



Ed.D. in Educational Leadership Program

Signature Assignment for EDLD 724

Diversity Issue Analysis

Student Learning Outcome(s) Assessed:

SLO #1: Students demonstrate the ability to advocate for all stakeholders, utilizing the knowledge and tools necessary, to create and sustain vibrant educational environments.

Description of the Signature Assignment

Diversity Issue Analysis

This is a 4-part, iterative assignment in which you will choose an issue related to a dimension or dimensions of diversity that has important consequences for student/participant outcomes in the educational setting in which you work. These issues may include, for example, bullying of LGBTQ students, persistent underachievement of African American students, or tracking of long-term English learners.

Part I--Description: Through interviews with key informants and review of policy documents, you will investigate and describe the ways in which participants experience and respond to this issue, attempts made at the site to remedy the issue, as well as policies and practices that—overtly or covertly—work to perpetuate the problem.

Part II--Your Positionality: In this portion of the assignment you will provide a reflective analysis of your own engagement with your selected policy issue, addressing your privilege, power and difference from both your personal and professional lives. This assignment should draw thoughtfully from relevant course readings to enrich your discussion. This is not simply a telling of your personal life story, peppered with platitudes about diversity and tolerance. Rather this essay must clearly demonstrate that you have engaged that which is most challenging, that with which you struggle personally and professionally. Integral to completing this section satisfactorily is your ability to discuss your positionality through a systemic, institutional lens. How do/did various societal structures shape your position in society, as it relates to your specific policy issue?

Part III--Interpretation and Literature Review: You will analyze your chosen issue, applying theoretical constructs from course readings and additional sources relevant to your specific issue to understand the mechanisms underlying perpetuation of unequal opportunities and outcomes. The literature review should be integrative rather than summative in nature, and should include approximately 8-10 sources (both from course readings and external searches). The purpose of this part of the overall assignment is for you to demonstrate a depth of knowledge pertaining to your issue in relevant contexts.

Part IV--Recommendations: In this section you will make suggestions for ways in which schools or educational communities can/should address the issue that you investigated. Recommendations should be multifaceted, informed by and aligned with research and theory, and designed to truly make a difference in ameliorating the inequities addressed.

Directions for Students

Analysis Part I: Description

1. Choose and clearly identify a diversity-related issue that has important and inequitable outcomes or consequences for students and/or participants in the educational setting where you work. *What is the **rationale** for choosing this issue?*
2. Gather information documenting the extent to which this issue affects students/participants at this site. This information may be in the form of demographic, achievement, and attendance information from a variety of sources (e.g. California Department of Education, IPEDS, National Center for Education Statistics, etc. Be sure to cite sources.). *What **evidence** documents the existence of this issue at my site?*
3. Gather information regarding the policies and procedures in place at the site that are related to this issue and obtain copies of these procedures. These policies may be in the form of handbooks, memos to staff, letters sent to parents, school rules posted in classrooms, institutional policies, Executive Orders from the office of the system chancellor's or campus president, and faculty senate resolutions, etc. You may find policies that seek to ameliorate the chosen issue and/or policies that—explicitly or implicitly—perpetuate inequities. *What **policies** are in place to address this issue at the site?*
4. Interview key informants about how the issue is experienced and interpreted by those affected at the site. Key informants may be teachers, administrators, students, counselors, parents, program directors, student affairs practitioners, executive office or president's cabinet staff, etc. *How is this issue **experienced** at my site?*
 - a. Data collection will include a minimum of one hour of interview data involving at least 2 people and using a common interview protocol. [Shorter interviews with more people can also be done, and more data collection than the one-hour minimum can be done if you choose, of course.]
 - b. The interview protocol should include open-ended questions and follow-up probes designed to elicit your informants' attitudes, interpretations, and descriptions about how they experience the diversity issue and their opinions regarding associated policies and their implementation. Sample probes include: Why do you think that is? Can you give me an example of that? How did that play itself out? What did that look like in the classroom? What happened next? What did you think of that? [Note: In this type of work, there are no right or wrong answers.] As with research more generally, try to add to your understanding, not simply corroborate what you already believe.
 - c. Interviews will be audiotaped (if possible) and written up following the format of the questions on interview protocol, with answers summarized. Key sections may be transcribed verbatim. [Note: If you do not audiotape, you should write up your interview summary as soon as possible after the interview, preferably within 24 hours.]
 - d. Include any evidence that you can collect that **corroborates or challenges** the statements about policy implications made by your informants (e.g. observational data).
5. Formulate **hypotheses** regarding policies and practices that appear to be serving to perpetuate or exacerbate problems associated with your selected issue.

Diversity Issue Policy Analysis Part II: Positionality

In preparing the second part of your Diversity Issue Policy Analysis, please respond to the following questions:

1. Briefly summarize the diversity issue that you chose to investigate and its outcomes and/or consequences at your site (i.e. the findings from Part 1).
2. Provide a reflective analysis of your own engagement with your selected policy issue, addressing your privilege, power and difference from both your personal and professional lives.
3. Discuss your positionality through a systemic, institutional lens. How do/did various societal structures

shape your position in society, as it relates to your specific policy issue?

4. Draw from theoretical concepts from course readings. Define each and explain how they relate to your issue and the position from which you view it.

Diversity Issue Policy Analysis Part III: Interpretation

In preparing the second part of your Diversity Issue Policy Analysis, please respond to the following questions:

1. Briefly summarize the diversity issue that you chose to investigate and its outcomes and/or consequences at your site (i.e. the findings from Part 1).
2. Identify at least 5 theoretical concepts from course readings. Define each and explain how they relate to your issue.
3. Explain how one or more of these concepts helps us understand the mechanisms underlying perpetuation of the unequal opportunities and outcomes that you have chosen to study. Use additional research/readings to bolster your argument. [Note: This analysis should set the stage for recommendations for addressing the issue that you will prepare in Part IV.]

Diversity Issue Policy Analysis Part IV: Recommendations

In this section you will make suggestions for ways in which schools or educational communities can/should address the issue that you investigated. Recommendations should be multifaceted, informed by and aligned with research and theory, and designed to truly make a difference in ameliorating the inequities addressed.

Scoring Rubric:

| Criteria | Exceeds expectations 14-15 | Meets expectations 12-13 | Meets some expectations 9-11 | Does not meet expectations 0-8 |
|--|---|---|---|--|
| Description of Key Diversity Issue at Work Site | Issue is identified and a clear and compelling rationale is given. Evidence from a variety of sources, including perspectives of participants, is provided to document its existence. Evidence is skillfully presented. | Issue is identified and evidence from a variety of sources is provided to document its existence | Issue is identified but evidence is limited or unconvincing | Element is lacking or off-target |
| Theoretical Analysis of Selected Diversity Issue | Identifies and defines meaningful concepts,; mechanisms for perpetuating inequity are clearly identified, with nuanced theoretical support | Identifies & defines at least one concept Mechanisms for perpetuating inequity are identified | Theoretical concept is not clearly explained or is not clearly related to the issue | Interpretation is not based on theory or research findings from the field |
| Positionality Analysis with Respect to Selected Issue | Aspects of positionality are clearly and rigorously defined, with a deep and meaningful discussion of personal engagement with selected inequity issue that is reflective of privilege, power, and difference | Aspects of positionality are defined and discussed in a context relevant to the selected inequity issue that is reflective of privilege, power, and difference. | Aspects of positionality are minimally defined and discussed in a context relevant to the selected inequity issue | No clear definitions and/or discussions of positionality are relevant to the selected inequity issue |
| Recommendations for Addressing Issue | A set of recommendations is made that clearly address the stated issue and, if implemented, stand a good chance of improving the targeted problem. | A single recommendation is made that is related to the issue. The recommendation is both substantive and feasible. OR Several recommendations are made but they would not be likely to actually ameliorate the problem. | Recommendations are either superficial or unrealistic. | No clear link is made between the issue and evidence cited in Part I and the recommendations. |

Legend

| Total Points | College of Education Assessment Scale Equivalent |
|---------------------|---|
| 51-60 | 4 (Exceeds Expectations) |
| 42-50 | 3 (Meets Expectations) |
| 34-41 | 2 (Meets Some Expectations) |
| 1-33 | 1 (Does Not Meet Expectations) |
| 0 | 0 (Can't Score) |