CI 610 Instructional Strategies for Diverse Learners  
Spring 2016

Course Section: A0, K0A, K0B, K0C, M2, M2A, P0  
Meeting Time and Place: Harrogate, Cedar Bluff, Chattanooga, Kingsport  
Course Credit Hours: 3 Credit Hours  
Clinical Experience in this Course: See Companion Course CI 612

Faculty Contact Information: See Faculty Contact information attached  
Graduate Education Office Webpage: http://www.lmunet.edu/academics/schools/school-of-education

I. **Course Description:** This course explores research-based strategies to increase student achievement in diverse student populations. Topics include students in poverty, diverse cultural and social groups, English language learners and special needs learners.

   **Clinical Experiences** - See syllabus for companion course CI 612 Practicum for Instructional Strategies for Diverse Learners

II. **Course Objectives:** The candidates will:
   - Examine how their own and their students’ identities (e.g., race, gender, class) background, experience, and levels of privilege affect the classroom
   - Examine and interpret research related to diverse student learners including students from racially, ethnically, culturally and linguistically, and economically diverse families
   - Examine school and system level data to identify achievement gaps
   - Develop and implement a “Diversity Improvement Plan” to address achievement gaps
   - Evaluate and report results of “Diversity Improvement Plan”

**Standards/Outcomes:**

**CI Outcome 1:** The candidate will design and implement research-based strategies to manage the learning environment and to motivate and actively engage diverse learners.
InTASC Standard 2:  
The candidate uses understanding of individual differences and diverse cultures and communicate to ensure inclusive learning environments that enable each learner to meet high standards.

Tennessee Instructional Leadership Standards (TILS): Standard B: An ethical and effective instructional leader collaborates with stakeholders to create and sustain an inclusive, respectful and safe environment conducive to learning and growth for all.

III. Texts/Materials for the Course:

Required Texts:


Suggested Readings and Resources:


Lynch, M. Promoting Respect for Cultural Diversity in the Classroom: [http://www.huffingtonpost.com/matthew-lynch-edd/promoting-respect-for-cul_b_1187683.html](http://www.huffingtonpost.com/matthew-lynch-edd/promoting-respect-for-cul_b_1187683.html)


View demographic changes in more than 17,000 school districts across the nation — including your own at [http://projects.nytimes.com/immigration/enrollment](http://projects.nytimes.com/immigration/enrollment)

IV. Course Requirements, Assessment (Learning Outcomes) and Evaluation Methods:

**Learning Outcomes:** This graduate course addresses the three themes essential to the conceptual framework of the Lincoln Memorial University’s Carter & Moyers School of Education: Values, Education, and Service. Using values congruent with dispositions of the profession, candidates will actively apply coursework in the school and/or community environment. Throughout this course, candidates will engage in activities to extend their professional and pedagogical knowledge, along with applying, evaluating, and reflecting on course content that contributes to continuous improvement of education practice. Another component is researching current standards-based instructional strategies that appropriately address diverse learning styles. This course emphasizes the goal of encouraging our graduates to engage in service to diverse student bodies, schools and communities by exhibiting and modeling professional behavior in the field that models integrity, fairness, and ethical decision-making which is in the best interests of all students and stakeholders. The ultimate aim in emphasizing these three themes is to produce educational leaders who reflect Lincoln Memorial University’s motto, Preparing Professional Educators of Distinction to Make a Positive Impact on This Generation and the Next.

**Requirements** (see Course Outline and Requirements section)

1. Reading and discussion of required materials. See related discussion guides
2. In-class writings
3. Any other readings or in-class activities that the instructor may assign
4. Reflections: Students are required to write reflections after each class connecting ideas in both IL 611 and CI 610. Send a copy of your reflection to both instructors (CI professor and IL professor). Reflections are NOT summaries of the events of the day, but rather analysis and internalization of the ideas of the day. The reflections must be submitted electronically to your CI and IL professors by Wednesday following class. The faculty will respond electronically by the following Monday. Your professor will guide you as to their preference of electronic submission by email or via LiveText. The reflections will affect the final grade of the class.
5. Group Projects: Group Projects: Groups will research assigned topics for presentation to the class.
   • Presentations on topics related to Instructional Strategies for Diverse Learners.
   • Handouts or electronic bulletins to cover aspects of the topics that cannot be presented in-depth must be supplied by each group to each student in the class
   • Groups will present pertinent information instructional strategies for diverse learners. Groups should incorporate a variety of resources and go beyond the material covered in the text. Professors will provide specific instructions for the class presentations.
6. Key Assignments: Each course includes two Key Assignments that are critical to successful completion of the course. Key Assignments are submitted via Live Text and will be assessed electronically by the instructor using a rubric. In addition to the Key Assignments, the instructor may require other coursework.
7. Web Enhanced Learning Component: This course is offered in a blended learning design. Web-enhanced learning designs are based on contemporary learning theory and exemplary teaching practices in the classroom. This particular model is based on an understanding of how adults learn and an understanding of the rich resources offered through collaboration with peers and interaction with the extensive resources on the Internet. The blended learning design is comprised of anchored instruction (seat time), professional learning communities (collaboration), web-enhanced learning strategies (technological learning), expository presentation and problem-based learning (case studies and field-based activities). Adapted from: http://www.ed.psu.edu/NASA/page4.htm
   Anchored Instruction – 15 hours
   Professional Learning Communities – 12 hours
   Web-Enhanced Learning – 12 hours

Evaluation Method: Assignments will be evaluated based on program standards using various assessment tools, including rubrics. The University Graduate Education grading system will be utilized.

Attendance Policy: Cooperative and group learning is the essence of the EdS program. When class absences occur, candidates can make up for the knowledge and skills
missed from the instructor, but they are not able to make up for the knowledge and skills their participation in class would have provided to their fellow candidates’ learning. Therefore, even with successful completion of make-up assignments, class absences will cause a reduction in the final course grade. One (1) absence will result in a reduction of one letter grade from whatever grade would have been earned. Two absences will result in a grade of “C” or lower. More than two absences will result in the grade of “F” for the course.

If a class is cancelled by LMU due to weather or other unforeseen circumstances, a make-up date may be scheduled.

V. Methods of Instruction:
Instructional methods will include lecture, class discussion, reflection, collaborative assignments, group presentations, problem solving, and written assignments.

Clinical Experiences: In courses with Clinical Experiences, candidates will receive regular coaching and feedback from mentors. The coaching process must be documented, for example, through an Activity/Time Log or Formal Evaluations.

VI. Information Literacy/Technological Resources:
Technology
Incoming students must be computer literate and be able to use software for e-mail, word processing, web browsing, and information retrieval. Students must have access to the Internet for communicating with instructors and accessing learning resources. Computer access must be available on a personal computer.

Turnitin
Candidates will be required to be submitting some assignments to Turnitin, the computer program designed for checking literature duplication. Submitting additional course work to Turnitin is at the instructor’s discretion. Instructions for using Turnitin can be found at http://www.turnitin.com/en_us/training/student-training

LiveText
Each student will be required to establish an account with the LiveText program by the second class session. LiveText is a web-based application offering a comprehensive suite of development, management, and assessment tools. This suite of tools provides colleges and universities with the capability to assess student work online using assessment instruments that have been developed and implemented by the individual college faculty and/or departments. LiveText may be purchased online at http://livetext.com or through the LMU Bookstore. LiveText Help is available on the Graduate Office web page www.lmunet.edu/education.

Library Resources
The Carnegie-Vincent Library provides access to three outstanding databases in the Education field: ERIC, the Educational Resource Information Center, the premier database for education related journal articles and documents containing over one million
citations and links to more than 100,000 documents in full-text; Professional Collection, a custom selection of more than 300 full text periodicals for educators covering the subject areas of “health and fitness, school law, drug and alcohol abuse, learning disabilities, sports, arts and humanities, social sciences, and psychology;” and ProQuest Education Journals database which contains access to 760 leading journals of which over 600 are in full-text. Additionally, the library provides access to over 100 other databases and can obtain books and articles from libraries worldwide through Interlibrary Loan.

VII. University Policies:

Students With Disabilities Policy: As a rule, all students must read and comply with standards of the LMU Student Handbook and LMU catalogue. Any student seeking assistance in accordance with the Americans Disabilities Act (1990 as amended) should contact the Director of Counseling and ADA, Dan Graves, with regard to required documentation and in order to make appropriate arrangements. Contact information: dan.graves@lmunet.edu and/or 423.869.6267 (800-325-0900 ext. 6267).

Counseling: LMU counselors are available to help current students with personal, career and academic concerns that affect academic success and quality of life. The Director of Counseling, Jason Kishpaugh, can be contacted at jason.kishpaugh@lmunet.edu and/or 423.869.6401 (800-325-0900 ext. 6401).


Course Evaluations: In addition to meeting degree requirements specified in the graduate and undergraduate catalogs, all students are required to complete University-administered course evaluations.

Outcomes Assessment Testing: Degree requirements include participating in all outcomes assessment testing (e.g., general education assessment, major field tests, etc.) and activities when requested. Students may be required to complete one or more questionnaires and to take one or more standardized tests to determine general educational achievement as a prerequisite to graduation (see appropriate catalog for additional information).

All Associate of Science – Nursing; Associate of Science – Veterinary Health Science; and Associate of Science – Veterinary Medical Technology students must take the General Education Proficiency Profile examination.

LMU’s Inclement Weather Policy can be found at the following link to LMU’s website: http://www.lmunet.edu/student-life/weather-cancellation-notification.

Students should check their LMU email during delays/closures to receive information from individual faculty regarding potential assignments and/or other course
Intent to Graduate: Students planning to graduate at the end of the current semester need to apply for graduation by submitting an Intent to Graduate form to Erin Brock (erin.brock@lmunet.edu) by the deadline indicated in the Important Dates section of the syllabus. Graduation forms and additional information can be found at http://www.lmunet.edu/academics/schools/school-of-education/graduation-information/graduation-forms.

Professional Certification and Licensure Disclaimer – Authorization for the University to provide a program for the preparation of teachers, counselors, or administrators, does not guarantee eligibility for certification, licensure, or benefits. It is the sole responsibility of the candidate to be knowledgeable about specific state certification/licensure/benefits requirements, qualify for certification, licensure, or benefits and apply for the same.

For Alabama Students - Alabama Commission on Higher Education Disclaimer Statement:
State authorization to provide a program related to the preparation of teachers or other P-12 school/system personnel does not indicate eligibility for an Alabama certificate. Applicants for an Alabama certificate based on reciprocity must meet Alabama’s test requirements and submit a valid, renewable professional educator certificate/license issued by another state at the degree level, grade level, and in the teaching field or area of instructional support for which an Alabama certificate is sought and for which Alabama issues a certificate. Applicants for Alabama certification in an area of administration must also document at least three years of full-time employment as an administrator in a P-12 school system(s). www.alsde.edu

Unit Commitment to Diversity– The School of Education recognizes differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area. The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and K-12 school faculty, candidates, and students in K-12 schools.

IX. mission statements:

Lincoln Memorial University Mission Statement can be found at the following link to LMU’s website: http://www.lmunet.edu/public/uploads/catalogs/Graduate_Education_Catalog15-16.pdf (page 3)

IX. Course Outline/Assignment/units of Instruction or Clinic Schedule:

Key Assignments:

Key Assignment #1 Classroom Diversity PLC Group Presentation: Candidate groups will prepare and deliver professional learning community presentations relating to a specific area of classroom diversity.

> Topics include: gender, ethnicity, culture, race, socio-economic status, gifted and talented, special needs, religious, or linguistic diversity or other topic as approved by the instructor. See suggested topics below.

> Presentations should focus on the unique needs of the diverse population, research-based support strategies, inclusive classroom practices, and strategies to make the curriculum relevant and representative of diversity including content that includes varying perspectives and is an accurate representation of all groups involved.

> Post a summary of your presentation as well as any audio/visual materials and handouts to Live Text.

> Specific presentation guidelines regarding length, handouts, use of technology, etc. will be specified by the professor.

Suggested Presentation Topics:

> The Culturally Responsive Classroom/School
> Culture and Standardized Testing
> Creating Inclusive Classrooms/Schools
> Rural Education Issues
> Urban Education Issues
> Asian-American Students and Families
> Making Schools Safe for Lesbian, Gay, Bisexual, and Transgender Students
> ESL Issues
> Culture and Language
> Development of Self-Concept in Diverse Students
> How Culture Shapes Learning
> Other topics as approved by the professor
Assessment: CI 610 KA #1 Classroom Diversity PLC Group Presentation Rubric

Key Assignment #2 Diversity Improvement Plan: With your group, complete the Diversity Improvement Plan Survey found on page 13 of this syllabus. Using data from the survey choose a critical issue that the Diversity Improvement Plan Survey discloses. Employing the data collected on the demographics form created in IL 611, texts, materials, reading, research, class discussions and observation, write an intervention plan for possible solutions to the issue. The plan may be presented as all narrative or may be a combination of narrative and graphics. Due the 5th class meeting. See page 12 of syllabus.

Assessment: Diversity Improvement Plan Rubric

STUDENT ASSIGNMENTS FOR CI 610

The class may be divided into groups for completing PLC presentations and other assignments.

PRIOR TO SESSION ONE

Complete the “Baseline Survey” found at www.understandingprejudice.org/baseline/. Record your password for access again at the end of the course. See Web Enhanced Activity #1.

Print and complete the Equity and Diversity Awareness Quiz found included in this syllabus. Bring to first class session for discussion.

SESSION ONE

Introduction to Instructional Strategies for Diverse Learners
Discuss the Equity and Diversity Awareness Quiz.
Introduction to Boys and Girls Learn Differently
Groups select topics for presentations (see page 7)

Assignment for Session Two:
- Read chapters 1-3 of Boys and Girls Learn Differently (Gurian).
- Specified groups prepare presentations on topics related to diversity in schools.
- Class reflections as directed by instructor.

SESSION TWO

Discuss chapters 1-3 of Boys and Girls Learn Differently (Gurian).
Group presentation(s) on selected topic.

Assignment for Session Three:
- Read chapters 4-6 of Boys and Girls Learn Differently (Gurian).
- Read and bring to class an article pertaining to the specific learning need of girls or how to reach girls in crisis.
- Specified groups present topics related to diversity in schools. Groups submit
all materials related to the presentation on Live Text.

- Class reflections as directed by instructor.

SESSION THREE
Discuss chapters 4-6 of *Boys and Girls Learn Differently* (Gurian).
Discuss articles pertaining to educating girls.
Group presentation(s) on selected topic.

**Assignment for Session Four:**
- Before you begin reading the Jensen text, take the “Test Your Mindset” quiz at http://mindsetonline.com/testyourmindset/step1.php
- Locate another article related to Duckworth’s work or the work of Carol Dweck. Print the article and bring it to class. (Optional)
- Read Introduction and chapters 1-5 of *Engaging Students with Poverty in Mind* (Jensen).
- Class reflections as assigned by instructors.

SESSION FOUR
Group presentation(s) on selected topic.
Discuss the research of Carol Dweck. (Optional)
View and discuss “Angela Lee Duckworth: The key to success? Grit
http://www.ted.com/talks/angela_lee_duckworth_the_key_to_success_grit.html

**Assignment for Session Five:**
- Read Chapters 5-9 of *Engaging Students with Poverty in Mind*
- **Key Assignment #2 Diversity Improvement Plan:** With our group, complete the *Diversity Improvement Plan Survey* found on page 13 of this syllabus. Using data from the survey choose a critical issue that the *Diversity Improvement Plan Survey* discloses. Employing the data collected on the demographics form created in IL 611, texts, materials, reading, research, class discussions and observation, write an intervention plan for possible solutions to the issue. The plan may be presented as all narrative or may be a combination of narrative and graphics. Due the 5th class meeting. See page 12 of syllabus.
- Prepare to present your *Diversity Improvement*

SESSION FIVE
Group presentation(s) on selected topic
Discussion of Chapters
Presentation of *Diversity Improvement Plans*

**Web-Enhanced Component:**
CI 610 Web-Enhanced Component:
Activity #1 is required. All students should complete the “Baseline Survey” before the first class meeting. Groups should complete 2 additional activities for a total of 12 hours.

1. **(4 hours) Required of all students.** Complete 4 of the interactive exercises on the right of the Understanding Prejudice homepage found at [http://www.understandingprejudice.org/](http://www.understandingprejudice.org/). Complete the “Baseline Survey” and “Test Yourself for Hidden Biases” and 2 other exercises of your choice. Also view two or more video clips in the Multimedia Center. Discuss with your group how you could use these resources in the elementary, middle or high school classroom. At the conclusion of the class revisit your responses and write an analysis how your thinking has or has not changed as a result of the work in this course. Submit individual analysis to Live Text.

2. **(4 hours)** Read the Article, “Diversity Issues for the Instructor: Identifying Your Own Attitudes” found at [http://www.crlt.umich.edu/gsis/p3_2](http://www.crlt.umich.edu/gsis/p3_2). Write short answers to the four reflective questions found in the middle of the article. Each group member should also locate another online resource related to the attitudes toward diversity held by teachers and how those attitudes can impact the classroom. Meet with your group to discuss the question and your responses. Each group member will share the additional information/resource they located. Submit a summary of the discussion. One response per group.

3. **(4 hours)** Choose one of the case studies found at [https://www.google.com/webhp?sourceid=chrome-instant&ion=1&espv=2&ie=UTF-8#q=diversity+in+the+classroom+case+studies](https://www.google.com/webhp?sourceid=chrome-instant&ion=1&espv=2&ie=UTF-8#q=diversity+in+the+classroom+case+studies) (Case Studies: Diversity in the Classroom PAWS). Read and discuss the case study with your group. Submit a summary of the discussion along with a summary of the most appropriate response to the situation. One response per group.

4. **(4 hours)** Visit the Vanderbilt University Center for Teaching web resources on Diversity and Inclusive Teaching. Although this site is designed for the college classroom, explore the suggestions, resources and links. Create a 10-item checklist of tips and strategies that you can use in your classroom.

5. **(4 hours)** Complete the “Creating Culturally Responsive Classroom” course found at the following link: [http://www.stetsononline.net/Demos/CRI_Demo/player.html](http://www.stetsononline.net/Demos/CRI_Demo/player.html). Work with your group to complete the following tasks:
   a. Define and describe culturally responsive instruction
   b. Why is cross-cultural competence important? What data shows this importance?
   c. What role or roles do teacher attitudes toward race and culture play in the success of culturally diverse students?
   d. Complete the quiz at the end of the course.

a. Explore the links providing more information about Culturally Responsive Classrooms. Write a paragraph describing at least three specific teaching strategies related to culturally responsive teaching.

b. Write one paragraph describing a Culturally Responsive strategy you could implement in your school or classroom.

x. THE INSTRUCTOR RESERVES THE RIGHT TO REVISE, ALTER AND/OR AMEND THIS SYLLABUS, AS NECESSARY. STUDENTS WILL BE NOTIFIED IN WRITING AND/OR BY EMAIL OF ANY SUCH REVISIONS, ALTERATIONS AND/OR AMENDMENTS.
WRITING GUIDELINES
For
Diversity Improvement Plan

Choose a critical issue that the Diversity Improvement Plan Survey discloses. Employing previous texts materials, reading, research, class discussions and observation, write an intervention plan for possible solutions to the issue. The plan may be presented as all narrative or may be a combination of narrative and graphics. Due the 5th class meeting.

The writing format for the plan may include, but is not limited to:

1. Introduction, which should include school demographic information
2. Problem or issue definitions
3. Problem or issue background, if appropriate
4. Goals or objectives for a workable solution
5. Timeline
6. Resources necessary for solution
   a. personnel; internal and/or external
   b. tools, materials, technology, etc.
   c. funding
      • how will costs be determined
      • source of funding
7. Desired outcome
8. Type(s) of assessment and/or evaluation
9. Person(s) conducting assessment
10. Conclusion
# DIVERSITY IMPROVEMENT PLAN SURVEY

*Take this self-examination to find out how your school’s curriculum and processes compare:

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<thead>
<tr>
<th>QUESTION</th>
<th>YES</th>
<th>NO</th>
<th>COMMENTS</th>
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<tbody>
<tr>
<td>1. Does school policy reflect the ethnic, cultural, and gender diversity in U.S. society?</td>
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<td>2. Is the total school culture (including the hidden curriculum) multiethnic and multicultural?</td>
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<td>3. Do the learning styles favored by the school reflect the learning styles of the students?</td>
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<td>4. Does the school reflect and sanction the range of language and dialects spoken by the students within the larger society?</td>
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<td>5. Does the school involve parents from diverse ethnic and cultural groups in school activities, programs, and planning?</td>
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<td>6. Does the counseling program of the school reflect the ethnic diversity in the U.S. society?</td>
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<td>7. Are the testing procedures used by the school multicultural and ethically fair?</td>
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<td>8. Are instructional materials examined for ethnic, cultural and gender bias?</td>
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<td>9. Are the formalized curriculum and course of the study multiethnic and multicultural? Do they help students to view events, situations, and concepts from diverse ethnic and cultural perspectives and points of view?</td>
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<td>10. Do the teaching styles and motivational systems in the school reflect the ethnic and cultural diversity of the student body?</td>
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<td>11. Are the attitudes, perceptions, beliefs, and behavior of the total staff ethnically and racially sensitive?</td>
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<td>12. Does the school have systematic, comprehensive, mandatory, and continuing multicultural staff development programs?</td>
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<td>13. Is the school staff (administrative, instructional, counseling, and supportive) multiethnic and multicultural?</td>
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<td>14. Is the total atmosphere of the school positively responsive to racial, ethnic, cultural, and language differences?</td>
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<td>15. Do school assemblies and holidays reflect the ethnic and cultural diversity in U.S. society?</td>
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<td>16. Does the school lunch program prepare meals that reflect the range of ethnic food eaten in the U.S.?</td>
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<td>17. Do the bulletin board, physical education program, music, and other displays and activities in the school reflect ethnic and cultural diversity?</td>
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## Equity & Diversity Awareness Quiz
Please circle the correct answer for each question. We will discuss the answers when everyone has completed the quiz.

1. According to the National Center for Education Statistics, what is the percentage of U.S. schools with no teachers of color on staff?
   a. 0%
   b. 20%
   c. 40%
   d. 60%

2. Compared with White women, how likely are African American women in the U.S. to die during childbirth due to a lack of access to prenatal care, according to the Agency for Healthcare Research and Quality?
   a. equally likely
   b. twice as likely
   c. four times as likely
   d. six times as likely

3. According to a study by the American Association of Physicians for Human Rights, what percentage of physicians report witnessing a colleague giving reduced care or refusing care to lesbian, gay, or bisexual patients?
   a. 12%
   b. 32%
   c. 52%
   d. 72%

4. In a 2007 study, UNICEF rated the treatment of children in the 23 wealthiest countries in the world based on 40 indicators of child well being. Which two countries received the lowest ratings?
   a. Saudi Arabia and Turkey
   b. Mexico and South Africa
   c. India and China
   d. The United States and the U.K.

5. According to a 2006 report from the American Civil Liberties Union, African Americans comprise more than 37% of people arrested for drug use, 59% of those convicted for drug use, and 74% of those sentenced to prison for drug use. African Americans comprise what percentage of U.S. drug users?
   a. 15%
   b. 30%
   c. 45%
   d. 60%

6. The U.S. military budget is by far the highest of any country in the world. How much higher is the U.S. military budget than that of China, the world’s second biggest military spender?
   a. 1.5 times higher
7. Compared with their U.S.-born peers, how likely are immigrant men in the U.S., ages 18-39, to be in jail or prison, according to a 2008 report from the Immigration Policy Center?
   a. 15 times more likely
   b. 5 times more likely
   c. equally likely
   d. 5 times less likely

8. According to the U.S. Census Bureau, the median annual income for U.S. white men, 25 years or older, who have earned graduate degrees, is $80,000. What are the median annual incomes for Latina and Native American women, 25 years or older, who have earned graduate degrees?
   a. $80,000 and $80,000
   b. $70,000 and $68,000, respectively
   c. $60,000 and $62,000, respectively
   d. $50,000 and $40,000, respectively

9. According to UNICEF, the wealth of the three richest people in the world is roughly equal to the combined Gross Domestic Product of:
   a. the 8 poorest countries
   b. the 28 poorest countries
   c. the 48 poorest countries
   d. the 68 poorest countries

10. Powder cocaine (largely used by wealthy people) and crack cocaine (largely used by economically disadvantaged people) contain roughly the same amount of the drug per gram. Under federal law, how much of these substances must an individual be convicted of possessing to be sentenced to a mandatory minimum of five years in prison?
    a. 500 grams of powder or crack cocaine
    b. 50 grams of powder or 5 grams of crack cocaine
    c. 500 grams of powder or 5 grams of crack cocaine
    d. 5 grams of powder or crack cocaine

11. According to the U.S. Census Bureau, how many U.S. citizens are millionaires?
    a. roughly 2,600,000
    b. roughly 1,000,000
    c. roughly 500,000
    d. roughly 150,000

12. What percentage of gay, lesbian, bisexual, and transgender high school students report that their teachers “never” or “rarely” respond to homophobic remarks made by other students, according to a national study by GLSEN?
    a. 15.1%
b. 37.8%
c. 63.2%
d. 84.5%

13. Based on a 2007 report from the Economic Policy Institute, the annual earnings of the average fulltime U.S. worker is roughly equal to:
   a. the hourly earnings of the average CEO in the U.S.
   b. the daily earnings of the average CEO in the U.S.
   c. the weekly earnings of the average CEO in the U.S.
   d. the monthly earnings the average CEO in the U.S.

14. What portion of the U.S. Government budget goes to welfare and Social Security?
   a. 25% to welfare and 25% to Social Security
   b. less than 1% to welfare and 20% to Social Security
   c. 20% to welfare and 1% to Social Security
   d. less than 1% to welfare and less than 1% to Social Security

15. A Princeton study of elite universities in the U.S. found that legacy applicants—people, usually white and wealthy, with a parent or grandparent who attended the institution—are far more privileged by legacy status than applicants of color are by affirmative action policies. The study determined that legacy status was roughly equivalent to how much of a boost to an applicant’s SAT score?
   a. 20 points
   b. 90 points
   c. 160 points
   d. 220 points

Sources
The Agency for Healthcare Research and Quality
American Association of Physicians for Human Rights
American Civil Liberties Union
Economic Policy Institute
Gay, Lesbian, Straight Education Network
The Immigration Policy Center
National Center for Education Statistics
UNICEF
U.S. Census Bureau
The InTASC Model Core Teaching Standards (April 2011)

The Learner and Learning

Standard #1: Learner Development
The candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences
The candidate uses understanding of individual difference and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments
The candidate works with others to create environments that support individual and collaborative learning, and that encourages positive social interaction, active engagement in learning, and self-motivation.

Content Knowledge

Standard #4: Content Knowledge
The candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and create learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content
The candidate understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice

Standard #6: Assessment
The candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the candidate’s and the learner’s decision making.

Standard #7: Planning for Instruction
The candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies
The candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply
knowledge in meaningful ways.

**Professional Responsibility**

**Standard #9: Professional Learning and Ethical Practice**
The candidate engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

**Standard #10: Leadership and Collaboration**
The candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

**Notes:**

- In each standard the term “teachers” has been replaced with the term “candidate” in compliance with CAEP requirements.
Standard A: Instructional Leadership for Continuous Improvement: An ethical and effective instructional leader facilitates professional practice that continually improves student learning.

Indicators:
1. Collaborates with stakeholders to establish and communicate a clear, compelling vision for continuous improvement.
2. Builds capacity of educators to provide all students a rigorous curriculum, aligned with national standards.
3. Collaborates with educators to analyze and use multiple forms of data throughout the year to establish specific goals and strategies targeting student achievement and growth.
4. Leads educators to develop and execute interventions to address all students’ learning needs, grounded in multiple sources of data (academic, social, and/or emotional).
5. Systematically monitors and adjusts progress toward established goals and facilitates procedures and practices leading to continuous improvement.

Standard B: Culture for Teaching and Learning: An ethical and effective instructional leader collaborates with stakeholders to create and sustain an inclusive, respectful and safe environment conducive to learning and growth for all.

Indicators:
1. Collaborates with stakeholders to establish and communicate a clear, compelling vision for a culture conducive to teaching and learning.
2. Leverages educator strengths to engage all students in meaningful, relevant learning opportunities.
3. Fosters a safe, respectful, and orderly environment for all.
4. Takes measures to actively involve families in the education of their children.
5. Models and communicates expectations for individual and shared ownership of student, educator, and school success.
6. Recognizes and celebrates improved educator and student performance related to school vision and goals.

Standard C: Professional Learning and Growth: An ethical and effective instructional leader develops capacity of all educators by designing, facilitating, and participating in collaborative learning informed by multiple sources of data.

Indicators:
1. Collaborates with stakeholders to communicate a clear, compelling vision for professional learning and growth.
2. Implements and monitors a rigorous evaluation system using an approved Tennessee evaluation model.

3. Uses educator evaluation data to inform, assess, and adjust professional learning goals and plans.

4. Engages faculty and self in data-informed, differentiated professional learning opportunities for educators, aligned with the Tennessee Standards for Professional Learning.

5. Collaborates with others to induct, support, retain and/or promote effective educators based on evidence of student and educator outcomes. 6. Identifies and supports potential teacher-leaders and provides growth opportunities in alignment with the Tennessee Teacher Leadership Standards.


**Standard D: Resource Management** An ethical and effective instructional leader facilitates the development of a highly effective learning community through processes that enlist diverse stakeholders and resources.

**Indicators:**

1. Strategically utilizes community resources and partners to support the school’s mission, vision, and goals.

2. Includes a diverse set of educators and stakeholders in school improvement decisions.

3. Establishes, communicates, and enforces a set of standard operating procedures and routines aligned with district, state, and federal policy.

4. Performs all budgetary and responsibilities with accuracy, transparency, and in the best interest of students and staff.
LMU CI Candidate Outcomes:

**CI Candidate Outcome 1:** The candidate will design and implement research-based strategies to manage the learning environment and to motivate and actively engage diverse learners.

**CI Candidate Outcome 2:** The candidate engages learners in deep content knowledge that includes reflection on prior content knowledge and skills, links new concepts to familiar concepts, develops critical thinking skills and connects to real-world local and global issues.

**CI Candidate Outcome 3:** The candidate designs and uses multiple methods and appropriate types of assessment to identify student learning needs and collaborates with other professionals to design instruction that supports all students in meeting rigorous learning goals.

**CI Candidate Outcome 4:** The candidate designs and/or engages professional learning experiences to improve practice, enhance ethical decision making and seek leadership roles in the school community.

**CI Candidate Outcome 5:** The candidate demonstrates the dispositions of the profession.
INSTRUCTOR INFORMATION – Faculty will be available by appointment before class, during the lunch period and after class for advisement sessions with students.

Dr. Britt Baker  
(423) 650-2093  
britt.baker@lmunet.edu

Dr. Merry Boggs  
(706) 244-3223  
Merry.boggs@lmunet.edu

Dr. Margie Carico  
(865) 983-1712  
Margie.carico@lmunet.edu

Dr. Elizabeth Ferreira Alves  
(865) 288-0780  
elizabeth.alves@lmunet.edu

Dr. Theresa McCormick  
Theresa.mccormick@lmunet.edu

Dr. Pat Murphree  
(423) 357-7347  
patricia.murphree@lmunet.edu

Director of Curriculum and Instruction  
Dr. Terry Stevenson  
(423) 322-1001  
Theresa.stevenson@lmunet.edu

Dr. Audrey Williams  
(706) 537-9233  
Audrey.williams@lmunet.edu