EDLE 5653 Building School Communities for Diverse Learners
Gordon T. and Ellen West College of Education
EDLE 5653 X40
Summer II 2025, July 7-August 7

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.4th 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 do not hesitate to contact me with any questions or concerns. I will respond via email, or we can schedule a 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 an organizational leader in relation to leading an equitable organization or 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 individuals 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
Case Study Discussion Posts (5 at 10 pts each)	50%
Cultural Proficiency and Reflection Assignments (5 at 10 pts each)	50%

Reading, Discussion, and Assignment Schedule Summer II 2025

*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 Thursday). *Initial posts for discussions should be done by Tuesday* of each week.

Week	Dates	Discussions***	Assignment Due	Reading
1	July 7-13	Introduction Post (Complete **July 9**)	• CPRA1* **July 10** • CS1** **July 10**	• Cultural Proficiency Part 1 pp 2-86 • Equitable Schools Chapter 1

Week	Dates	Discussions***	Assignment Due	Reading
2	July 14-20	CP2	• CPRA2* **July 17** • CS2** **July 17**	• Cultural Proficiency Part 2 pp 89-155 • Equitable Schools Chapter 2
3	July 21-27	CP3 & ES1	• CPRA3* **July 24** • CS3** **July 24**	• Cultural Proficiency Part 3 pp 159-180 • Equitable Schools Chapter 3
4	July 28-August 3	ES 2-4	• CPRA4* **July 31** • CS4** **July 31**	• Equitable Schools Chapter 2-4
5	August 4-7	ES 5-7 ***This discussion ends on **Thursday**.	• CPRA5* **August 7** • CS5** **August 7**	• Equitable Schools Chapter 5-7

CS– Case Study Discussions
CPRA – Cultural Proficiency and Reflection Assignment

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.

Important Dates

Last day for term schedule changes: July 23, 2025

Deadline to file for graduation: June 23, 2025, for August Graduates.

Last Day to drop with a grade of "W:" July 23, 2025.

Refer to: Drops, Withdrawals & Void

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.

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 ensure 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.

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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 MSU TEXAS 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.

Campus Carry
Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes has prohibited. The new Constitutional Carry law does not change this process. Concealed carry still requires a License to Carry permit, and openly carrying handguns is not allowed on college campuses. For more information, visit Campus Carry.

Active Shooter
The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit Safety / Emergency Procedures. Students are encouraged to watch the video entitled "*Run. Hide. Fight.*" which may be electronically accessed via the University police department's webpage: *"Run. Hide. Fight."*

Obligation to Report Sex Discrimination under State and Federal Law

Midwestern State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. State and federal law require University employees to report sex discrimination and sexual misconduct to the University's Office of Title IX. As a faculty member, I am required to report to the Title IX Coordinator any allegations, personally observed behavior, or other direct or indirect knowledge of conduct that reasonably may constitute sex discrimination or sexual misconduct, which includes sexual assault, sexual harassment, dating violence, or stalking, involving a student or employee. After a report is made, the office of Title IX will reach out to the affected student or employee in an effort to connect such person(s) with resources and options in addressing the allegations

made in the report. You are also encouraged to report any incidents to the office of Title IX. You may do so by contacting:

Laura Hetrick
Title IX Coordinator
Sunwatcher Village Clubhouse
940-397-4213
laura.hetrick@msutexas.edu

You may also file an online report 24/7 at Online Reporting Form

Should you wish to visit with someone about your experience in confidence, you may contact the MSU Counseling Center at 940-397-4618. For more information on the University's policy on Title IX or sexual misconduct, please visit Title IX Website

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:

Bambrick-Santoyo, P. (2013). *Leverage Leadership: A Practical Guide to Building Exceptional Schools.* John Wiley & Sons

Desravines, J., Aquino, J., & Fenton, B. (2016). *Breakthrough Principals: A Step-by-Step Guide to Building Stronger Schools.* Jossey-Bass

Hiatt, J. M. (2006). *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

Kotter, J.P. (2012). *Leading Change.* Boston: Harvard Business Review Press

Patterson, K., Grenny, J., McMillan, R., & Switzler, A. (2012). *Crucial Conversations: Tools for Talking When Stakes Are High.* 2nd ed., McGraw-Hill