

Professor: LaCreta M. Clark, Ph.D.

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Requisite to Obtain SVSU Graduate Credit

Course Description Schools are complex political constructs. The changing demographics of schools require instructional leadership skills, advocacy skills, and specialized knowledge in what works best for students from culturally and linguistically diverse backgrounds (Ladson-Billings, 2001). We will investigate a single question over the course of this module, namely: ***How have educators incorporated socially and culturally responsive practices in their classroom and/or schools, that improve student achievement, teacher quality, school culture and climate AND/OR the overall learning environment?*** We will look at equity issues related to attendance (including desegregation initiatives and dropout rates and policies), curriculum provision and pedagogy (including tracking, de-tracking, and differentiated instruction initiatives), the historical and contemporary status of teachers, and school-family-community engagement. By considering the relationship among intentions, school and social contexts, and outcomes with respect to these issues, participants will gain important knowledge that will help them be reflective and effective educators in a variety of educational contexts.

Course Goals: By the end of this module, students will be able to:

1. Explain the underlying complexities that impact how to achieve measurable equity in; *where* children learn, *what* they learn, and *how* they learn it.
2. Discuss the roles that educators (teachers, administrators, schools, districts, etc.) versus others (families, economy, culture, social structures, etc.) play in reducing, causing, or exacerbating educational inequities.
3. Apply their learning through the choices they make as teachers and other educational actors (administrators, curriculum developers, policy makers) in school settings.
4. Understand how to effectively implement social and cultural practices that create a welcoming learning environment for diverse students and improve student achievement for all.

(1) Credit Hour of SVSU Graduate Credit – 15 hours

- **Conference attendance and participation: *Participants must attend seven (7) workshops in the Institute, on time and participate appropriately.*** Class participation matters because it helps both you and your peers master the material and meet the course goals. Each day will offer a number of opportunities as well as a wide variety of ways to participate: thinking, writing, talking, presenting, doing, solving, etc., individually, in small groups, and with the whole class.
- **Daily Readings & Reflective Writing: *Participants must complete eight (8) reading assignments, and complete a reflective writing piece for each reading.*** This reflective writing must include a synopsis of the reading; how the reading relates to you and your work specifically, and education, in general. This writing should also include ways in which you might be able to apply this learning in your educational setting.

(3) Credit Hours of SVSU Graduate Credit – 45 hours

- **Conference attendance and participation: *Participants must attend seven (7) workshops in the Institute, on time and participate appropriately.*** Class participation matters because it helps both you and your peers master the material and meet the course goals.
- **Daily Readings & Reflective Writing: *Participants must complete eight (8) reading assignments, and complete a reflective writing piece for each reading.*** This reflective writing must include a synopsis of the reading; how the reading relates to you and your work specifically, and education, in general. This writing should also include ways in which you might be able to apply this learning in your educational setting.
- **On-line lectures & Discussion Board: (15 hours)** These e-lectures are required. Once you have completed the online lectures, you will be asked to share in the Discussion Board activities that will be assigned.
- **Performance Based Capstone Project: (15 hours)** Participants will be required to complete a capstone project that is approved by their Supervising Administrator, and involves a focus on student engagement and learning. ***This capstone project must address the professional standards for educational leadership (NELP), and include the implementation of one of the equity initiatives from the Institute, for example; Culturally Relevant Practices, Social Emotional Learning, Restorative Justice, and/or Family and Community Engagement.***

The institute offerings are aligned with the ELCC standards, as adopted by the Michigan Department of Education. All participants who complete the requirements outlined above may use the credit towards SVSU's Master of Education (M.Ed.) degree in Principalship or the post-master's Education Specialist (Ed.S.) degree program.

Make check or money order made payable to SVSU and mail it along with the completed registration form to the:

SVSU College of Education
Attention: Anne Reittenbach
7400 Bay Road
University Center, MI 48710

SVSU Graduate Credit (1 credit hour) - \$568.05

SVSU Graduate Credit (3 credit hours) - \$1,704.15

Questions regarding registration, please call 989-964-4646 or areitten@svsu.edu

Deadline to submit completed registration form with payment is Sunday, July 15, 2018

Course grades for participants receiving SVSU graduate credit will be available in late August 2018.

SVSU does not discriminate based on race, religion, color, gender, sexual orientation, national origin, age, physical impairment, disability or veteran status in the provision of education, employment and other services. SVSU will provide reasonable accommodations for those persons with disabilities.