

# EDAD 6385: Culturally Proficient School Leadership Fall, 2017

EDAD 6385 is a required course for students in the Master's Degree in Educational Administration and for Principal Certification

#### College of Education, Department of Educational Leadership

**Instructor:** Dr. Nara Martirosyan

**TEC 327H** 

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Office hours: Online and by appointment.

Class Format: Online

Class day and time: Online

Class location: Online using Blackboard Learning Management System

Course Description: In this course leadership candidates will develop an understanding of how organizational culture and climate intersects with diverse subcultures in the school and school community. Candidates will reflect on their own cultural biases and collect data on school culture, climate, and community to develop action plans that address need areas. Candidates will explore the application of organizational, communication, multicultural, and cultural proficiency theories and models to day-to-day practice. Credit 3. (SHSU 2017-2018 Graduate Catalog).

#### **Required Textbook:**

Lindsey, R. B., Robins, K. N., & Terrell, R. D. (2009). *Cultural proficiency: A manual for school leaders* (3rd ed.). Thousand Oaks, CA: Corwin.

ISBN: 978-1-4129-6363-3

#### **Recommended Textbook:**

Terrell, R. D., & Lindsey, R. B. (2009). *Culturally proficient leadership: The personal journey begins within.* Thousand Oaks, CA: Sage.

ISBN: 978-1-4129-6917-8

**IDEA Objectives:** The instruction in this course will address the following major objectives (as assessed by the IDEA course evaluation system):

**Essential**: Gaining factual knowledge (terminology, classifications, methods, trends).

**Important**: Learning to apply course material (to improve thinking, problem solving, and decisions).



## **Tentative Course Schedule**

The instructor reserves the right to make minor changes in the assignments as the course progresses. If such changes become necessary, students will be notified via the course Bb announcement section.

Week	Dates Dates	Topic	Assignments	<b>Due Date</b>	Point Value
1	Aug. 23 – Sept. 3	Syllabus, SHSUOnline, Using the Library, Introductions, Peer Expert Assignment Signup Chapter 1: Cultural Proficiency	Student Information Discussion Board	Sept 3*	5
			Peer Expert Topic Selection	Sept 3	
2	Sept. 4-10	Chapter 2: A Cultural and Historical Context for Our Unfolding Democracy	Discussion Board	Sept 10*	10
			Reflection Essay #1	Sept 10	15
			Service Learning Proposal	Sept 10	10
			Peer Expert Presentations	Sept 24	50
3	Sept 11- 17	Chapter 3:Leadership for Today's Schools	Reflection Essay #2 Sept 17		15
4	Sept 18- 24	Chapter 4: Framing Your Work with the Cultural Proficiency Tools	Discussion Board	Sept 24*	10
			Demographic Study	Oct 8	50
			Peer Expert Presentations due	Sept 24	
5	Sept 25- Oct 1	Chapter 5: The First Tool: Overcoming Barriers	Discussion Board Oct 1*		10
6	Oct 2-8	Chapter 6: The Second Tool: The Guiding Principles of Cultural Proficiency	Peer Expert Presentation #1	Oct 8	10
			Demographic Study Due	Oct 8	
7	Oct 9-15	Breather Week	SCCOC checklist	Oct 29	50
8	Oct 16-22	Chapter 7: The Cultural Proficiency Continuum	Reflection Essay #3	Oct 22	15
		•	Peer Expert Presentation #2	Oct 22	10
9	Oct 23-29	Chapter 8: The Essential Elements	Peer Expert presentation #3	Oct 29	10
			Service Learning Activity and Reflection	Nov 12	90
			SCCOC Checklist Due	Oct 29	
10	Oct 30- Nov 5	Chapter 9: One Last Look	Reflection Essay #4	Nov 5	15
		Cultural Proficiency Action Plan Samples	Cultural Proficiency Action Plan	Nov 26	80
		-	Peer Expert Presentation #4	Nov 5	10
11	Nov 6-12	Service Learning Activity Completion	Peer Expert Presentation #5	Nov 12	10
			Service Learning Activity & Reflection Due	Nov 12	
12	Nov 13-19	Work on the Cultural Proficiency Action Plan	Student Presentations TBD, Due Dec 3		20
13	Nov 20-26	Thanksgiving	Cultural Proficiency Action Plan	Nov 26	



Week	Dates	Topic	Assignments	<b>Due Date</b>	Point
					Value
			is due		
14	Nov 27-	Student Presentations	Final Presentations due	TBD	
	Dec 3				
15	Dec 4-7	Course Wrap-Up	End-of-Semester Reflection	Dec 7	5
			Board		

<sup>\*</sup> Please review the discussion forum guidelines for specific due dates for your postings. The due date indicated in this document reflects the last day of the discussion.

# **Assignment Descriptions**

- 1. **Reflection essays**: Essays are no longer than two pages (double spaced, Times New Roman, 12). These are personal reflections related to readings, experiences, and class discussions. While grammar and writing style are not the focus of these essays, graduate level writing is expected. You will be given a guiding question(s) to reflect upon and address for each essay. The essays will not be shown to or shared with anyone.
- 2. **Discussion Boards:** About once each week, we will cover a new topic. There will be assignments relevant to the topic and often that will include a text-based discussion on the course platform. **Discussion Forum Guidelines are posted under the Course Information section of Blackboard.**
- **3.** Demographic Study: Prepare a narrative paper/report, not a presentation. This assignment is a two-page description of your organization's history, demographic breakdown (faculty and students), and a description of the surrounding community. This information helps you understand the community your institution serves.
- 4. SCCOC Observation Checklist (a data source for preparing your Cultural Proficiency Action Plan)

Be a participant observer in assessing how culturally proficient your school, district or college community currently is. You will be given a cultural proficiency observation checklist (SCCOC) to guide you in walk-through observations and making anecdotal field notes. If walk-through observations are not possible, use the checklist to reflect on your current policies, programs and practices. A copy of your observational checklists and notes must be turned in with your final action plan.

5. Cultural Proficiency Action Plan (based on demographic study and SCCOC results). Written report.

Once data has been collected and analyzed from your culture and equity audits, you will use this information to identify strengths and weaknesses in your school's or district's policies, programs, and practices, and create an Action Plan to improve equity and cultural proficiency in your school and school community. Your total action plan should not be more than 10 pages, including cover page, narrative, tables/figures, bullet points, and references. The format of the final action plan should essentially contain the following:

- 1. Introduction (include school/district/college profile)
- 2. Culture audit findings
  - a. Describe primary strengths



- b. Describe primary need areas
- 3. Barriers to Cultural Proficiency in your organization
- 4. Proposed action plan to address needs and barriers (chart or bullets with timelines for implementation; short term 1 year and long term 2-4 years)
- 5. Assessment plan (how will you measure progress after implementing the plan)

# 6. Community involvement and service learning field activity with reflection (must get approval from instructor)

You will select and participate in a community outreach project that involves linking your educational institution or student learning with service in a high need area of a community, preferably a community near or served by your organization. This may be a one-day long project or an ongoing program. Try to do a project with a group or community that you are not as familiar with or rarely interact with (different race, language, nationality, etc.). The activity must be NEW for you this Fall, not something you are already participating in through your community/religious/etc. organization. You will be asked to describe the project and reflect on this experience.

## 7. Topic Presentation on a selected diversity topic (Peer Experts)

Due to the intense nature of this course, we will only be able to skim some key diversity related topics in education, some of which are frequently controversial. You will be asked to rank your interest in researching and presenting a topic to the rest of the class. Each presentation must include a video that you record presenting relevant information on the topic selected. You should also incorporate a relevant article. You must also have an activity for your peers to participate in after viewing your presentation (discussion board/journaling/reflection paper/etc.). You should communicate with me prior to your presentation as necessary.

#### 8. Final Presentations

After completing Cultural Proficiency Action Plan Assignment, you will be asked to prepare a PowerPoint presentation for the class. Your presentation should be the summary of your Action Plan. Specifications for this assignment will be provided later.

#### **Performance and Assessment:**

The candidate's demonstration of the knowledge and the skills as set forth in this syllabus must be at an 80% level or better to assure successful completion of the course.

Students' grades will be calculated using the following scale:

A = 90% or above

B = 80% - 89%

C = 70% - 79%

F = 69% or below

Below is the summary of course assignments along with points to be awarded:

_	Points
Weekly Assignments	100
Demographic Study	50
SCCOC Checklist	50
Service Learning Activity and Reflection	100
Peer Expert Presentation	100
Cultural Proficiency Action Plan & Final Presentation	
Total	



#### Matrix

Topics/Objectives	Activities/ Assignments (including field- based activities)	Measurement (including performance- based)	Standards Alignment S-SPA Standard Alignment (ELCC) TS - Texas Educator Standards/Competencies CF - Conceptual Framework Indicator
Discuss issues of diversity as they relate to their leadership practices	Class discussions, Reflection papers, Readings.	Instructor evaluation of assignments	N: 1e, 1g, 3c, 4a-4d; DDP: All; S: ELCC: 2.1, 2.3, 2.4, 3.2; CF: 1, 3, 4, 5
Reflect on own world view and work to address own prejudices	Class discussions, Reflection papers, Readings.	Instructor evaluation of assignments	N: 1e, 1g, 4a-4d; DDP: All; S: ELCC: 2.1, 2.3, 2.4, 3.2; CF: 1,3,4,5
Develop and understanding of the socio-historical context for multicultural education, cultural proficiency, equity and inclusion in education	Demographic study, readings, special topic presentations, data collection in culture audits.	Instructor evaluation of assignments	N: 4a-4d; DDP: All; S: ELCC: 1.1, 1.2, 1.3, 1.4, 1.5, 2.1,2.3,2.4, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3; CF: 1,3,4,5
Assess equity and cultural competence in schools, districts, or colleges.	Conduct culture audits to collect data.	Instructor evaluation of assignments	N: 2b, 2c, 4a-4d; DDP: All; S: ELCC: 1.1, 1.2, 1.3, 1.4, 1.5, 2.1,2.3,2.4, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3; CF: 1,3,4,5
Develop data-based action plans to address inequities and promote cultural competence in schools and districts.	Cultural Proficiency Action Plan Development	Instructor evaluation of assignments	N: 1e, 1g, 2b, 2c, 3c, 4a-4d; DDP: All; S: ELCC: 1.1, 1.2, 1.3, 1.4, 1.5, 2.1,2.3,2.4, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3; CF: 1,3,4,5
Understand various models of racial/cultural identity development and how they impact racial/cultural understanding.	Lectures, readings, special topic presentations, multimedia.	Instructor evaluation of assignments	N: 4a-4d; DDP: All; S: ELCC: 3.1, 3.2, 3.3, 4.1, 4.2, 4.3; CF: 1,3,4,5
Explore how other current social issues impacting diversity (e.g., religion, sexual orientation, able-bodiedness, race and ethnicity, linguistic/dialectical diversity) impact schools and other educational institutions.	Lectures, readings, special topic presentations, multimedia.	Instructor evaluation of assignments	N: 4a-4d; DDP: All; S: ELCC: 1.1, 1.2, 1.3, 1.4, 1.5, 2.1,2.3,2.4, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3; CF: 1, 3, 4, 5

## **Course/Instructor Requirements:**

• All assignments should be submitted by the due date/time indicated in the Course Schedule document. **Late assignments will not be accepted or awarded credit.** If an extenuating circumstance arises, a student may petition the instructor in writing for <u>a limited extension</u>. Only one extenuating circumstance is allowed per semester.



• All assignments should be prepared in APA 6<sup>th</sup> Edition format. All outside ideas and work developed by another author must be cited, otherwise you are likely engaging in plagiarism. Plagiarism will result in a zero grade, and may have other implications as mentioned in the academic dishonesty policy.

#### **Time Requirement**

- 1. Students are expected to attend and participate in every class.
- 2. Students also are expected to arrive to class on time.
- 3. For online sessions, a student will be considered absent if he/she does not participate in online discussions, assignments, and activities in a timely manner.

#### **Student Code of Conduct:**

- 1. Graduate students are governed by the Sam Houston State University student code of conduct. Any student with questions about grievances, ethical behavior, etc. should review the Graduate Catalog and student code of conduct. Particular attention should be paid to the sections on plagiarism, the use of the Internet as a tool, and theft or mutilation of library materials. Academic honesty is expected.
- Students should practice self-discipline in discussions. Courtesy should be extended to all graduate students. Discussions will be more enjoyable and beneficial to all involved if graduate students conduct themselves as conscientious professionals. Discussions held in class must directly impact the expected learning.

# **Student Guidelines**

#### **University Policies**

- SHSU Academic Policy Manual-Students
  - o Procedures in Cases of Academic Dishonesty #810213
  - Students with Disabilities #811006
  - o Student Absences on Religious Holy Days #861001
  - o Academic Grievance Procedures for Students #900823
- SHSU Academic Policy Manual-Curriculum and Instruction
  - Use of Telephones and Text Messages in Academic Classrooms and Facilities #100728
  - Technology during instruction: INSTRUCTOR'S POLICY ON TECHNOLOGY USE DURING INSTRUCTION
  - Technology during exams: INSTRUCTOR'S POLICY ON TECHNOLOGY USE DURING EXAMS
  - Technology in emergencies: INSTRUCTOR'S POLICY ON TECHNOLOGY USE IN EMERGENCIES
- Any student with a disability that affects his/her academic performance should contact the Office of Services for Students with Disabilities in the SHSU Lee Drain Annex (telephone 936-294-3512, TDD 936-294-3786) to request accommodations.
- Visitors in the Classroom Only registered students may attend class. Exceptions
  can be made on a case-by-case basis by the professor. In all cases, visitors must
  not present a disruption to the class by their attendance.



# **College of Education Information**

#### Accreditation

The programs within the SHSU College of Education have the distinction of receiving accreditation and national recognition from multiple accrediting bodies. All educator certification programs, including teaching and professional certifications, have received ongoing accreditation from the Texas Education Agency (TEA). Additionally, the educator preparation program has been accredited by the Council for the Accreditation of Educator Preparation (CAEP-formerly NCATE) since 1954. Many of the educator preparation concentration areas have also chosen to pursue national recognition from their respective Specialized Professional Associations (SPA), signifying the program is among the best in the nation. The programs within the Department of Counselor Education have also received accreditation from the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

## **Course and Program Evaluation**

Near the end of the semester, students are asked to take part in the University's adopted course evaluation system, IDEA. The assessments are completed online and instructions are emailed to each student. Students' assessments of courses are taken are systematically reviewed by the Dean, Associate Deans, Department Chairs, and individual faculty members. Only after the semester has completed are faculty members allowed to view aggregated results of non-personally-identifiable student responses.

The College of Education conducts ongoing research regarding the effectiveness of the programs. Students receive one survey in the final semester prior to graduation regarding the operations of the unit during their time here. A second survey occurs within one year following completion of a program, and is sent to students and their employers. This survey requests information related to students' quality of preparation while at SHSU. Students' responses to these surveys are critical to maintaining SHSU's programs' excellence.

#### **SHSU Advanced Dispositions and Diversity Proficiencies**

As a graduate student in the College of Education, it is expected that you will have experiences with P-12 students in diverse settings, and that you will develop proficiency in working with diverse populations in your professional role. These experiences may or may not be directly related to your course work, and should be a product of the different settings where you have been employed or sought additional knowledge. In order to meet the standards\* Sam Houston State University has adopted you are required to document **multiple and varied (diverse) field experiences**. Additionally, you will complete written reflections highlighting your experiences. The goal of this requirement is to record your experiences in diverse settings, reflect upon these experiences and provide evidence of your development in knowledge, skills, and dispositions. Your reflections, the location, date and time, and characteristics of your field experiences will be uploaded into TK20 as part of an existing course assignment or part of your culminating portfolio (as specified by your program of study). The reflections will also provide evidence of mastery of each the *SHSU Advanced Dispositions and Diversity Proficiencies*. These are attached along with the rubric that will be used for scoring.

Multiple and varied areas of diverse field experiences include participation with exceptional populations of students and students from different ethnic, racial, gender, socioeconomic, and language groups [see the resource definitions for appropriate terminology at the end of this section]. It is expected that some of these experiences will not occur at your current place of



employment. We understand that the term "field experience" may not fully fit your circumstance and information you provide. You may use past or current employment placements.

#### The following guiding questions are to help in reflecting on these experiences:

- In what ways have your experiences been diverse? Be specific about the types of diversity among the students and professional staff.
- How extensive were these experiences? How long did they last? How much did you participate (rather than observe) in this setting? How did you interact with the students?
- What issues did you confront relating to diversity that affected student learning?
- What strategies did you develop for improving student learning?
- How did this experience help you grow as an education professional and person?
- Which element(s) of the Advanced Dispositions and Diversity Proficiencies were addressed within this reflection?

REMEMBER to document diverse experiences and your reflections in TK20. The assignment will be sent to you as determined by your program requirements. Indicate the characteristics of each diverse setting using any of the following terms:

Students with Exceptionalities (e.g., students with IEPs, students identified as gifted)

Ethnic and/or Religious Diversity (may include differences in cultural characteristics, i.e.,

language, religion, geography/national origin, food, dress, music, etc.)

Racial Diversity (e.g., African American, Asian, Eastern European, Native American, Middle Eastern, South American, Western European, etc.)

Gender Differences

Socioeconomic Diversity (e.g., middle class, lower-middle class, homeless, children living in poverty, upper-middle class, upper class, etc.)

Linguistic Diversity (e.g., English Language Learners, Bilingual, Limited English Proficiency)

Terms used in discussions of Diversity in Education and in Educational Settings

Diversity	broad term referring to the variety of points of view, of experience, and of making meaning that encompasses complex differences in groups and individuals.
Culture	a broad concept that encompasses everything used to describe a people; e.g., their shared ways of knowing, thinking, perceiving, creating, evaluating, interacting, and doing.
Ethnicity	cultural characteristics such as language, religion, geography/national origin, food, dress, music, etc.
Intercultural	respectful interchange (more than recognition) between and among individuals, groups, and nations.
Interdependence	need for and benefit in interacting with, learning from, and working together.
Minority	any group that has less power than the majority as evidenced by lower pay, restricted opportunities, limited political access, and other forms of discrimination.
Multiculturalism	recognition of variety, complexity, and contributions of cultures; the recognition of the value of diversity.
Race	a social construct used to classify people on visible characteristics

Modified from definitions compiled by Dr. Brenda Forster, Professor of Sociology, Elmhurst College