Wilmington University

College of Education

Education for Equity and Social Justice

Course Number: EDL 7704

Course Title: Education for Equity and Social Justice

Faculty Contact:

Course Description: Students will determine the role of the school in guaranteeing equity and social justice within its walls and within its community. Students will identify the barriers and practices that face students and staff and that inhibit growth toward full potential. Students will also identify goals and activities to instill belief in equity and social justice for all students.

Minimum Time Requirements (in clock hours):

Teacher Led Instruction	SEA	Fieldwork/Clinical	Lab

Program Competencies: <u>EDL Doctorate in Educational Leadership</u>

 $Specialized\ Professional\ Association\ Standards:\ \underline{NELP-Building-Standards.pdf}\ \ and\ \underline{NELP-DISTRICT-Standards.pdf}$

Teacher

5. Candidate investigate the availability and use of differentiated content-based instructional materials and strategies. (3.3 & TLD3) Structured External Assignment:

EDL 7704 – Education for Equity and Social Justice

Building Rubric

	Novice	Emerging	Proficient (TARGET)	Advanced Performance
NELP 3.2 Content	Candidate reads	Candidate knows		
	about equitable	research on the		
Candidate knowledge of	and inequitable	consequences for		
research on the	use of educational	students of equitable		
consequences for students	resources and	and inequitable use of		
of equitable and	opportunities.	educational resources		
inequitable use of		and opportunities.		
educational resources and	Candidate knows			
opportunities; equitable	equitable	Candidate knows		
allocation of educational	allocation of	equitable allocation of		
resources, procedures, and	educational	educational resources,		
opportunities (i.e.	resources.	procedures, and		
materials, technologies, media, teachers, social and	Candidate knows	opportunities (i.e. materials,		
behavioral supports,	local social and	technologies, media,		
interventions, and adult	political concerns	teachers, social and		
relationships); and broader	with equity and	behavioral supports,		
social and political	inequality in the	interventions, and		
concerns with equity and	use of educational	adult relationships).		
inequality in the use of	resources.	addit i olation olimpo).		
educational resources,	. 000 0.1 000.	Candidate knows		
procedures, and		broad social and		
opportunities.		political concerns with		
• •		equity and inequality		
		in the use of		
		educational resources,		
		procedures, and		
		opportunities.		

	Novice	Emerging	Proficient (TARGET)	Advanced Performance
Candidate demonstrates skills required to evaluate sources of inequality and	bias in allocation of resources.	of resources and opportunities.	opportunities with the school leadership team.	opportunities with the school leadership team, faculty, staff and
bias in the allocation of educational resources and opportunities; cultivate the	Candidate creates guidelines, norms and values for	Candidate creates procedures, guidelines, norms and values for	Candidate creates procedures,	stakeholders. Candidate creates
equitable use of educational resources and	equitable resource use.	equitable resource and opportunity use.	guidelines, norms and values for equitable	procedures, guidelines, norms and values for
opportunities through procedures, guidelines, norms, and values; and advocate for the equitable access to educational	Candidate advocates for equitable access to educational	Candidate advocates for equitable access to educational resources, procedures and	resource and opportunity use with the school leadership team.	equitable resource and opportunity use with the school leadership team, faculty, staff and stakeholders.
resources, procedures, and opportunities.	resources.	opportunities.	Candidate advocates for equitable access to educational resources, procedures	Candidate advocates for equitable access to educational resources,
			and opportunities with the school leadership team.	procedures and opportunities with the school leadership team, faculty, staff and stakeholders.
NELP 3.3 Educational Leadership Skills	Candidate analyzes root causes of inequity	Candidate evaluates root causes of inequity and bias.	Candidate evaluates root causes of inequity and bias in	Candidate evaluates root causes of inequity and bias in
Candidate demonstrates skills required to evaluate root causes of inequity and	and bias. Candidate	Candidate develops school policies and	collaboration with the school leadership team.	collaboration with the school leadership team, faculty, staff and
bias; develop school policies or procedures that	develops school procedures that	procedures that cultivate equitable,	Candidate develops	stakeholders.
cultivate equitable, inclusive, and culturally responsive practice among	cultivate equitable, inclusive practice	inclusive and culturally responsive practice among teachers and	school policies and procedures that cultivate equitable,	Candidate develops school policies and procedures that
teachers and staff; support the use of differentiated,	among teachers and staff.	staff.	inclusive and culturally responsive	cultivate equitable, inclusive and culturally

	Novice	Emerging	Proficient (TARGET)	Advanced Performance
content-based instructional materials and strategies; and advocate for equitable practice among teachers and staff.	Candidate supports use of differentiated, content-based instructional materials. Candidate advocates for equitable practice.	Candidate supports use of differentiated, content-based instructional materials and strategies. Candidate advocates for equitable practice among teachers and staff.	practice among teachers and staff in collaboration with the school leadership team. Candidate supports use of differentiated, content-based instructional materials and strategies in collaboration with the school leadership team. Candidate advocates for equitable practice among teachers and staff in collaboration	responsive practice among teachers and staff in collaboration with the school leadership team, faculty, staff and stakeholders. Candidate supports use of differentiated, content-based instructional materials and strategies in collaboration with the school leadership team, faculty, staff and stakeholders. Candidate advocates for equitable practice
		Candidate advocates		
	advocates for	among teachers and	content-based instructional materials and strategies in collaboration with the school leadership team. Candidate advocates	of differentiated, content-based instructional materials and strategies in collaboration with the school leadership team, faculty, staff and
			among teachers and	
			Todder Strip tearn.	with the school leadership team, faculty, staff and stakeholders.

District Rubric

DISTITUTION				
	Novice	Emerging	Proficient (TARGET)	Advanced Performance
NELP 3.2 Content	Candidate reads about research on	Candidate knows research on the		
Candidate knowledge of research on the consequences for	equitable and inequitable use of educational	consequences for students of equitable and inequitable use		

	Novice	Emerging	Proficient (TARGET)	Advanced Performance
students of equitable and	resources and	of educational	educational resources	and inequitable use of
inequitable use of	opportunities.	resources and	and opportunities.	educational resources
educational resources		opportunities.		and opportunities.
and opportunities;	Candidate		Candidate understands	
equitable allocation of	acquaints self with	Candidate knows	equitable allocation of	Candidate understands
educational opportunities	equitable allocation	equitable allocation	educational	and synthesizes
and resources, including	of educational	of educational	opportunities and	equitable allocation of
instructional materials,	opportunities and	opportunities and	resources, including	educational
technologies, classrooms,	resources,	resources, including	instructional	opportunities and
teachers, interventions,	including	instructional	materials,	resources, including
and adult relationships;	instructional	materials,	technologies,	instructional materials,
and broader social and	materials,	technologies,	classrooms, teachers,	technologies,
political concerns with	technologies,	classrooms, teachers,	interventions, and	classrooms, teachers,
equity and inequality in	classrooms, and	interventions, and	adult relationships.	interventions, and adult
the use of educational	teachers.	adult relationships.		relationships.
resources and			Candidate understands	
opportunities.	Candidate knows	Candidate knows	broader social and	Candidate understands
	local social and	broader social and	political concerns with	and synthesizes broader
	political concerns	political concerns	equity and inequality	social and political
	with equity and	with equity and	in the use of	concerns with equity
	inequality in the	inequality in the use	educational resources	and inequality in the use
	use of educational	of educational	and opportunities.	of educational resources
	resources.	resources and		and opportunities.
		opportunities.		
NELP 3.2 Educational	Candidate	Candidate evaluates	Candidate evaluates	Candidate evaluates
Leadership Skills	evaluates sources	sources of inequality	sources of inequality	sources of inequality
	of inequality and	and bias in allocation	and bias in allocation	and bias in allocation of
Candidate demonstrates	bias in allocation of	of resources and	of resources and	resources and
skills required to	resources including	opportunities	opportunities	opportunities including
evaluate sources of	instructional	including	including instructional	instructional materials,
inequality and bias in the	materials,	instructional	materials,	technologies,
allocation of educational	technologies,	materials,	technologies,	classrooms, teachers,
opportunities and	classrooms and	technologies,	classrooms, teachers,	interventions, and adult
resources, including	teachers.	classrooms, teachers,	interventions, and	relationships with the
instructional materials,			adult relationships	district and school

	Novice	Emerging	Proficient (TARGET)	Advanced Performance
behavior support		across district	culturally responsive	
practices across the		schools.	instructional and	
district and its schools.			behavior support	
			practices among	
			district staff and	

practice and student learning.

Candidate engages with colleagues in conversations about student learning data that lead to solutions to identified issues.

educational practice and student learning.

Candidate creates a climate of trust in order to engage colleagues in challenging conversations about student learning data that lead to solutions to identified issues.

educational practice and student learning.

Candidate creates a climate of trust and critical reflection in order to engage colleagues in challenging conversations about student learning data that lead to solutions to identified issues.

References

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