



Course: EDAD 6200: Cultural Foundations in Educational Leadership

Place: Collin Higher Educational Center, 3452 Spur 399, Mc Kinney, TX
AND BLACKBOARD (WIMBA Live Classroom)

Day/Time: **Tuesday @ Collin Higher Educational Center, 5:30 to 8:50 p.m.**
Thursday Meetings will be on Blackboard, 5:30 to 8:50 p.m.

Instructor: Dr. Miriam D. Ezzani

Office Hours: 30-45 minutes prior to class or by Appointment

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Course Description

This course will provide students the theoretical foundation through which a critical analysis of the relationship between culture and school leadership can occur. Through this examination, students will confront policy, governance, and instructional issues relating to the education of a diverse student population. An equity focused change process using data as a basis for school reform is another key element of this course.

Purpose of the Course

This course is designed to promote the development of principals, superintendents, curriculum directors, and supervisors who have the knowledge and ability to promote the success of all students.

Student Outcomes

The student outcomes for this course are based on the State of Texas Proficiencies for Administrators and the standards developed by the National Policy Board for Educational Administration, designed for advanced programs in educational leadership.

Proficiencies for Texas Administrators

- ***Learner-Centered Leadership:*** Through inspiring leadership, the administrator maximizes learning for all students while maintaining professional ethics and personal integrity.

- **Learner-Centered Climate:** The administrator establishes a climate of mutual trust and respect that enables all members of the learning community to seek and attain excellence.
- **Learner-Centered Curriculum and Instruction:** The administrator facilitates the implementation of a sound curriculum and appropriate instructional strategies designed to promote optimal learning for all students.
- **Learner-Centered Professional Development:** The administrator demonstrates a commitment to student learning through a personal growth plan and fosters the professional development of all staff in the learning community.
- **Equity in Excellence of All Learners:** The administrator promotes equity in excellence for all by acknowledging, respecting, and responding to diversity among students and staff, while building on shared values and other similarities that bond all people.
- **Learner-Centered Communication:** The administrator effectively communicates the learning community's vision as well as its policies and successes in interactions with staff, students, parents, community members, and the media.

National Policy Board for Educational Administration

1.2. a. Demonstrate the ability to use data-based research strategies and strategic planning process that focus on student learning to develop a vision, drawing on relevant information sources such as student assessment results, student and family demographic data, and an analysis of community needs.

2.1. a. Develop a sustained approach to improve and maintain a positive district culture for learning that capitalizes on multiple aspects of diversity to meet the learning needs of all students.

6.1. f. Demonstrate the ability to analyze and describe the cultural diversity in a school, school district, and community.

6.1. g. Describe community norms and values and how they relate to the role of the school and school district in promoting social justice.

Required Texts

Terrell, R.D. & Lindsey, R.B. (2009). *Culturally Proficient Leadership: The Personal Journey Begins Within*. Sage Publications, Thousand Oaks, CA.

Required Articles: See calendar entries.

Supplementary Material

Indiana University Tutorial and Quiz on Plagiarism
<https://www.indiana.edu/~istd/>

APA Style-6th Edition, Basic Tutorial
<http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx>

Instructional Delivery and Expectations

This course will utilize two venues; traditional face-to-face and Blackboard – Wimba Live Classroom. This course will take on a seminar approach in which students will assume some responsibility for instruction and will be expected to have read all materials before each class session. It is imperative that each student attend every class session. It is also very important that students arrive promptly at 5:30 p.m. Failure to attend and arrive promptly will be reflected in the course grade and may lead to dismissal from the course and/or the program.

Discussion Agreement:

1. Listen actively -- respect others when they are talking.
2. Speak from your own experience instead of generalizing ("I" instead of "they," "we," and "you"). Be conscious of time by adding to rather than repeating a discussion point and **do not monopolize** discussions.
3. Do not be afraid to respectfully challenge one another by asking questions, but refrain from personal attacks -- focus on ideas.
4. Participate to the fullest of your ability -- community growth depends on the inclusion of every individual voice.
5. Instead of invalidating somebody else's story with your own spin on her or his experience, share your own story and experience.
6. The goal is not to agree -- it is to gain a deeper understanding.
7. Be conscious of body language and nonverbal responses -- they can be as respectful or disrespectful as words.

Calendar

*Could be subject to change with notice; however, this is highly unlikely.

Dates	Discussion Topics (Note: All articles are posted on Blackboard.)
6/ 7/11	Introductions: Name Stories – What's in a name? Review of Course Syllabus and Expectations PART I: Leadership As An Informed Personal Perspective An intimate look at the authors: Ray's and Randy's Cultural Autobiography Wallace Foundation: A PBS Documentary <i>The Principal Story: School Leadership Film Clips(25min)</i> http://www.wallacefoundation.org/principal-story/clips-from-the-film/Pages/default.aspx
6/9/11	Chapter 1: The Leadership Journey Begins Within Preparation: Bring Quantitative & Qualitative Data on District and School Demographics with accompanying strategies and goals for decreasing the 'educational gap'. Chapter 2: The Cultural Proficiency Leadership Lens Beabout, B. (2010). Leadership for change in the educational wild west of post-Katrina New Orleans. <i>Journal of Educational Change</i> , 11:403–424 http://140.234.0.9:8080/EPSessionID=61f724783514161d82128c4dc714757/EPHost=www.springerlink.com/EPPath/content/h8716ph122217688/fulltext.html
6/14/11	Experts/Facilitators: Chapter 3: Constructing Your Cultural Autobiography The 2008 Brown Center Report on American Education: <i>How Well Are American Students Learning?</i> http://www.brookings.edu/~media/Files/rc/reports/2009/0225_education_loveless/0225_education_loveless.pdf

6/16/11	<p>Part II: Knowing Ourselves Experts/Facilitators: Chapter 4: Responding to Issues Related to Race, Ethnicity, and National Origin Rosado, C. (2004). <i>Building Your Leadership Team: Value Systems, Memetics, and Education — A Spiral Dynamics Approach</i>. ROSADO CONSULTING for Change in Human Systems. http://www.rosado.net/articles.html</p>
6/21/11	<p>Experts/Facilitators: Chapter 5: Responding to Issues Related to Language, Gender, and Social Class Farmer-Hinton, R. (2008). Social Capital and College Planning: Students of color Using School Networks for Support and Guidance. <i>Education and Urban Society</i>, 41(127). http://eus.sagepub.com/content/41/1/127.full.pdf+html</p>
6/23/11	<p>Experts/Facilitators: Chapter 6: Responding to Issues Related to Sexual Orientation, Faith, and Ableness Collier, C. (2009). What Every Educator Should Know: Separating Difference from Disability. CrossCultural Developmental Education Services. Website: http://crosscultured.com/index.php http://crosscultured.com/documents/Dream%20Day%20SDD/What%20Every%20Educator%20Should%20Know.pdf Charbonneau, S. (2010). Dangerous Liaisons: Non-Western religious minority groups and American public education. <i>Educational Leadership The Online Journal</i>, 8(1) Winter 2010. http://www.academicleadership.org/article/print/Dangerous_Liaisons_Non-Western_religious_minority_groups_and_American_public_education Griffin, P. and Ouellett, M. (2011). From Silence to Safety and Beyond: Historical Trends in Addressing Lesbian, Gay, Bisexual, Transgender Issues in K-12 Schools. <i>Equity and Excellence in Education</i>, 36: 2, 106-114 http://libproxy.library.unt.edu:2212/193898_731199542_713845383.pdf</p>
6/28/11	<p>Part III: Leading From an Ethical Framework Experts/Facilitators: Chapter 7: Culturally Competent and Proficient Leadership Actions National Demonstration School – AVID Case Study – Journey to School-wide AVID http://www.avid.org/dl/abo_swdw/swdw_cs_journeytoschoolwideavid.pdf Bowman, P. (2006). Standing at the Crossroads of Folklore and Education. <i>Journal of American Folklore</i>, Volume 119, Number 471, Winter 2006, pp. 66-79 http://140.234.0.9:8080/EPSessionID=a1e6b788a3227d54939a97d19856974/EPHost=muse.jhu.edu/EPPath/journals/journal_of_american_folklore/v119/119.471bowman.pdf</p>
6/30/11	<p>Experts/Facilitators: Chapter 8: Educators and the Promise of Democracy Kezar, A.J. (2007). Tools for a Time and Place: Phased Leadership Strategies to Institutionalize a Diversity Agenda. <i>The Review of Higher Education</i>, 30(4), Summer 2007, pp. 413-439 http://140.234.0.9:8080/EPSessionID=352019d9759d2cb5f92563135ee8fcb/EPHost=muse.jhu.edu/EPPath/journals/review_of_higher_education/v030/30.4kezar.pdf</p>
7/5/11	PRESENTATIONS
7/7/11	PRESENTATIONS

If UNT closes due to inclement weather (tornadoes or ice storms) this class will meet online in Blackboard “Live Classroom”.

Course Assignments

1. **Read all assigned articles and chapters** in *Culturally Proficient Leadership: The Personal Journey Begins Within*.
2. **Write a reflection for each class reading (text and article)**. Instructor will post the initial thread for each class via Blackboard Discussion. The reflections are to be a continuing thread **inside Blackboard Discussion** to be submitted by Saturday at 11:59 p.m. for Tuesday's class and Monday at 11:59 p.m. for Thursday's class.
3. **Discussion Board responses** to your colleagues' reflections will be done prior to the class discussion. Choose two colleagues to whom you will respond.
4. **Serve with a partner as the experts/facilitators** for one class for *Culturally Proficient Leadership: The Personal Journey Begins Within* and its accompanying article(s).
5. **Develop a research paper** on one of the educational issues provided by the instructor. You are to research the pros and cons of each issue. This is to be a ten page paper with a minimum of 10 references. Research and utilize publications developed on empirical research as well as descriptive publications.
6. **Present your research paper** to the class within a 15 minute period. Allow 10 minutes for questions and answers.

GRADING

The final course grade will be computed from the assignments listed below, weighted in your favor (e.g. if your score is one point of one percent below a cut off, you will receive the higher grade) and will be determined according to the following scale:

Below 80% B- or less; B = 80-84%; B+ = 85–89%; A- = 90-94% A = 95-100%

Late papers will receive a letter grade reduction (e.g. from A to A-)

Assignment Percentage of Total Grade

Reflections (15%): For each class readings [chapter(s) and article(s)] each student is responsible for writing at least a one-to-two page original double-spaced entry regarding the readings. The reflection entry will be structured so the first third is a summary of the key points and the remaining two-thirds is a response to one or more of the main points. The response to major points should reflect the development of your conceptual and analytical skills, and may include reflections on evidence which supports or contradicts the author's position from research, prior experiences, or readings from other courses or other sources; new theoretical insights or new perspectives gleaned from the readings; and/or new ideas about the application of new information. Reflection entries must be posted on Blackboard Discussion on the designated dates and times prior to the class meeting for which the readings are assigned for discussion.

Discussion Board Response (10%): For each class readings you are required to respond to at least TWO of the reflection entries by other students). These comments should employ your developing conceptual and analytical skills, and consist of whatever length is required to make your point but not more than one double spaced page. These responses should be attached to the thread of the posted Blackboard Discussion at least 1 day (24 hours) before the class meeting for which the readings are assigned. For each class you should respond to the reflections of different students.

Class Participation (10%): Be an active participant in each class session. Participation by all enriches the discussion by allowing for shared or different experiences, multiple perspectives, and analysis. Participation also includes providing feedback to a colleague on the final research paper for this course and re-reading it after edits are made.

Expert/Facilitator (25%): Leading a class discussion will follow the “**class process**” problem solving format presented in the syllabus to the extent possible. The students will be divided into partners. This assignment is an opportunity to develop appropriate conceptual and analytical skills, facilitate the discussion, and engage the class in a learning experience for two hours. The team is expected to cover the ideas in the assigned chapter(s) and article(s) and add other sources to allow for a deeper analysis of the concept presented. Many of the students have attended or conducted workshops and know a variety of activities which can be used. Some of the students will be very creative and engage the class in wonderful learning experiences. Not all learning experiences will be equal, but the students will learn from observation which really works well and which do not. This is intended as a learning experience, not necessarily polished presentations, with an intended audience of administrators and/or teachers. After each class meeting the partners leading the session will receive feedback from the other class members (partners determine how they want feedback – feedback should be measurable). On the day of the presentation the presenters will turn in a description of the role each has played in the preparation of the presentation. If it appears that each student made a good faith effort to do a credible job, each member of the team will receive the designated points.

Description of “class process”:

- A. Introduction and overview of the problem or readings.
- B. Authenticate the problem: In whole class or small group discussion, the leads and class verify the existence of the problem and its potential impact on the basis of personal experience, documented current or historical events, and policies and laws intended to ameliorate it. What is the evidence that the problem exists? What is the evidence that the problem poses an economic, educational, political, or social threat?
- C. Identify a framework for analyzing the problem such as The Cultural Proficiency Continuum; however, experts/facilitators may choose another framework. Refine and contextualize the problem statement by: Whole class or small group discussions to contextualize the problem by determining how it materializes in different contexts.

Compare and contrast attempts to ameliorate the problem under various conditions. Use the framework to address the problem or develop a new or revised framework.

- D. Evaluate the approach developed to address the problem.
- E. Summary and Conclusions: Experts/Facilitators or two students selected (prior to class) will be responsible for summarizing and presenting the conclusions from this class session. Summary and conclusions will include a review of the refined problem statement, the way the problem materializes in different contexts, policies and laws intended to ameliorate the problem, and the attributes of solutions appropriate for addressing the problem with the barriers to their success. A written summary will be made available.

Research Paper (30%)

Paper Topics:

- Legal and Policy initiatives related to diversity: A historic perspective: Segregation, Desegregation, Re-segregation
- Contemporary Manifestations of Culture, Class, Race, Ethnicity, Gender Analysis
- Social Network Processes, Social Capital and Inequality: The Role of Schools in the Reproduction of Social Inequality in Society
- Empowering Ethnic Minority Students
- Diverse Learners in the Context of School Reform Initiatives
- Diversity and Accountability: Tracking and Testing
- Language Diversity
- Productive Teaching and Learning for Diverse Students
- Legal and Policy Issues related to Diversity – The Benefits of Diversity in Higher Education
- Theoretical Synthesis of Culture, Race, Ethnicity, Class, and Gender Processes
- Contemporary Learning Theory and Issues of Diversity
- Special Education and English Language Learners

Paper Guidelines:

- (1) Focus on only one or very few proposition(s) or conclusion, and very few variables or concepts. Seek depth in a specific matter rather than a superficial general gloss over many issues.
- (2) Review more than one point of view, or conceptual framework, concerning your question or purpose.
- (3) State clearly whatever conceptual framework you choose, and why you selected this lens rather than some other viewpoint.
- (4) Apply the framework to your specific problem by stating a specific proposition or conclusion and stating its specific variables or concepts.
- (5) Paper must include a review of relevant research literature. Review the relevant evidence in the literature, both for and against your proposition(s).
- (6) The measure or indicators used to collect any data or conduct an audit must be grounded in the research literature.
- (7) The educational implications of any analysis, data collection or audit should be explored, and recommendations made, based on relevant research literature.

Format of Paper

- 10 pages double-spaced (plus the title page, abstract, and references). Use regular 12 point font standard APA 1 inch margins top, bottom, left, and right. Please follow the format carefully.

Following the guidelines and format will provide you the opportunity to develop skills in combining and reviewing considerable material in a concise manner.

NOTE: If you desire the instructor's preliminary comments on a revised 2 page outline of the paper, please allow for 48-72 hours for a response from the instructor, or for a full draft review of the paper please present at least one week before paper is due.

Presentation of Research Paper (10%): Presenting your paper orally to your colleagues provides you with good practice in how to present your ideas before faculty/staff, a board, or at a professional conference. Your presentation must meet the following guidelines.

- 15 minutes MAXIMUM, 10 minutes for discussion.
- Use PowerPoint, present no more than 10 slides, and do not put too much information on any one slide.
- Provide brief introduction to topic, describe framework, process, and or strategies, and summarize findings.

Evaluation and Feedback: You will be graded on the extent to which your presentation fulfills the time and content guidelines given above, as well as your level of professionalism in delivering the presentation.

Class Policies:

Disabilities Accommodation: “The University of North Texas complies with Section 504 of the 1973 Rehabilitation Act and with the Americans with Disabilities Act of 1990. The University of North Texas provides academic adjustments and auxiliary aids to individuals with disabilities, as defined under the law. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring accommodation, please see the instructor and/or contact the Office of Disability Accommodation at 940-565-4323 during the first week of class.”

Academic Integrity: Students are encouraged to become familiar with UNT’s policy on academic integrity: http://www.unt.edu/policy/UNT_Policy/volume3/18_1_16.pdf. Academic dishonesty, in the form of plagiarism, cheating, or fabrication, will not be tolerated in this class. Any act of academic dishonesty will be reported, and a penalty determined, which may be probation, suspension, or expulsion from the university.

Student Conduct: The university expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. See www.unt.edu/csrr.

Cell Phones and Laptop: Students should turn off cell phones or place on silent mode when in class. Also, there should be no texting during class. Laptops may be used in class for taking notes and for engaging in learning activities for the course.

SETE: The Student Evaluation of Teaching Effectiveness (SETE) is expected for all organized classes at UNT. This brief online survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SETE to be an important part of your participation in this class.

Collection of Student Work: In order to monitor students' achievement, improve instructional programs, and publish research findings, the Department of Teacher Education and Administration collects anonymous student work samples, student demographic information, test scores, and GPAs to be analyzed by internal and external reviewers.

TK20: Some undergraduate and graduate education courses require assignments that must be uploaded and assessed in the UNT TK20 Assessment System. This requires a one-time purchase of TK20, and student subscriptions are effective for seven years from the date of purchase. Please go to the following link for directions on how to purchase TK20: <http://www.coe.unt.edu/tk20>. Announcements regarding TK20 will also be posted on this website.