



LOYOLA UNIVERSITY CHICAGO

Preparing people to lead extraordinary lives

CIEP 473 – Instructional Leadership for Multicultural Schools

Loyola University Chicago

School of Education

Spring 2018

Instructor Information

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Course Information

Dates: January 17, 2018 - May 1, 2018

Days: Sat. (1/20; 2/10; 3/03; 3/17; 4/21)

Times: 9:00 a.m. to 4:00 p.m.

Location: Corboy Law Center 9

Course Description

This course will focus on meeting the needs of children from diverse linguistic, cultural, and racial backgrounds within the context of a society faced with issues of poverty, discrimination, racism, and sexism. During this course, we will explore issues of second language and second culture acquisition and consider the relationship between identity construction and school success. Through the lens of teacher-leaders, principals, and curriculum coordinators, we will investigate how the community can unite to effectively utilize available resources to meet the needs of diverse student populations.

Course Goals

Throughout the segments of this course, candidates will develop their abilities to:

- understand cultural and organizational factors that contribute to effective leadership practices.
- model and support professional inquiry throughout the school community.
- become a reflective, strategic leader of people with different values, beliefs and expectations, capable of building communities of learners who are also motivated to create a better world through education.
- innovate, develop, communicate, promote and evaluate new ideas and practices that lead one to respond in creative, positive ways in challenging previously held assumptions.

Together, class members will engage in critical discussions of the following themes:

- Global perspectives and the diversity of people in our society and our dedication to the goal of achieving equity for all;
- Issues of equity and justice as they manifest themselves in migrant, refugee and immigrant populations in our schools.
- Moral leadership with an emphasis on the ethics of care and critique – the people not seen and the voices not heard;
- Mobilizing research and theory into tools that can be used by leaders and practitioners to foster and improve student performance while decreasing the achievement gap between majority and minority cultures, languages and races; and,
- Creating a culture of continuous improvement based on positive collegial relationships to ensure that every child has access to a rigorous, respectful, meaningful educational environment.

Conceptual Framework

This course is designed for students whose goal is to become a teacher leader, curriculum coordinator, building principal or district-level leader. “Social Action through Education” represents the foundation upon which this course has been developed. In support of this fundamental tenant of leadership development we will begin to understand the diversity and complexity of educational organizations. We will research and create opportunities to simulate what is “best practice,” with respect to instructional leadership, regardless of the circumstances of the day. As a professional learning community we will practice positive team dynamics to facilitate data-based decision making. Most importantly we will begin to question the assumptions we each own with respect to “the other.”

COURSE STANDARDS

School of Education Conceptual Framework Standards:

- **CFS2:** Candidates apply culturally responsive practices that engage diverse communities.
- **CFS4:** Candidates engage with local and/or global communities in ethical and socially just practices.

SREB 13 Critical Success Factors/Functions (2009)

CSF 4: The school leader is able to create a school organization where faculty and staff understand that every student counts and where every student has the support of a caring adult.

CSF 8: The school leader is able to understand the change process and has the leadership and facilitations skills to manage it effectively.

CSF 9: The school leader is able to understand how adults learn and knows how to advance meaningful change through quality sustained professional development that benefits students.

CSF 12: The school leader is able to obtain support from the central office and from community and parent leaders for their school improvement agenda.

ISSLC STANDARDS (2008)

ISLLC 5: An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner (Functions A-E).

ISLLC 3: An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment (Functions A-E).

ISLLC 2: An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth (Functions A-I).

ISLLC 6: An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context (Functions A-C).

IDEA Objectives:

- Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
- Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures
- Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

At the end of the course, you will be prompted to complete the module evaluation. Please go to <http://luc.edu/idea/> and click on the *Student IDEA Log In*. Your feedback is important to the continual development and improvement of the module. Please complete the course evaluation by the posted deadline.

COURSE ASSIGNMENTS:

DISPOSITIONS (22 POINTS)

Students will participate in discussions based on assigned readings and hand-outs as well as extemporaneous course activities and discussions. It is expected that students will attend class every day. Your participation score will be based on your attendance pattern as well as on your contributions to class discussions, activities and assignments. The dispositions' rubric can be found in the Assessments section of this syllabus.

BOOK STUDY SESSION (30 POINTS)

Candidates will select a novel and lead a book study around one piece of literature representing a child within a marginalized population. Candidates will create recommendations for an intake program to provide services for this "child from the literature" for a smooth transition into an Illinois school. The candidates will lead the book-study with his/her partners through a 10 minute "book fair show case" in class. Additionally, each candidate will submit his/her own original paper based on best practice and the research learned within this course to address the child's needs. The candidate's paper must articulate clearly moral leadership underscoring the "voice not heard." The original paper should be between 5 – 10 pages with appropriate APA in-text citations and reference list.

OPTION 1- ELL STUDENT DATA ANALYSIS AND RECOMMENDATIONS (18 POINTS)

The candidate will select one ELL student who is currently receiving ELL services within his/her district. Using the CLD student biography card template (Herrera, 2010) as a guide, the candidate will review the school-situated data (demographics, test scores, and learning styles), and biography situated-data (socio-cultural, linguistic, cognitive and academic) and analyze these data for this one ELL student in a narrative format. From this analysis the candidate will create a report (with appropriate research-based citations) to present to a problem-solving team making recommendations to improve this student's achievement profile. This report should be between 5 – 10 pages and contain appropriate APA citations and a reference list.

OR

OPTION 2- SCHOOL-WIDE CULTURAL COMPETENCE OBSERVATION CHECKLIST: DATA ANALYSIS AND RECOMMENDATIONS (18 POINTS)

The candidate will select 3 of the 8 domains within the Bustamane /Nelson (2007) School-wide Cultural Competence Observation Checklist to review aspects of their own school. In narrative report form, for each domain and its subparts, the candidate will 1) observe the domain and criteria; 2) rate the domain and criteria on the scale; 3) provide the evidence with a narrative of the documentation supporting each rating; and, 4) provide recommendations for whole school improvement for each domain and criteria based on research with appropriate citations. This narrative report should be between 5 – 10 pages and contain appropriate APA in-text citations and a reference list.

INTAKE CENTER VIDEO (30 POINTS)

Candidates will identify a Chicago-based intake centers for migrants, refugees and/or immigrants. In groups of 2 to 4, candidates will select a site, gain access to the site and create a video (8 to 15 minutes) to share with the class that includes: 1) interviews of center staff; 2) observations of center systems; and, 3) the environment in which the center is situated. The purpose of this video is to educate one's colleagues on the services provided by this organization. The video should contain a vocal voice-over narrative to ensure that the major components are articulated for the viewers. A completed project submission will include both the video and the SCRIPT. This will be a group submission.

EVALUATION:

Dispositions	22 points
ELL student data analysis and recommendations	
OR	
School-Wide Cultural Competence Observation Checklist Analysis / Recommendations	18 points
Intake Center Video and Script	30 points
“Book Study” presentation and recommendations’ paper	30 points
	Total 100 points

EXTRA CREDIT – 15 POINTS

Book Launch and Community Event

[The Struggles of Identity, Education, and Agency in the Lives of Undocumented Students: The Burden of Hyperdocumentation](#) by Aurora Chang

Tuesday, February 13, 2018

6:00-7:30pm

Cuneo 109

Grading Policy & Scale:

The final grade is based upon the completion of course requirements, as weighted in assignments below and following this scale:

93% - 100%	A
90% - 92%	A-
87% - 89%	B+
83% - 86%	B
80% - 82%	B-
77% - 79%	C+
73% - 76%	C
70% - 72%	C-
67% - 69%	D+
63% - 66%	D
60% - 62%	D-
Below 60%	F

ASSIGNMENTS WILL NOT BE ACCEPTED PAST THE STATED DUE DATE ON THE SYLLABUS.

ALL WRITTEN ASSIGNMENTS MUST BE TYPED AND DOUBLE SPACED.

References must be cited using APA 6th edition style. It is the expectation that assignments are written at a professional level using correct English grammar and syntax, organized thought and higher level thinking skills. A rubric for each assignment is available on Sakai.

COURSE ASSESSMENTS:

Rubrics for all course assignments are available on Sakai.

DISPOSITIONS:

The School of Education at Loyola University Chicago requires the assessment of all students across professional dispositions associated with their field in each class. The rubric below reflects the dispositions outlined for the Higher Education program. At the end of the course you will be evaluated across these dispositions with the

information available to you in LiveText. Note that dispositions will be reviewed to determine if there are any necessary interventions to aid students in better meeting professional expectations.

DISPOSITIONS EVALUATION RUBRIC			
PROFESSIONALISM	Target (2)	Acceptable (1)	Unacceptable (0)
<i>Candidate meets all deadlines</i>	Candidate meets all deadlines consistently.	Candidate meets deadlines with a few exceptions.	Candidate frequently does not meet deadlines.
<i>Candidate is able to work with peers on assignments</i>	Candidate consistently works with peers in a positive manner.	Candidate works with peers in a positive manner most of the time.	Candidate is unable to work with peers on assignments causing disruption to the group process.
<i>Candidate attends class and is punctual to class</i>	Candidate consistently attends class and is always punctual.	Candidate attends class and is punctual with a few exceptions.	Candidate frequently misses class and/or is often tardy.
<i>Candidate honestly and accurately cites other's work</i>	Candidate honestly and accurately cites other's work in a consistent manner.	Candidate honestly cites other's work but at times is not accurate with the exact citation.	Candidate misrepresents other's work as his/her own.
<i>Candidate communicates promptly with faculty</i>	Candidate consistently communicates in a prompt manner (either by email or phone) with faculty.	Candidate usually communicates with faculty in a prompt manner (either by email or phone).	Candidate does not communicate with faculty in a prompt manner causing much disruption to the implementation of the candidate's program.
<i>Candidate uses technology in the classroom only for academic purposes</i>	Candidate consistently uses technology in the classroom only for academic purposes.	Candidate uses technology in the classroom for academic purposes with a few exceptions.	Candidate uses technology inappropriately often checking personal email and/or surfing the web in the classroom.
<i>Candidate demonstrates ethical behavior in all graduate work as prescribed by AASA and ISLLC standards.</i>	Candidate consistently demonstrates ethical behavior in all graduate work as prescribed by AASA and ISLLC standards.	Candidate demonstrates ethical behavior in all graduate work as prescribed by AASA and ISLLC standards with few exceptions.	Candidate demonstrates unethical behavior (such as dishonesty, cheating, or spreading gossip) in graduate work.
FAIRNESS	Target (2)	Acceptable (1)	Unacceptable (0)
<i>Candidate is able to reflect and respect other points of view within the university setting</i>	Candidate consistently reflects and respects other points of view within the university setting.	Candidate respects other points of view with few exceptions. In the case of these exceptions, the candidate reflects to remedy the situation within the university setting.	Candidate does not respect other points of view. The candidate does not reflect upon his/her unfair behavior and does not attempt to remedy the situation within the university setting.
ALL STUDENTS CAN LEARN	Target (2)	Acceptable (1)	Unacceptable (0)
<i>Candidate demonstrates a belief that all students can learn within the university setting</i>	Candidate consistently demonstrates a belief that all students can learn within the university setting.	Candidate demonstrates a belief that all students can learn within the university setting with a few exceptions.	Candidate does not demonstrate a belief that all students can learn within the university setting.
<i>Candidate demonstrates respect for cultural differences within the university setting</i>	Candidate consistently demonstrates respect for cultural differences within the university setting and continually seeks to gain greater inter-cultural competence.	Candidate demonstrates respect for cultural differences within the university setting with few exceptions. The candidate seeks to gain greater inter-cultural competence.	Candidate does not demonstrate respect for cultural differences within the university setting and does not seek to gain inter-cultural competence

<i>Candidate demonstrates social justice within the university setting</i>	The candidate advocates strongly for social justice within the university setting in both word and deed.	The candidate supports social justice within the university setting in both word and deed.	The candidate's words and deeds within the university setting do not support the principles of social justice.
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RELEVANT COURSE WEBSITES

- Sakai – <https://sakai.luc.edu/>
 - LiveText – <http://luc.edu/education/admission/tuition/course-management-fee/>
 - All Things PLC — <http://www.allthingsplc.info/>
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REQUIRED TEXTS

Lindsey, R.B, Roberts, L.M. & Campbell, Jones, F. (2013). *The culturally proficient school: An implementation guide for school leaders*. Thousand Oaks, CA: Corwin.

You will choose one of the following books to read and present. Each book may only have one group assigned to it and all selections are “first come, first served.”

1. Beah, I. (2007). *A long way gone: Memoirs of a boy soldier*. Farrar, Straus & Giroux, Press. New York.
2. Boo, K. (2012). *Behind the beautiful forevers: Life, death and hope in a Mumbai under- city*. New York.
3. Brierley, S. (2013). *A long way home: A memoir*. New York.
4. Dorris, M. (1987). *A yellow raft in blue water*. Warner Books. New York.
5. Eire, C. (2010). *Learning to die in Miami: Confessions of a refugee boy*. Free Press. New York.
6. Fadiman, A. (1998). *The spirit catches you and you fall down*. Farrar, Straus & Giroux, Press. New York.
7. Golinkin, Lev. (2014). *A backpack, a bear, and eight crates of vodka: A memoir*. Doubleday.
8. Henriquez, Christina (2014). *The book of unknown Americans*.
9. Hosseini, K. (2007). *A thousand splendid suns*. Riverhead Books. London: England.
10. Nazario, S. (2007). *Enrique's Journey: The story of a boy's dangerous odyssey to reunite with his mother*. Random House: New York.

11. Nguyen, K. (2001). *The Unwanted: A memoir of childhood*. Back Bay/Little Brown: New York
12. Santiago, E. (1993). *When I was born Puerto Rican*. Da Capo, New York.

SCHOOL OF EDUCATION POLICIES AND INFORMATION

Conceptual Framework Standards

The School of Education at Loyola University Chicago, a Jesuit and Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in the service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision, the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. We fulfill this mission by preparing professionals to serve as teachers, administrators, psychologists, and researchers; by conducting research on issues of professional practice and social justice; and by partnering with schools and community agencies to enhance life-long learning in the Chicago area.

Specifically grounded in the overarching principles of *Social Action through Education*, this module focuses on the individualized learning needs of diverse students in urban schools, emphasizing the role of the teacher in making educational decisions and advocating for students. Candidates must utilize current literature in bilingual, special, and literacy education to critically evaluate practices and apply knowledge and skills with diverse students. Our conceptual framework is described here: www.luc.edu/education/mission/

Electronic Communication Policies and Guidelines

The School of Education faculty, students and staff respect each other's rights, privacy and access to electronic resources, services, and communications while in the pursuit of academic and professional growth, networking and research. All members of the university community are expected to demonstrate the highest standards of integrity, communication, and responsibility while accessing and utilizing technology, information resources, and computing facilities. A link to the Loyola University Chicago and School of Education official policies and guidelines can be found at:

www.luc.edu/media/lucedu/education/pdfs/SOE_Cyberbullying_Policy.pdf

www.luc.edu/media/lucedu/education/pdfs/SOE_Netiquette_Guidelines.pdf

www.luc.edu/its/itspoliciesguidelines/index.shtml

Technology

Candidates will be responsible for regularly accessing their Sakai accounts at <http://sakai.luc.edu>. Sakai will be used to post the syllabus, course documents, and other relevant information. Candidates will also be responsible for activating their LiveText accounts. Candidates **MUST** use their Loyola University Chicago email address with LiveText. LiveText is used to assess students on the

Diversity

By focusing on individual, diverse students in urban classrooms, this module addresses multiple perspectives on diversity, including but not limited to the diversity in students' backgrounds (i.e., culture, language, ability) and classroom and school contexts (e.g., bilingual education, instructional contexts for students with special needs).

Dialogue is expected to be open and honest while remaining respectful and appropriate at all times in order to foster deeper understanding of issues pertaining to diversity. Diversity will be defined to include issues of race, gender, religion, orientation, income, and abilities. As part of Loyola's commitment to social justice, issues of diversity will be discussed in relation to equity, sensitivity, and prosocial practices. In our class discussions and your writing, please adhere to the recommendations made by TASH regarding the use of "People First" language. If interested, an article outlining those recommendations will be provided to you by your instructor

ADDITIONAL POLICIES AND INFORMATION

Academic Honesty

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education's Policy on Academic Integrity can be found at: www.luc.edu/education/resources/academic-policies/academic-integrity/. For additional academic policies and procedures refer to: www.luc.edu/education/resources/academic-policies/

Accessibility

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: <http://www.luc.edu/sswd/>

EthicsLine Reporting Hotline

Loyola University Chicago has implemented EthicsLine Reporting Hotline, through a third party internet & telephone hotline provider, to provide you with an automated and anonymous way to report activities that may involve misconduct or violations of Loyola University policy. You may file an anonymous report here [on-line](#) or by dialing 855-603-6988. (Within the United States, Guam, and Puerto Rico)

The University is committed to the highest ethical and professional standards of conduct as an integral part of its mission of expanding knowledge in the service of humanity through learning, justice and faith. To achieve this goal, the University relies on each community member's ethical behavior, honesty, integrity and good judgment. Each community member should demonstrate respect for the rights of others. www.luc.edu/ethicsline

Electronic Communication Policies and Guidelines

The School of Education faculty, students and staff respect each other's rights, privacy and access to electronic resources, services, and communications while in the pursuit of academic and professional growth, networking and research. All members of the university community are expected to demonstrate the highest standards of integrity, communication, and responsibility while accessing and utilizing technology, information resources, and computing facilities.

- [School of Education Cyberbullying Policy](#) (PDF)

- [School of Education Netiquette Guidelines](#) (PDF)
- [University Policies and Guidelines](#)

Loyola University Chicago School of Education Syllabus Addendum

IDEA Course Evaluation Link for Students

Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. We ask that when you receive an email alerting you that the evaluation is available that you promptly complete it. To learn more about IDEA or to access the website directly to complete your course evaluation go to: <http://luc.edu/idea/> and click on **STUDENT IDEA LOGIN** on the left hand side of the page.

Dispositions

All students are assessed on one or more dispositional areas of growth across our programs: **Professionalism, Inquiry, and Social Justice**. The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText. *For those students in non-degree programs, the rubric for dispositions may be available through Sakai, TaskStream or another platform.* Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

LiveText

All students, *except those who are non-degree*, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: [LiveText](#).

Syllabus Addendum Link

- www.luc.edu/education/syllabus-addendum/

This link directs students to statements on essential policies regarding *academic honesty, accessibility, ethics line reporting* and *electronic communication policies and guidelines*. We ask that you read each policy carefully.

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – ***Social Action through Education.***