CI 612 Instructional Strategies Clinical  
Spring 2016

Course Section: A0, KA, KB, KC, M2, M2A, P0  
Meeting Time and Place: Cedar Bluff, Chattanooga, Harrogate, Kingsport  
Course Credit Hours: 3 Credit Hours

Faculty Contact Information: See Faculty Contact information attached

Graduate Education Webpage: http://www.lmunet.edu/academics/schools/school-of-education

I. **Course Description:** This is the companion practicum for CI 610 Instructional Strategies for Diverse Learners. Candidates will examine school-level data, identify achievement gaps and design research-based interventions. Co requisite CI 610 Instructional Strategies for Diverse Learners.

Clinical Experiences – This course contains clinical experiences in support of the content studied in CI 610 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 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
- Participate in clinical experiences in diverse educational environments

**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 Textbooks:**

None

**Suggested Readings:**


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)


VI. 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 the Instructional Leadership course and the Curriculum and Instruction course. 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 the candidate’s advising professor (per major) by the Wednesday
following class. The faculty will respond electronically by the following Monday. The reflections will affect the final course grade.

5. Group Projects: Groups will research assigned topics for presentation to the class.
   ✓ Presentations on topics related to instructional strategies for diverse learners and creating culturally responsive classrooms.
   ✓ Students will work in groups to prepare and deliver presentation. Participation, collaboration and quality work is expected from each group member.
   ✓ Course professor will specify time limit for presentations. Be sure to account for set-up time when using technology.
   ✓ Handouts (paper or electronic) to cover aspects of the topics that cannot be presented in-depth must be supplied by each group to each student in the class

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 or other assessment tool. In addition to the Key Assignments, the instructor may require other coursework.

   Evaluation Method: Assignments will be evaluated based on program standards using various assessment tools, including rubrics. The University official 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.

VI. Information Literacy/Technological Resources: Technology: Incoming students must be computer literate, 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.
**Turn-it-in:** Turn-It-In, the computer program designed for checking literature duplication, is available for use. Submitting course work to Turn-It-In is at the instructor’s discretion. Instructions will be available early in the semester on the Graduate Education Office webpage.

**Live Text:** Each student will be required to establish or continue an account with the Live Text program. Live Text 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. Specific instructions are posted on the School of Education website – [www.lmunet.edu/education](http://www.lmunet.edu/education).

**Library Resources** (Revised 2/2/2012)
The Carnegie-Vincent Library provides access to many outstanding resources for students in Teacher Education field, including tutorials, databases, and experienced reference librarians. Visit the library’s website (library.lmunet.edu) for full details. There are many professional databases including: **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; **ProQuest Education Journals** database which contains access to 760 leading journals of which over 600 are in full-text; **ProQuest Dissertation & Theses Full Text: The Humanities and Social Sciences Collection**: A comprehensive collection of scholarly research in the Humanities and Social Sciences, this database covers more than one million dissertations and theses; **Mental Measurements Yearbook** which contains descriptive information and critical reviews of commercially-available standardized English-language educational, personality, aptitude, neuropsychological, achievement and intelligence tests. 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 ADA Coordinator, 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).

**Discrimination, Scholastic Dishonesty, Cheating, and Plagiarism**

**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).

**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](http://www.lmunet.edu/student-life/weather-cancellation-notification).

**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.

**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](mailto: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](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) at [www.alsde.edu](http://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:

V. 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 Mock Teacher Evaluation Using T.E.A.M Rubric
This assignment is related to the work required in EDUC 670 Action Research.

1. Background and Preparation
   a. Students will be assigned to Professional Learning Community (PLC) groups which include at least two Tennessee educators
   b. Each student will receive instruction on the T.E.A.M. content, process, and evaluation rubric.

2. Mock teacher evaluations
   c. Using the T.E.A.M. Evaluation Rubric and video tapes* of Tennessee teachers conducting classroom instruction, each student will independently conduct three mock classroom observations. One must be at each of the three grade spans:
elementary, middle, and high school levels.

3. A **summary reflection and scores sheets** with assigned scores on the individual observations will be submitted to Live Text and may be supported with tables or graphs displaying ratings/scores of the individual observations.

4. Go to: [http://www.lipscomb.edu/ayers/invest](http://www.lipscomb.edu/ayers/invest)
   - Select – “Model Lessons” on left side menu
   - Complete individual observation and score T.E.A.M. rubric on the following:
     1. **3rd Grade Reading Model Lessons ELA**, Ms. Theresa Jones
     2. **5th Grade Math**, Mr. Philip Eller (with inclusion teacher)

   **Full lesson plan, student work, etc. can be found by scrolling through “Supporting Materials” Section and Facilitators Guide. Please do NOT view TEAM section until after you complete and score your Mock Evaluation.**

*Videos are provided by the *Ayers Institute for Teacher Learning and Innovation* in collaboration with Lipscomb University. The INVEST video collection of K-12 model lessons, by grade level and subject area, were produced with *First to the Top* grant funding from the Tennessee Higher Education Commission. Videos can be accessed at [http://www.lipscomb.edu/ayers/invest](http://www.lipscomb.edu/ayers/invest) or from Education Web Page [http://www.lmunet.edu/edu](http://www.lmunet.edu/edu)

**KA #2 Electronic Portfolio Section 2**

Complete section 2 of the Electronic Portfolio. Submit the portfolio to your major area professor for assessment. Pass/Fail.

**IX. 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.**
INSTRUCTOR INFORMATION – Faculty will be available by appointment before class, during the lunch period and after class for advisement sessions with students.

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