The Culturally Proficient Leader: Building Diverse, Inclusive Learning Communities

LLP SYLLABUS

Course Title: The Culturally Proficient Leader: Building Diverse, Inclusive Learning Communities

Faculty: Patti DeRosa

Specific Dates and Time of the course: Sept. 6-7, 2013 and Feb. 8, 2014 (18 hrs)

COURSE DESCRIPTION

Educational leaders face a society where continual and rapid change is the norm, where communities, staff, and student bodies are increasingly diverse in race, ethnicity, class, gender, sexuality, religion, family structure, and learning styles to name a few. At the same time, long-standing barriers of racism and other forms of oppression remain in imbedded ways and create unequal outcomes for students and staff. This environment calls on educational leaders to better understand the multicultural and layered reality of all, especially children and youth, to become more self-aware and culturally proficient, and to use their leadership to inspire and shape models for change that removes systemic obstacles and facilitates growth and achievement for all. In this world, a necessary prerequisite for success is being able to assume resilient, moral, and culturally proficient leadership.

In this course, participants will begin to see the importance of developing a new systemic vision for educational leadership in the face of the increasing diversity, change, and complexity in our local, national and global context. They will bridge multiple perspectives and apply a cultural proficiency framework to increase the quality of education and achievement for the communities they serve.

COURSE OBJECTIVES

Learners will:

- Engage in self-exploration and reflection of personal attitudes, beliefs, and assumptions regarding diversity and equity.
- Increase understanding of the historical context of inequality in schools.
- Become familiar with the principles, elements, and tools of cultural proficiency (CP).
- Begin to internalize and value cultural proficiency as an approach to leading and managing the dynamics of diversity and equity.
- See the relationship between the culturally proficient approach and our work to increase student achievement.
- Begin to apply the CP approach to their school and district planning, practice, and policy-making.
METHODOLOGIES

Instructional approaches include interactive exercises, classroom discussion, direct instruction, video/DVD, collaborative and individual learning, and case studies.

ASSESSMENT

<table>
<thead>
<tr>
<th>Participation</th>
<th>Classroom Engagement and Interaction (oral)</th>
<th>30%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment 1</td>
<td>Self-Reflection Log/Journal (written)</td>
<td>20%</td>
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<tr>
<td>Assignment 2</td>
<td>Equity Plan - Written Summary and Class Presentation</td>
<td>20%</td>
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<tr>
<td>Assignment 3</td>
<td>Organizational Equity Plan (Written)</td>
<td>30%</td>
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<thead>
<tr>
<th>Objective/Learning Outcome</th>
<th>Means of Assessment</th>
<th>Evidence of Student Learning based on the criteria established</th>
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<tbody>
<tr>
<td>1. Engage in self-exploration and reflection personal attitudes, beliefs, and assumption regarding diversity and equity.</td>
<td>Experiential activities Self-Reflection Log</td>
<td>Based on rubric evaluation and assignment assessment criteria.</td>
</tr>
<tr>
<td>2. Increase understanding of the historical context of inequality in schools.</td>
<td>Readings Class discussions Video analysis Equity Action Plan</td>
<td>Based on rubric evaluation and assignment assessment criteria.</td>
</tr>
<tr>
<td>3. Become familiar with the principles, elements, and tools of cultural proficiency.</td>
<td>Readings Experiential activities Equity Action Plan</td>
<td>Based on rubric evaluation and assignment assessment criteria.</td>
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<tr>
<td>4. Begin to internalize and value cultural proficiency as an approach to leading and managing the dynamics of diversity and equity.</td>
<td>Self-reflection Log Experiential activities Class discussions Equity Action Plan</td>
<td>Based on rubric evaluation and assignment assessment criteria.</td>
</tr>
<tr>
<td>5. See the relationship between the culturally proficient approach and our work to increase student achievement.</td>
<td>Video analysis Class discussions Reading</td>
<td>Based on rubric evaluation and assignment assessment criteria.</td>
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<tr>
<td>6. Begin to apply a cultural proficiency approach to their school and district planning, practice, and policy-making.</td>
<td>Readings Equity Action Plan In-class presentation</td>
<td>Based on rubric evaluation and assignment assessment criteria.</td>
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EVALUATION
Course grades will be determined on the rubric listed below:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Expectations</th>
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<tbody>
<tr>
<td>A</td>
<td>All assignments are submitted on time and meet or exceed stated criteria. Candidates attend class and demonstrate they are prepared through active discussion of readings and other activities.</td>
</tr>
<tr>
<td>B</td>
<td>All assignments are submitted on time and meet state criteria, but could be developed more fully. Candidates attend class and contribute positively to classroom discussion of readings and other activities. Candidates engage in class activities.</td>
</tr>
<tr>
<td>C</td>
<td>All assignments eventually meet stated criteria, but are late and/or require substantial rewriting. Candidates are not fully prepared for class discussions.</td>
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For grades of A or B, plus or minus may be assigned to indicate that candidate’s work falls below the level of expectation or slightly exceeds those described above.

COURSE EXPECTATIONS

- **Attendance and active participation.** All students share responsibility for creating a positive and challenging learning environment. Preparation, participation, sensitivity, and respect for the ideas of others allow for in-depth exploration of complex issues and examination of multiple perspectives.

- **Demonstrated knowledge in regard to all reading assignments.** Students will engage conscientiously with the course readings and utilize information from readings in class discussions and in written assignments.

- **Well developed written assignments** should be grammatically sound, typed, double-spaced, and numbered.

COURSE REQUIREMENTS

1. **Class Participation: (30%)**
Class attendance, active/effective participation and integration of readings in discussions.

2. **Assignments 1, 2 and 3: (70%)**
All written assignments should be submitted to the instructor via email.

The three (3) course assignments are as follows:

**Assignment #1: Self-Reflection Journal/Log (20%)**  **Due: November 1, 2013**
The purpose of the Journal/Log is to provide a forum for each student to integrate their thoughts, feelings, and reflections on the course concepts, readings, class discussions and films and their relevance to personal and professional experiences and development. The logs may include references/citations, but the primary purpose is to identify your own learning and areas of growth relative to diversity, cultural proficiency, and equity issues. The content of the log is confidential between you and your instructor.

**Assignment #1 - Assessment Criteria:**
1. Identify and explore the multiple dimensions of your own identity (race, gender, class, sexuality, etc.).

2. Identify your dominant and target groups identities, examine privilege and oppression, individual as well as institutional “isms”, and the potential impacts on you in your role as an educational leader.

3. Identity areas for your own continued growth and development regarding issues of equity, diversity and cultural proficiency.

3. Cite class readings that have impacted your awareness and understanding as needed.

4. Typed, double-spaced, and 3-4 pages in length.

Assignment #2: Part 1 - Written summary and class presentation about your Equity Action Plan
Due: December 13, 2013 (Part 1: 20%)

Assignment #2: Part 2: Class Presentation: Feb, 8, 2014 (Part 2: 20%)

Each student will present (1) submit a brief overview of their final Educational Equity Action Plan, including references, by December 13, 2013 and (2) do a 10-15 presentation about your plan in our final class on February 8, 2014. This will provide an opportunity for students to share their ideas and receive feedback from their peers and the instructor before proceeding with the writing of their final paper.

Assignment #2 – Assessment Criteria:

Part 1: Summary
1. A written summary of the key elements of your proposed Equity Plan (1-2 pages) plus references.

Part 2: Class Presentation:
2. A well-thought out and organized presentation that summarizes highlights of your Plan.

3. Use of supplemental resources as needed (Powerpoint, hand-outs, charts, etc.)

4. Presentation of the material in an interesting and engaging way.

5. Presentation should be 10-15 minutes in length.

Assignment #3: Final Paper – Educational Equity Action Plan (30%) Due: February 14, 2014

The final assignment is intended to be an implementable Action Plan for educational equity in your school, district, or organization. This can take the form of an equity audit or a strategic plan for diversity, equity, access, and excellence. Consider the approaches to equity and cultural proficiency discussed in class and create an action plan that will encourage greater academic achievement, equity, and inclusion for all stakeholders in your school/district.

Assignment #3 - Assessment Criteria:
1. Rationale based on application of the Cultural Proficiency framework and other school equity approaches.

2. Description of organizational target (school, district, leadership, staff) and demographic data for all stakeholders – Administration/faculty/staff, students, families, community, School Committee, community partners, etc.
3. Strategic plan using SMART goals: Specific, Measurable, Attainable, Relevant, time-bound. Be sure to include the following:
   a. Specific action items and implementation steps
   b. Key stakeholders
   c. Responsibility centers for action
   d. Desired Outcomes
   e. Measurement of outcomes
   f. Helping and hindering forces.

4. How your own identities (race, gender, professional role, etc.) may impact your plan.

5. Overview of implementation efforts: successes and challenges.

5. 6-8 Pages, Typed, Double-Spaced & Numbered, APA format.

REQUIRED TEXTS


Reading Packet with selected articles will be provided (see Bibliography)

COURSE SCHEDULE:

Friday September 6, 2013  4:30 pm – 9:30 pm
Saturday September 7, 2013  8:30 am – 4:30 pm
Saturday February 8, 2014  8:30 am - 4:30 pm

COURSE OUTLINE

CLASS 1 – SEPTEMBER 6, 2013

Overarching Questions: What does it mean to be a culturally proficient leader? Why is it important?

Topics:   • Climate Setting
          • Developing a Common Language
          • The Cultural Proficiency Framework
          • The Inside-out Approach

Text:

Reading Packet:


ASSIGNMENT # 1: Self-Reflection Log/Journal  - Due November 1, 2013
CLASS 2 – SEPTEMBER 7, 2013

Overarching Questions: What is my own social identity? How does that impact my leadership?
What is privilege and power? What are the impacts on student achievement?
How can I use the Cultural Proficiency Framework?

Topics:
- Courageous conversations
- Race, power, and privilege
- Expectations and Student Achievement
- Exploring and Utilizing the Cultural Proficiency Framework

Text:

Reading Packet:


ASSIGNMENT #2 – PART 1: Written overview of Equity Plan - Due December 13, 2013

CLASS 3 – FEBRUARY 8, 2014

Overarching Questions: What are the attitudes and behaviors of a culturally proficient leader and school?
How do we see this manifested in our classrooms and schools?
What are the steps/actions that you commit to take to become a culturally proficient leader?

Topics:
- Application and case studies
- The Intervention Spectrum
- Change Agent Skills and Practice
- Action Planning
- Student Presentations

Text:

Reading Packet:


ASSIGNMENT #2 – PART 2: Class presentations to be done in final class on Feb. 8, 2014


READING PACKET BIBLIOGRAPHY


Massachusetts Leadership Standards to be addressed in this course:
STANDARD IV: PROFESSIONAL CULTURE

Promotes success for all students by nurturing and sustaining a school culture of reflective practice, high expectations, and continuous learning for staff.

Indicator IV-A:
Commitment to High Standards: Fosters a shared commitment to high standards of service, teaching, and learning with high expectations for achievement for all.

Indicator IV-B:
Cultural Proficiency: Ensures that policies and practices enable staff members and students to interact effectively in a cultural diverse environment in which students’ backgrounds, identities, strengths, and challenges are respected.

Indicator IV-C:
Communications: Demonstrates strong interpersonal, written, and verbal communication skills.