



SCHOOL OF LEADERSHIP AND PROFESSIONAL STUDIES
COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES

NOTICE: All information pertaining to this course, including course policies, is subject to change until the first day of term. Should changes need to be made after the first day of the term, such as for unforeseen events, academic calendar changes made by the university, significant developments in the field, etc., students will be informed, and changes will not penalize students.

COVID INFORMATION SUMMER 2022

SEE HEALTHY ON THE HILL WEBSITE FOR THE MOST UP TO DATE GUIDANCE RE CAMPUS AND COVID PRECAUTIONS <https://www.wku.edu/healthyonthehill/>

Course Prefix, Number, Name and Term:

EDAD 604: Creating a Culture of Achievement (3 semester hours credit)
Summer 2022

Instructor Contact Information:

Name: Dr. Amy M. Shutt

Email: amy.shutt@daviess.kyschools.us (most timely response); amy.shutt@wku.edu

Phone: 270-302-1410 (cell); 270-852-7000 (office)

Office Location and Hours: Meetings held by appointment during the summer

I am happy to meet with you at a time that works best in your schedule. I will be available after the in-person classes; please contact me in advance so I will allow plenty of time to meet with you. I will be available to meet virtually as needed. Please email me times that work for you to meet via Zoom/Google Meet or phone if that is your preference.

Class Delivery Model and Dates:

This class will consist of at least [four, 2-hr sessions or two, 8-hr synchronous sessions]. Our class meeting times are as follows:

	In-Person	Virtual	In-Person	Virtual
E-town/ Hardin Region	Thursday June 9 3 - 5 (EST)	Tuesday June 7 3 - 5 (EST)	Monday June 20 3 - 5 (EST)	Wednesday June 22 3 - 5 (EST)
BG/Warren Open Cohort		Monday June 6 3 - 5 (CST)		Monday June 13 3 - 5 (CST)
		Wednesday June 8 3 - 5 (CST)		Wednesday June 15 3 - 5 (CST)
Daviess County Region	Tuesday June 14 3 - 5p (CST)		Thursday June 16 3 - 5p (CST)	
	Tuesday June 21 3 - 5p (CST)		Thursday June 23 3 - 5p (CST)	

Course Description & Rationale: This course focuses on identifying processes to create and foster a positive professional and student culture that supports a unifying purpose of learning and achievement.

Course Objectives/Specific Learning Outcomes/Standards:

1. WKU principal candidates will be able to develop, monitor, and adjust as required a school mission and vision that clearly reflect the goal of creating a learning culture focused on equitable opportunities and outcomes for students of all readiness levels and a school-wide emphasis on continuous improvement. (NELP 1.1, 1.2, 6.1; ; **PSEL 1c; 2d; 3 [all indicators]; 4 [all indicators]; 5 [all indicators]; 8a, 8b, 8c, 8d, 8e; 10 [all indicators]**)
2. WKU principal candidates will be able to evaluate and propose improvements to systems of academic and social supports (including discipline systems, services, extracurricular activities, and accommodations) for coherence and effectiveness in meeting the full range of needs of each student. (NELP 1.3; ; **PSEL 3 [all indicators]; 4 [all indicators]; 10 [all indicators]**)
3. WKU principal candidates will be able to foster and maintain a school culture that ensures each student and family is treated fairly, respectfully, in a responsive manner and free from biases associated with characteristics such as race, culture and language, gender, disability, or special status. (NELP 3.4; **PSEL 1c; 2d; 3 [all indicators]; 4 [all indicators]**)
4. WKU principal candidates will be able to monitor student progress using technically appropriate systems of assessment and data collection, management, and analysis. (NELP 4.3; **PSEL 3 [all indicators]; 10 [all indicators]**)
5. WKU principal candidates will be able to clearly articulate, communicate, and consistently model the capability to maintain effective two-way communication with all appropriate stakeholders (e.g., students, teachers, families, community members). (NELP 5.1; **PSEL 2e; 5 [all indicators]; 8a, 8b, 8c, 8d, 8e)**

6. WKU principal candidates will be able to articulate and communicate expectations and processes and model the development and sustainability of a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child. (NELP 7.2; **PSEL 1c, 1d, 1e, 1f, 1g; 3[all indicators]; 5 [all indicators]; 6h; 8a, 8b, 8c, 8d, 8e; 10 [all indicators].**)

Major Course Topics:

- Culturally-responsive curriculum
- Impact of culture on student behavior, learning, and achievement
- School culture and equity assessment tools
- Positive student disciplinary approaches (e.g., PBIS; functional approaches to behavior management)
- Collection and use of school culture data
- Valuing diversity
- Participatory/collaborative decision-making
- Diverse values and opinions
- Strategies related to higher levels of student learning and achievement
- Promoting and fostering equitable cultures
- Professional Learning Communities (PLCs), data teams, and team building

Pre-requisites (if applicable):

Admission to Graduate Level Educational Leadership Program (Principal, DPP, DoSE, etc.) or by permission of instructor.

Student Expectations and Requirements: Group activities, instructor presentations, papers, field-based assessments, reflective activities, and clinical experience.

Required Texts and Materials:

- Fisher, D., Frey, N., & Pumpian, I. (2012). *How to create a culture of achievement in your school and classroom*. Alexandria, VA: ASCD.
- Hammond, Z. (2014). *Culturally responsive teaching and the brain: promoting authentic engagement rigor among culturally and linguistically diverse students*. Thousand Oaks, CA: Corwin Press.

Additional Texts related to content (not required, but recommended):

- Gruenert, S. & Whitaker, T. (2021). *Leveraging the Impact of Culture and Climate*. Bloomington, IN: Solution Tree Press.
- Deal, T. & Peterson, K. (2009). *Shaping School Culture*. San Francisco, CA: Jossey-Bass.
- Frey, N., Fisher, D. & Smith, D. (2019). *All learning is social and emotional*. Alexandria, VA: ASCD
- Khalifa, M. (2018). *Culturally responsive school leadership*. Cambridge, MA: Harvard Education Press.

Course Assignments:

As denoted, some assignments are components building to your cumulative Capstone project which will be completed in EDAD 610.

All assignments are designed to introduce students to concepts and skills which allow them to use new knowledge and apply in practical school situations.

Rubrics are provided for each assignment and offer descriptions of student performance indicating the extent to which the learning targets associated with the assignment have been met. Each assignment and task is outlined below.

Assignment	
Fieldwork Activities: Students will complete at least 4 field work experiences for this class. <ol style="list-style-type: none"> 1. School Discipline Audit (14 points) 2. School Culture Triage Survey (14 points) 3. Equity Audit (14 points) 4. One of the following: Rounding Activity, Teacher Efficacy Survey, or Teacher Perspective on Problematic Behavior (8 points) 	50
Online Activities. You will complete online activities. The majority of the 8 OL activities are short responses. <ol style="list-style-type: none"> 1. In-Class Reflection Activity for each of the 4 class meetings (4 points each) 2. Learning Beliefs (adapted from Action Research Tool 13) (6 points) 3. Equity Barriers (2 points) 4. Professional Learning Community (PLC) assessment (10 points) 5. Four Types of Teachers (Hammond) (3 points) 6. Intellectual Capacity (Hammond) (3 points) 7. Teacher Efficacy Tool (8 points) 8. Hattie Achievement Activity (2 points) 	50
Attendance, preparation, and participation in in-person classes. We will have four face-to-face meetings. (Dates are identified above). You may have pre- or post-work to complete. In-person assignments might include group or individual assignments. <ol style="list-style-type: none"> 1. 4 Pre-Class assignments 2. In - Class Activities (Individual and group) 	40
Capstone Component: Students will analyze school data to inform their culture audit. Students will identify a narrow problem of practice based on their equity audit and other school culture data tools presented in class of their school's culture by the end of this semester. This information will be presented within 6-10 comprehensive slides to be shared with stakeholders	20
Program PSEL Assessment: <i>School culture audit.</i> Students will complete a comprehensive evaluation of their school's culture and develop a proposal for school-wide improvement. This culminating assignment will require students to synthesize major course concepts, comprehensively articulate the findings of	40

multiple pieces of data and provide a reflection on the data and culture findings. Assignment must be completed before a grade can be assigned for the course. Rubric and guidelines to be provided.	
Total	200

Students will read assigned selections, attend and participate in class, participate in discussions, and complete all field experiences. ***The capstone assessment and PSEL assessment must be submitted to receive a grade for the course.*** I reserve the right to make changes to the value for the assignments and/or add points for small point values that may be completed as part of the virtual lessons.

90-100% of total points = A

80-89% of total points = B

70-70% of total points = C

60-69% of total points = D

Below 60% of total

Because participation in class and timely submission of work are important to the learning in this program, attendance, participation, and timely completion of work are expected of all students. Failure to attend class, participate in activities, and submit work in a timely manner may result in a reduction of points equivalent to a letter grade each (up to three letter grades).

** Please note that a proficient rating must be achieved on the anchor assessment for a grade to be recorded for this course and for continued participation in the program. Note also that late and incomplete work may impact the overall grade in this course. As graduate students, you are expected to submit assignments on time and at a proficient level.

Course Calendar

A course calendar will be provided with an outline of assignments, instructions, course topics, due dates, and required readings during the first face-to-face class meeting and on the Blackboard Course site at the beginning of the semester. This calendar is subject to change at the discretion of the instructor.

Professional Standards for Educational Leaders (PSEL) Alignment

PSEL Standards	Alignment with Course Assignments, Activities, and Tasks (list assignments/activities/tasks aligned with specific standards and/or elements of standard)
Standard 1: Mission, Vision & Core Values	Course objective 1, 3, 6 Discussions or In-class activities Capstone component*
Standard 2: Ethics & Professional Norms	Course objective 3, 5 Discussions or In-class activities Capstone component*

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Standard 3: Equity & Cultural Responsiveness	Course objective 1, 2, 3, 4, 6 PSEL Program Assessment Discussions or In-class activities Field Experiences Capstone component*
Standard 4: Curriculum, Instruction & Assessment	Course objective 1, 2, 3 Capstone component* Discussions or In-class activities
Standard 5: Community of Care & Support for Students	Course objective 1, 5, 6 PSEL Program Assessment Capstone component Discussions or In-class activities Field Experiences
Standard 6: Professional Capacity of School Personnel	Course objective 6 Discussions or In-class activities
Standard 7: Professional Community for Teachers and Staff	Capstone component*
Standard 8: Meaningful Engagement of Families & Community	Course objective 1, 5, 6 Discussion or In-class activities Field work experiences Capstone component*
Standard 9: Operations & Management	Capstone component*
Standard 10: School Improvement	Course objective 1, 2, 4, 6 PSEL Program Assessment Capstone components* Discussions or In-class activities

Capstone assignment will be driven by individuals students' problem of practice

COURSE, DEPARTMENT, AND UNIVERSITY POLICIES

Assignment Format

Unless instructed otherwise, written materials should be typed or word-processed in 12-point consistent font, double-spaced, and 1.0" margins (left/right and top/bottom). All materials should be proofread for accuracy. Per the School of Leadership and Professional Studies, APA style (7th edition) will be used for all papers and written assignments unless otherwise indicated by the instructor. Assignments may be submitted as Word document or a Google Document (be sure to grant access to instructor).

All university academic dishonesty policies, as well as professional ethical guidelines, are in effect for this course. See pages 61 – 63 at the link below of the current faculty handbook, sections XI.H through XI.I for a detailed explanation of Western Kentucky University's Academic Dishonesty, Plagiarism, Cheating, Disposition of Offenses, Other Types of Academic Dishonesty/Research Misconduct, etc.

<https://www.wku.edu/academicaffairs/documents/wku-faculty-handbook-27th-edition.pdf>

Plagiarism Policy/Academic Dishonesty

Plagiarism is a serious offense. The academic work of a student should be their own effort. Students must give the author(s) credit for any source material used. To represent ideas or interpretations taken from another source as one's own is plagiarism. To lift content directly from a source without giving credit is a flagrant act. Presenting a borrowed passage after changing a few words, even if the source is cited, is also plagiarism. Students who commit any act of academic dishonesty will receive a failing grade for the course and may be subject to dismissal from the program. Student work will be subject to review and checks using plagiarism detection software.

Students who commit any act of academic dishonesty may receive a failing grade in that portion of the course work in which the act is detected or a failing grade in the course without the possibility for withdrawal. Acts of academic dishonesty shall be reported to the School of Leadership and Professional Studies for possible disciplinary action that may result in permanent disqualification from the program.

Attendance, Participation, and Communication

Regular attendance and participation are necessary for success in the course. Learners are expected to complete all assigned readings, attend classes face-to-face or virtually, and participate in all discussions.

A student's final grade for the course will be adversely affected by a lack of regular participation in class activities and/or failure to complete graded/non-graded assignments.

There is an expectation that students' work will be completed in a timely manner. ***Excessive and/or consistent lateness in completing assignments will impact students' final grades in the course.***

The instructor will utilize the WKU e-mail as the primary means to contact students outside of class. Students are expected to check their University e-mail on regular business days (Monday-Friday) to receive information or notices from the instructor.

It is the student's responsibility to secure materials, notes, and assignments for all classes missed.

If the University officially cancels classes for any reason, students are expected to continue with readings and assignments as originally planned. Assignments scheduled during missed classes are due at the next regular class meeting unless other instructions are given.

Technology Requirements

Students should have access to the internet and e-mail and should check WKU e-mail and the course site daily between class sessions. Please contact the IT Helpdesk for technical problems related to Blackboard at (270) 745-7000.

Statement of Diversity

The School of Leadership and Professional Studies believe that Diversity issues are of major import to student and school success. We fundamentally believe in and support the value of heterogeneous groups and the richness of benefits when students are involved with diverse populations, settings, and opinions. This course is designed on the basic assumption that learning is something we all actively engage in by choice and personal commitment. The format of this class will be a community of scholars, each with their rights and responsibilities of membership. We will not tolerate immoral, illegal, or unethical behavior or communication from one another, and we will respect one another's rights to differing opinions.

Academic Integrity

All university academic dishonesty policies, as well as professional ethical guidelines, are in effect for this course. See pages 61 – 63 at the link below of the current faculty handbook, sections XI.H through XI.I for a detailed explanation of Western Kentucky University's Academic Dishonesty, Plagiarism, Cheating, Disposition of Offenses, Other Types of Academic Dishonesty/Research Misconduct, etc.

<https://www.wku.edu/academicaffairs/documents/wku-faculty-handbook-25th-edition.pdf>

Tools for Online Learners

A Student Resource Portal is available at the link below with detailed information and links including academic support, financial support, library research, success strategies, and tech support.

<https://www.wku.edu/online/srp/>

Students with Disabilities/ADA Accommodation

In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, Room 1074. The SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at sarc.connect@wku.edu. Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

Title IX/Discrimination & Harrassment

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Title IX Sexual Misconduct/Assault Policy (#0.2070) and Discrimination and Harassment Policy (#0.2040). Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender- based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX

Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121. Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are “Responsible Employees” of the University and MUST report what you share to WKU’s Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU’s Counseling and Testing Center at 270-745-3159.

Safety and Evacuation

At WKU, the safety and security of our students, faculty and staff is extremely important to us. We have created this website as a place where students, faculty, staff and the community can visit to find resources related to campus safety, security, emergency preparedness and more.

<https://www.wku.edu/emergency/>

Writing Center Assistance

The Writing Center offers individual conferences about writing with our staff of English majors and graduate students. Our services are available to all Western Kentucky University students.

Take a [video tour of the Writing Center](#) or learn about our thesis writing workshops on our [Resources for Thesis Writers](#) page! <https://www.wku.edu/writingcenter/>

COVID 19 WKU Statement

All students are strongly encouraged to [get the COVID-19 vaccine](#). Out of respect for the health and safety of the WKU community and in adherence with CDC guidelines and practices of all public universities and colleges in [Kentucky](#), the University requires that a cloth face covering (reusable or disposable) that covers both the nose and mouth must be worn at all times when in public areas within all buildings. Students must properly wear face coverings while in class regardless of the room size or the nature of the classroom activities. Students who fail to wear a face covering as required will be in violation of the WKU Student Code of Conduct and will be asked to comply or will face disciplinary action, including possible dismissal from the University. Accommodations can be requested in special cases through the Student Accessibility and Resource Center ([SARC](#)): [270-745-5004](#) (voice), [270-745-3030](#) (TTY), or [270-288-0597](#) (video).

All students must immediately report a positive Covid-19 test result or close contact with a person who has tested positive to the Covid-19 Assistance Line at 270-745-2019. The assistance line is available to answer questions regarding any Covid-19 related issue. This guidance is subject to change based on requirements set forth by public health agencies or the office of the governor. Please refer to the Healthy on the Hill website for the most current information. www.wku.edu/healthyonthehill