e., values, stereotypes, demographic info, contributions, experiences, etc.)	25
Efforts to Make Class Interesting and Get Colleagues Involved (e.g., reading assignment, enthusiasm, use of varied methods, creativity, etc.)	25
	200 TOTAL

**Educational Leadership Constituent Council (ELCC):
7 Standards for Advanced Programs in Educational Leadership**
+
**Interstate School Leaders Licensure Consortium (ISLLC):
6 Standards for School Leaders**

The following ELCC/ISLLC Standards for Principals are addressed in this course. **A school administrator is an educational leader who promotes the success of all students ...**

ELCC/ISLLC STANDARD 1 – by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

The administrator has knowledge and understanding of:

- learning goals in a pluralistic society

The administrator believes in, values, and is committed to:

- the educability of all
- the inclusion of all members of the school community
- a willingness to continuously examine one's own assumptions, beliefs, and practices

ELCC/ISLLC STANDARD 2 – by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

The administrator has knowledge and understanding of:

- diversity and its meaning for educational programs
- school cultures

The administrator believes in, values, and is committed to:

- student learning as the fundamental purpose of schooling
- the proposition that all students can learn

- life long learning for self and others
- the benefits that diversity brings to the school community
- preparing students to be contributing members of society

ELCC/ISLLC STANDARD 3 - by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

The administrator has knowledge and understanding of:

- operational procedures at the school and district level
- legal issues impacting school operations

The administrator believes in, values, and is committed to:

- making management decisions to enhance learning and teaching
- taking risks to improve schools
- trusting people and their judgments
- accepting responsibility
- high-quality standards, expectations, and performances

ELCC/ISLLC STANDARD 4 – by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

The administrator has knowledge and understanding of:

- emerging issues and trends that potentially impact the school community
- the conditions and dynamics of the diverse school community

The administrator believes in, values, and is committed to:

- involvement of families and other stakeholders in school decision-making processes
- the proposition that diversity enriches the school
- an informed public

ELCC/ISLLC STANDARD 5 – by acting with integrity, fairness, and in an ethical manner.

The administrator has knowledge and understanding of:

- the purpose of education and the role of leadership in modern society
- the values of the diverse school community
- the philosophy and history of education

The administrator believes in, values, and is committed to:

- the ideal of the common good
- the right of every student to a free, quality education
- subordinating one's own interest to the good of the school community
- development of a caring school community

ELCC/ISLLC STANDARD 6 [ASSESSED] – by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

The administrator has knowledge and understanding of:

- the role of public education in developing and renewing a democratic society and an economically productive nation
- the political, social, cultural and economic systems that impact schools
- the importance of diversity and equity in a democratic society

The administrator believes in, values, and is committed to:

- education as a key to opportunity and social mobility
- recognizing a variety of ideas, values, and cultures

Table 1: Aligning Institutional, National and State Standards for Educational Leadership

UNC-Chapel Hill SOE Principles and Dispositions	ELCC, ISLLC, and NC DPI Standards Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by ...
NC-CH-P 1. Candidates possess the necessary content knowledge to support and enhance student development and learning.	ELCC 2. ... promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.
NC-CH-P 2. Candidates possess the necessary professional knowledge to support and enhance student development and learning, including meeting student needs across physical, social, psychological, and intellectual contexts . Candidates incorporate a variety of strategies , such as technology , to enhance student learning.	ELCC 1. ...facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community. ELCC 2. ... promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff. ELCC 6. ... understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.
NC-CH-P 3. Candidates possess the necessary knowledge and skills to conduct and interpret appropriate assessments .	ELCC 3. ... managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.
NC-CH-P 4. Candidates view and conduct themselves as professionals, providing leadership in their chosen field, including effective communication and collaboration with students and stakeholders.	ELCC 4. ... collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources. ELCC 5. ... acting with integrity, fairness, and in an ethical manner.
NC-CH-D 1. Candidates will exhibit behavior that demonstrates a belief that all individuals can develop, learn , and make positive contributions to society. NC-CH-D 2. Candidates will exhibit behavior that demonstrates a belief that continuous inquiry and reflection can improve professional practice.	ELCC 7. ... The internship provides significant opportunities for candidates to synthesize and apply the knowledge and practices and develop the skills identified in ELCC Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.