



**EDAD 6385**

**Culturally Proficient School Leadership**

**Spring 2018**

**College of Education**

**Department of Educational Leadership**

**Instructor:** Dr. Mack T. Hines III  
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**Office hours: Online**

**Day and time the class meets: Online**

**Course Description:** This course provides candidates with 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 areas of need. Candidates will explore the application of organizational, communication, multicultural and cultural proficiency theories and models of day-to-day practice.

## **Textbooks**

**1. Theoharis, G., & Scanlan M. (2015).  
Leadership for Increasingly Diverse Schools.  
New York, NY: Routledge.**

### **IDEA Objectives:**

#### **Course Format:**

The following objectives will be used by the students to evaluate the effectiveness of this course. It is important to know these objectives as we begin the course so that formative evaluation can occur throughout the course of study.

#### ***Essential Objectives:***

1. Gaining factual knowledge (terminology, classification, methods, and trends).  
Focus is building a knowledge base.

2. Learning fundamental principles, generalizations, or theories. Focus is to connect facts and understand relationships.
3. Learning to apply course material (to improve thinking, problem-solving, and decisions). Focus is on applying what you have learned in this class to clarify thinking or solve problems.

***Important Objectives:***

1. Learning to analyze and critically evaluate ideas, arguments, and points of view. Focus is on higher level thinking skills.

**Course Content:**

The purpose of this course is consistent with the mission of Sam Houston State University, the College of Education and Applied Science and the Educational Leadership Program.

1. Sam Houston State University Mission: "...enable its students to become informed, thoughtful and productive citizens."
2. College of Education and Applied Science Mission: "...provides students with opportunities to develop knowledge, skills, strategies, and experiences which allow them to serve in diverse roles and function productively in society."
3. Educational Leadership Program Mission: "To prepare educational leaders for real world challenges and opportunities."



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**Scope & Sequence-Part I**

**Directions for Scope and Sequence: First, you will read the assigned chapter for each week. You will then write and post a one paragraph response on the SHSU online discussion board section for review by your colleagues. You will then respond to at least another student's posting. **You will complete both requirements by 11:59 CST for the Sunday of that week.****

<b>January 18-January 28</b> <b>Use this time to order your book and review all course materials.</b>		
<b>Week of</b>	<b>Topic</b>	<b>Posting Due</b> <b>(Your posting should appear by this date)</b>
1/22	<b>Class Introductions</b> <b>You will introduce yourself to the class.</b>	
1/29	Chapter 7 The Cultural Proficiency Continuum Part I-Overview	<b>2/4</b> <b>(Due on this date at 11:59 CST)</b>
2/5	Chapter 7 The Cultural Proficiency Continuum Part I-Overview	<b>2/11</b> <b>(Due on this date at 11:59 CST)</b>
2/12	The Cultural Proficiency Continuum Part II-Specifics	<b>2/18</b> <b>(Due on this date at 11:59 CST)</b>
2/19	The Essence of Culturally Proficient Leadership	<b>2/25</b> <b>(Due on this date at 11:59 CST)</b>
2/26	Leading Teachers to Reflection	<b>3/4</b> <b>(Due on this date at 11:59 CST)</b>
<b>3/5</b>	Reflection	<b>3/11</b> <b>(Optional)</b> <b>(If Submitted, Due on this date at 11:59 CST)</b>
<b>3/12</b>	<b>SPRING BREAK</b> <b>Yippee!</b>	
<b>3/19</b>	Final Exam-Iteration 1 Scenarios A, B, C, D, E	
3/26	Inclusive Leadership & Poverty	<b>4/1</b> <b>(Due on this date at 11:59 CST)</b>

4/2	Inclusive Leadership & Gender	4/8 (Due on this date at 11:59 CST)
4/9	Inclusive Leadership & Race	4/15 (Due on this date at 11:59 CST)
4/16	Diversity vs. White Privilege (37-45)	4/22 (Due on this date at 11:59 CST)
4/23	Reflection	OPTIONAL
4/30	Preparation for Final Exam	
5/7	Final Exam-Iteration II Scenarios A, B, C, D, E	

### Scope & Sequence-Part III

#### Professor's Response to Student Participation

Because of the online structure of this class, I will not “teach” you in the traditional sense.

However, I can interact with you in ways to further strengthen your understanding of the chapter.

To that end, I will use the following response styles to maintain weekly interaction with you:

1. Upfront Initiation-During some weeks, I will provide the first post for a chapter.
  - A. \*(It is optional for you to respond to my post. But it is required for you to respond to another student's post.)
2. Whole Class Response-At the end of the week, I will provide a summary response to all postings. I will sometimes incorporate pieces of your posts into my response.
3. Personal Response-I will provide an individualized response to each of your posts.
4. Exemplar Response-I will provide relevant research based or practical examples for your review.



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EVALUATION**

<b>Assignments</b>	<b>Due Date Range</b>	<b>Final Date Due</b>	<b>Date Graded</b>	<b>Points</b>
1. Class Participation	Weekly	Weekly	Honor System	30% of Final Grade
2. *Culture Audit Demographic Study & Action Plan	April 16-30, 2018	April 30, 2018	After April 30, 2018	20% of Final Grade
3. *Embedded Activities	April 9-23, 2018	April 23, 2018	After April 23, 2018	20% of Final Grade
4. End of Course Assessment		May 7-9, 2018		20% of Final Grade
<b>TOTAL POINTS</b>				<b>100%</b>
A = 90-100 B = 80-89 pts. C = 70-79 pts. F = Below 70 pts.				

**\*You lose 2 points a day when you turn assignments in after the due date.**

**Due Date Range-Dates in which assignments can be submitted to Dr. Hines (via Blackboard).**

**Final Due Date-Last date in which assignments can be submitted to Dr. Hines (via Blackboard).**

**Date Graded-Date in which Dr. Hines will work on papers.**

## Assignment 1 (30%)

### Class Participation Grade

**Students, the class participation grade is based on the honor system. You start the class with the 30% points for making posts. The only way that you lose the 30% is by not making any or very few posts for this class.**

## Assignment 2 (20%)

### Culture Audit & Action Plan

**Culture Audit-A sample culture audit has been e-mailed to you.**

1. Conduct a Culture Audit in your school or organization. This assignment should be started at the beginning of this first semester in the program.
  - A “culture audit” is a tool for assessing school culture by examining policies, programs, practices, artifacts, history, traditions, events, quantitative data, etc. Like a financial audit, it can be used to reveal strengths and weaknesses in the way schools address the needs of diverse groups. Based on this data, school improvement action plans can be developed that can more effectively support the success of all students by enhancing organizational cultural proficiency.
  - The culture audit that you will conduct contains 2 phases:
    - i. A demographic study. Directions for the demographic study are located in the Guidelines for the Academic Portfolio.
    - ii. Participant observations (“walk-throughs”). You will be a participant observer in assessing the culturally proficient your school currently is. You will be given a cultural proficiency observation checklist (**CHECKLIST will be sent to you.**) to guide you in your walk-through observations and anecdotal note-taking. “Walk-throughs” must be made on two or more separate occasions and in different places (teachers’ lounge, hallways, cafeteria, playground, classrooms, etc.). A copy of your observational checklists and notes must be turned into the professor.

### **Action Plan**

2. Complete a **Cultural Proficiency Leadership Action Plan** based on your audit findings.
  - Once data has been collected and analyzed from your culture audit, you will use this information to identify strengths and weaknesses in your school's policies, programs, and practices, and create an Action Plan to improve cultural proficiency in your school and school community. Your total action plan should not be more than 12 pages. The format of the final action plan should essentially contain:
    - i. Introduction (minimum 2 paragraphs)- include definition of cultural proficiency and describe school
    - ii. Culture Audit Findings
    - iii. Essential Need Areas
    - iv. Barriers to Cultural Proficiency
    - v. Proposed Action Plan to Address Needs and Barriers (charts or bullets with objectives, actions, persons responsible, resources needed, timelines for implementation, and evaluation plan to determine the impact of your plan for creating culturally proficient classrooms and/or campuses)

## **Assignment 3 (20%)**

### **Embedded Activities**

You will complete 3 embedded activities related to cultural proficiency. Sample embedded activities have been e-mailed to you.

### **The Embedded Activities**

**Embedded Activity 1: Using a learning community climate survey and analyze climate/culture of the school community.** -To use a learning community climate/culture survey and analyze the climate/ culture of the school; to suggest improvements toward the climate/culture of the school community.

**Embedded Activity 2: Change in student demographics**

To describe how a principal who has experienced a change in student demographics made the transition.

**Embedded Activity 3: Use of student demographic information in personnel decisions for the school community**-To describe how a principal uses student demographic information in personnel decisions for the school community.

## **Assignment 4 (20%)**

You will complete an exam on cultural proficiency.



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**ACADEMIC DISHONESTY:**

All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials. For a complete listing of the university policy, see: [Dean of Student's Office](#)

**STUDENT ABSENCES ON RELIGIOUS HOLY DAYS POLICY:**

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Section 51.911 (a) (2) defines a religious holy day as: "a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20...." A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed. For a complete listing of the university policy, see: <http://www.shsu.edu/~vaf/www/aps/documents/861001.pdf>

**STUDENTS WITH DISABILITIES POLICY:**



It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance are expected to visit with the Office of Services for Students with Disabilities located in the Counseling Center. They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired.

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in this class, then I encourage you to register with the SHSU Counseling Center and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential. NOTE: No accommodation can be made until you register with the Counseling Center. For a complete listing of the university policy, see: [http://www.shsu.edu/~vaf\\_www/aps/811006.pdf](http://www.shsu.edu/~vaf_www/aps/811006.pdf)

### **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. Students wishing to audit a class must apply to do so through the Registrar's Office.

### **Additional Information:**

Please visit <http://www.shsu.edu/syllabus/> for Sam Houston State University syllabus information regarding:

- Academic Dishonesty
- Student Absences on Religious Holy Days Policy
- Students with Disabilities Policy
- Visitors in the Classroom

### **Resource List:**

Blasé, J. & Blasé J. (2004). (2<sup>nd</sup> Edition). *Handbook of instructional leadership: How successful principals promote teaching and learning*. Thousand Oaks, AA: Corwin Press. ISBN 0-7619-3115-5

*Educational Leadership & Journal of Curriculum* published by the Association of School

Hoy, A. F. & Hoy, W.K. (2006). *Instructional Leadership: A research based guide to learning in schools*. Boston, MA: Pearson Educational Books.

*Kappan* published by Phi Delta Kappa

Marzano, R.J., Pickering, D.J. & Pollack, J.E. (2001). *Classroom instruction that works: Research based strategies for increasing student achievement*. Alexandria, VA: ASCD.

Marzano, R.J., Walters, T., & McNulty, B.A. (2005). *School leadership that works: From research to results*. Alexandria, VA: ASCD; or Aurora, CO: McREL.

*NASSP* published by the National Association of Secondary School Principals  
[www.nassp.org](http://www.nassp.org)

*Principal Magazine* published by the National Association of Elementary School Principals [www.naesp.org](http://www.naesp.org)

Supervision and Curriculum Development [www.ascd.org](http://www.ascd.org)

*The School Administrator* published by the American Association of School Administrators