

**Benedictine College
Department of Education**

Diversity Competencies for Master of Arts in School Leadership Candidate: _____

MASL Candidates pursuing means, other than through an approved course, to demonstrate diversity competencies will demonstrate awareness, understanding, and appreciation of the differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation and geographical area, and skills that support diverse student learners in PK-12 schools. Candidates demonstrate awareness, knowledge, and skills competencies and obtain approval from their advisor or the advisor’s designee. Once knowledge and skills are demonstrated, the advisor or designee will verify that the competencies have been met. **(Circle all courses the student has taken).**

Competency Demonstrated:	Course(s) Requiring Demonstration and/or Artifact Attached	Advisor Initials	Date
I) Awareness			
A) Within the MASL program curriculum, candidates develop a strong awareness of the many types of diversity of PreK-12 students, parents, teachers, and community members. Candidates develop an understanding of how the dynamics of differences may cause miscommunication, misinterpretation, and/or misjudging the behavior of others and/or affect the learning process.	ED 510 ED 606 ED 515 ED 612 ED 522 ED 622 ED 532 ED 642 ED 534 ED 662		
B) Within the MASL program curriculum, candidates develop a strong self-awareness of their own norms and values related to diversity. Candidates’ self-awareness allows them to anticipate possible tension and conflict that may develop when dealing with differences in PreK-12 students.	ED 510 ED 606 ED 515 ED 612 ED 522 ED 622 ED 532 ED 642 ED 534 ED 662		

Competency Demonstrated: II) Knowledge			
C) Within the MASL program curriculum, candidates develop knowledge of the many types or diversity of PreK-12 students, parents, teachers, and community members and how to alter instruction in order to support student learning.	ED 510 ED 606 ED 515 ED 612 ED 522 ED 622 ED 532 ED 642 ED 534 ED 662		
Competency Demonstrated: III) Skills			
D) Within the MASL program curriculum, candidates engage in a 180 hour clinical experience (practicum). Candidates are required to do some of their practicum hours in an ethnically, culturally, low SES school setting. This Practicum requires candidates to demonstrate skills in supporting the learning process of all PreK-12 students.	ED 680* ED 516 ED 613 ED 623 ED 643 * ED 680 is a five credit hour practicum. This was discontinued in August 2010 and replaced with four one-credit hour courses (ED 516, ED 613, ED 623, and ED 643)		

Course Knowledge/Experiences and Products Demonstrating Proficiencies:

ED 510 Introduction to School Leadership – Candidates demonstrate a strong understanding of the many types of diversity encountered in Pre-K-12 schools (students, parents, teachers, and community members). Candidates develop an understanding of how the dynamics of these differences may cause miscommunication, misinterpretation, and/or misjudging the behavior of others and/or affect the learning process and how these barriers may be overcome.

ED 515 Models and Strategies in Instructional Leadership –Candidates participate in an in-depth study of Student Improvement Teams (SITs); research and implement two scientifically-based intervention plans to meet student needs identified by the SIT team, and write a case study evaluating the effectiveness of the plan in meeting the individual student need. Candidates are trained in MTSS/RtI and other instructional interventions. Emphasis is on exceptional learners, but discussion and activities include English Language Learners and At-Risk (low SES) students.

ED 522 Advanced Foundations in Education – Candidates demonstrate effectiveness in school leadership and awareness, knowledge, and skills in diversity through readings, discussions, reflection journals, debates, and major.

ED 532 Foundations of Curriculum Development – Candidates demonstrate effectiveness in school leadership and awareness, knowledge, and skills in diversity by analyzing and applying various curriculum models, reading, discussing, and writing reflections about how the curriculum supports diversity, researching school improvement strategies, and creating and implementing a curricular plan of action.

ED 534 Assessment and School Improvement – Candidates study research-based practices, effective documentation, and research design in order to demonstrate effectiveness in addressing and assessing effective practice meeting the needs of all students (including culturally diverse and exceptional learners). Emphasis is placed on addressing the achievement gap, using data to drive decision-making, and communication with parents and the larger community regarding P-12 student achievement.

ED 606 Educational Management and Finance – Candidates demonstrate effectiveness in school leadership and awareness, knowledge, and skills in diversity by exploring and reporting on student management systems, analyzing a school's budget, creating a risk management video, developing a school crisis plan, a school development plan, and through writing journal reflections.

ED 612 Supervision in Education – Candidates demonstrate effectiveness in school leadership and awareness, knowledge, and skills in diversity by shadowing classified employees to determine job skills and dispositions, developing a teacher recruitment plan that addresses diversity, journal reflections, and learning about developmental supervision, and in conducting two teacher evaluation conferences.

ED 622 Education Law – Candidates are required to demonstrate detailed knowledge regarding ethical and legal requirements related to all students, including students of diversity. Candidates are provided the title of 20 court cases, for each case the candidate should be prepared to write a 2-4 paragraph closed-book essay explaining: 1) the facts of the case, 2) the decision of the court, 3) the court's rationale for the decision, 4) precedents established (if any) and. 5) implications for school administrators. Four of these cases are of great significance related to diverse students.

ED 642 Educational Leadership – Candidates demonstrate effectiveness in school leadership and awareness, knowledge, and skills in diversity by creating various communication items, by engaging in numerous scenario/role play activities, by completing a cultural competency survey, and through reflection journals.

ED 662 Instructional Technology and Applications – Candidates demonstrate an understanding of equitable access to technology and instructional technology practices that effectively meet the needs of all students.

ED 680 Practicum in School Leadership - Candidates are evaluated using the Practicum Evaluation scale, which has numerous items related to student diversity. Candidates are also required to spend 20 hours at an alternate school setting featuring a different SES, grade level, and cultural environment than the candidate's practicum placement.

ED 516 Practicum in Instructional Leadership – Candidates demonstrate approximately 30 clock hours of administrative activities directly related to advocating, nurturing, and building climate and instructional programs conducive to learning for all students and collaboration with families and diverse community needs and interests.

ED 613 Practicum in Supervision - Candidates demonstrate approximately 30 clock hours of administrative activities directly related to advocating, nurturing, and building climate and instructional programs conducive to learning for all students and staff professional growth.

ED 623 Practicum in Legal, Ethical, and Community Issues - Candidates demonstrate approximately 30 clock hours of administrative activities directly related to advocating, nurturing, and building climate and instructional programs conducive to learning for all students and collaboration with families and diverse community needs and interests. In addition, candidates are required to spend 20 clock hours working with an administrator in a school that is demographically and structurally different from their home school and in which there is significant student diversity.

ED 643 Practicum in the Principalship - Candidates demonstrate approximately 30 clock hours of administrative activities directly related to advocating, nurturing, and building climate and instructional programs conducive to learning for all students; collaboration with families and diverse community needs and interests; and responding to and influencing the larger political, social, economic, legal, and cultural context.

Faculty Advisor

Date