**EDUC 5143**

## Diversity, Leadership, and School Improvement

Spring Semester, 2017

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**Required Items:**

* Recent refereed journal articles related to course tasks as assigned.
* Access and use of Blackboard
* Emails to instructor as assigned

**Course Description:**

This course is intended to assist the working professional in understanding and working with a diverse student body and becoming a teacher leader who can assist other teachers in working effectively with diverse students. A range of cultural and perceptual factors that may influence the performance, achievement and retention of diverse students will be analyzed with an emphasis on identifying best practices in working with social diversities, diverse life experiences, and at-risk students.

**Conceptual Framework:**

The Division of Education and the Unit for Teacher Preparation supports its philosophy and motto “Teacher as Leader for the 21st Century” through a rigorous professional education curriculum and through their Conceptual Framework. Knowledge, pedagogy, leadership, and reflective best practice are the four key concepts of the Conceptual Framework of which each program is based. This philosophy and motto is the foundation for all activities and coursework.

**Course Objectives:**

The goal of this course is to develop the knowledge and skills needed for a teacher to become a school leader in promoting achievement and learning among all students. To that end, the class will explore diversity in American schools and examine methods to promote success among diverse student populations. At the conclusion of this course, candidates will be able to:

1. Define diversity in terms of race, ethnicity, socioeconomic status, gender, age/developmental status and exceptionalities, analyzing the diversity of a student populations. **(Program Goal: Knowledge)**

2. Examine and analyze model programs used to help diverse youth with cultural and language difficulties. **(Program Goal: Knowledge, Pedagogy, Leadership)**

3. Assess learning material difficulty and complexity in order to provide appropriate strategies to promote student success in the 21st century. **(Program Goal: Knowledge)**

4. Create model instructional strategies using 21st century skills that address learner needs of diverse classrooms. **(Program Goal: Knowledge, Pedagogy, Leadership)**

5. Develop an action plan for school improvement that addresses the achievement gap within a specific diverse student population emphasizing 21st century skills. **(Program Goal: Knowledge, Pedagogy, Leadership, Reflective Best Practice)**

6. Reflect on teaching in a diverse setting and modify instruction to meet student needs. **(Program Goal: Knowledge, Pedagogy, Leadership)**

**Course Requirements/Assessment Tasks**

**All work is due on assigned dates**

**Post items in Blackboard by each Friday as assigned below. Email Instructor at** **moffettd@lindsey.edu** **when you do.**

Week 2 & first part of Week 3- Invest time in reading refereed journal articles regarding contemporary definitions of diversity and multicultural education. Utilize the Lindsey online library e.g. EBSCO and search authors James Banks, Christine Bennett, and others.

 Select five articles for which to write 2 to 3 page APA description papers across weeks 3, 4, 5, 6, and 7.

Week 3 Fri Feb 3- 2 to 3 page APA description and reaction paper informed by refereed journal article.

Week 4 Fri Feb 10- 2 to 3 page APA description and reaction paper informed by refereed journal article.

Week 5 Fri Feb 17-2 to 3 page APA description and reaction paper informed by refereed journal article.

Week 6 Fri Feb 24-2 to 3 page APA description and reaction paper informed by refereed journal article.

Week 7 Fri March 3-2 to 3 page APA description and reaction paper informed by refereed journal article.

Week 8- Invest time in reading five refereed journal articles on learning models that best help diverse youth with cultural and language difficulties.

Week 9 Fri March 24- Post APA style annotated bibliography (APA reference followed by single spaced abstract for each of the articles) regarding learning models that best help diverse youth with cultural and language difficulties.

Week 10 Create and teach a lesson plan in your class that applies best practices in diversity and multicultural learning discovered through your research thus far.

Week 11 Fri April 7- Post your APA reflection paper reflection of the teaching episode and include the lesson plan.

Week 12 Fri April 14- Work on an Action Plan for your school to close the achievement gap of diverse learners. The points to be covered in the plan should include strategies and actions to

a) involve parents of students;

b) improving school climate and safety;

c) meet literacy needs / address ESL;

d) meet the needs of exceptional student including the gifted;

e) changes in curriculum and/or instruction needed to affirm diversity and improve achievement.

Week 13 Continue work on Action Plan

Week 14 Fri April 28- Post your APA style Action Plan

Week 15 Fri May 5- 2 to 3 page APA paper entitled: “Course Reflection”

**All work is due on assigned date even if you are absent**

**Policy Statements:**

**Deadlines:**

Late assignments or projects will not be accepted. If you cannot meet a deadline, you should contact the instructor and ask for a deadline extension BEFORE the deadline arrives. Although extensions may be granted, they are not automatic. If you miss a deadline without receiving an extension, you may not make up the missed work.

**Emergency Exceptions:**

The only exception to the rule regarding missed deadlines is if you have had an emergency just before class or during class. If you choose to ask for an emergency exception, you will be required to provide written proof of the emergency. Only the instructor can decide whether a situation qualifies as an “emergency.” If your case qualifies as an emergency and you have written evidence, you will be allowed to make up the missed assignment or in-class work without penalty. Note: An appointment with a doctor, dentist or other health professional will not qualify as an emergency.

**Grading:**

Grades will be assigned on the basis of accumulated points at the end of the semester. Points are earned through the completion of described assignments.

**College Grading Scale:**

94-100% A

90-93% A-

87-89% B+

83-86% B

80-82% B-

77-79% C+

70-76 C

60-69% D

0-59% F

5 journal article papers @ 10 points each 50

Annotated Bibliography 20

Reflection and Lesson Plan Paper 15

Action Plan 35

Course Reflection 10

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Total possible points: 130

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| **Course Objectives** | **KTS** | **ISTE** | **SISI** | **EPSB** | **KERA Initiatives** | **21st Century Skills** | **Outcomes** |
| 1. Define diversity in terms of race, ethnicity, socioeconomic status, gender, age/developmental status and exceptionalities, analyzing the diversity of a student populations.  | 1, 5 | 1.22.4 | 4 | AssessmentLiteracy/ReadingDiversityClosing the Gap |  | Effective CommunicationDigital Literacy | **Resource File****Leadership Reflective Journals** |
| 2. Examine and analyze model programs used to help diverse youth with cultural and language difficulties. | 1, 3, 4, 5, 6, 7, 8 | 1.21.32.4 | 1, 2, 4, 5, 7 | AssessmentLiteracy/ReadingDiversityClosing the Gap | Program Studies, Core Content 4.1, Common Core | Effective CommunicationDigital LiteracyHigh Productivity | **Resource File** |
| 3. Assess learning material difficulty and complexity in order to provide appropriate strategies to promote student success in the 21st century.  | 4, 5, 6 | 1.21.32.43.0 | 1, 2, 4, 5, 7 | AssessmentDiversityClosing the Gap | Program Studies, Core Content 4.1, Common Core | Digital LiteracyHigh Productivity | **Resource File****Leadership****Reflective Journals** |
| 4. Create model instructional strategies using 21st century skills that address learner needs of diverse classrooms. | 1, 2, 4, 5, 6, 10 | 1.21.32.43.1 | 3, 4, 7 | DiversityClosing the Gap | Program Studies, Core Content 4.1, Common Core | Effective CommunicationDigital LiteracyInventive ThinkingHigh Productivity | Lesson PlanVideo Lesson |
| 5. Develop an action plan for school improvement that addresses the achievement gap within a specific diverse student population emphasizing 21st century skills. | 1, 2, 3, 5, 6, 10 | 1.21.32.43.03.1 | 1, 2, 3, 4, 5, 6, 7, 8, 9 | DiversityLiteracy/ReadingClosing the Gap |  | Effective CommunicationDigital LiteracyInventive ThinkingHigh Productivity | **Action Plan****Leadership Reflective Journals** |

**Bibliography:**

Banks, J.A. (2007) *Educating Citizens in a Multicultural Society.*  New York: Teachers College

Press.

Fisch-Rothstein C. and Trumbull, E. (2008) Managing Diverse Classrooms. Alexandria, Va.:

ASCD.

Haskings, R. and Rouse, C. (2005). Closing achievement gaps: How minority youth are being

left behind by the graduation rate crisis. Norwood, NJ: Ablex.

Knight, J.T. (2003) . *Teaching tools for the twenty-first century: How to achieve and maintain*

*teaching success.* Orlando: Rivercross Publishing.

Ramirez, L. (2006). Voices of Diversity. Upper Saddle River, N.J: Pearson

Trumbull, E. (2001). *Bridging Cultures.* Mahovah, N.J. : Lawrence Erlbaum Associates.