College of Education and Psychology
School of Education
Ed.D. in School Improvement

EDSI 6322: Culturally Responsive Practices for School Improvement

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Term: Summer 2022 – Long Summer (12 week + finals) Session

Course Description

This course provides an overview of strategies aimed at meeting the needs of the evolving diversity of public-school settings and facilitating the development of school cultures that promote high achievement. This includes awareness of self, cultural responsiveness, and sensitivity about cultures, concepts and methods in society, communities, and in educational settings, while exploring the challenges faced by educational leaders in an increasingly diverse society.

Program Goals

a. Produce the next generation of educational leaders who understand the philosophical and historical perspectives of school reform, diversity, learning opportunities for all, and can address educational issues using a variety of strategies.

b. Develop critical reasoning and a deep understanding of change theory to address challenges in school improvement contexts. This will include the skills to provide transformative leadership to schools that are failing to meet academic, social, and emotional standards.

c. Provide opportunities to develop doctoral students' ability to approach challenges in innovative data-driven ways, including the use of interdisciplinary teams, as well as expand their problem-solving, creative design, communication, and collaboration skills.

d. Challenge the norms within educational systems using data and the engagement of other educators and stakeholders in professional learning to lead disruptive change through interdisciplinary work with experts in other educational fields.

e. Conduct research of practice and responsiveness to improve teaching and learning experiences, counseling and support services, school leadership, educational organizations and structures, and all other educational disciplines.

f. Prepare the next generation of educators with the knowledge, skills and tools to utilize data to guide school improvement and policy and to improve learning outcomes leading to college and career readiness.

g. Prepare educators with a deep understanding of assessment and accountability systems.

h. Produce scholar practitioners that have a P-20 perspective of the education system to address school improvement in the broader perspective including educator preparation, teaching and learning.

Student Learning Outcomes

The student will…

a. Engage in self-exploration and reflection of personal attitudes, beliefs, and assumptions regarding diversity and equity. (Program Goals A, B, H)
b. Analyze the historical context of inequity in schools. (Program Goals A, H)
c. Examine restorative practices as processes to improve and repair relationships between people and communities. (Program Goal B)
d. Describe the principles, elements, and tools of cultural proficiency (CP). (Program Goals A, B)
e. Discuss cultural proficiency as an approach to leading and managing the dynamics of diversity and equity. (Program Goals A, B)
f. Discuss the relationship between the Culturally Proficient approach and our work to increase student achievement including consideration for ELLs. (Program Goals A, B)
g. Utilize Equity Audits and related benchmarks to determine whether their school or educational institution is implementing multicultural education in its best and deepest sense. (Program Goal E)
h. Create a Restorative Multicultural and Cultural Proficiency Action Plan. (Program Goal E)
i. Apply the Cultural Proficiency approach to their school and district planning, practice, and policymaking. (Program Goal E)

Required Textbooks

Radd, S. I., Generett, G. G., Gooden, M. A., & Theoharis, T. (2021). *Five practices for equity-focused school leadership.* ASCD. ISBN: 978-1-4166-2975-7 ASCD Product #120008 n2/21

Feldman, J. (2019). *Grading for Equity: What it is, why it matters, and how it can transform schools and classrooms.* Corwin. ISBN: 978-1-5063-9157-1

Additional Resources

Gay, G. and Banks, J.A. (2018). *Culturally Responsive Teaching: Theory, Research and Practice.* NY: Teachers College Press. ISBN 978-0877-5876-2

Hammond, Z. (2017). *Culturally Responsive Teaching and the Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students.* Corwin Press. ISBN 978-1-4833-0801-2

Lindsay, R.B., Roberts, L.M., & Campbell Jones, F.L. (2013). *The Cultural Proficient School: An Implementation Guide for School Leaders* (2nd Ed). Newbury Park, CA: SAGE Publications.

*Additional supplemental articles, readings, and videos will be required and will be provided by the instructor.

Performance Assessments and Requirement Description

Performance Assessments: Grading is based on the total number of points accumulated by each student at the end of the semester for course participation in discussion board posts and the completion of an Equity Audit, an Equitable Grading Project and a Cultural Proficiency Action Plan.

Requirement Description

Assignment	% of Grade	Description
Discussions	25%	Students will respond to strategic question prompts to internalize information covered in the course, review differing interpretations submitted by their peers, and engage in academic discussions.
Equity Audit	25%	Students will assess the environment of their school and create a recommended implementation plan to make it more consistent with the multicultural realities of the United States and the world.
Equitable Grading Project	25%	Student will analyze their existing school/district grading policy and revise to reflect equitable grading practices.
Cultural Proficiency Action Plan	25%	Students will create a Cultural Proficiency Action Plan using SMART goals and objectives.
TOTAL	100%	

Grading Criteria

Performance standards			
Points	Percent	Grade	Standard
90-100	90	A	Superior
80-89	80	B	Meets Standard
70-79	70	C	Below Average
60-69	66	D	Unacceptable
00-59	60 or below	F	Unacceptable

Course Policies:

Canvas. Students will access all components of the course through Canvas. Any changes to the course schedule, schedule of assignments, or any special assignments will be posted on Canvas. Students are expected to regularly check Canvas for updates and to download class handouts and materials. Online participation is imperative to the success in this online course. Students are expected to regularly review the course management system, check email, and contribute to course assignments.

Make/Up Discussions and Quizzes. All assignments are due on or before the dates indicated on the course outline. There will be NO make/up activities or projects for this course unless missing online work is due to an emergency or other reason previously discussed with the professor. Submission deadlines are final and access to links are removed after deadlines have expired. NO LATE assignments will be accepted unless a valid pre-approved or medical reason has been discussed with the professor. All late assignments or non-submitted assignments will receive a score of zero points.

Safe Zone. The professor considers this online classroom to be a place where all students will be treated with respect as a human being - regardless of gender, race, ethnicity, national origin, religious affiliation, sexual orientation, political beliefs, age, or ability. Additionally, diversity of

thought is appreciated and encouraged, provided you can agree to disagree. It is the professor's expectation that ALL students consider our online classroom a safe environment.

Academic Discussion. When responding to peers, students are expected to maintain a high level of professionalism and add additional information or suggestions cited from the materials covered in each module and additional information found outside of the class. While it is fine to disagree and discuss alternative views, flaming" (hostile, insulting and/or disrespectful online interactions) or other inappropriate posts will not be tolerated, and will receive zero credit.

UNIVERSITY POLICIES

UT Tyler Honor Code

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do. For a full list of university policies including information related to the topics listed below, click here.

- Students Rights and Responsibilities
- Campus Carry
- Tobacco-Free University
- Grade Replacement/Forgiveness and Census Date Policies
- State-Mandated Course Drop Policy
- Disability Services
- Student Absence due to Religious Observance
- Student Absence for University-Sponsored Events and Activities
- Social Security and FERPA Statement
- Emergency Exits and Evacuation
- Student Standards of Academic Conduct

UT Tyler Resources for Students:

- UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu, http://www.uttyler.edu/writingcenter/
- UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu, https://www.uttyler.edu/tutoring/
- The Mathematics Learning Center, RBN 4021, This is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254) https://www.uttyler.edu/counseling/

University Guidelines, Links and Policies

COLLEGE OF EDUCATION AND PSYCHOLOGY (CEP) VISION AND MISSION

Vision: The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st Century through productive contributions to local and global communities and toward individual and cultural equity.

Mission: The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and

provides leadership and service. We affirm and promote global perspectives that value individual and cultural diversity to enhance learning, service, and scholarship.

UT TYLER'S SCHOOL OF EDUCATION STANDARDS FOR EDUCATOR PREPARATION PROGRAMS

Texas Education Standards: The School of Education are committed to teaching and implementing the Texas Educator Standards at the highest level. The School of Education faculty use the Texas Education Standards, along with the Interstate New Teacher Assessment and Support Consortium (InTASC) standards used by educator preparation programs throughout the United States.

The list of Texas Education Standards can be accessed here.

Access the Code of Ethics and Standard Practices for Texas Educators.