

EDAD 6905 - Responsive Teaching and Ethical Leadership

Fall 2026 Syllabus, Section A01, CRN 41688,

Credit hours: 3

Instructor

Melissa Mlakar

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Public Instructor Information

Instructor Title: Dr. Melissa Mlakar

Instructor Professional Qualifications:

- Ed. D., Educational Leadership, Youngstown State University
- Master's, Specific Learning Disabilities, Cleveland State University
- Bachelor's, Elementary Education, University of Cincinnati
- Permanent Teaching License, 1-8
- Superintendent and Principal Licenses

Instructor Office Location: N/A

Instructor Office Phone: N/A

Course Description

6905. Responsive Teaching and Ethical Leadership . This course prepares teacher leaders to promote equity-centered leadership through culturally responsive and ethical practices. Aligned with the 2025 Ohio Teacher Leader Framework, candidates will examine the professional values of integrity, fairness, and dignity while developing the ability to foster inclusive learning environments. Emphasis is placed on collaborating with colleagues, administrators, families, and community partners to address systemic inequities in curriculum, school culture, and policy. Candidates will engage in case analysis, data review, and field-based experiences to strengthen their capacity to lead with cultural competence, promote shared leadership, and support individual learning opportunities where diverse perspectives are welcomed and valued. 3 s.h.

Course Readings

Group	Title	Author	ISBN
Required	Start where you are, but don't stay there: Understanding diversity, opportunity gaps, and teaching in today's classrooms. Cambridge, MA: Harvard Education Press.	Milner, H.R.	978-1682534397
Required	Culturally sustaining pedagogies: Teaching and learning for justice in a changing world. New York, NY Teachers College Press.	Paris, D., & Alim, S.	978-0807758335
Required	The essence of innocence: Consequences of dehumanizing black children. Journal of personality N. A. and social psychology. Retrieved from http://www.apa.org/pubs/journals/releases/psp-a0035663.pdf	Goff, P. A., Jackson, M. C., Di Leone, B. A. L., Culotta, C. M., & DiTomasso,	

Required	Factors contributing to microaggressions, Racial Battle Fatigue, Stereotype Threat, and Imposter Phenomenon for Nonhegemonic Students: Implications for Urban Education: Influence and Implications. In Microaggression Theory: Influence and Implications. Pp. 102-120. DOI: 10.1002/9781119466642.ch7.	Martin, J.
Required	On learning: Reflections on learning and myself as a learner. Literacy and Learning Journal. Retrieved from https://jmnmath.wordpress.com/2013/07/20/not-learning/	Newman, J. M.
Required	Racial microaggressions in everyday life: Implications for clinical practice. American Psychologist, 62(4), 271–286. Retrieved from https://doi.org/10.1037/0003-066X.62.4.271	Sue, D. W., Capodilupo, C. M., Torino, G. C., Bucceri, J. M., Holder, A. M. B., Nadal, K. L., & Esquilin, M.
Required	Civil rights data collection data snapshot: School discipline. Retrieved 1 April 2014 from http://www2.ed.gov/about/offices/list/ocr/docs/crdc-discipline-snapshot.pdf	U.S. Department of Education Office for Civil Rights
Required	A framework for culturally responsive teaching. Educational Leadership. 53(1), 17-21. Retrieved from http://www.ascd.org/publications/educational-leadership/sept95/vol53/num01/A-Framework-for-Culturally-Responsive-Teaching.aspx	Wlodkowski, R. J., & Ginsberg, M.B.
Optional	Publication manual of the American Psychological Association (7th ed.). Washington, DC: Author.	American Psychological Association 978-1433832161 (APA).

Blackboard: Please be sure to login to Blackboard at least weekly during the duration of the course. Blackboard will be used regularly to share important course information.

The course readings are subject to change in the event of extenuating circumstances, research developments, current events, and/or to ensure better learning.

Schedule of Topics and Assignments

Week of	Reading(s)	Proposed Topic	Due/To Prepare for Class
10/19	Milner chapters. 1-3. McIntosh pg. 10-12.	Diversity and Opportunity Gaps	Reaction Paper Due October 24, 2026
10/26	Milner (2013). Chapters 4-5. Beese & Martin. (2016). He Looks Like a Terrorist! Sue, Capodilupo, Torino, Bucceri, Holder, Nadal, & Esquilin (2007). Pgs. 271-286. Martin. (2018). Pgs. 102-120.	Responding to Issues Related to Race, Ethnicity, Social Class, Gender, and Sex	Reaction Paper Due October 31, 2026



11/2	Paris & Alim (2017). Pgs. 1-24. Wlodkowski. (1995). 17-21. Newman. (2013).	Culturally Proficient Teaching and Leading	Interviews with Community Stakeholders Due November 7, 2026
11/9	Paris & Alim (2017). Pgs. 43-98. Martin & Beese. (2016). Marginalization or Necessary Push Out? Goff, Jackson, Di Leone, Culotta, & DiTomaso (2014). NAACP Legal Defense Fund and Educational Fund. U.S. Department of Education Office for Civil Rights (2014).	Consequences of Inequitable Opportunity	Reaction Paper Due November 14, 2026
11/16	Paris & Alim (2017). Pgs. 43-60 & 175-190.	Overcoming Barriers to Cultural Proficiency	Cultural Responsive Audit and Review Due November 21, 2026
11/23	Paris & Alim (2017). pgs. 191-206 & 261-274. Your Role as a Teacher Leader Milner (2013). Pgs. 1-53 (article in module).		Reaction Paper Due November 28, 2026
11/30	Milner (2013). Read Conclusions and Recommendations for Practice pgs. 178-198.	Facilitating Cultural Responsiveness	Culturally Responsive Professional Development Plan Due December 5, 2026

The course schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances, by mutual agreement, and/or to ensure better learning.