

Murray State University

DEPARTMENT: EDUCATIONAL STUDIES, LEADERSHIP, AND COUNSELING

COURSE PREFIX: ADM COURSE NUMBER: 681 CREDIT HOURS: 3

I. TITLE: Instructional Leadership for Diverse Learners

II. COURSE DESCRIPTION AND PREREQUISITES: This course addresses issues surrounding the needs of students and families from diverse backgrounds and of diverse abilities. Cultural proficient leadership practices, an understanding developmentally appropriate instructional practices, and school organization as related to students with disabilities and gifted/talented students is addressed.

A. Prerequisite(s): Admission to Program

III. COURSE OBJECTIVES:

The purpose of this course is to develop candidate's competencies in meeting the needs of diverse learners' needs. Diversity will be examined from cultural, developmental and educational perspectives. Legal and regulatory issues related to gifted education and students with disabilities will be examined. Upon successful completion of this class, the student will be able to...

- A.** articulate the role of a school leader in advocating for the rights of all students (ISLLC V & VI; KDF 4.1a,h; 4.3a,b,c,d; 6.1d,f,h,i, 6.3a,b; TSSA III);
- B.** recognize school policies and practices on a continuum from culturally destructive to culturally proficient and facilitate dialogue regarding these practices (ISLLC II, III, IV, V & VI; KDF 4.1a,h; 4.3a,b,c,d; 6.1d,f,h,i, 6.3a,b; TSSA III & VI);
- C.** develop leadership behaviors to support culturally proficient policies and practices (ISLLC II, III, IV, V & VI; KDF 4.1a,h; 4.3a,b,c,d; 6.1d,f,h,i, 6.3a,b; TSSA III & V);
- D.** identify learner characteristics and developmentally appropriate instruction for preschool through adulthood (ISLLC II; KDF 1.2a,c; TSSA III);
- E.** evaluate school policies and practices from with regard to developmental appropriateness (ISLLC II & III; KDF 1.1e; 1.2a,b,c,d; TSSA II & III);
- F.** characterize the nature and needs of students with disabilities (ISLLC II; KDF 5.4a; TSSA III);
- G.** identify student and parent rights and school responsibilities under federal and state regulation for students with disabilities (ISLLC IV, V & VI; KDF 5.3a; 5.4a; 6.1a,f; TSSA III);
- H.** evaluate policies, practices and systems in terms of the needs of students with disabilities (ISLLC II, III, IV, V & VI; KDF 1.1e; 1.2a,b,c,d; 2.2f; 5.1c,d; 5.2ab,c; 5.3a,b; 5.4a; TSSA II, III & V);
- I.** characterize the nature and needs of gifted and talented students (ISLLC II; KDF 5.4a; TSSA III);

- J.** identify student and parent rights and school responsibilities under federal and state regulation for students with disabilities (ISLLC IV, V & VI; KDF 5.3a; 5.4a; 6.1a,f; TSSA III);
- K.** evaluate policies, practices and systems in terms of the needs of gifted and talented students (ISLLC II, III, IV, V & VI; KDF 1.2a,b,c,d; 2.2f; 5.1c,d; 5.2ab,c; 5.3a,b; 5.4a; TSSA II, III & V);
- L.** develop an instructional program that is responsive to the needs of diverse learners (ISLLC I, II, III, IV, V & VI; KDF 1.2a,b,c,d; 2.2f; 5.1c,d; 5.2ab,c; 5.3a,b; 5.4a; TSSA II, III, IV, V & VI);
- M.** demonstrate knowledge and the ability to assess state framework for Teacher Professional Growth and Effectiveness system (TPGES) regarding Minimizing Bias objectives: 1. To increase your understanding of the kinds of biases and personal preferences that can influence the quality of observations of teaching practice; 2. To provide you with opportunities to identify and explore your biases and personal preferences; 3. To provide you with strategies for monitoring and reducing the influence of bias and personal preferences on observations; 4. To help you identify a list of “triggers” for underlying biases (ISLLC I, II, III, IV, V & VI); and
- N.** demonstrate knowledge and the ability to assess state framework for Teacher Professional Growth and Effectiveness system (TPGES) regarding Domain 2b: Establishing a Culture for Learning objectives: Belief in the value of the work; Expectations are high and supported through both verbal and nonverbal behaviors; Quality is expected and recognized; Effort and persistence are expected and recognized; Confidence in ability is evidenced by the teacher's and students' language and behaviors; Expectation for all students to participate (ISLLC I, II, III, IV, V & VI).

The COEHS Theme of Educator as Reflective Decision-Maker is addressed in this course by requiring students to reflect on policies, standards, and issues concerning leadership.

The CAEP/EPSTB themes of diversity, assessment and gap closure are explored through an exploration of cultural proficient practices in public schools..

IV. CONTENT OUTLINE:

Content will include but not be limited to:

- A. The advocacy role of the school leader
- B. Defining cultural proficiency
- C. Evaluating policies and practices for cultural proficiency and for developmental appropriateness
- D. Characteristics and identification of students with disabilities
- E. State and federal legislation related to students with disabilities
- F. Accommodations and instructional programming for students with disabilities
- G. Characteristics of and accommodations and instructional programming for gifted learners
- H. State and federal legislation related to students with disabilities

I. Organizational responses to diverse learners' needs

V. INSTRUCTIONAL ACTIVITIES:

Lectures, readings, discussions, problem-based papers and field-experiences. Course assignments will be reflective of the objectives and the intent of the course and will include, but not be limited to, the following:

- A. *Cultural Proficiency Receptivity Scale/MAKSS-C Survey*. Students will complete the receptivity scale and MAKSS-C survey and will reflect upon strengths and weaknesses and his/her place on the proficiency continuum and self-assessment inventory.
- B. *Cultural Competence Strategic Plan*. Students will develop a strategic plan for cultural competence based on their school's rubric developed in part C. below by answering how the plan will be shared with your staff and how it will be monitored.
- C. *Instructional Appropriateness and Accommodation Rubric*. Students will develop a rubric that can be used by teachers in his/her building to evaluate the appropriateness of practices in his/her classroom to meet the developmental needs of all students in their school, including how to accommodate:
 - 1. Gifted learners (how are these students identified in your school?)
 - 2. Students with disabilities (including ADHD, Autism Spectrum Disorder/Asperger's Syndrome, Learning Disabilities; Behavior disorders/Emotional Disturbance, and Physical impairments)
 - 3. Culturally diverse (including ELL)
 - 4. Struggling and At-Risk students
- D. *Diverse learners school profile*. Students collect and create a profile of the diverse learners in their school.
- E. *Instructional Technology Review*. Students will review available technologies in their district/school to support instruction, monitoring or record-keeping needs to support organizational responses to diverse learners' needs.
- F. *Case Studies and Self-assessments and professional reflections on practice*. Students will continue to develop professional growth guided by structured assessment and reflection through 8 case studies derived from the instructor and from Rutherford's *Meeting the Needs of Diverse Learners*.
- G. *Collection of Gifted and Talented testing devise and analysis review*. Students collect the Gifted and Talented instrument used in their school/district, analyze how student are identified to determine entry in their G/T (or honors, etc.) program, G/T test scores needed for entry, and review its practicality in the school's curriculum.

VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:

Course taken concurrent with ADM 682, Practicum in Instructional Leadership for Diverse Learners.

VII. TEXT(S) AND RESOURCES:

No textbooks are needed for this course.

VIII. EVALUATION AND GRADING PROCEDURES:

Your course grade will be determined using the following criteria:

1. Cultural Competence Strategic Plan
2. *Instructional Appropriateness and Accommodation Rubric
3. *Instructional Technology Review

* Denotes Signature Assignments to be submitted on Livetext.

A grade below B does not meet the Department of Educational Leadership and Counseling requirements for any degree or licensure program.

IX. ATTENDANCE POLICY:

Students are expected to adhere to the MSU Attendance Policy outlined in the current *MSU Bulletin*.

X. ACADEMIC HONESTY POLICY:

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students' academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

Violations of Academic Honesty include:

Cheating - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

Fabrication and Falsification - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

Multiple Submission - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

Plagiarism - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

- 1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
- 2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.

3) Lowering the grade or failing the student(s) in the course.

If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Equal Opportunity. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

XI. NON-DISCRIMINATION POLICY AND STUDENTS WITH DISABILITIES:

Policy Statement

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. For more information, contact the Executive Director of Institutional Diversity, Equity and Access, 103 Wells Hall, (270) 809-3155 (voice), (270) 809-3361 (TDD).

Students with Disabilities

Students requiring special assistance due to a disability should visit the Office of Student Disability Services immediately for assistance with accommodations. For more information, students should contact the Office of Student Disability Services, 423 Wells Hall, Murray, KY 42071. 270-809-2018 (voice) 270-809-5889(TDD).