

Syllabus

Course Overview

This course presents an overview of the knowledge and skills necessary to lead a diverse school or district population.

In schools throughout the United States, there is a tremendous push for increased student achievement and academic accountability. Federal and state mandates make this push a reality for school and district leaders. The focus on student achievement has many implications including recognizing and respecting diversity in the schools and districts.

In today's multicultural environments, it is more important than ever for students and adults to work productively with those who are different from themselves. As such, this course is designed to help school leaders develop knowledge and skills related to the following topics:

- Assessing institutional barriers to student achievement.
- Creating an inclusive environment that respects and values diversity.
- Fostering collaboration among diverse groups.
- Applying best practices to student learning.
- Designing action plans that include best practices to meet the diverse needs of students.

Field Experiences

You will be required to complete at least 24 hours of fieldwork to complete this course successfully. The fieldwork provides you with field-based opportunities to observe and participate in learning experiences that strengthen your understanding of course content. The field experiences for this course include the following:

- **Unit 1 – Project Assignment Preparation:** This activity requires that you find a school or school district to carry out principal and teacher interviews and classroom observations in order to complete assignments and discussions throughout the course. This field experience will take a minimum of 3 hours.
- **Unit 2 – Principal Interview:** This activity requires that you interview the principal at a school where you will also interview and observe teachers. This interview will help you to understand what special populations and what special instructional strategies are practiced with diverse populations. This field experience will take a minimum of 4 hours.
- **Unit 4 – Teacher Interview:** For this activity, you will interview three different teachers about diverse cultures and diverse learners. The data from these interviews will help you complete future assignments for the course. During this interview, you will need to set up a classroom observation time for each teacher. This field experience will take a minimum of 6 hours.
- **Unit 4 – Home School Analysis:** For this activity, you will need to locate and analyze specific data from the school where you conduct the principal and teacher interviews and classroom observations. You may need to make contact with someone at the school to obtain the data needed to complete this analysis. This field experience will take a minimum of 3 hours.
- **Unit 7 – Teacher Observations:** You will have completed your classroom observations by the time you reach this unit. For this unit, you will discuss what you observed as you visited the three teachers in their classrooms. This activity will take a minimum of 6 hours.
- **Unit 8 – Debriefing the Principal:** In this unit, you will return to the home school to debrief the principal about the teacher interviews and classroom observations you conducted. This activity will take a minimum of 2 hours.

Alignment of Course Competencies to Outcomes and External Standards

Course Competency	Specialization Outcome	Educator Preparation Provider (EPP) Outcome	Educational Leadership Constituent Council (ELCC)	Minnesota Board of School Administrators (MN BOSA)	Professional Standards for Educational Leaders (PSEL)	CAEP Key Area(s)
C1	SO2, 3, & 4.	EPPO 2, 3, 6.	1.0, 1.1, 1.2, 2.0, 2.1, 2.2, 3.1, 3.2, 6.0, 6.1, 6.2.	A.4, A.7, B.2, C.1, C.2, C.4, C.5, H.1, H.3, K.4.	1, 2, 3, 4, 5, 10.	Diversity.
C2	SO2, 3, 4, 5, & 6.	EPPO 1, 2, 3, 6, 14.	1.0, 1.1, 1.2, 2.0, 2.1, 2.2,	A.4, A.7, C.1, C.2, C.4, C.5,	1, 2, 3, 5, 10.	Research-Driven Decision

Course Competency	Specialization Outcome	Educator Preparation Provider (EPP) Outcome	Educational Leadership Constituent Council (ELCC)	Minnesota Board of School Administrators (MN BOSA)	Professional Standards for Educational Leaders (PSEL)	CAEP Key Area(s)
			3.1, 3.2, 6.0, 6.1, 6.2.	H.1, I.1, I.2, I.3, I.5, K.4.		Making, Code of Ethics, Diversity.
C3	SO1, 2, 3, 5, & 7.	EPPO 1, 4, 6.	1.0, 1.1, 1.2, 2.0, 2.1, 2.2, 3.1, 3.2, 4.0, 4.1, 4.2, 6.0, 6.1, 6.2.	A.2, C.2, C.4, C.5.	1, 5, 6.	
C4	SO2, 3, & 5.	EPPO 6, 10, 13.	1.0, 1.1, 1.2, 2.0, 2.1, 2.2, 3.1, 3.2, 6.0, 6.1, 6.2.	A.1, A.10, E.2.	1, 8, 10.	Collaborative Skills, Diversity.
C5		EPPO 10		F.7, F.8.		

Learning Components

At the end of each study and discussion in this course, you will find a short list of "Learning Components." Learning components tell you what content in the study or discussion will prepare you to successfully address a grading criterion for an upcoming assignment.

Course Competencies

(Read Only)

To successfully complete this course, you will be expected to:

- 1 Evaluate processes and procedures to accommodate learners' diverse needs.
- 2 Develop research-supported best practices to meet the learning needs of diverse students in an ethical manner.
- 3 Design professional development plans for school personnel.
- 4 Develop strategies for communication and collaboration with representatives of diverse community groups.
- 5 Communicate in a manner that is scholarly, professional, and consistent with expectations for members of the education professions.

Course Prerequisites

This course requires access to a P–12 classroom and/or educational stakeholders in a P–12 school or district. Cannot be fulfilled by transfer.

Syllabus >> Course Materials

Required

The materials listed below are required to complete the learning activities in this course.

Integrated Materials

Many of your required books are available via the VitalSource Bookshelf link in the courseroom, located in your Course Tools. Registered learners in a Resource Kit program can access these materials using the courseroom link on the Friday before the course start date. Some materials are available only in hard-copy format or by using an access code. For these materials, you will receive an email with further instructions for access. Visit the [Course Materials](#) page on Campus for more information.

Book

Lindsey, R. B., Roberts, L. M., Campbell-Jones, F. L. (2013). *The culturally proficient school: An implementation guide for school leaders* (2nd ed.). Thousand Oaks, CA: Corwin. ISBN: 9781452258386.

Library

The following required readings are provided in the Capella University Library or linked directly in this course. To find specific readings by journal or book title, use [Journal and Book Locator](#). Refer to the [Journal and Book Locator library guide](#) to learn how to use this tool.

- Cordingley, P. (2015). [The contribution of research to teachers' professional learning and development](#). *Oxford Review of Education*, 41(2), 234–252.
- Doerschuk, P., Bahrim, C., Daniel, J., Kruger, J., Mann, J., & Martin, C. (2016). [Closing the gaps and filling the STEM pipeline: A multidisciplinary approach](#). *Journal of Science Education & Technology*, 25(4), 682–695.

- Fullan, M. (2014). *The principal: Three keys to maximizing impact*. Wiley.
- Harris, B., & Plucker, J. (2014). *Achieving equity and excellence: The role of school mental health providers in shrinking excellence gaps* *Gifted Child Today*, 37(2), 111–118.
- Kamenopoulou, L. (2012). *A study on the inclusion of deafblind young people in mainstream schools: Key findings and implications for research and practice*. *British Journal of Special Education*, 39(3), 137–145.
- Obiakor, F. E., Harris, M., Mutua, K., Rotatori, A., & Algozzine, B. (2012). *Making inclusion work in general education classrooms*. *Education and Treatment of Children*, 35(3), 477–490.
- Superville, D. R. (2016). *Assuring needy groups of students aren't overlooked*. *Education Week*, 36(6), 10–14.
- Tomlinson, C. A., & Murphy, M. (2015). *Leading for differentiation: Growing teachers who grow kids*. ASCD.

External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- Buxton, L. (2017). *Ditching deficit thinking: Changing to a culture of high expectations*. *Issues in Educational Research*, 27(2), 198–214. Retrieved from <http://www.iier.org.au/iier27/buxton.pdf>
- Cohen, J., & Geier, V. K. (2010). *School climate research summary—January 2010*. *Center for Social and Emotional Education: School Climate Brief*, 1(1). Retrieved from <http://community-matters.org/downloads/SchoolClimateChangeJan2010.pdf>
- Johnson, T., & Wells, L. (2017). *English language learner teacher effectiveness and the common core* [PDF]. *Education Policy Analysis Archives*, 25(23), 1–21. <http://epaa.asu.edu/ojs/article/view/2395/1884>
- Klump, J. (2005). *Culturally responsive practices for student success: A regional sampler*. *Northwest Regional Educational Laboratory*. Retrieved from <http://educationnorthwest.org/sites/default/files/culturally-responsive-practices.pdf>
- Munguia, C. (2017). *Principals supporting teachers in providing language instruction to English learners in elementary school* [PDF]. *International Journal of Teacher Leadership*, 8(1), 92–108. <https://www.cpp.edu/~ceis/education/international-journal-teacher-leadership/documents/Principals%20Supporting%20Teachers%20in%20Providing%20Language%20Instruction%20to%20English%20Learners%20in>
- Orosco, M. J., & Abdulrahim, N. (2017). *Culturally responsive professional development for one special education teacher of Latino English language learners with mathematics learning disabilities* [PDF]. *Insights on Learning Disabilities*, 14(1), 73–95. https://www.researchgate.net/publication/320046295_Culturally_Responsive_Professional_Development_for_One_Special_Education_Teacher_of_Latino_English_Language_Learners_with_Mathematics_Learning_Disabilities

Suggested

The following materials are recommended to provide you with a better understanding of the topics in this course. These materials are not required to complete the course, but they are aligned to course activities and assessments and are highly recommended for your use.

Optional

The following optional materials are offered to provide you with a better understanding of the topics in this course. These materials are not required to complete the course.

External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- U.S. Department of Education. (n.d.). *Family Educational Rights and Privacy Act (FERPA)* <https://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>
- U.S. Department of Health and Human Services (HHS). (n.d.). *Health Insurance Portability and Accountability Act (HIPAA)*. Retrieved from <https://www.hhs.gov/hipaa/for-professionals/privacy/laws-regulations/index.html>

Projects

Project >> Diversity Plan of Action

Project Overview

Throughout this course, you will learn how to assess the institutional barriers to student achievement that are associated with several diverse factors that include cultural and learning differences. Many of today's schools have diverse populations, and it has become imperative for school leaders to implement policies and practices that honor this diversity. According to Lindsey, Robins, and Terrell (2009), a culturally proficient school or school district interacts effectively with its employees, its parents and guardians, its students, and its community.

For the course project, you will think as an educational leader and conduct a comprehensive analysis of a district or school's diversity practices and policies. The goal of this analysis is to examine a school or school district's policies and practices with a focus on diversity and creating or maintaining an inclusive learning environment. As noted by Lindsey, Roberts, and Campbell-Jones (2013), aligning leadership actions with principles of cultural proficiency communicates the important message that diversity is valued.

This cumulative project will be a plan of action that will help a campus improve upon the way it views diversity of cultures and learners. You will contribute to this final project through different discussions and assignments found within designated units throughout this course. Details and comprehensive instructions for each discussion and assignment can be found in the designated units.

You will prepare directly for the final course project assignment by completing one prior discussion and three individual component assignments, each of which will be scored individually:

- **Unit 2 Discussion:** The Diversity Leader.
- **Unit 3 Assignment:** Teacher Observations and Analysis.
- **Unit 5 Assignment:** The Achievement Gap.
- **Unit 8 Assignment:** Professional Development Plan.

Your plan must be organized into the following sections:

- **Introduction:** Develop an introduction that provides an overview of the topics. This is the section where you will tell your readers what to expect in the paper.
- **Diversity Program Evaluation:** Meet the grading criterion, "Evaluate a school diversity program," by assessing how the simulated Madison Middle School (MMS) and your home school address diversity noting what has merit and what should be improved. Discuss how the schools promote a positive school culture that capitalizes on collaboration, cultural competence, diversity, and trust, equity, fairness, and respect to meet the learning needs of all students. (ELCC 1.2, 5.3, Competency 2)
- **Teacher Work Performance Expectations:** To meet the grading criterion, "Define work performance expectations for teachers who work with students from diverse backgrounds," analyze the teacher observations and interviews through the lens of an assistant principal, incorporate any other pertinent information you have gathered, and give your overall assessment of what work performance expectations should be conveyed to teachers who work with students from diverse backgrounds. (ELCC 4, 5.3, Competency 3)
- **Addressing the Achievement Gap:** In this section demonstrate the grading criterion, "Recommend ways to address the achievement gap at a school," by revising and enlarging upon your previous recommendations, based on feedback you received, and what you have learned throughout this course. Explain best practices when working with diverse learners and good strategies to employ in an inclusion classroom. Be sure to cite appropriate research. (ELCC 1.2, 2.3, 5.3, Competency 2)
- **Action Plan:** In this section, demonstrate the grading criterion, "Design an action plan to address diversity and the achievement gap in a school" by revising and enlarging upon your previous plan, based on feedback you received and what you have learned throughout this course. (ELCC 1.2, 5.3, Competency)
- **Conclusion:** Summarize the main points of your proposal and their importance for educational equity at MMS.

Submission Requirements

- **Paper Length:** 15–20 pages, not including the title page and references page.
- **References:** Include at least 3–5 scholarly, peer-reviewed references that adhere to current APA edition guidelines. (References may include your course readings.)
- **Font:** Times New Roman, 12-point.

Note: Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click the linked resources for helpful writing information.

ELCC Standards

The Unit 10 assessment measures the candidate's proficiency related to select specialization outcomes and the ELCC standards. It is imperative that candidates demonstrate their proficiency on this project to successfully complete this course. As such, candidates will need to score at least an 80% on this assignment. Candidates who score below an 80% on the assignment will receive an incomplete (I) for the course until the final paper has been revised to meet the minimum requirement. It is important for candidates to understand that an incomplete in this course may impact their ability to enroll next quarter if future courses have this course as a prerequisite. Thus, candidates who have to revise the final paper will need to do so as soon as possible to avoid hindering their progress in the program.

ELCC standards addressed in this course project are ELCC 1.2, 2.3, 4, 5.3.

References

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

Lindsey, R. B., Robins, N. K., & Terrell, R. D. (2009). *Cultural proficiency: A manual for school leaders* (3rd ed.). Thousand Oaks, CA: Corwin.

Unit 1 >> Defining Diversity and Problem-Solving Organizations

Introduction

The United States is a diverse nation in the twenty-first century and that diversity is reflected very clearly in the nation's schools. In recent decades, the culture and society of the United States has changed very rapidly, and unless teachers and school leaders are able to understand the role diversity plays in students' lives, it will be difficult to teach them effectively. Providing an environment that recognizes and respects diversity is vital to providing a good education for all students.

Additionally, distinctions among the different types of learning styles and the diverse special populations that are present on campuses need to be understood by educational leaders in order to ensure student success. First, school leaders are in positions that allow for interventions that can influence student achievement (Burns, Riley-Tillman, Rathvon, 2017). Secondly, professional development for teachers needs to ensure that they are well prepared to teach diverse populations. Providing a more scientific and anthropological basis for the study of diversity will help drive the study of diversity into a more academic realm.

This unit provides background information and an understanding of the terminology necessary to understand diversity in schools. The unit also provides an opportunity for the learner to review an institution's practices and policies, and to identify the different ways diversity is defined and addressed.

References

Burns, M., Riley-Tillman, T. C., & Rathvon, N. (2017). *Effective school interventions: Evidence-based strategies for improving student outcomes* (3rd ed.). New York, NY: The Guilford Press.

Learning Activities

u01s1 - Studies

Readings

Use your text *The Culturally Proficient School: An Implementation Guide for School Leaders* to read:

- Chapter 1, "Culture Frames Achievement Gaps," pages 7–14. This reading will provide an overview of the historical context of cultural proficiency, of living and participating in a community, and serve as a resource for developing culturally proficient leaders. You will also learn about the "why" of this book.

Use the Capella University Library to complete the following:

- In your *Leading for Differentiation: Growing Teachers Who Grow Kids* text:
 - Read Chapter 1, "So You (Might) Want to Lead for Differentiation," pages 1–18.
 - This chapter is an overview of differentiation and what it means to lead as an instructional leader.
- In Fullan's *The Principal: Three Keys to Maximizing Impact*:

- Read Chapter 1, "Outmoded," pages 1–14. This chapter provides an introduction to leading with a purpose that creates impact. It also provides a glimpse into the forthcoming chapters.

Learning Components

You will find a short list of "learning components" at the end of each study and discussion. Learning components explain how the study or discussion prepares you to successfully address a grading criterion for an upcoming assignment.

u01s1 - Learning Components

- Review resources provided to help teachers work with diverse students and parents.
- Review professional development plans for teachers working with students and parents of diverse backgrounds.

u01s2 - Project and Discussion Preparation

For this course, you will need to complete a Diversity Plan of Action based on information that you will gather from your "home school," where you will complete your field experiences, and from the simulated school you will explore in the Blooming Park media presentations. To be prepared, you should read through the course project description and assignments to begin planning your assignments and the following discussion.

- **Unit 2 Discussion:** The Diversity Leader.
- **Unit 3 Assignment:** Achievement Gap Report.
- **Unit 5 Assignment:** Individual Improvement Plan.
- **Unit 8 Assignment:** Professional Development Plan.

Observing a Real-Life School of Your Choice

To prepare for these assignments, determine which school you want to observe; this will be your "home school." If you work in a school, you may wish to use it as your home school, or you could choose another school within your district. If you do not work in a school environment, you will need to make contact with a school (such as private, parochial, charter, public, virtual) or district to ascertain if you can work with individuals to complete this project.

Note: Your home school must have a diverse student population as well as special education and bilingual education programs.

It is imperative that you secure a school or school district immediately, since you will conduct teacher and principal interviews and teacher observations in future units. This school will be referred to as the "home school" from this point on. You must gain permission from the principal by informing him or her of your plans for this course, and the field experience hours you must complete on the campus.

Note: You must you conduct a short interview with the principal, which is due in the first discussion of Unit 2. Make arrangements to complete this interview and have time to complete the discussion. The questions you should ask are provided in the discussion.

Additionally, you will need to complete three teacher interviews and three teacher observations, which will be due in Units 4 and 7. For the teacher interviews and observations, you must choose at least one special education teacher and one English Language Learner (ELL)/English as a Second Language (ESL)/bilingual teacher. The third teacher may be from any discipline. Finally, you will debrief with the principal toward the end of the course about what you have learned.

Once you have identified a site, obtain a copy of the organization's vision, mission, and goal statements. In addition, you will need to get historical and demographic information about the school. Sometimes this information can be found on the organization's Web site. However, if it is not located there, you will need to communicate with an organizational representative to obtain this information.

Observing a Simulated School: Madison Middle School

You will also work with a simulated school, Madison Middle School (MMS), which is portrayed in a series of Blooming Park media presentations. You will gather information about this school's vision, mission, and goal statements, as well as historical and demographic information about MMS. You will conduct "observations" and "interviews" with the fictional teachers.

u01s2 - Learning Components

- Observe and interview teachers to find their strengths and weaknesses when working with students and parents of diverse backgrounds.
- Review literature on research in diversity and the achievement gap.

u01s3 - Professional Dispositions

You are expected to develop the professional attitudes, values, and beliefs that support student learning and development. You are also expected to demonstrate these professional dispositions in your interactions with students, families, colleagues, and communities.

The dispositions include the following:

1. Is committed to fairness.
2. Is committed to personal and professional conduct that is both ethical and respectful of the rights of others.
3. Believes that all children can learn at high levels.
4. Persists in helping students from diverse populations achieve success by applying different approaches until they achieve that success.
5. Is willing to explore and use technology in the classroom.
6. Recognizes when one's own dispositions may need to be adjusted.
7. Is committed to reflective practice, professional development, and lifelong learning.

In Unit 9, you will complete the Learner Self-Assessment of Professional Dispositions to rate yourself on each disposition, indicate the level that you believe best describes you, and provide a rationale for the score you assigned to each disposition. Throughout this course, prepare to complete this assessment by examining, reflecting on, and making note of course content and activities related to each professional disposition.

Your instructor will also rate you on the professional dispositions at the level that best describes you based on courseroom interactions with the instructor and other learners, discussion responses, and assignment submissions. Throughout this course, make an effort to demonstrate the professional dispositions in this coursework.

u01s3 - Learning Components

- Examine and write about issues of multicultural fairness.
- Examine and write about the rationale for reflective practice, professional development, and lifelong learning.
- Examine and write about issues and resources related to ethics and respect for rights of others in personal and professional conduct.
- Examine and write about ways all children can learn at high levels.
- Examine and write about different approaches for helping students from diverse populations achieve success and the importance of persistence in trying different solutions.
- Examine and write about rationale for use of technology in the classroom.
- Learn to reflect on dispositions and reasons why they may need to be adjusted.

u01d1 - The Culturally Proficient Professional

Review the "Cultural Proficiency Continuum" found on page 10 of your text *The Culturally Proficient School: An Implementation Guide for School Leaders*:

1. Cultural destructiveness.
2. Cultural incapacity.
3. Cultural blindness.
4. Cultural precompetence.
5. Cultural competence.
6. Cultural proficiency.

Explain how this continuum fits with the professional dispositions that you learned about in this unit's third study. Do you see any dispositions along the continuum? How do the dispositions align with cultural proficiency? Explain.

Response Guidelines

Respond to at least two of your fellow learners' posts and discuss the similarities and differences of your responses.

For all responses, you must also provide a rationale or justification to help the learner understand your response, which will help the learner provide appropriate feedback.

Reference

Lindsey, R. B., Roberts, L.M., Campbell-Jones, F. (2013). *The culturally proficient school: An implementation guide for school leaders* (2nd ed.). Thousand Oaks, CA: Corwin.

u01d1 - Learning Components

- Review literature on research in diversity and the achievement gap.
- Review professional development plans for teachers working with students and parents of diverse backgrounds.
- Review and analyze data in order to make recommendations to improve curriculum for students of diverse backgrounds.

u01d2 - The Diverse School Culture and the Diverse Learner

Based on what you have read so far, define culture and diversity within a school organization. How does working in a diverse culture with diverse learners influence a campus? Based on your readings, when students are not succeeding, what problem solving techniques would you suggest a school employ?

Response Guidelines

Respond to at least two of your fellow learners' posts and provide substantive feedback (do not just state whether you agree or disagree; have something to add that supports what you have read). In your response, be sure that you affirm, clarify, pose questions, and share a differing viewpoint to extend the learning.

For all responses, you must also provide a rationale or justification to help the learner understand your response, which will help the learner provide appropriate feedback.

Course Resources

u01d2 - Learning Components

- Examine process and procedures that address diversity and the achievement gap.
- Review literature on research in diversity and the achievement gap.

Unit 2 >> Creating an Inclusive Environment

Introduction

Educators and educational leaders are faced with the challenge of educating students from diverse backgrounds, which includes diverse learning styles, in a rapidly changing society. Hence, educational leaders and teachers will need to create a school environment that allows all students the opportunities to achieve academically. Leaders should foster a climate that is inclusive of the diverse cultures and the diverse learners represented throughout a school or a school district. Although inclusive environments may be defined differently from classroom to classroom, it is essential that leaders and teachers collaboratively define inclusive environments for their campus; the leader should also provide professional development and support in consistently implementing inclusive environments throughout the campus (Fenner, Kozik, & Cooper, 2015).

In this unit, you will investigate the value of creating an inclusive learning environment, as well as explore the moral and ethical responsibility of leaders to address diversity issues.

References

Fenner, D. S., Kozik, P., & Cooper, A. (2015). *Evaluating all teachers of English learners and students with disabilities*. Thousand Oaks, CA: Corwin.

Learning Activities

u02s1 - Studies

Readings

To help you understand educational leaders and educator's roles in the lives of diverse students as well as understand the impact of school climate on minority student achievement and socio-emotional adjustment:

Use your text *The Culturally Proficient School: An Implementation Guide for School Leaders* to read:

- Chapter 2, "The Importance of Culturally Proficient Leadership," pages 15–24. In this chapter, a case is presented that allows you to practice addressing cultural proficiency while addressing the issues within the case from a leader's perspective.

Use the Capella University Library to complete the following:

- In your *Leading for Differentiation: Growing Teachers Who Grow Kids* text:
 - Read Chapter 2, "Nurturing Individual Change," pages 19–42.
 - This chapter prepares you to understand how to foster the buy-in factor from each person on a campus.
- In Fullan's *The Principal: Three Keys to Maximizing Impact* and read:
 - Read Chapter 2, "Vices and Virtues," pages 17–46. This reading focuses on the types of leadership needed to have a positive impact on student success.

Multimedia

- Click **Blooming Park: Madison Middle School Orientation** to launch the presentation. MMS is a simulated middle school that you will visit three times during this course. In this simulation, you have been recently hired to serve as Madison Middle School's assistant principal in charge of diversity issues. Throughout the course, you will explore issues related to diversity in the simulation, and then address these issues in discussion questions and assignments.

Course Resources

Blooming Park: Madison Middle School Orientation

u02s1 - Learning Components

- Examine process and procedures that address diversity and the achievement gap.
- Observe and interview teachers to find their strengths and weaknesses when working with students and parents of diverse backgrounds.
- Review resources provided to help teachers work with diverse students and parents.
- Review literature on research in diversity and the achievement gap.
- Examine and write about issues of multicultural fairness.
- Review professional development plans for teachers working with students and parents of diverse backgrounds.
- Examine and write about the rationale for reflective practice, professional development, and lifelong learning.
- Examine and write about issues and resources related to ethics and respect for rights of others in personal and professional conduct.
- Examine and write about ways all children can learn at high levels.
- Review and explain the expectations for teachers who work with students from diverse backgrounds.
- Examine and write about different approaches for helping students from diverse populations achieve success and the importance of persistence in trying different solutions.
- Examine and write about rationale for use of technology in the classroom.
- Learn to reflect on dispositions and reasons why they may need to be adjusted.

u02s2 - Assignment and Discussion Preparation

Optional: Unit 3 Assignment Preparation

In Unit 3 you have an assignment: Achievement Gap Report. *Optional:* To maximize your achievement in this assignment, if time permits, view the simulation **Blooming Park: Achievement Gap Intervention** this week, begin to review data, and play the achievement gap game.

Unit 4 Discussion Preparation

In Unit 4, you will complete two discussions that require fieldwork. Be sure to manage your time to complete the discussions.

Teacher Interviews

For the first discussion in Unit 4, you will need to complete three separate teacher interviews (at least one special education teacher, one English Language Learner/English as a Second Language/bilingual teacher, and one other teacher). Prepare for this discussion by scheduling your interviews with these teachers this week and reviewing the questions that you will pose to each of them:

- What grade level and subject matter have you taught and what are you currently teaching?
- How many years have you been a teacher and how many years have you been in your current grade level and subject matter?
- How long have you been a teacher at this school?
- What does diversity mean to you?
- What does inclusion mean to you?
- How is inclusion practiced on your campus?
- When working with diverse cultures and diverse learners in your classroom, what instructional strategies do you employ?
- Please list some examples of the diversity of the students in your classroom; through what special programs, if any, are they identified?
- What collaborative efforts on campus have helped to promote success for diverse learners and special populations?
- How are parents of diverse learners or special population students encouraged to participate in the education of their child?
- What professional development do you believe you need in order to be a more successful teacher when teaching diverse learners and special populations?

School Analysis

For the second discussion in Unit 4, you will need to analyze data regarding your home school, with special attention paid to the special populations or diverse learners that are represented. These include:

- Historical information about the school:
 - Is it public or private, elementary, middle school, or high school? How long has it been in existence?
 - Is it an urban, suburban, or rural school?
 - What type of demographic information can you find?
- The school or district's vision, mission, and goal statements.
- Explore public records and reflect on the answers the principal provided in the interview that you conducted in Unit 2 to answer:
 - What did you learn about diverse learners in the home school or school district?
 - What is working successfully for diverse learners?
 - What are your suggestions for improving the needs of diverse learners?
 - If you were a leader in a school, how would you plan to analyze and evaluate current special programs at your school and within your school district, and what you would do to help teachers feel successful in helping diverse students succeed?

You should be able to find the required data by searching the school or school district's Web site, or by accessing the state's public information on the school or school district. For assistance, see the "Finding District and School Data" tab in the Capella University Library's ED7014 Research Guide, located in the Resources.

Course Resources

Blooming Park: Achievement Gap Intervention

[ED7014 Research Guide](#)

u02s2 - Learning Components

- Examine process and procedures that address diversity and the achievement gap.
- Review literature on research in diversity and the achievement gap.

u02d1 - Principal Interview

For this discussion, you will interview the principal at the school you have chosen to observe. During this interview, you will ask the principal the following questions:

- How long have you been at this campus/school?
- What did you teach when you were a teacher?
- What special populations (for example, special education, bilingual, talented and gifted, career and technology, AVID, and so forth) are present on this campus?
 - How do the teachers work with these special populations (for example, inclusion or pull-out program)?

- Is there a curriculum that all students, including the special populations, follow?
 - Is that curriculum state or district mandated?
 - What types of modifications or accommodations are in place for these students?
- How do you or the school district prepare teachers to teach the different special populations on your campus?
- What is in place to welcome the parents of the special populations?
- How would you describe the culture of this campus?
 - What would you change if you had the means and the time?

Post the answers you receive. In addition to the interview, evaluate the data you have gathered and discuss how the principal's answers contribute to a positive and problem-solving organization.

Response Guidelines

Respond to at least two of your fellow learners' posts. In your response, be sure that you affirm, clarify, pose questions, and share what insight you gained from your peer's interviews. For all responses you must also provide a rationale or justification to help the learner understand your response and provide appropriate feedback.

Course Resources

Graduate Discussion Participation Scoring Guide

u02d1 - Learning Components

- Understand and discuss the work performance expectations for teachers who work with students from diverse backgrounds.
- Review and evaluate data and other evidence of how a school or school district is addressing the needs of learners.
- Examine process and procedures that address diversity and the achievement gap.
- Observe, research, and discuss best practices for teachers working with diverse learners.
- Examine and write about issues of multicultural fairness.
- Investigate ways to redress exclusion of children and parents from planning of school or school district curriculum or school activities.
- Examine and write about issues and resources related to ethics and respect for rights of others in personal and professional conduct.
- Review and explain the expectations for teachers who work with students from diverse backgrounds.

u02d2 - The Diversity Leader

In this unit, you had a chance to view the simulation and visit Madison Middle School (MMS) via the Blooming Park: Madison Middle School Orientation media piece. As the assistant principal in charge of diversity issues, discuss your first steps in addressing diversity, including addressing the needs of diverse learners. How would you communicate these steps to the teachers and staff?

Response Guidelines

Respond to at least one of your fellow learners' post. In your response, discuss what you have learned from the simulation and if you think it has helped you to learn about diversity issues.

Course Resources

Graduate Discussion Participation Scoring Guide

[ED7014 Research Guide](#)

[APA Style and Format](#)

[Writing Feedback Tool](#)

[Blooming Park: Madison Middle School Orientation](#) | Transcript

u02d2 - Learning Components

- Examine process and procedures that address diversity and the achievement gap.

- Review resources provided to help teachers work with diverse students and parents.
- Review literature on research in diversity and the achievement gap.
- Review and analyze data on diversity programs in a school or school district.
- Review professional development plans for teachers working with students and parents of diverse backgrounds.
- Review and analyze data in order to make recommendations to improve curriculum for students of diverse backgrounds.
- Examine and write about issues and resources related to ethics and respect for rights of others in personal and professional conduct.
- Examine and write about ways all children can learn at high levels.
- Review research literature that addresses diversity and the achievement gap.
- Review and explain the expectations for teachers who work with students from diverse backgrounds.
- Examine and write about different approaches for helping students from diverse populations achieve success and the importance of persistence in trying different solutions.
- Learn to reflect on dispositions and reasons why they may need to be adjusted.

Unit 3 >> Cultural Proficiency

Introduction

Working with different cultures should be purposeful, meaning that educators should be aware of the cultural background of their students. This is important because, as Fenner, Kozik, and Cooper (2015) stated, culture can impact a student's behavior, the school culture may also influence the way students work together. Hence, the campus culture must also be inviting and accepting to diversity.

In this unit you will learn how culture shock is possible for any educator, at any level. You will work with teachers to learn how they worked through culture shock they may have felt during their career, and learn if their school is culturally proficient.

References

Fenner, D. S., Kozik, P., & Cooper, A. (2015). *Evaluating all teachers of English learners and students with disabilities: Supporting great teaching*. Thousand Oaks, CA: Corwin.

Learning Activities

u03s1 - Studies

Readings

Use your text *The Culturally Proficient School: An Implementation Guide for School Leaders* to read:

- Chapter 4, "Cultural Proficiency in Practice: The Guiding Principles," pages 51–70. This chapter focuses on what it takes to become a culturally proficient leader.

Use the Capella University Library to complete the following:

- In your *Leading for Differentiation: Growing Teachers Who Grow Kids* text:
 - Read Chapter 3, "Designing a Vision for the Differentiated Landscape," pages 43–64.
 - This chapter discusses including the stakeholders of a school in the vision for differentiation, and what it will look like for a campus.
- In Fullan's *The Principal: Three Keys to Maximizing Impact*:
 - Read Chapter 3, "The First Key-Leading Learning," pages 51–92. This reading presents ways for the educator to understand what research says about leading learning, and introduces a framework to set the stage for leading learning.

Multimedia

- Click **Blooming Park: Achievement Gap Intervention** to return to Madison Middle School if you did not already complete this activity in Unit 2. You will need to complete this activity before you can finish your assignment for this unit.

Discussion Preparation

Reminder: In Unit 4, you will complete two discussions that require fieldwork.

- For the first discussion, you will need to complete three separate teacher interviews (at least one special education teacher, one English Language Learner/English as a Second Language/bilingual teacher, and one other teacher). If you have not already done so, be sure to prepare for this discussion by scheduling your interviews with these teachers in time to complete the discussion.

- For the second discussion, you will need to observe three teachers at your home school for at least 30 minutes each. After each observation, debrief with the teacher to tell them what you observed, and to request clarification for anything that you saw.

Course Resources

Blooming Park: Achievement Gap Intervention

u03s1 - Learning Components

- Review resources provided to help teachers work with diverse students and parents.
- Review literature on research in diversity and the achievement gap.

u03a1 - Achievement Gap Report

Overview

As assistant principal of Madison Middle School (MMS), you have been tasked to write recommendations to the district to address the achievement gap at the school.

Beginning with the assignment preparation study in Unit 2, you have prepared by reviewing data presented in the **Blooming Park: Achievement Gap Intervention** media piece, including simulated interviews with staff and teachers at the school, and playing the achievement gap game. You should also incorporate relevant peer-reviewed research studies.

The grading criteria for this assignment are stated explicitly in the instructions below; however, you may also want to examine the Achievement Gap Report scoring guide to better understand the performance levels that relate to each grading criterion. Contact your instructor if you have any questions.

Instructions

- In the introduction, summarize in general terms the achievement gap problems at MMS, and tell how you, as the assistant principal, researched the problems and potential solutions. Explain how you reviewed and gathered data, and other research you have done, to formulate your recommendations.
 - *Note:* In APA style, no heading is used for the introduction.
- To meet the grading criterion, "Evaluate a school's processes and procedures designed to address diversity and the achievement gap," describe and critique what is good and what could be done better at MMS to promote academic achievement of diverse students.
- To meet the grading criterion, "Evaluate research on diversity and the achievement gap," cite relevant peer-reviewed research studies and evaluate how this research could be used to develop interventions to improve achievement of diverse students.
- To demonstrate the grading criterion, "Recommend research-supported best practices to address achievement gap in diverse students," make specific recommendations of research-supported best practices based on the data you gathered and the research you have reviewed.
- To meet the grading criterion, "Design an action plan to intervene in the exclusion of children and parents from school or school district in curriculum or school activities," integrate your recommendations into an action plan. Your plan should have SMART objectives:
 - **S**pecific.
 - **M**easurable or observable.
 - **A**chievable.
 - **R**elevant.
 - **T**ime-bound, with a clear schedule.
- Conclude with a summary of the main points of your proposal and their importance for educational equity at MMS.

Submission Requirements

- **Paper Length:** 3–5 pages, not including the title page and references page.
- **References:** Include 3–5 references scholarly, peer-reviewed references that adhere to the current APA edition guidelines. (References may include your readings.) For help in finding peer-reviewed articles, see the Capella University Library's ED7014 Research Guide, located in the Resources.
- **Font:** Times New Roman, 12-point.

Note: Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click the linked resources for helpful writing information.

Smarthinking: Capella learners are encouraged to use this valuable writing tutoring service. You allocated a set amount of time each quarter to use it, so it is important to plan carefully so you have time to use at the end of the course as well. *Note:* The turnaround time for feedback from Smarthinking can be up to 48 hours. Plan adequate time to use Smarthinking and revise your writing before submitting the assignment to your instructor when it is due.

Submit your paper as an attached document in the assignment area by midnight Central Time Sunday.

Course Resources

[Blooming Park: Achievement Gap Intervention | Transcript](#)

[ED7014 Research Guide](#)

[APA Style and Format](#)

[Writing Feedback Tool](#)

[Smarthinking](#)

Unit 4 >> Communication Among Diverse Groups

Introduction

Much of the literature regarding effective teaching emphasizes that students are motivated and learning at higher levels when they are in a trustworthy and supportive educational environment. This environment is created by teachers and school leaders who understand that students need to be respected and heard, and where communication among diverse groups is encouraged. A school or school district that demonstrates that all students are valued and will be heard tends to be higher achieving than one that does not. "Schools are more than buildings made of bricks and stone. They are more than curricula. Schools are active, living compilations of individuals interacting around a common purpose—education." (Spradlin, 2012, p. 46) Hence, through effective communication, diverse groups can interact with each other as they learn from each other.

In this unit, you will explore the importance of communicating the expectations of learning and behavior equitably, and the importance of fostering effective collaboration and communication among diverse groups, in order to leverage their strengths to create an effective learning environment.

References

Spradlin, L. K. (2012). *Diversity matters: Understanding diversity in schools*. Belmont, CA: Wadsworth, Cengage.

Learning Activities

u04s1 - Studies

Readings

Use your text *The Culturally Proficient School: An Implementation Guide for School Leaders* to read:

- Chapter 7, "Conversation: A Skill for the Culturally Proficient Leader," pages 121–136. This reading covers the essential elements of conversation skills that can be used within the educational environment to increase cultural proficiency.

Use the Capella University Library to access Fullan's *The Principal: Three Keys to Maximizing Impact* and read:

- Chapter 4, "The Second Key—Being a District and System Player," pages 93–115. This chapter presents the concept of looking beyond the school campus and becoming a district and system player in order to maximize positive organizational impact.

u04s1 - Learning Components

- Review resources provided to help teachers work with diverse students and parents.

u04s2 - Assignment Preparation

In Unit 5, you will complete your second assignment, Individual Improvement Plan. It is recommended that you prepare by reviewing the expectations for this assignment in the Individual Improvement Plan scoring guide.

After "observing" and "interviewing" one of the Blooming Park teachers about their experiences working with diverse students and parents, make notes about the following:

- Your overall assessment of how this teacher works with diverse students and parents.
- Specific strengths that the teacher does well as she or he works with diverse students and parents.
- Specific areas that need improvement when the teacher works with diverse students and parents.
- Specific books or articles that may help the teacher become more proficient and successful in working with diverse students and parents.
- Specific professional development that may help the teacher become more proficient and successful in working with diverse students and parents.

u04s2 - Learning Components

- Observe and interview teachers to find their strengths and weaknesses when working with students and parents of diverse backgrounds.
- Review resources provided to help teachers work with diverse students and parents.
- Review professional development plans for teachers working with students and parents of diverse backgrounds.
- Review and explain the expectations for teachers who work with students from diverse backgrounds.

u04d1 - Teacher Interviews

For this discussion, you will interview three teachers (one special education teacher, one ELL/ESL/bilingual teacher, and one other teacher) at the home school. At the interview you will explain the purpose of working with them during this course. Specifically, you will inform them that you would like to observe their classroom, looking for specific examples of how the teachers address the diverse cultures and diverse learners represented in their classrooms. Ask each teacher the following questions:

- What grade level and subject matter do you teach?
- How many years have you worked as a teacher?
- How many years have you taught at the current grade level and subject matter?
- How long have you been teaching at your campus?
- What does diversity mean to you?
- What does inclusion mean to you?
- How is inclusion practiced on your campus?
- When working with diverse cultures and diverse learners in your classroom, what instructional strategies do you employ?
- What type of diverse learners do you have in your classroom and through which special programs, if any, are they identified?
- What collaborative efforts on campus have helped promote success for diverse learners and special populations?
- How are parents of diverse learners or special population students encouraged to participate in the schooling of their child?
- What professional development do you believe you need in order to more successfully teach diverse learners and special populations?
- Highlight some of the similarities and differences you found in their answers.

Remember to set up a time with each teacher for your classroom observation that will focus on how the teachers instruct diverse groups of students represented in their classroom. You will write about these observations in Unit 7.

For this discussion, write a 100–300 word synopsis of your interviews. This could be written as an introduction to your explanation about the observations for your Unit 7 discussion.

Response Guidelines

Respond to at least two of your fellow learners' posts. In your response, be sure that you affirm, clarify, pose questions, and share the insights you gained from the learner's interviews. For all responses, you must also provide a rationale or justification to help the learner understand and provide appropriate feedback to your response.

Course Resources

Graduate Discussion Participation Scoring Guide

u04d1 - Learning Components

- Understand and discuss the work performance expectations for teachers who work with students from diverse backgrounds.

- Observe and interview teachers to find their strengths and weaknesses when working with students and parents of diverse backgrounds.
- Review and analyze data on diversity programs in a school or school district.
- Observe, research, and discuss best practices for teachers working with diverse learners.

u04d2 - School Analysis

You have had a chance to meet with the principal of a school and schedule teacher interviews. You have also had a chance to review some data concerning the home school. (If you have not yet found this data, you can locate it by searching the school or school district's Web site, or by accessing the state's public information on the school or school district. For assistance, see the "Finding District and School Data" tab in the Capella University Library's ED7014 Research Guide, located in the Resources.)

For this discussion, analyze the home school or school district's data, giving special attention to the special populations or diverse learners represented.

Explain what you have learned by answering the following:

- Provide historical information about the organization (Is it public or private, elementary, middle school, or high school? How long has it been in existence?). Is it an urban, suburban, or rural school? What type of demographic information did you find?
- Provide the organization's vision, mission, and goal statements. How is diversity addressed in each statement?
- Explore by referring to public records and the interview that you conducted in Unit 2. Reflect on the answers that were provided to the questions. What did you learn about diverse learners in the home school or school district? What is working for diverse learners? What are your suggestions for improvement in addressing the needs of diverse learners?
- As a leader in a school, discuss how you plan to analyze and evaluate which special programs are present on your campus and within your school district, and what you would do to assist teachers in helping diverse students succeed.

Response Guidelines

Respond to at least two of your fellow learners' posts.

Course Resources

Graduate Discussion Participation Scoring Guide

[ED7014 Research Guide](#)

u04d2 - Learning Components

- Review or create professional development activities to help meet goals and objectives.
- Observe, research, and discuss best practices for teachers working with diverse learners.
- Investigate ways to redress exclusion of children and parents from planning of school or school district curriculum or school activities.
- Review and analyze the resources needed for the professional development and continuous growth of teachers.
- Review and analyze data in order to make recommendations to improve curriculum for students of diverse backgrounds.
- Examine and write about ways all children can learn at high levels.

Unit 5 >> Facilitating and Fostering Collaboration Among Diverse Learners

Introduction

A strong commitment and consistent collaboration between school and home is considered a necessary component to building the lines of communication that promote an inclusive school environment. Parents and community members can serve as an important resource in providing a quality education to all students, but specifically special populations on a campus. Additionally, parents and community members must feel invited and welcomed at school.

In this unit, you will explore the various strategies educational leaders can employ to engage parents and community members into making a school inviting and inclusive.

Learning Activities

u05s1 - Studies

Readings

Use your text *The Culturally Proficient School: An Implementation Guide for School Leaders* to read:

- Chapter 6, "The Essential Elements as Standards for Leadership Behavior," pages 95–120. Learn about the elements, standards, and behavior of leadership behavior, and gain access to a template for strategic planning.

Use the Capella University Library to access and read the following:

- Kamenopoulou, L. (2012). [A study on the inclusion of deafblind young people in mainstream schools: Key findings and implications for research and practice](#). *British Journal of Special Education*, 39(3), 137–145. This reading looks at the inclusion of deafblind students in mainstream education, as well as barriers and facilitators to their inclusion.
- Obiakor, F. E., Harris, M., Mutua, K., Rotatori, A., & Algozzine, B. (2012). [Making inclusion work in general education classrooms](#). *Education and Treatment of Children*, 35(3), 477–490. This reading discusses the practicalities involved in the inclusion of individuals with disabilities, and for general and special educators.

Use the Internet to access and read:

- Johnson, T. & Wells, L. (2017). [English language learner teacher effectiveness and the common core](#). *Education Policy Analysis Archives*, 25(23/24), 1–21. Learn how certain tweaks to teacher effectiveness can enhance ELL's learning.

Multimedia

Click **Blooming Park: Teacher Observation** to return to MMS. In this unit, you will observe and coach teachers who need help working with diverse students and parents.

Course Resources

Blooming Park: Teacher Observation

u05s1 - Learning Components

- Observe and interview teachers to find their strengths and weaknesses when working with students and parents of diverse backgrounds.
- Review resources provided to help teachers work with diverse students and parents.

u05s2 - Assignment and Discussion Preparation

We are halfway through the course, which means that you should be focusing on the final project. You have written one assignment that will contribute to the final project, and you will continue to write your second assignment in Unit 5. Be sure that you continue to work with the principal and the teachers at the home school, so that you may complete all interviews and observations in the upcoming units.

Unit 7 Discussion Preparation

The discussion in Unit 7 will focus on observations of three teachers at your home school. Be sure to schedule these observations so you can complete the discussion on time.

After observing each teacher for at least 30 minutes, answer the following questions:

- What activity or lesson does he or she teach?
- What special populations are represented in the classroom?
- Is there another teacher or teacher aide in the classroom? How are they utilized (co-teacher, teacher of small groups)?
- Does the teacher seem culturally proficient as she or he teaches?
 - Explain why or why not. Write down the exact language the teacher uses when speaking with the students.
- What is hanging on the walls or bulletin boards? Is this material culturally proficient?
- Do you see examples of the school's mission and vision being displayed in this classroom? Give examples and explain how they align with the school's mission and vision.

After the observation, debrief with each teacher to inform them about what you observed, and to request clarification about anything that you saw.

- Review and evaluate data and other evidence of how a school or school district is addressing the needs of learners.
- Observe, research, and discuss best practices for teachers working with diverse learners.
- Review and analyze the resources needed for the professional development and continuous growth of teachers.
- Review and evaluate the components of a successful professional development plan that aligns to the continuous improvement needs of teachers.

u05a1 - Individual Improvement Plan

Overview

As assistant principal of Madison Middle School (MMS), you are responsible for evaluating teachers and coaching them to improve their performance. Your principal has requested that you observe three teachers and design a professional development plan for one of them.

Beginning with the Assignment Preparation study in Unit 4, you prepared for this assignment by watching the **Blooming Park: Teacher Observation** media presentation, in which you observed simulations of three teachers as they interacted with a parent and a student. Then, you choose a simulated interview with one of the teachers to view to find out more about the teacher's experience working with diverse students and parents. You should also have reviewed relevant peer-reviewed research studies.

The grading criteria for this assignment are stated explicitly in the instructions below; however, you may also want to examine the Individual Improvement Plan scoring guide to better understand the performance levels that relate to each grading criterion. Contact your instructor if you have any questions.

Instructions

- Title this plan with the name of one of the teachers, followed by: Individual Improvement Plan.
- Introduce your plan and meet the grading criterion, "Describe work performance expectations for teachers who work with students and parents from diverse backgrounds," with a summation of relevant best practices supported by research.
- To meet the grading criterion, "Evaluate strengths and weaknesses of teachers working with students and parents of diverse backgrounds," focus on one teacher and cite specific behaviors you observed in the simulation. Assess how his or her performance compares with the best practices cited above. Include a detailed comparison and contrast of specific strengths and areas in need of improvement.
- To meet the grading criterion, "Evaluate resources to help teachers work with diverse students and parents," locate, cite, and assess online or printed resources to assist the teacher in becoming more proficient and successful in working with diverse students and parents. Explain how these should be used in the professional development plan you design.
- To meet the grading criterion, "Design a plan to assist a teacher in becoming more proficient working with students and parents of diverse backgrounds," detail a plan for improvement that includes SMART objectives:
 - **Specific.**
 - **Measurable** or observable.
 - **Achievable.**
 - **Relevant.**
 - **Time-bound**, with a clear schedule.
- Conclude the teacher's plan with what you expect, as the assistant principal of the campus, from this teacher and all teachers who work with diverse populations at MMS. Finally, request to observe the teacher again at a later date to see how the teacher is improving.

Submission Requirements

- **Paper Length:** 3–5 pages, not including the title page and references page.
- **References:** Include 3–5 scholarly, peer-reviewed references that adhere to the current APA edition guidelines. (References may include your readings.) For help in finding peer-reviewed articles, see the Capella University Library's ED7014 Research Guide, located in the Resources.
- **Font:** Times New Roman, 12-point.

Note: Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click the linked resources for helpful writing information.

Smarthinking: Capella learners are encouraged to use this valuable writing tutoring service. You allocated a set amount of time each quarter to use it, so it is important to plan carefully so you have time to use at the end of the course as well. *Note:* The turnaround time for feedback from Smarthinking can be up to 48 hours. Plan adequate time to use Smarthinking and revise your writing before submitting the assignment to your instructor when it is due.

Submit your paper as an attached document in the assignment area by midnight Central Time Sunday.

[Blooming Park: Teacher Observation | Transcript](#)

[ED7014 Research Guide](#)

[Writing Feedback Tool](#)

[Smarthinking](#)

Individual Improvement Plan template [DOCX]

Unit 6 >> Diverse Teaching and Learning

Introduction

As more and more students from diverse backgrounds populate classrooms across the United States, and as efforts increase to identify effective methods to teach these students, the need intensifies for pedagogical approaches that are inclusively responsive. To meet this challenge, there must be a classroom culture where all students, regardless of their cultural diversity and linguistic background, are welcomed and supported, and provided with the best opportunity to learn. In addition, a culturally responsive instructional environment minimizes the students' alienation as they attempt to adjust to a different school environment. In this unit, you will evaluate and synthesize some of the suggested best practices to improve student learning.

Learning Activities

u06s1 - Studies

Readings

Use your text *The Culturally Proficient School: An Implementation Guide for School Leaders* to read:

- Chapter 8, "Leading in a Culture of Learning and Transformative Change," pages 137–148. This reading focuses on transformative leadership as it relates to transformative change.

Use the Capella University Library to read the following:

- Fullan's *The Principal: Three Keys to Maximizing Impact*:
 - Chapter 5, "The Third Key-Becoming a Change Agent," pages 119–140. This chapter helps educators understand the process of becoming an effective agent to create positive change.
- Doerschuk, P., Bahrim, C., Daniel, J., Kruger, J., Mann, J., & Martin, C. (2016). Closing the gaps and filling the STEM pipeline: A multidisciplinary approach. *Journal of Science Education & Technology*, 24(4), 682–695. This reading focuses on closing the gap in the STEM courses and indirectly in all courses.
- Harris, B., & Plucker, J. (2014). Achieving equity and excellence. *Gifted Child Today*, 37(2), 111–118.
 - This reading explains the need to define and address the gifted child and ensuring that the gifted child gets what he or she needs to succeed.
- Superville, D. (2016). Assuring needy groups of students aren't overlooked: A focus on the bottom of the scale may mask challenges for higher-performing schools in boosting achievement for students who lag behind. *Education Week*, 36(6), 10–14. This article summarizes how to focus on the needs of the different at-risk groups found on a campus.

Use the Internet to access and read the following:

- Buxton, L. (2017). Ditching deficit thinking: Changing to a culture of high expectations. *Issues in Educational Research*, 27(2), 198–214. This reading reviews how to change the culture of a campus to increase student achievement.

u06s1 - Learning Components

- Review and analyze the resources needed for the professional development and continuous growth of teachers.
- Examine and write about the rationale for reflective practice, professional development, and lifelong learning.
- Review and evaluate the components of a successful professional development plan that aligns to the continuous improvement needs of teachers.

u06d1 - Best Practices

Summarize the best practices you gleaned from your readings for this unit. Develop a chart, or other visual representation, that shows your suggested implementations at Madison Middle School toward best practices for an inclusive school environment. Demonstrate and discuss how students in special education and students in English Language Learning classrooms would be supported by these practices.

Response Guidelines

When responding to at least two of your fellow learners' posts, discuss which practices they have listed that are different from yours. Respond about how you would consider implementing those practices, or why you are choosing not to consider them at this time.

For all responses, you must also provide a rationale or justification to help the learner understand and provide appropriate feedback to your response.

Course Resources

Graduate Discussion Participation Scoring Guide

u06d1 - Learning Components

- Review or create professional development activities to help meet goals and objectives.
- Examine and write about issues and resources related to ethics and respect for rights of others in personal and professional conduct.
- Examine and write about ways all children can learn at high levels.
- Review research literature that addresses diversity and the achievement gap.

u06d2 - Inclusion versus Separation

"Inclusion versus separation" is a term used to describe a school that relies on implementing the inclusion of all special population students in mainstream classes versus separating them through pull-out programs. Both can be effective if implemented properly.

How would you apply inclusion versus separation to include special populations, specifically those in special education and those who are English language learners on a campus?

Response Guidelines

Respond to at least two of your fellow learners' posts. What did you read from another learner that was different from what you wrote? What ideas would you borrow from your peer to improve outcomes for special education and those who are English language learners? What ideas, if any, do you think are counterindicated? Explain why.

Course Resources

Graduate Discussion Participation Scoring Guide

u06d2 - Learning Components

- Observe, research, and discuss best practices for teachers working with diverse learners.

Unit 7 >> Closing the Achievement Gap with Professional Development

Introduction

Closing the achievement gap through professional development is one way to ensure that effective schools are also inclusive schools. Furthermore, ensuring that both leaders and teachers are aware of how to make the school campus and classrooms places to belong and learn for all students will help students succeed in all aspects of life. In this unit, you will learn how the achievement gap can be lessened between special populations and students in general, and you will start formulating a list of professional development ideas that can be proposed for the leaders and teachers at Madison Middle School.

Learning Activities

u07s1 - Studies

Readings

Use the Capella University Library to complete the following:

- In Fullan's *The Principal: Three Keys to Maximizing Impact*:
 - Read Chapter 6, "The Future is Now," pages 141–160. This chapter explores the different changes that have occurred at the local, state, and national levels, and encourages leaders to be ready for these changes.
- In your *Leading for Differentiation: Growing Teachers Who Grow Kids* text:
 - Read Chapter 4, "Cultivating Deep Adult Learning," pages 65–86.
 - This reading explains how a healthy school environment is cultivated with a focus on adult learning.

Assignment Preparation

The third course assignment will be due at the end of Unit 8. Read the assignment now, and work ahead at least two hours this week, so you will have time to maximize achieving the assessment criteria.

Note: In order to complete the Unit 8 assignment, you will need the mission statement and vision statement of your home school. If you don't have them, you should be able to find them on the school Web site, in the office, or in the library.

u07s1 - Learning Components

- Review or create professional development activities to help meet goals and objectives.
- Review and analyze data on diversity programs in a school or school district.
- Examine and write about issues of multicultural fairness.
- Review research literature that addresses diversity and the achievement gap.

u07d1 - Teacher Observations

By now, you have observed the three teachers at your home school throughout this course and your observation centered around the expectations below. After observing each teacher for at least 30 minutes, answer the following questions:

- What activity or lesson was taught?
- What special populations are represented in the classroom?
- Is there another teacher or teacher aide in the classroom? How are they utilized (co-teacher, teacher for small groups)?
- Does the teacher seem culturally proficient as he or she teaches?
- Explain why or why not; write down or script exact language that the teacher uses when speaking with the students.
- What is hanging on the walls or bulletin boards? Is this material culturally proficient?
- Do you see examples of the school's mission and vision being displayed in this classroom? Give examples and explain how they align with the school's mission and vision.

Response Guidelines

Respond to at least two of your fellow learners' posts and discuss with them what you learned from their post that you did not observe with your teachers, and that you may consider implementing in your final report for MMS in Unit 10.

For all responses, you must also provide a rationale or justification to help the learner understand and provide appropriate feedback to your response.

Course Resources

Graduate Discussion Participation Scoring Guide

u07d1 - Learning Components

- Review or create professional development activities to help meet goals and objectives.

- Observe, research, and discuss best practices for teachers working with diverse learners.

Unit 8 >> Developing a Plan of Action

Introduction

Subsequent to the initial approach of gathering and analyzing data, schools and districts that are focused on improving and creating a more successful, inclusive environment with respect to diversity will create a diversity plan of action, or growth plan. The plan will identify how to promote a positive school culture while addressing the different types of diversity. It will also identify how to close the achievement gap while presenting a plan of action for professional development.

In considering what should be included in any plan of action, it is necessary to evaluate what has been done in the past. It also is necessary to understand the needs of the teachers and students, so that these needs are addressed through professional development or curriculum revisions. By addressing the teaching and learning needs of a campus, the ownership of the plan becomes that of the whole campus, and not just a select few (McMurtrie, 2016).

In this unit, you will begin to develop a diversity plan of action for Madison Middle School that addresses best practices to meet the diverse needs of students within an inclusive school environment.

References

McMurtrie, B. (2016). How do you create a diversity agenda? *Chronicle of Higher Education*, 62(36), A4–A6.

Learning Activities

u08s1 - Studies

Readings

Use your text *The Culturally Proficient School: An Implementation Guide for School Leaders* to read:

- Chapter 5, "The Cultural Proficiency Continuum," pages 71–93. This chapter focuses on learning about cultural proficiency in practice through a series of episodes and reflections.

Use the Capella University Library to read the following:

- In your [*Leading for Differentiation: Growing Teachers Who Grow Kids*](#) text:
 - Chapter 5, "Engaging in Productive Conversations That Nourish Growth," pages 87–108.
 - Work toward opening a dialogue that focuses on differentiation and student growth using the tools mentioned in this chapter.
- Cordingley, P. (2015). [*The contribution of research to teachers' professional learning and development*](#). *Oxford Review of Education*, 41(2), 234–252. This article gives insight effective professional development for all teachers.

Use the Internet to access and read the following:

- Orozco, M. & Abdulrahim, N. (2017). [*Culturally responsive professional development for one special education teacher of Latino English language learners with mathematics learning disabilities*](#). *Insights on Learning Disabilities*, 14(1), 73–95. Professional development that is catered to teachers who work with ELLs.

Assignment Preparation

To complete the assignment in this unit, you will need the mission statement and vision statement of your home school. If you don't have them, you should be able to find them on the school website, in the office, or in the library.

u08s1 - Learning Components

- Observe, research, and discuss best practices for teachers working with diverse learners.
- Review and analyze the resources needed for the professional development and continuous growth of teachers.
- Review and evaluate the components of a successful professional development plan that aligns to the continuous improvement needs of teachers.

u08a1 - Professional Development Plan

Overview

As the assistant principal of Madison Middle School (MMS), you are responsible for designing professional development plans for school personnel. You will now design a Campus Professional Development Plan (CPDP) to help MMS teachers be more equitable and effective when working with diverse students and parents.

In the previous units, you have prepared for this assignment by learning best teaching practices concerning diversity, diverse learners, inclusive schools, healthy classrooms, and closing the achievement gap. Refer back to Units 5 and 7 when you interviewed four teachers: one special education teacher, one English Language Learner (ELL, ESL, or bilingual) teacher, and one other teacher at your home school and one teacher through the simulated school, Madison Middle School. At the home school, these teachers provided you with an insight into how they view diverse learners and diverse cultures and what inclusionary techniques they employ. You learned from these teachers how they view diversity and how they work with diverse populations in their classroom. You were also provided with insight on what professional development the teachers may benefit from in order to help students succeed at school. At MMS, a teacher talked about his or her experience working with diverse students and parents.

To complete this assignment, use all relevant information you have gathered from both the home school and the simulated school in Units 5 and 7, as well as your course readings and other research. For the purposes of this assignment, you will treat the information that you have gathered at your home school as if it came from MMS.

The grading criteria for this assignment are stated explicitly in the instructions below; however, you may also want to examine the Professional Development Plan scoring guide to better understand the performance levels that relate to each grading criterion. Contact your instructor if you have any questions.

Instructions

Questions that you should consider before completing this assignment include:

- What areas of MMS's academic report are cause for concern?
- What best teaching practices in working with diverse learners and parents did you observe?
- What related evidence-based best teaching practices have you read about? Where could you research others?
- What professional development did the teachers discuss with you? What did they say was effective?
- How can those best teaching practices help other teachers?
- What would be your plan of action for professional development for these teachers?

Now, create a plan for professional development on a chart or table that includes the following:

- The mission statement and vision statement of your home school.
- To meet the grading criterion, "Assess areas of concern in school," examine the MMS academic report in the Blooming Park simulation to identify areas most in need of improvement. Evaluate which areas would be most important to address and explain the reasons.
- To meet the grading criterion, "Develop goals and objectives for professional development in a variety of areas," describe goals and objectives that address these areas of concern:
 - At least two from different core subject areas.
 - At least one that would impact students in special education.
 - At least one that would impact English language learners.
 - At least one that would impact the campus as a whole.
 - At least one of these should address curriculum revision.
- To meet the grading criterion, "Plan professional development activities for the campus, teams, and individuals," detail specific activities to help MMS meet the goals and objectives. At least one of these activities should address curriculum revision.
- To meet the grading criterion, "Select resources needed to support a one year professional development plan," list all that will be needed to support and sustain your plan throughout the next school year, such as funds, textbooks, computers, and so on.
- To meet the grading criterion, "Plan evaluation of professional development," describe how and when you can assess that the goals and objectives were met.
- To meet the grading criterion, "Develop a timeline of professional development activities and when the goals and objectives will be evaluated," create a timeline that shows when the professional development activities will be evaluated and how you will proceed with each activity.

Submission Requirements

- **References:** Include 3–5 references scholarly, peer-reviewed references that adhere to the current APA edition guidelines. (References may include your readings.) For help in finding peer-reviewed articles, see the Capella University Library's ED7014 Research Guide, located in the Resources.
- **Font:** Times New Roman, 12-point.

Note: Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click the linked resources for helpful writing information.

Smarthinking: Capella learners are encouraged to use this valuable writing tutoring service. You allocated a set amount of time each quarter to use it, so it is important to plan carefully so you have time to use at the end of the course as well. *Note:* The turnaround time for feedback from Smarthinking can be up to 48 hours. Plan adequate time to use Smarthinking and revise your writing before submitting the assignment to your instructor when it is due.

Submit your plan as an attached document in the assignment area by midnight Central Time Sunday.

Course Resources

[ED7014 Research Guide](#)

[APA Style and Format](#)

[Writing Feedback Tool](#)

[Smarthinking](#)

Professional Development Plan template [DOCX]

u08d1 - Debriefing with the Principal

Revisit your home school and meet with the principal to debrief him or her on what you learned these past few weeks. Discuss what you observed, how the interviews with each teacher went, and what you will take with you as you complete this course. Remember to thank the principal for his or her time, and for allowing you to complete your field experiences on campus.

For the discussion, answer the following:

- What final insight did the principal offer?
- How did the home campus prepare you to complete the different expectations for this course?
- What was the most profound thing you learned about campus culture, diversity, the achievement gap, or inclusionary classrooms?
- What more do you want to learn about campus culture, diversity, the achievement gap, or inclusionary classrooms?

Response Guidelines

Respond to at least one of your fellow learners' posts and give feedback about his or her chart. Did they address all of the questions listed above in a manner that is easy to read and understand? What do you suggest they clarify, if anything?

Course Resources

Graduate Discussion Participation Scoring Guide

u08d1 - Learning Components

- Review and evaluate data and other evidence of how a school or school district is addressing the needs of learners.

Unit 9 >> Leading a Diverse Culture of Learning

Introduction

To successfully lead a diverse school or district requires the leader's recognition in communication styles, rules, shared meaning, and sociocultural heritage among their diverse school participants. Leaders must have the courage and the knowledge to address organizational resistance that causes conflict in schools. Leadership and diversity invariably are connected as schools move from a homogeneous culture to an environment characterized by a multi-ethnic, multilingual, and economically diverse student body.

In this unit, you will explore the responsibilities of a school or district leader regarding setting standards and protocols in order to leverage diverse human resources effectively to build cultural competence.

Learning Activities

u09s1 - Studies

Readings

Use the Capella University Library to read the following:

- In your *Leading for Differentiation: Growing Teachers Who Grow Kids* text:
 - Chapter 6, "Testing the Soil to Determine if Differentiation is Making a Difference," pages 109–126.
 - Read about how to evaluate the differentiated classroom once it has been implemented.
 - Chapter 7, "Tending to Resistance That Pops Up," pages 127–145.
 - Explore the different ways to overcome resistance to change that focuses on differentiation.
 - Conclusion, "A Call to Lead for Lasting Growth," pages 146–153.
 - This chapter has last words of wisdom on how to move forward with differentiation.

Use the Internet to access and read the following:

- Munguia, C. (2017). *Principals supporting teachers in providing language instruction to English learners in elementary school*. *International Journal of Teacher Leadership*, 8(1), 92–108. Learn how supporting teachers in differentiating can help all students in a classroom.

Assignment Preparation

The final course assignments will be due at the end of Unit 10. It is recommended that you take time to read the assignments now and work ahead if you can, so you will have time to maximize your achievement of the assessment criteria.

u09s1 - Learning Components

- Understand and discuss the work performance expectations for teachers who work with students from diverse backgrounds.
- Review and analyze data on diversity programs in a school or school district.
- Review research literature that addresses diversity and the achievement gap.
- Review and evaluate the components of a successful professional development plan that aligns to the continuous improvement needs of teachers.

u09a1 - Self-Assessment of Professional Dispositions

You are expected to develop the professional attitudes, values, and beliefs that support student learning and development. You are also expected to demonstrate these professional dispositions in your interactions with students, families, colleagues, and communities.

The dispositions include the following:

1. Is committed to fairness.
2. Is committed to personal and professional conduct that is both ethical and respectful of the rights of others.
3. Believes that all children can learn at high levels.
4. Persists in helping students from diverse populations achieve success by applying different approaches until they achieve that success.
5. Is willing to explore and use technology in the classroom.
6. Recognizes when one's own dispositions may need to be adjusted.
7. Is committed to reflective practice, professional development, and lifelong learning.

For this assignment, use the Learner Self-Assessment of Professional Dispositions document to rate yourself on each disposition. Indicate the level that you believe best describes you and provide a rationale for the score you assigned to each disposition. When you have completed the self-assessment, submit it as an attachment to this assignment.

Your instructor will also rate you on the professional dispositions at the level that best describes you based on courseroom interactions with the instructor and other learners, discussion responses, and assignment submissions. When you receive your instructor's feedback, compare it to your self-assessment to determine gaps or differences. Reflect on what you can do to address the items noted.

Course Resources

Learner Self-Assessment of Professional Dispositions [DOC]

u09d1 - Peer Review of Final Project

Peer review provides an opportunity for you to get a different perspective on your writing, to help you revise and finalize your course project prior to submission in Unit 10. For the peer review discussion, follow these instructions:

- Post a complete draft of your project as a new post in the peer review discussion thread. Do this early in the week so your reviewer will have time to respond and you will have time to revise your work before submitting a final draft.
- In the discussion area, convey any areas of particular concern that you would like your reviewer to address. Be specific, as each learner will not be able to critique your whole paper. Focus on one area, such as APA style and format, or a specific paragraph or section that is not flowing and ask for specific feedback on where you need constructive criticism.
- Reply to one other learner who has posted a draft that you would like to review.
- If possible, choose a learner who does not yet have someone reviewing his or her draft.*
- State when you will be able to complete your peer review. The review should be completed within 24 to 48 hours of your initial reply. Since this is a discussion, the time spent should equal the time spent on previous discussions.
- Post your peer review.
- Post the reviewed draft as an attached document.
- You may use track changes in Word or add comments in the margins (use the "New Comment" tool).
- Include a letter to the writer with general comments in the discussion area.

Note: The instructor reserves the right to re-assign learners to review another text in the event that there are learners who do not have a peer reviewer for their drafts.

Guidelines for Response in Peer Review

Evaluate your peer's project based on the course project description for the final project he or she is completing. Be sure to address any areas of particular concern that the writer conveyed to you. Areas to consider in your review include:

- Identify the main strengths of the work so that the writer knows what he or she is doing well. Do you have any questions? Comment on areas that might need further expansion, explanation, or support.
- Comment on the accuracy of the writer's use of sources, including APA style and formatting issues. Comment on issues of clarity and organization.
- Address areas of concern that the writer conveyed to you.

Response Guidelines

Review and respond to the comments on your draft from your peers. If there are any comments or suggestions that are not clear to you, seek clarification so that you can determine if the feedback or suggestions merit implementation into your final version. Also, respond to questions from the learner whose project you reviewed.

Course Resources

Graduate Discussion Participation Scoring Guide

u09d1 - Learning Components

- Understand and discuss the work performance expectations for teachers who work with students from diverse backgrounds.
- Examine and write about ways all children can learn at high levels.

Unit 10 >> Final Paper and Reflection

Introduction

School leaders have enormous responsibilities and must be proactive in meeting the vibrant opportunities that can make a school campus thrive (Fullan, 2014). Analysis of data, individual school and school district policies and practices, and ensuring an inclusive learning environment, are just some of those enormous responsibilities. Being a school leader is critical, so being the best at it is "maximizing your impact," and is very needed (Fullan, 2014, p. 160).

In Unit 10, you will complete the final project by synthesizing and revising your work from previous assignments.

In the discussion, you are asked to reflect on your learning in this course through course readings, discussions, and completing the course project.

As this is the last week of the course, please make sure you have updated your ePortfolio.

References

Fullan, M. (2014). *The principal: Three keys to maximizing impact*. San Francisco, CA: Jossey-Bass.

Learning Activities

u10s1 - Professional Preparation

External Assessment Requirements

Important: In order to ensure that you reach your professional goals, review the P12 Leadership Program External Assessment Requirements [PDF], found in the Resources, carefully.

Clinical Experience: Thinking Ahead

Learners who are enrolled in the following P12 Leadership Programs are required to complete a clinical experience to successfully complete their program:

- Leadership in Educational Administration (MS, EdS, and PhD).
- Curriculum and Instruction (EdS and PhD).
- Special Education Leadership (PhD).

You are encouraged to begin planning for the clinical experience now. Note that you will need to have a licensed/certified, practicing principal, superintendent, special education director, and curriculum director to serve as your site supervisor during the two-quarter internship. The site supervisor must be licensed and working in the position. It is important for learners who are pursuing the principalship to understand that an assistant principal *cannot* serve as the primary site supervisor; that role must be held by the principal of the school.

At least two quarters prior to your planned internship, you should be prepared to submit your clinical application, which can be found on Campus. If you are unable to locate the clinical application, please contact the [Clinical Experience Office](#).

Course Resources

P12 Leadership Program External Assessment Requirements [PDF]

u10s1 - Learning Components

- Understand and discuss the work performance expectations for teachers who work with students from diverse backgrounds.
- Examine and write about the rationale for reflective practice, professional development, and lifelong learning.

u10s2 - Using ePortfolio

In this unit, you are required to submit an assignment to your online ePortfolio. The following information is provided to inform you about the reasons for your ePortfolio and how to use it.

Your Online ePortfolio

Online ePortfolios serve two key purposes: 1) to support learning and reflection, and 2) to be used as a showcase tool. Your learning journey can be documented, and ePortfolios contribute to lifelong learning and growth through reflection and sharing. Online ePortfolios can also be shared with employers and peers to present artifacts that demonstrate your accomplishments at Capella.

Using ePortfolio to Build Your Career

As you prepare to tell your story in the professional world, leverage your ePortfolio artifacts to demonstrate the knowledge and competencies you have gained through your program in professional conversations, performance reviews, and interviews.

To do that, reflect on the knowledge and skills you have gained from your courses and the elements you have put in your portfolio, along with how you have already applied these things to your professional life or how you might apply them in the future.

Next, create your story or talking points to tell your professional story.

Saving Your Documents to ePortfolio

You will need a place to store your documents in an organized fashion so that you can access them at a later date. Do not rely on the courseroom to store your assignments for you as you will lose access to the courseroom after you've completed the course. Capella uses a cloud-based portfolio platform to facilitate your organization of the artifacts you create throughout your program.

To make an online portfolio useful, it is essential that it is organized clearly and that important files of any format are accessible. Read the [Online ePortfolio Guidelines \[PDF\]](#) in the Resources to ensure you set up your online portfolio correctly.

Privacy Statement

Capella complies with privacy laws designed to protect the privacy of personal information. While you may voluntarily share your own information publicly, you are obligated to protect the personal information of others that may be associated with your academic or professional development. Before sharing information and material in any ePortfolio that is set up to be shared externally to your program at Capella, please consider privacy obligations in relation to protected populations who may be included or referenced in your academic or clinical work. Refer to the [Family Education Rights and Privacy Act \(FERPA\)](#) and the [Health Insurance Portability and Accountability Act \(HIPAA\)](#) if you have specific questions or concerns about your choices.

Course Resources

[ePortfolio: Granting and Managing Guest Access](#)

[ePortfolio](#)

[Online ePortfolio Guidelines \[PDF\]](#)

u10a1 - Diversity Plan of Action

Overview

In this unit, you will consolidate information that you have gathered in previous studies, discussions, and assignments to complete a Diversity Plan of Action for Madison Middle School (MMS).

Throughout your course project, you have gathered information through observations and interviews of the principal and teachers of your home school and several different people in the MMS simulation. Through these observations and interviews, you have learned about diversity, culture, and the achievement gap, which you have written about throughout this course.

Note: For the purposes of this assignment, you will treat the information that you have gathered at your home school as if it came from MMS.

For this final component of the project, you will incorporate the feedback you received from your instructor for each the project components:

- Unit 2 Discussion: The Diversity Leader.
- Unit 3 Assignment: Teacher Observations and Analysis.
- Unit 5 Assignment: The Achievement Gap.
- Unit 8 Assignment: Professional Development Plan.

The grading criteria for this assignment are stated explicitly in the instructions below; however, you may also want to examine the Diversity Plan of Action scoring guide to better understand the performance levels that relate to each grading criterion. Contact your instructor if you have any questions.

ELCC Standards

This final project assessment measures the candidate's proficiency related to select specialization outcomes and the ELCC standards. It is imperative that candidates demonstrate their proficiency on this project to successfully complete this course. As such, candidates will need to score at least an 80% on this assignment. Candidates who score below an 80% on the assignment will receive an incomplete (I) for the course until the final paper has been revised to meet the minimum requirement. It is important for candidates to understand that an incomplete in this course may impact their ability to enroll

next quarter if future courses have this course as a prerequisite. Thus, candidates who have to revise the final paper will need to do so as soon as possible to avoid hindering their progress in the program.

ELCC standards addressed in this course project are ELCC 1.2, 2.3, 4, 5.3.

Instructions

Your plan must be organized into the following sections:

- **Introduction:** Develop an introduction that provides an overview of the topics. This is the section where you will tell your readers what to expect in the paper. It should include a general description of MMS and your home school and the main factors that will be addressed in your action plan.
 - *Note:* In APA style, no heading is used for the introduction.
- **Diversity Program Evaluation:** In Unit 2, you reviewed documents and the new hire orientation packet in the MMS simulation. You viewed simulated interviews of 4–6 people throughout the school. At your home school, you met and interviewed the principal. Use this information, and any other pertinent information you have gathered since that time, to:
 - To meet the grading criterion, “Evaluate a school diversity program,” assess how the school addresses diversity, noting what has merit and what should be improved. Discuss how the schools promote a positive school culture that capitalizes on collaboration, cultural competence, diversity, trust, equity, fairness, and respect, to meet the learning needs of all students. (ELCC 1.2, 5.3, Competency 2)
- **Teacher Work Performance Expectations:** In studies in Units 4, 5, and 7, you observed and interviewed teachers in the MMS simulation and at your home school.
 - To meet the grading criterion, “Define work performance expectations for teachers who work with students from diverse backgrounds,” analyze the teacher observations and interviews through the lens of an assistant principal, and incorporate any other pertinent information you have gathered, and give your overall assessment of the work performance expectations that should be conveyed to teachers who work with students from diverse backgrounds. (ELCC 4, 5.3, Competency 3)
- **Addressing the Achievement Gap:** For the assignment in Unit 3, you reviewed and evaluated research to formulate recommendations to address the achievement gap at MMS.
 - In this section, meet the grading criterion, “Recommend ways to address the achievement gap at a school,” by revising and enlarging upon your previous recommendations, based on feedback you received, and what you have learned throughout this course. Explain best practices when working with diverse learners and good strategies to employ in an inclusive classroom. Be sure to cite appropriate research. (ELCC 1.2, 2.3, 5.3, Competency 2)
- **Action Plan:** In Unit 8, you designed a Campus Professional Development Plan (CPDP) to help MMS teachers be equitable and effective when working with diverse students and parents.
 - In this section, meet the grading criterion, “Design an action plan to address diversity and the achievement gap in a school,” by revising and enlarging upon your previous plan based on feedback you received and what you have learned throughout this course. (ELCC 1.2, 5.3, Competency 3)
 - Your plan should have *SMART* goals and objectives:
 - Specific.
 - Measurable or observable.
 - Achievable.
 - Relevant.
 - Time-bound, with a clear schedule for completion of milestone steps and evaluations.
 - Your plan should address how core teachers, or teachers who may not be special education or ELL teachers, prepare to work with diverse learners.
 - Incorporate into your plan an analysis of how assistant principals and other administrators can optimize and encourage learning.
 - Your plan should include professional development activities for the campus, teams, and individuals. At least one activity should support curriculum revision.
 - List all materials that will be needed to support and sustain your plan throughout the next school year, such as funds, textbooks, computers, and so forth.
 - Describe how you will assess if the goals and objectives were met.
- Conclude with a summary of the main points of your proposal and their importance for educational equity at MMS.

Submission Requirements

- **Paper Length:** 15–20 pages, not including the title page and references page.
- **References:** Include at least 3–5 scholarly, peer-reviewed references that adhere to the current APA edition guidelines. (References may include your course readings.) For help in finding peer-reviewed articles, see the Capella University Library’s ED7014 Research Guide, linked in the Resources.
- **Font:** Times New Roman, 12-point.

Note: Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click the linked resources for helpful writing information.

Smarthinking: Capella learners are encouraged to use this valuable writing tutoring service. *Note:* The turnaround time for feedback from Smarthinking can be up to 48 hours. Plan adequate time to use Smarthinking and revise your writing before submitting the assignment to your instructor when it is due.

Submit your paper as an attached document in the assignment area by midnight Central Time Sunday.

Portfolio Prompt: You are required to save this learning activity to your ePortfolio.

Course Resources

[Blooming Park: Achievement Gap Intervention](#) | Transcript

[Blooming Park: Madison Middle School Orientation](#) | Transcript

[Blooming Park: Teacher Observation](#) | Transcript

[ED7014 Research Guide](#)

[APA Style and Format](#)

[Writing Feedback Tool](#)

[ePortfolio](#)

Diversity Plan of Action template [DOCX]

u10a2 - ePortfolio

The assignments from this course document your progress in meeting the Capella Specialization Outcomes and the ELCC standards that are the foundation of your program. You are *required* to include the **Diversity Plan of Action Project** in the ePortfolio. You have the option to also include other course activities.

For this assignment, you will upload the **Diversity Plan of Action Project** to the folder for Outcome #1. If you need information regarding how to upload your assignment to your ePortfolio, see the second study in this unit or the links provided in the Resources area.

Important: In order to give your instructor access to your ePortfolio: Paste the link to your ePortfolio in the WRITE SUBMISSION text box in the assignment submission area.

When you turn in this assignment, your instructor will check your ePortfolio to make sure that your assignment has been saved appropriately and that you have met each of the standards listed.

Course Resources

[ePortfolio](#)

[Online ePortfolio Guidelines \[PDF\]](#)

u10d1 - Special Education and ELL Students

Focusing on those students who are in special education and who participate in an English language classroom (for example, ESL, bilingual), what have you learned from your readings and from any other information you have gathered from your interviews that can promote the academic success of these students? What type of instruction is best for these students? How does a school leader ensure that the parents of these students are active collaborators? What elements should be in place in order for these students to succeed in a positive, inclusive environment?

Response Guidelines

Respond to at least one other learner and list at least two ideas from that learner that you will consider using when preparing your Unit 10 assignment. In your response, be sure that you affirm, clarify, pose questions, and share a differing viewpoint, in order to extend the learning.

For all responses you must also provide a rationale or justification to help the learner understand and provide appropriate feedback to your response.

Course Resources

Graduate Discussion Participation Scoring Guide

u10d1 - Learning Components

- Review and analyze the resources needed for the professional development and continuous growth of teachers.

u10d2 - Reflections and Wrap-Up

Reflect on the process of completing your project and anything further you learned in this course. Address the following questions:

- In your project, what were the most important attributes you discovered about the home school and MMS as related to the Diversity Plan of Action, diversity, and inclusive schools? Were there any surprises or "ah-ha" moments?
- How will this new knowledge help you address diversity and implement an inclusive school environment, whether you are a principal or a superintendent?
- What were the three most significant areas of learning for you in this course?

Response Guidelines

Respond to at least two of your peers. Note any similarities or differences in experiences and learning.

Course Resources

Graduate Discussion Participation Scoring Guide