### Core Concepts and Curriculum Matrix

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Leadership</th>
<th>Research Methods</th>
<th>Field-Based Study</th>
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<tbody>
<tr>
<td></td>
<td>Systemic educational reform</td>
<td>Visionary educational leadership</td>
<td>Complexity and organizations</td>
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<tr>
<td>EDLD 8000. Values and Purposes of Educational Leadership</td>
<td>I</td>
<td>I</td>
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<tr>
<td>EDLD 8020. Leadership for Equity</td>
<td>I/R</td>
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<tr>
<td>EDLD 8030. Leadership in Systemic Reform</td>
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<td>R</td>
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<tr>
<td>EDLD 8031. Schools as Organizations: Linking Theory and Practice</td>
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<tr>
<td>EDLD 8040. Program Planning &amp; Evaluation</td>
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<tr>
<td>EDLD 8080. Conceptual Foundations of Research</td>
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<tr>
<td>EDLD 8010. Applied Study of Educational Issues A</td>
<td>R</td>
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<tr>
<td>EDLD 8070. Governance, Law &amp; Policy Development</td>
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<tr>
<td>EDLD 8081. Qualitative and Quantitative Methods A</td>
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<td>EDLD 8082. Qualitative and Quantitative Methods B</td>
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<tr>
<td>EDLD 8060. Leadership in Resource Management</td>
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**Notes:**
- **R** indicates required courses.
- **I** indicates optional courses.
- **I/R** indicates courses that may be taken as an independent study with faculty supervision.
**Educational Leadership for Social Justice Doctoral Program**

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Systemic educational reform</th>
<th>Visionary educational leadership</th>
<th>Complexity and organizational change</th>
<th>Collaborative management and systems</th>
<th>Diversity and equity</th>
<th>Educational policy and governance</th>
<th>Educational accountability</th>
<th>School and campus cultures</th>
<th>Curriculum and instructional reform</th>
<th>Human resource development</th>
<th>Student development and learning</th>
<th>Community and governmental relations</th>
<th>Resources and fiscal planning</th>
<th>Assessment and evaluation</th>
<th>Data-driven decision-making</th>
<th>Research</th>
<th>Professional practice</th>
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<tr>
<td>EDLD 8083. Defining Educational Issues</td>
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Please indicate:  
I = Element is introduced  
R = Element is reinforced  
A = Element is addressed at an advanced level
EDLD 8086: Dissertation Seminar I
Units: 3 Quarter Units

COURSE OVERVIEW
In this course students will develop a proposal for their dissertation study. This proposal will build upon literature review, research design, and knowledge and skills from earlier research courses. The purpose of the dissertation proposal is to identify and define for study an issue of equitable educational policy or practice that is in need of research, within a particular community. Included in the proposal will be a research design and data collection tools.

COURSE OBJECTIVES
Students will be able:
1. To define ethical issues of conducting research in school settings.
2. To articulate theoretical frameworks that impact research design in schools.
3. To identify community concerns and incorporate those into a research question and design.
4. To frame a researchable question and design a research study that addresses an information gap.
5. To write a scholarly analysis of an issue using disciplinary literature that incorporates multiple perspectives.
6. To create data collection tools and protocols.

LINK TO PROGRAM GOALS AND STUDENT LEARNING OUTCOMES
Goal 8: Research
Develop leader who are practitioner-researchers who purposefully engage in inquiry and construct knowledge that promotes equity in education and advances the public good.

Student Learning Outcomes
8.2 Identify and analyze theoretical and ethical issues in knowledge construction and research practice.

8.3 Identify, consult and analyze the range of information producers and stakeholders for educational issues. Identify and analyze multiple perspectives that inform educational issues

8.7 Design appropriate research methodology in framing and carrying out inquiry.

COURSE OUTCOME: Dissertation Proposal
Using community based concerns identified in previous courses, develop a question related to equity in schools that will address an information need of the community, local school and/or district. Use multidisciplinary literature and community input to define the question. Develop a research design, including data collection instruments.
Educational Leadership for Social Justice Doctoral Program

Proposals will be no more than 30 written pages and will be submitted to your dissertation committee as the basis of your dissertation proposal examination (examination to be scheduled separately from this course).

REQUIRED TEXTS


RECOMMENDED TEXTS


COURSE OUTLINE
Topic 1: Ethical and Theoretical Contexts for Educational Questions
- Ethical concerns in educational research
- Human subjects concerns and protocols
- Applicable theories

Readings


Additional Readings may be assigned by instructor.

**Topic 1 Assignment:** Complete the training in Human Participant Protections Education (National Cancer Institute: http://cme.cancer.gov/clinicaltrials/learning/humanparticipant-protections.asp), then develop an initial Human Subjects Consent/Permission form that reflects an understanding of research ethics and Human Subject’s requirements.

**Topic 2: Identifying an Information Gap**
- Assessing which knowledge producers need to be consulted
- Review of appropriate disciplinary literature and community perspectives.
- Determine perspectives that need to be included to fully address the question.

**Readings**


Additional Readings may be assigned by instructor.

**Topic 2 Assignment:** Write a rationale that defines an educational question and justifies the need for further research of this question based on disciplinary literature and community perspectives.

**Topic 3: Formulating a Researchable Question**
- What makes a topic researchable in schools: Ethical concerns and applicable theories

**Readings**

Additional Readings may be assigned by instructor.
**Topic 3 Assignment:** Develop a research question that reflects disciplinary literature and community perspectives in framing of the question.

**Topic 4: Developing an Appropriate Research Design**
- Identifying ethical and theoretical concerns related to the education question that has been defined
- Determining the appropriateness of methods for a particular community and purpose
- Identify data sources and a) what those sources are likely to yield in relation to the research question and b) the varying perspectives that these sources provide
- Create data collection tools

**Readings**


Additional Readings may be assigned by instructor.

**Topic 4 Assignment:** Present a research design that includes a consideration of ethical and theoretical concerns related to the question; a description of the data sources and the perspectives those sources are intended to reveal; and an appendix with data collection tools.
EDLD 8030: Leadership in Systemic Reform
Units: 4 Quarter Units

COURSE OVERVIEW
In this course students will investigate the theoretical assumptions and district-based evidence regarding systemic approaches to instructional improvement in schools and districts. Students will examine efforts including comprehensive initiatives designed to a) promote standards-based curriculum and assessment, b) increase teacher effectiveness through professional development c) promote more flexibly organized instructional practices and settings, and d) change the perception that poor and minority children cannot succeed in academically challenging educational settings. Furthermore, students will examine the impact of large scale politically inspired policies including No Child Left Behind and California’s Public Schools Accountability Act.

COURSE OBJECTIVES
Students will be able to:
1. Analyze the strengths and weaknesses of a variety of educational accountability policies at the state and federal level, particularly in terms of their likely effect on student academic achievement, teacher effectiveness, and organizational flexibility and responsiveness.
2. Describe and compare the strengths and weaknesses of various inquiry and research strategies used by researchers working in the area of systematic school reform.
3. Forge close connections among students’ personal experiences as a successful educator through practice-derived theories of educational reform including course and outside readings, presentations, and other activities related to systemic school reform.
4. Demonstrate and compare leadership strategies that support groups in effective planning and decision-making processes that include guiding the community in using democratic processes to create meaning and a shared sense of purpose.
5. Understand their role as a leader to develop a community of inquiry in a doctoral program to forge a support system that will support students in completing the program.

LINK TO PROGRAM GOALS AND STUDENT LEARNING OUTCOMES

Goal 1: Reflective Practice
Develop reflective leaders who can use self-analysis, inquiry and purposeful reflection to continually improve their own practice, model and encourage these habits with staff, and create communities of practice that promote high achievement for all students.

Student Learning Outcomes:
1.1 Use multiple forms of reflection to analyze a current problem in educational leadership and demonstrate focused, ethical behavior.
1.5 Design strategies for professional outreach and inclusion that contribute to strengthening communities of educational practice in pursuit of equitable student achievement.

**Goal 3: Systems Thinking**
To develop skillful leaders who understand the dynamics of educational systems and who are able to leverage those systems in coherent, aligned strategies for educational change by creating democratic learning communities that promote high achievement for all students.

**Student Learning Outcomes:**
3.1 Examine and analyze a range of strategies to ensure that all members of the educational community (students, parents, teachers, administrators, district staff, school board, and community members) are working in concert toward achieving a shared vision.

3.2 Examine and analyze methods by which leaders create expectations so that norms, beliefs, structures and skills for inquiry, innovation and continuous improvement are part of the day-to-day culture of the organization.

**COURSE OUTCOMES/REQUIREMENTS**
1. Students will complete a Group Project and Presentation. Students will work in groups to analyze data and make data-based recommendations for future action as part of a problem-based learning case that includes a cross-section of school community stakeholders. Students will make final presentation to a group of practitioner and policy makers from the field (local school district representatives).

2. Issues Paper: The purpose of this paper is to help the student identify topics that will become areas of interest and possible research topics as they progress through the program. Students will draw on resources from class reading list and other relevant research that students seek out to identify an important district level issue that needs to be addressed or is being addressed through a systemic process for improvement. Examples include developing a plan to implement “Algebra for All” in an underperforming school district, systematic English Language Development for all English Language students, responding to needs of schools in year III or beyond in Program Improvement Status. The issue should be one that the student will want to follow up on throughout the program and may wish to pursue as a dissertation topic.

**REQUIRED TEXTS**


Course Reader prepared by Instructor
RECOMMENDED TEXTS


COURSE OUTLINE

**Topic 1: Concepts and Definition of Systemic School Reform**
- Urgency for change in public schools
- Organizing and responding to the data to support need for school reform
- History of reform in public education

*Readings*


**Topic 2: Impact of NCLB and California’s Public Schools Accountability Act**
- Understanding the political implications of public education policy
- Implementing school reform under pressure of public policy
- Exploring challenges and promise from “real school” experience

*Readings*


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**Topic 3: Leadership Development for Systemic School Reform**
- Exploring the impact of leadership in effective school reform
- Building capacity for systemic change
- Engaging diverse groups in systemic change

**Readings**


**Topic 4: Developing Teacher Expertise in Supporting Systemic School Reform**
- Building a culture of shared leadership
- Developing comprehensive professional development
- Generating culture of professionalism among key stakeholders in instructional improvement

**Readings**


**Topic 5: Public Engagement and Systemic School Reform**
- Building professional learning communities
- Engaging parents as key leaders for systemic reform

**Readings**


**Topic 6: Final Presentations: Aligning Research, Policy and Practice**
- Culminating presentations of students’ readings, research, theories and learning

Final presentations will be held before a panel of school district practitioners and policy maker included local school board members and other elected/appointed officials.
EDLD 8060: Leadership in Resource Management  
Units: 3 quarter units

**COURSE DESCRIPTION**
Financing public education; acquisition and management of human resources; equitable assets to effectively manage public education institutions; financial management, human resources and resolution of conflict.

**COURSE OBJECTIVES**
To examine management tools and financial methods required for the effective leadership of school districts in California. The course will present strategies from both business and educational perspectives and will challenge conventional financial management practices in California school systems.

The course will provide the student with a toolbox of "red flags" which can be used to identify potential problem areas by
1. Developing critical thinking skills regarding the financial management of school districts and sites enabling them to challenge and confront conventional wisdom and practices in educational fiscal administration, and
2. Introducing transformational skills and tools that will enable course students to become "change masters" for educational re-engineering.

**LINK TO PROGRAM GOALS AND STUDENT LEARNING OBJECTIVES**

**Goal 5: Instructional Leadership**
Develop instructional leaders who inspire a shared vision and commitment to high student achievement informed by best practices by developing structures and processes fostering collaboration and inquiry for continuous instructional improvement.

**Student Learning Outcome:**
5.6 Assess, align and mobilize resources and structures to support professional growth and collaboration

**Goal 6: Leadership Capacity/Organizational Management**
Develop leaders who assess, organize and allocate resources that build and sustain organizational culture, leadership, and change processes that move school systems toward meeting student achievement goals.

**Student Learning Outcomes:**
6.2 Analyze the relationship between resources and student achievement including the nature of resources and the importance of 'backward planning' to establish students outcomes first in order to allocate resources to meet student goals.
6.3 Align resources to meet achievement goals including analyzing organizational budgets and structures, organizational culture and management practices that influence the allocation of resources.
6.5 Design systems that allocate resources to ensure historically underserved students are supported in the regular classroom and through personalized support strategies.

**COURSE OUTCOMES/REQUIREMENTS**

Topics and skills development will include financial statement analysis, budgeting methods, cost analysis, management information systems, and project management. The 2005 report "Educating School Leaders" (2005) by The Education School Project recommends a similar curriculum: "The program for aspirants to school leadership positions should be the educational equivalent of an M.B.A. It might be called an M.E.A., master's of educational administration." (p. 66).

The underlying assumption of the course is that informed financial leadership can improve the opportunity to achieve educational achievement and equity in public school organizations. The opposite, poor financial management at the district office, can irrevocably damage the school site and its students in numerous ways:

| • Faculty downsizing                  | • Learning resources obsolescence |
| • Class size increase                | • Reduction of counselors         |
| • Principal transfers and sharing    | • Reduction of teaching aides     |
| • District office downsizing         | • Reduction of librarians         |
| • Less district support              | • Reduction of planning periods   |
| • Badly implemented reform programs | • Resource inequities, e.g., teachers |
| • Reform program terminations        | • School closure                  |
| • Learning resources reduced         |                                      |

**Course Grade.** The course grade will be based on the following factors:
- midterm exam (50%)
- final exam (50%)
- reductions: one grade level reduction, e.g., A to B, if 8 or more hours of class time is missed; and two grade level reductions if 16 or more hours of class time is missed.

**REQUIRED TEXTS**

Course reader (items listed in outline below)

**COURSE OUTLINE**

**Session 1:** Introduction to the course objectives and topics. Financing California public K-12 education: history and limitations.

**Readings.** None

**Session 2:** Analysis of school district financial strengths and weaknesses. Understanding District Financial and Budget Statements: standard statements and underlying principles; fund accounting introduction, GASB 34 & 45 SACS.

**Readings.**

Readings.


Readings.
- San Francisco Chronicle (February 9, 2003), “Bankrupt Dreams: How idealistic educator's grand plan turned into fiscal nightmare.”

Readings.
Session 6: In-class midterm. School district management information system principles and practices. Basic information technology and database concepts. Case studies of failed K-12 information systems. Review of the FCMAT list of the top ten information technology weaknesses found in California K-12 school districts.

Readings.
1. Business IS
   - FCMAT Tech Review of SFUSD 2000
   - FCMAT Top Ten Information Technology Issues
2. Student IS
3. District KnowledgeBase
   - Information Week (September 4, 2000 ). “In-House KnowledgeBase.”

Session 7: Cost analysis principles. Introduction to various program cost tools: e.g., full-absorption costing, variable costing, differential costing, activity-based costing.

Readings. (all online)
- SBA (2002). “Activity-Based Costing.”


Readings.
- Tsang, M., “Cost Analysis for Improved Educational Policymaking and Evaluation”
(1997)
- King, J., “Meeting the educational needs of at-risk students: A cost analysis of three models.” (1994)
- EdWeek, “Uncertain Costs” (of NCLB) (1/6/05).


Readings. (all online)
Ed-Data. Teachers' Contracts
Edsource. Collective Bargaining
Educational Employment Relations Act (EERA)
Collective bargaining glossary
PERB Opinions
PERB FAQ

Session 10: Project management. The importance of project management for program implementation. Review of PMBOK. Backward mapping. In-class final exam.

Readings.