



## **Course Syllabus: EDLE 5653 Building School Communities for Diverse Learners**

Gordon T. and Ellen West College of Education  
EDLE 5653 X40/DX1  
Summer II 2023, July 10-August 11

### **Contact Information**

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### **Course Description**

EDLE 5653 A study of the characteristics and educational needs of diverse communities. The primary focus is to equip educational leaders with the knowledge and skills to recognize, implement, and maintain inclusive and effective instructional programs that ensure success for all students.

### **Textbook & Instructional Materials**

- Lindsey, R., Robins, K., & Terrell, R. (2019). *Cultural Proficiency: A manual for school leaders. 4<sup>th</sup> ed.* Thousand Oaks, CA: Corwin Press.
- Ontario Principals Council. (2012). *The Principal a Leader of the Equitable School.* Thousand Oaks, CA: Corwin Press.

### **Instructor Support**

The best way to contact me is through email. I will usually respond within 24 hours. It could be a little longer on holidays or weekends. Please contact me with any questions or concerns. I will respond via email or we can schedule a phone call or phone call.

### **Objectives**

- Students will reflect on their own cultural proficiency.
- Students will discover the conceptual proficiency framework, how it relates to schools, and the tools for promoting cultural proficiency.
- Students will reflect on their practice as a school leader as it relates to leading an equitable school.
- Students will practice gathering observational data in order to create a plan for school improvement as it relates to equity.

- Students will examine cases to uncover issues relating to creating equitable schools.
- Students will participate in a community service activity and reflect on what they learned about interacting with individuals different from themselves.

*Principal as Instructional Leaders standards addressed:*

**Domain I** - School Culture (School and Community Leadership)

*Competency 001*

A. \*Creates a positive, collaborative, and collegial campus culture that sets high expectations and facilitates the implementation and achievement of campus initiatives and goals

B. Uses emerging issues, recent research, knowledge of systems (e.g., school improvement process, strategic planning, etc.), and various types of data (e.g., demographic, perceptive, student learning, and processes) to collaboratively develop a shared campus vision and a plan for implementing the vision

I. \*Creates an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students

J. Facilitates the implementation of research-based theories and techniques to promote a campus environment and culture that is conducive to effective teaching and learning and supports organizational health and morale

*Competency 002*

D. \*Ensures that parents and other members of the community are an integral part of the campus culture

**Domain II** - Leading Learning (Instructional Leadership/Teaching and Learning)

*Competency 004*

D. \*Promotes instruction that supports the growth of individual students and student groups, supports equity, and works to reduce the achievement gap

**Domain IV** - Executive Leadership (Communication and Organizational Management)

*Competency 008*

A. Demonstrates awareness of social and economic issues that exist within the school and community that affect campus operations and student learning

**Domain V** - Strategic Operations (Alignment and Resource Allocation)

*Competency 010*

H. \*Implements strategies for student discipline and attendance in a manner that ensures student safety, consistency, and equity and that legal requirements are met (e.g., due process, SPED requirements)

**Domain VI** - Ethics, Equity, and Diversity

*Competency 011*

- B. Models and promotes the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors
- C. \*Advocates for all children by promoting the continuous and appropriate development of all learners in the campus community
- E. \*Promotes awareness and appreciation of diversity throughout the campus community (e.g., learning differences, multicultural awareness, gender sensitivity, and ethnic appreciation)
- F. \*Facilitates and supports special campus programs that provide all students with quality, flexible instructional programs and services (e.g., health, guidance, and counseling programs) to meet individual student needs
- G. \*Applies legal guidelines (e.g., in relation to students with disabilities, bilingual education, confidentiality, and discrimination) to protect the rights of students and staff and to improve learning opportunities
- H. Articulates the importance of education in a free, democratic society

### **Academic Misconduct Policy & Procedures**

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct.

### **Grading**

Course Grade – Grades for this course will be assigned as follows:

Assignments	Percentage
Discussion Activities (5 at 5 pts each)	25%
Journal	5%
Case Studies (5 at 4 pts each)	20%
Cultural Proficiency and Reflection Activities (5 at 5 pts each)	25%
Service Learning Project	25%

## **Reading, Discussion, and Assignment Schedule Summer II 2023**

\*All CPRA activities due on *Wednesdays*.

\*\*All Case Studies (CS) due on *Thursdays*.

\*\*\*All *Discussions* begin on Sunday and end on Saturday (except for week 5, week 5 ends on a Friday). *Initial posts for discussions should be done by Tuesday* of each week.

<b>Week</b>	<b>Dates</b>	<b>Discussions**</b>	<b>Assignment Due</b>	<b>Reading</b>
1	July 10-15	Introductory-Self Presentation (Complete	<ul style="list-style-type: none"> <li>• CPRA1* <b>July 12</b></li> <li>• CS1** <b>July 13</b></li> </ul>	<ul style="list-style-type: none"> <li>• Cultural Proficiency Part 1 pp 2-86</li> <li>• Equitable Schools Chapter 1</li> </ul>

		<b>July 11)</b> <i>Post initial posts by Thursday this week since the class starts on a Tuesday.</i> CP1		
2	July 16-22	CP2	<ul style="list-style-type: none"> <li>• CPRA2* <b>July 19</b></li> <li>• CS2** <b>July 20</b></li> </ul>	<ul style="list-style-type: none"> <li>• Cultural Proficiency Part 2 pp 89-155</li> <li>• Equitable Schools Chapter 2</li> </ul>
3	July 23-29	CP3 & ES1	<ul style="list-style-type: none"> <li>• CPRA3* <b>July 26</b></li> <li>• CS3** <b>July 27</b></li> </ul>	<ul style="list-style-type: none"> <li>• Cultural Proficiency Part 3 pp 159-180</li> <li>• Equitable Schools Chapter 1</li> </ul>
4	July 30- August 5	ES 2-4	<ul style="list-style-type: none"> <li>• CPRA4* <b>August 2</b></li> <li>• CS4** <b>August 3</b></li> </ul>	<ul style="list-style-type: none"> <li>• Equitable Schools Chapter 2-4</li> </ul>
5	August 6-11	ES 5-7  ***This discussion ends on Friday.	<ul style="list-style-type: none"> <li>• CPRA5* <b>August 9</b></li> <li>• CS5** <b>August 10</b></li> <li>• Leading for Diversity Journal Due <b>August 10</b></li> <li>• Service Learning Log, Service Learning Reflection, and Service Learning Reflection Presentation <b>Due August 11</b></li> </ul>	<ul style="list-style-type: none"> <li>• Equitable Schools Chapter 5-7</li> </ul>

CP – Cultural Proficiency Discussions  
CPRA – Cultural Proficiency and Reflection Activity  
ES – Equitable Schools Discussions  
CS – Case studies from Equitable Schools text

### **West College of Education Conceptual Framework**

The outcomes for graduates of professional programs are based upon knowledge, skills, and dispositions in the following elements:

- Learner Development - understand how learners grow and develop, recognizing

that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and design and implements developmentally appropriate and challenging learning experiences.

- Learning Differences - understand individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- Learning Environment - work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.
- Content Knowledge - understand the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
- Application of Content - understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- Assessment - understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
- Planning for Instruction - plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- Instructional Strategies - understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
- Professional Learning and Ethical Practice - engage in ongoing professional learning and use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
- Leadership and Collaboration - seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

### **Attendance/Online Participation**

Regular online participation is required. Please pay careful attention to due dates. All of the reading is required.

## **Quality Requirements**

"Turning in" all assignments is not enough to insure an "A" in the course. Quality of work turned in on time is the most important criterion for receiving an "A."

### **Expectations for Written Work**

- Correct grammar, punctuation, and spelling are expected on all written assignments (although web discussions are not held to the high standard of a research project or other written assignment).
- Written assignments should be done in Microsoft Word and turned in as an attachment on D2L.
- Discussions should be completed within the D2L discussion space and NOT uploaded as an attachment.
- Due dates should be honored in order to receive the highest grade.
- When referring to the ideas of others, works should be cited using the APA format.

### **Desire-to-Learn (D2L)**

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

### **Services for Students With Disabilities**

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to <http://www.mwsu.edu/student-life/disability>.

### **College Policies**

Campus Carry Rules/Policies

Refer to: [Campus Carry Rules and Policies](#)

### Smoking/Tobacco Policy

College policy strictly prohibits the use of tobacco products in any building owned or operated by WATC. Adult students may smoke only in the outside designated-smoking areas at each location.

### Alcohol and Drug Policy

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

### Notice

Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

### Grade Appeal Process

Students who wish to appeal a grade should consult the Midwestern State University [MSU Catalog](#)

### Appendix A: Standards/Competencies

Course Objectives or Student Learning Outcomes	Standard or Competency
Students will reflect on their own cultural proficiency.	Competency 4 Competency 8 Competency 11
Students will discover the conceptual proficiency framework, how it relates to schools, and the tools for promoting cultural proficiency.	Competency 1 Competency 2 Competency 8 Competency 10 Competency 11
Students will reflect on their practice as a school leader as it relates to leading an equitable school.	Competency 1 Competency 2 Competency 4 Competency 10 Competency 11
Students will practice gathering observational data in order to create a	Competency 2 Competency 8 Competency 11

Course Objectives or Student Learning Outcomes	Standard or Competency
plan for school improvement as it relates to equity.	
Students will examine cases to uncover issues relating to creating equitable schools.	Competency 1 Competency 2 Competency 4 Competency 10 Competency 11
Students will participate in a community service activity and reflect on what they learned about interacting with individuals different from themselves.	Competency 2 Competency 4 Competency 8 Competency 11

#### Appendix B: Assignment/Standard Alignment Matrix

Assignment/Module/ Course Activities	Standard or Competency
Discussions	Competency 1 Competency 4 Competency 10 Competency 11
Learning Journal	Competency 4 Competency 8 Competency 11
Cultural Proficiency and Reflective Activities	Competency 1 Competency 8 Competency 11
Service-Learning Project	Competency 2 Competency 4 Competency 8 Competency 11
Case Studies	Competency 1 Competency 4 Competency 8 Competency 10 Competency 11

References/Scientifically-Based Research/Additional Readings:



1. Bambrick-Santoyo, Paul. *Leverage Leadership: A Practical Guide to Building Exceptional Schools*. John Wiley & Sons, 2013.
2. Desravines, Jean, Jaime Aquino, and Benjamin Fenton. *Breakthrough Principals: A Step-by-Step Guide to Building Stronger Schools*. Jossey-Bass, 2016.
3. Hiatt, Jeffrey M. *ADKAR: A Model for Change in Business, Government and Community: How to Implement Successful Change in Our Personal Lives and Professional Careers*. Fort Collins: Prosci Learning Center Publications, 2006.
4. Kotter, John P. *Leading Change*. Boston: Harvard Business Review Press, 2012.
5. Patterson, Kerry, Joseph Grenny, Ron McMillan, and Al Switzler. *Crucial Conversations: Tools for Talking When Stakes Are High*. 2nd ed., McGraw-Hill Education, 2012.