



*Preparing people to lead extraordinary lives*

## **CIEP 473: Instructional Leadership for Multicultural Schools**

School of Education  
Summer 2019

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**Office hours:** by appointment

**Course days:** Tuesdays and Thursdays, 5:00 pm to 8:00 pm, July 2 to August 8

**Location:** Corboy Law Center, Room 205, Water Tower Campus

### **Course Description**

This course focuses 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. This course explores 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, instructional coaches, 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 semester, 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, and
- Innovate, develop, communicate, promote, and evaluate ideas and practices that lead one to respond in creative, positive ways in challenging previously held assumptions.

Together, candidates will engage in 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 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, and meaningful educational environment.

### Conceptual Framework and Conceptual Framework Standards

This course is designed for students whose goal is to become a teacher leader, curriculum coordinator, principal, or district leader. “Social action through education” represents the foundation upon which this course has been developed. In support of this 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.”

#### SOE Conceptual Framework Standards (CFS)

- 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.

### 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 and in this syllabus. *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.

### **IDEA Course Objectives**

IDEA is an evaluation system that Loyola University Chicago uses to assess whether a class reaches the major goals in the end of the semester. There are five essential objectives for this course and they are listed in bold.

- 1.Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories).**
- 2.Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures.**

3. Learning to apply course material (to improve thinking, problem solving, and decisions).
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.
5. Acquiring skills in working with others as a member of a team.
6. Developing creative capacities (inventing; designing; writing; performing in art, music drama, etc.).
7. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.).
8. Developing skill in expressing oneself orally or in writing.
9. Learning how to find, evaluate and use resources to explore a topic in depth.
10. Developing ethical reasoning and/or ethical decision making.
11. Learning to analyze and critically evaluate ideas, arguments, and points of view.
12. Learning to apply knowledge and skills to benefit others or serve the public good.
13. Learning appropriate methods for collecting, analyzing, and interpreting numerical information.

#### IDEA Course Evaluation Link for Students

Each course you take in the School of Education is evaluated through the IDEA Campus abs 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.

#### Syllabus Addendum Link

• [www.luc.edu/education/syllabus-addendum/](http://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*.

#### Course Books and Articles

- Delpit, L. D. (2012). *“Multiplication is for white people”*: raising expectations for other people’s children. New York: New Press. [ebook: access through [Loyola University library](#)]
- Noguera, P. (2008). *The trouble with Black boys: race, equity and the future of public education*. San Francisco, CA: Jossey Bass. [ebook: access through [Loyola University library](#)]
- Hammond, Z. (2015). *Culturally responsive teaching and the brain: promoting authentic engagement and rigor among culturally and linguistically diverse students*. Thousand Oaks, CA: Corwin.
- Additional articles as assigned

## Course Schedule

Class	Topic	Reading	Exercise
Class 1- July 2	Discuss challenges of multiculturalism in the United States		
Class 2- July 9	Discuss excellence, equity, and achievement in the context of multicultural education	-Delpit: Chapters 1 & 2  -Ferguson article	Implicit Association Test Reflection
Class 3- July 11	Analyze the role race has had in society and schools, and how race influences our biases	-Hammond: Chapters 1-4  -Banaj and Greenwalf article	
Class 4- July 16	Analyze the effectiveness of integration and literacy as strategies to close achievement gaps in multicultural schools	-Lewis, Diamond, & Forman article	Family Journey
Class 5- July 18	Interpret the educational context of Latinos in the U.S. and begin to distinguish technical and adaptive challenges	-Valenzuela article	STR #1
Class 6- July 23	Understand the dilemma facing Latino students and tools to remedy adaptive challenges	-Hammond: Chapters 5-7	Racial Journey
Class 7- July 25	Analyze how to use tools and strategies in multicultural schools	-Hammond: Chapters 8 & 9	
Class 8- July 30	Analyze Culturally Responsive Teaching as a remedy to close achievement gaps	-Noguera: Chapters 1-3	
Class 9- August 1	Assess the importance of culturally proficient leadership	-Noguera: Chapters 4 & 5	
Class 10- August 6	Overcome barriers to moral leadership	-Irving article - Jackson article	STR #2
Class 11- August 8	Discuss cultural proficiency in practice and continuum		Book Study Presentation

## Things you need and bring to class

- A laptop or tablet
- Access to Sakai
- Access to software: Microsoft Excel, Microsoft PowerPoint, Adobe Reader, Google Docs, Google Slides

## Grade Scale

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

## Coursework

**1. Dispositions:** candidates will participate in discussions based on assigned readings and coursework. It is expected that students attend class every day. Your participation 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 this syllabus.

**2. Book Study Presentation:** in groups of two, 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 this "child from the literature" for a smooth transition into an Illinois school. The candidates will lead the book study in pairs using a 10-minute presentation. The presentation is to include research learned in this course to address the child's needs. The presentation is to articulate moral leadership underscoring the "voice not heard."

### Book Study Presentation: List of novels

- A. Beah, I. (2007). *A long way gone: memoirs of a boy soldier*. New York: Farrar, Straus, & Giroux.
- B. Boo, K. (2012). *Behind the beautiful forevers: life, death, and hope in a Mumbai undercity*. New York: Random House.
- C. Alexie, S. (2007). *The absolutely true diary of a part-time Indian*. New York: Little, Brown and Company.
- D. Eire, C. (2010). *Learning to die in Miami: confessions of a refugee boy*. New York: Free Press.
- E. Fadiman, A. (1997). *The spirit catches you and you fall down*. New York: Farrar, Straus, & Giroux.
- F. Golinkin, L. (2014). *A backpack, a bear, and eight crates of vodka: a memoir*. New York: Doubleday.
- G. Nazario, S. (2007). *Enrique's journey: the story of a boy's dangerous odyssey to reunite with his mother*. New York: Random House.
- H. Santiago, E. (1993). *When I was born Puerto Rican*. New York: Da Capo Press.

**3.STR Essays:** two Stop, Think, and Reflection Essays. The STR Essays allows you to draw from the readings to reflect on an issue/concept/theory of your choice. Candidates will write two STR Essays and will discuss their reflections with a partner/small groups. This is a one-page reflection.

**4.Implicit Association Test and Reflection.** In order to lead for excellence and equity, we must first understand our individual ways of seeing, particularly as they reveal, obscure, or distort what - or who - is before us. This understanding can help us realize whether or not we understand or are conscious of how we perceive, or of what biases we might have. Project Implicit, a group of researchers who have been working together for almost 20 years to help people understand hidden biases, has developed an online tool called the Implicit Association Test (IAT). After taking the test, write a brief paragraph or two about your thoughts and reflections about the IAT.

**5. Family and Racial Journey.** Candidates will create a video using a series of questions as guides; then view the videos of two classmates. After viewing your classmate's videos, write a reflection of what was invoked within you as you listened to their story. This is a one-page reflection.

## Evaluation

Dispositions	20 points
Book Study Presentation	50 points
STR Essays	70 points total, 35 points each STR
Implicit Association Test and Reflection	30 points
Family and Racial Journey	30 points
Total	200 points

## Assignment Formatting

All assignments are to be typed, doubled-spaced, and submitted digitally in Sakai. It is the expectation that assignments are written at a professional level using correct English grammar, syntax, organizations, and use of higher level thinking skills. A rubric for the dispositions is on this syllabus. The American Psychological Association (APA) style for references, citations, and formatting is the standard for each assignment.

## Assignment Due Dates and Times

Due dates for assignments are listed on the Course Calendar on this syllabus. Assignments are to be submitted in Sakai on or before the start of class, 5:00 pm Central Time.

## Late Work

Late work will not be accepted unless prior arrangements have been made with the professor. If the need arises to turn in work late, it is imperative the student contacts the professor immediately.

## Attendance and Participation Policy

Attendance and participation in class is critical to your success. Because life happens, you will have two permitted absences in the semester. Notify the professor when you will be missing class. For every class that is missed beyond the allowed absences, five (5) points will be deducted from your overall grade.

## Dispositions Rubric

PROFESSIONALISM	Target (2)	Acceptable (1)	Poor (0.5)	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.	Candidate 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 works with peers on assignments, but causes disruption to the group process.	Candidate is does not work with peers on assignments and causes 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.	Candidate frequently tardy to class
<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 work is not original nor cites appropriately	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.	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 sometimes checking personal email, texting and/or surfing the web in the classroom.	Candidate uses technology inappropriately often checking personal email, texting, 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 ethical behavior sometimes in their graduate work.	Candidate demonstrates unethical behavior (such as dishonesty, cheating, or spreading gossip) in graduate work.
<b>FAIRNESS</b>	<b>Target (2)</b>	<b>Acceptable (1)</b>	<b>Poor (0.5)</b>	<b>Unacceptable (0)</b>



<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 rarely respects others points of view.	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.
<b>ALL STUDENTS CAN LEARN</b>	<b>Target (2)</b>	<b>Acceptable (1)</b>	<b>Poor (0.5)</b>	<b>Unacceptable (0)</b>
<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.	Candidates demonstrate a belief that only some students can learn within the university setting.	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 has minimal respect for cultural differences within the university setting and does not seek to gain 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 support a few of the principles of social justice.	The candidate's words and deeds within the university setting do not support the principles of social justice.

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Syllabus Addendum

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**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](#).

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