

# 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: [EDL Doctorate in Educational Leadership](#)

Specialized Professional Association Standards: [NELP-Building-Standards.pdf](#) and [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 about equitable and inequitable use of educational resources and opportunities.	Candidate knows research on the consequences for students of equitable and inequitable use of educational resources and opportunities.	Candidate knows equitable allocation of educational resources, procedures, and opportunities (i.e. materials, technologies, media, teachers, social and behavioral supports, interventions, and adult relationships); and broader social and political concerns with equity and inequality in the use of educational resources, procedures, and opportunities.	
Candidate knowledge of research on the consequences for students of equitable and inequitable use of educational resources and opportunities; equitable allocation of educational resources, procedures, and opportunities (i.e. materials, technologies, media, teachers, social and behavioral supports, interventions, and adult relationships); and broader social and political concerns with equity and inequality in the use of educational resources, procedures, and opportunities.	Candidate knows equitable allocation of educational resources.	Candidate knows local social and political concerns with equity and inequality in the use of educational resources.	Candidate knows equitable allocation of educational resources, procedures, and opportunities (i.e. materials, technologies, media, teachers, social and behavioral supports, interventions, and adult relationships).	
		Candidate knows broad social and political concerns with equity and inequality in the use of educational resources, procedures, and opportunities.		

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

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

District Rubric

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



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





	Novice	Emerging	Proficient (TARGET)	Advanced Performance
behavior support practices across the district and its schools.		across district schools.	culturally responsive instructional and 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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- Ackerman, D. (2007). *The Zookeeper's Wife*. New York, NY: W. W. Norton & Company, Inc.
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- Braun, A. (2014). *The Promise of a Pencil: How an Ordinary Person Can Create Extraordinary Change*. New York, NY: Simon & Schuster.
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- Grennan, C. (2010). *Little Princes: One Man's Promise to Bring Home the Lost Children of Nepal*. New York: NY: HarperCollins.
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- Kaguri, T. (2020). *The price of stones: building a school of my village*. New York, NY: Viking.
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- Mortenson, G. (2009). *Stones Into schools: Promoting peace with books, not bombs, in Afghanistan and Pakistan*. New York, NY: Viking.
- Tooley, J. (2009). *The beautiful tree: A personal journey into how the world's poorest people are educating themselves*. Washington, D.C.: Cato Institute. <https://www.cato.org/publications/working-paper/2009/01/the-beautiful-tree>