I. Course Description:
This course focuses on the role of the teacher as leader. Students demonstrate their understanding of the teacher as leader role by applying relevant concepts to the development of an interdisciplinary unit of study and a personal philosophy statement. This course is Module II in the Master of Education in Initial Teacher Licensure program.

II. Course Objectives:
The goals and objectives of this course reflect the M.Ed. in Initial Teacher Licensure (MEdITL) Program goals and performance expectations that are in the MEdITL Candidate Handbook. Assignments in this course emphasize diversity, research, and informed practice through authentic evaluation. The course objectives and subsequent learning outcomes are derived from:

- EPP Shared Values and Beliefs
- EPP Outcomes for MEITL
- Interstate New Teacher Assessment and Support Consortium Standards (InTASC)
- Tennessee Teacher Licensure Standards

COURSE GOALS:
1. To support candidates’ understanding of learners, learning differences, and the learning milieu so that learners gain new knowledge and skills by understanding the learning and developmental patterns among their learners, identifying individual differences of students and their learning processes, and creating a safe environment to succeed.
2. To enhance candidates’ understanding of the academic language of their content areas so they will be able to draw upon this knowledge as they work with learners to access information, apply knowledge in real-world settings, and address meaningful issues.
3. To develop candidates’ understanding and integration of assessment, planning, and instructional strategies in coordinated and engaging ways to assure learner mastery of the content.
4. To foster professional responsibility in the candidate to fully understand the importance of and how to create a productive and safe learning environments that will result in learners achieving at their highest level by engaging in meaningful, professional learning and examining practice through research, self-reflection, and collaboration and awareness of legal and ethical requirements and engage in the highest levels of professional and ethical conduct.

COURSE OBJECTIVES:
By the end of 571 the candidate will demonstrate awareness of, acquisition of, and fluency in education preparation as outlined by the following course objectives.

1.0 The candidate will demonstrate essential knowledge, skills and dispositions of a preservice educator concerning the learner and learning by:
1.1.1 (Kd) Articulating how learning occurs
1.1.2 (Ke) Explaining how to make instructional decisions
1.1.3 (Dh) Communicating respect of learners’ strengths and needs
1.1.4 (Dj) Promoting growth and development
1.1.5 (Pb) Creating developmental appropriate instruction
1.1.6 (Pc) Supporting Collaboration with families, community, colleagues, and professionals
1.2 1(Kg) Identifying differences in approaches to learning
1.2.2 (Kh) Identifying respectful and innovative approaches for learners with exceptional needs
1.2.3 (Kj) Articulating that learners bring assets for learning based on individual basis
1.2.4 (Pa) Designing instruction for diverse learning strengths and needs
1.3.1 (Ki) Demonstrating understanding of the relationship between motivation and engagement
1.3.2 (Dn) Promoting positive and supportive learning environments
1.3.3 (Pa) Building a safe, positive learning climate
1.3.4 (Pb) Engaging learners in collaborative and self-directed learning
1.3.5 (Pd) Actively and equitably engaging learners
1.3.6 (Pf) Demonstrating respect for and to learners’ cultural backgrounds and differing perspectives
2.0 The candidate will demonstrate essential knowledge, skills and dispositions of a preservice educator related to content knowledge by:
2.4.1 (Kl) Accurately and appropriately using academic language of discipline
2.4.2 (Pa) Using multiple strategies to promote learner achievement in content area
2.4.3 (Pd) Stimulating learners to reflect on experiences and knowledge
2.4.4 (Pf) Evaluating and modifying instructional resources and curriculum materials
2.5.1 (Kj) Weaving interdisciplinary themes into meaningful learning experiences
2.5.2 (Km) Helping learners develop questioning skills and independent thinking
2.5.3 (Kp) Building global awareness and integrating it into the curriculum

2.5.4 (Dq) Exploring how to use disciplinary knowledge to address local and global issues
2.5.5 (Dr) Showing value for knowledge and how knowledge enhances student learning
2.5.6 (Ds) Encouraging learner exploration, discover, and expression across content areas
2.5.7 (Pa) Developing and implements projects that guide learners in analysis of information
2.5.8 (Pd) Engaging learners in questioning and challenging assumptions
2.5.9 (Ph) Developing and implementing supports for learner literacy development
3.0 The candidate will demonstrate essential knowledge, skills and dispositions of a preservice educator related to instruction by:
3.6.1 (Kj) Articulating the differences between formative and summative applications of assessment
3.6.2 (Kl) Analyzing data to understand patterns, gaps in learning, and provide feedback to all learners
3.6.3 (Ko) Evaluating and reporting learner progress
3.6.4 (Dr) Aligning instruction and assessment with goals
3.6.5 (Dv) Demonstrating the ethical use of assessments and assessment data
3.6.6 (Pb) Designing assessments that match learning objectives
3.6.7 (Pc) Working independently and collaboratively to examine test and other performance data
3.6.8 (Pe) Engaging learners in multiple ways of demonstrating knowledge and skill
3.6.9 (Pg) Using multiple and appropriate types of assessment data to identify learners’ needs
3.6.10 (Ph) Preparing all learners for multiple assessment formats and making appropriate accommodations as needed
3.6.11 (Pi) Employing technology to support assessment practices
3.7.1 (Kg) Articulating understanding of content and content standards
3.7.2 (Ki) Articulating understanding of learning theory, human development, diversity, and individual differences
3.7.3 (Kj) Planning instruction that is responsive to learner strengths and needs
3.7.4 (Kk) Planning instruction that meets diverse learning needs
3.7.5 (Kl) Adjusting lesson plans based on assessment information and learner responses
3.7.6 (Km) Demonstrating knowledge of when and how to access resources to support learner
3.7.7 (Pa) Individually and collaboratively selecting and creating learning experiences that are appropriate for curriculum goals and content standards
3.7.8 (Pb) Planning differentiated learning to meet students’ goals and necessary accommodations
3.7.9 (Pc) Appropriately sequencing learning experiences
3.7.10 (Pd) Planning for instruction based on relevant formative and summative assessment data
3.7.11 (Pf) Evaluating short-and long-range plans and goals to meet each student’s learning needs
3.8.1 (Kj) Demonstrating understanding of the cognitive processes associated with various kinds of learning
3.8.2 (Kk) Applying instructional strategies to achieve learning goals
3.8.3 (Kl) Using appropriate strategies to differentiate instruction and engage learners
3.8.4 (Ko) Using technology and media to support content and skill development
3.8.5 (Km) Using multiple forms of communication
3.8.6 (Kn) Using a wide variety of resources
3.8.7 (Pa) Using appropriate strategies and resources to adapt instruction
3.8.8 (Pb) Varying their role in the instructional process (e.g., instructor, facilitator, & coach)
3.8.9 (Pc) Using a wide variety of methods and approaches for learners to demonstrate their knowledge
3.8.10 (Pd) Varying their role in the instructional process (e.g., instructor, facilitator, & coach)
3.8.11 (Pe) Providing multiple models and opportunities for learners to demonstrate their knowledge
3.8.12 (Ph) Using a variety of instructional strategies
3.8.13 (Pi) Asking questions to stimulate discussion
4.0 The candidate will demonstrate essential knowledge, skills and dispositions of a preservice educator related to professional responsibility by:
4.9.1 (Pa) Engaging in ongoing learning opportunities to develop knowledge
4.9.2 (Pb) Engaging in meaningful and appropriate professional learning experiences
4.9.3 (Pc) Collaborating with colleagues, to evaluate and adapt teaching and learning
4.9.4 (Pd) Seeking professional, community, and technological resources, within and outside the school,
4.9.5 (Pe) Reflecting on his/her personal biases to create relevant learning
4.9.6 (Pf) Advocating, modeling, and teaching safe, legal, and ethical use of information and technology
4.10.1 (Kn) Developing skills in collaborative interaction
4.10.2 (Ko) Contributing to a common culture that supports high expectations
4.10.3 (Dq) Respecting family beliefs and norms
4.10.4 (Pe) Building ongoing community connections and relations
EPP SHARED VALUES AND BELIEFS
“Preparing professional educators of distinction to make a positive impact on this generation and the next” guides the initial and advanced programs’ content, delivery, focus, and emphases for the preparation of professional educators to improve learning and challenge all P-12 students. The EPP Shared Values and Beliefs are aligned to the EPP’s three themes of Values, Education, and Service. Candidates hold and demonstrate the following educator characteristics:

I. To fulfill the EPP’s shared VALUES, candidates possess the following educator characteristics:

1. Leadership practices of Abraham Lincoln
2. Capacity to respect and appreciate individual rights and group differences.
3. Ethical practices and professional responsibility
4. Ability to embrace changes to improve student learning and advance the profession
5. Spirit of collaboration with other educators, student families and caretakers, and community stakeholders

II. To fulfill the EPP’s shared value of EDUCATION, candidates perform the following educator attributes:

1. Commit to equitable and effective teaching and instruction for all students
2. Engage in and applies research to professional practices
3. Demonstrate in-depth knowledge of critical concepts of discipline, connections to cross-disciplinary content, and multiple pedagogical strategies
4. Think creatively and critically
5. Gather data through multiple assessment strategies to reflect, monitor, analyze, and direct instructional practices
6. Use technology to work effectively with stakeholders and to support student learning

III. To fulfill the EPP’s shared value of SERVICE, candidates demonstrate the following educator commitments:

1. A belief in and demonstration of servant-leadership
2. An understanding of education as service in the local and global community
3. A desire to serve the needs of local and global community, especially the underserved

MEdITL EPP OUTCOMES
Outcome #1 The Learner and Learning: The candidate will ensure that each student learns new knowledge and skills, understand the learning and developmental patterns among their learners, identify individual differences of students and their learning processes, and create a safe environment to succeed.

Outcome #2 Content: The candidate will demonstrate an understanding of the academic language of their content areas. They will be able to draw upon this knowledge as they work with learners to access information, apply knowledge in real-world settings, and address meaningful issues.

Outcome #3 Instructional Practice: The candidate will understand and integrate assessment, planning, and instructional strategies in coordinated and engaging ways to assure learner mastery of the content.

Outcome #4 Professional Responsibility: The candidate will create a productive and safe learning environment that will result in learners achieving at their highest level. They will engage in meaningful, professional learning by examining practice through research, self-reflection, and collaboration. They are aware of legal and ethical requirements and engage in the highest levels of professional and ethical conduct.

INTERSTATE NEW TEACHER ASSESSMENT AND SUPPORT CONSORTIUM STANDARDS
(For a complete listing of the InTASC Standards and indicators, see http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf)

Standard 1: The teacher 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: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

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

Standard 5: The teacher 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.
Standard 6: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

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

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

Standard 9: The teacher 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: The teacher 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.

Tennessee Teacher Licensure Standards

TLS-1 Discipline Taught. Candidates know, understand, and use the central concepts, tools of inquiry and structures of the discipline(s) they teach and can create learning experiences that develop student competence in the subject matter.

TLS-2 Student Learning and Development. Candidates understand how students learn and develop and provide learning opportunities that support student intellectual, social and personal development.

TLS-3 Diverse Learners. Candidates understand how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners.

TLS-4 Teaching Strategies. Candidates understand and use a variety of instructional strategies to encourage development of critical thinking, problem solving and performance skills in students.

TLS-5 Learning Environment. Candidates use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.

TLS-6 Communication. Candidates use knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration and supportive interaction in the classroom.

TLS-7 Planning. Candidates plan instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

TLS-8 Assessment and Evaluation. Candidates know, understand and use formal and informal assessment strategies to evaluate and ensure the continuing intellectual, social and physical development of the learner.

TLS-9 Reflective Practitioner. Candidates are reflective practitioners who continually evaluate the effects of their choices and actions on others (students, parents and other professionals in the learning community) and who actively seek out opportunities to grow professionally.

TLS-10 Colleagues, Parents, and Community. Candidates foster relationships with school colleagues, parents and agencies in the larger community to support students’ learning and wellbeing.

TLS-11a Technology. Candidates use technology and technology based resources to facilitate developmentally appropriate student learning.

TLS-11b Technology. Candidates use technology to enhance their professional growth and productivity.

TLS-11c Technology. Candidates effectively use and manage all technology available to them and explore uses of emerging resources. They promote the equitable, ethical and legal use of technology resources.

III. Texts/Materials for the Course:

* LiveText© * Note: DO NOT purchase “used” Live Text materials. This will not allow you to submit assignments under your name

* Turnitin© * Access to this system is provided by LMU’s purchase of site licenses. Instructors will provide instruction to students as to how to submit written work through this writing integrity database and how to effectively use its feedback to improve writing.
Blackboard® As of August 2013, secure access to this online learning management system (LMS) is provided to all LMU students enrolled in web-based courses. EDUC 570 is NOT a web-based course, but may be web-enhanced. Instructors will provide more information by the first day of class about the use of this LMS.

**Required Readings**

CCSSO (2013). InTASC Model Core Teaching Standards and Learning Progressions for Teachers

**Suggested Readings**


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

**Attendance Policy:** The MEd in Initial Teacher Licensure program is an accelerated program. For this reason, attendance is very important. While a student can make up for the knowledge and skills presented in a course assignment, they cannot make up for the knowledge and skills administered as group activities, class participation and hands-on learning. During the semester, unless a class absence qualifies for make-up assignments under appropriately documented and registered ADA requirements. **One (1) absence** will result in a lowering of the final letter grade by **half a letter grade**. For example, if your final grade for course assignments during the semester was an A, and you had 1 absence, you would receive an A- for your final grade. A **second absence** during the semester results in the lowering of the final grade by another **full letter grade**, in addition to the half of a letter grade lost for the first absence. For example, if your final grade for course assignments during the semester resulted in an A, BUT you had 2 absences for the semester, you would receive a B- as your final grade, which is the lowest possible grade you can receive and possibly remain in the program. **Two absences will also result in the student meeting with a review board, which can result in dismissal from the program.**

If you must miss a class, it is expected that you inform your instructor as soon as possible prior to the
absence. Any coursework missed during an absence should be turned in on time. Late assignments may receive a 20% reduction in grade. An absence is not an acceptable excuse for previously assigned coursework with a stated deadline. Students should make arrangements to submit required coursework on time. Tardiness may affect your grade and will be noted on disposition evaluation forms.

COURSE REQUIREMENTS include but are not limited to:

- Maintain a grade of B or better in all required courses in order to progress in the Master’s of Education in Initial Teacher Licensure Program. (See Program Handbook.)
- Register for and take required Praxis II exams
- 2015-2016 scheduled Praxis Dates See section XII in syllabus for test requirements, codes and dates. Students are encouraged to begin taking Praxis exams early.
- Postponing test dates or taking tests beyond February 1 will prevent you from student teaching in the fall semester. All required tests must be passed NLT March 1st in order to apply for student teaching in the Fall of 2016. All required tests must be passed NLT October 1st in order to apply for student teaching in the Spring of 2017.
- Attend all classes. Arrive on time and with appropriate materials. Leaving before class dismissal will affect attendance.
- Develop a Course Notebook/journal for observations and assignments: Notebook should contain class notes, classroom observations and assignments; It is the candidate’s responsibility to maintain all records in notebook and to include copies of PRAXIS scores, transcript(s), STEA membership verification & results from TBI background check.
- Be an active participant in discussion, group work, individual/peer reviews, and presentations
- Maintain computer, LiveText, Blackboard and program e-mail access; ALL CANDIDATES ARE REQUIRED TO MAINTAIN AND USE THEIR LMU E-MAIL FOR PROGRAM/COURSE CORRESPONDENCE
- Complete 10 hours of PRECLINICAL EXPERIENCE
- Carter Moyers Assessment System (CMAS) assignments (See Evaluation/Assessment)
- INTASC standard reflections as directed by instructors.
- Document two (2) sessions of approved Professional development. All students in EDUC 570 & EDUC 571 will be required to attend a minimum of two (2) sessions of professional development per semester, OUTSIDE OF CLASS MEETING TIMES. The purpose of a professional development requirement is to provide candidates diverse formats to develop the knowledge, skills, practices, and dispositions they need to help their future students perform at high levels. Specific guidelines for MEdITL professional developments include: One (1) session may be accrued in the local school district if approved by the course instructor(s) and the local school/school district, A maximum of one session may be used from an online professional development. PD hours may not include regularly held faculty meetings. ALL PD’s should be approved in advance by the course instructors.

*To receive credit for the PD, students must write a one page reflection, in narrative format, of the PD attended. This reflection must address the following:

1- Explain briefly the content and relevance of this presentation. How can this be related to the InTASC Standards and your future classroom?
2- How will the information presented in this PD be helpful AND/OR useful to you in your future classroom? Be specific.
3- What information do you wish had been included in this presentation? Why?
   This reflection should be submitted electronically to the student’s instructor(s). Pictures, pamphlets, and handouts should be included (when possible)
- Participate in a minimum of one (1) Service Learning project -- will require written report and pictures to receive credit – Instructors will discuss specifics in class.
- Maintain professional dress. No blue jeans to be worn at any time when visiting a school site. Candidates should dress comfortably and respectfully when attending class and other LMU related functions.
- Complete and submit all assignments by specified deadlines.

Additional and Specific Course Section Requirements: See Assignment sheets specific to course
sections/locations

Learning outcomes: During this semester the student will be expected to:

a. apply knowledge of constructivism through application of key concepts
b. incorporate Multiple Intelligences, Bloom’s Taxonomy, Differentiated Instruction, and Universal Design for Learning into planning, teaching & assessment
c. plan and write lesson plans utilizing LMU’s lesson plan format
d. demonstrate knowledge of content area and current practices in teaching their content
e. reflect on readings, viewing, classroom observations and class sessions as assigned
f. work professionally with peers, professionals and students in class projects and observations
g. identify, use and analyze varied forms of assessment and assessment data
h. expand learning through professional development activities
i. use technology in teaching and learning
j. recognize student uniqueness and individuality in planning and teaching
k. analyze the teaching and learning process
l. explore model classroom management strategies & explain their application
m. explore, analyze, and reflect upon implementation of the ten INTASC Standards and indicators
n. use state and national standards in preparation and planning of lessons
o. synthesize all readings, viewings and classes to develop a personal foundation for teaching

Evaluation/assessment

1. CMAS/LiveText, prepare and submit the following:
   a. Data Informed Unit of Instruction (Educator Work Sample)
   b. Classroom Management Plan
   c. InTASC Benchmark Presentation
   d. Preclinical Teaching Project
2. Professional Development Reports (2 sessions)
3. Service Learning Project Participation & Report (Project must receive prior approval by instructor. Project must show major impact on school/community, involve children/school, and encompass a time commitment of a minimum of 5-7 hours. Requires student to submit written reflection [minimum 1-page] in hard copy & digital format. Must include 1-3 photos of event.
4. Specific course assignments as required by the instructor(s)
5. Other course related activities as approved by the Program Director.

Assessments **Note** All students must maintain a grade of B or better in all required courses in order to progress in the M.Ed.ITL Program (see Program Handbook)

GRADING SCALE

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>93-100</td>
<td>A</td>
</tr>
<tr>
<td>90-92</td>
<td>A-</td>
</tr>
<tr>
<td>87-89</td>
<td>B+</td>
</tr>
<tr>
<td>80-86</td>
<td>B</td>
</tr>
</tbody>
</table>

V. Methods of Instruction:

Instruction for this course takes multiple forms that include, but are not limited to: discussion, collaboration, demonstration, video reflection/assessment, discussion of classroom observations and instructional strategies observed, discussion of completed professional development, group activities, individual presentations, group presentations, and online lessons.
Clinical Experiences
Clinical Experiences for this course include Guided Observations, Summary Report, and Reflection that include documenting demographic information and classroom observation experiences in relation to the InTASC standards, Candidate Work Sample (CMAS) and documentation of completed required sessions of Professional Development.

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. All program e-mail correspondence must be done using the LMU e-mail system through Pathway.

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. Specific instructions will be distributed on a separate handout at your first class session. LiveText may be purchased online at http://college.livetext.com or through the LMU Bookstore. LiveText Help is available on the Graduate Office web page – see the web page address on the previous page.

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 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 Policies can be found in the student handbook:


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/curstudents/weather.shtml. Students should check their LMU email during delays/closures to receive information from individual faculty regarding potential assignments and/or other course information.

*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.

Program Policies

Children, Cell Phones, Laptops and Professional Dress in the Classrooms

- Children are not to be brought to class or left on the site unattended.
- Cell phones are to be silenced at all times while classes are in session so as not to interrupt the flow of instruction and learning.
- It is intended that laptops to be used for assignments only. The unnecessary use of laptops during discussion, lecture, or other classroom activities will be considered inappropriate.
- Teacher candidates should appropriately and dress professionally for scheduled class meeting and school events.

We apologize for any inconvenience this may cause but we must respect the rights of all our students to concentrate uninterrupted. Students who violate these policies may be asked to leave.

Service Learning/Professional Development:

All candidates in the MEdITL Program will be required to participate in professional development and service learning projects that must be completed outside the regular schedule of classes. These professional development and service learning hours will be included as a portion of your required coursework and will be evaluated for completion and quality of participation. Faculty will provide specific guidelines for successful completion of these required hours. All service learning and professional development must be approved by the instructor.

Smoke Free Campus Policy

All LMU buildings are smoke - free. Smoking is prohibited in all campus buildings for health and safety reasons. Residence hall rooms contain sensitive smoke detectors, and consequently, smoking will trigger smoke detector alarms. Fines of up $250.00 may be imposed on any persons tampering with detectors. Smoking is allowed only outside of facilities.

Alcohol and Drugs

Students may not possess, consume, sell, use, or be in the presence of alcoholic beverages or non-medically prescribed drugs on campus grounds, in university buildings, or at university activities.

IIX. mission statements:

Lincoln Memorial University Mission Statement can be found at the following link to LMU’s website: http://www.lmunet.edu/about/mission.shtml.
EPP Vision and Mission
The Carter & Moyers School of Education prepares and mentors professional educators of distinction through Values, Education, and Service to be teachers, administrators, school leaders, or other school professionals whose practice will improve student learning.

DEPARTMENT OF GRADUATE EDUCATION MISSION STATEMENT
The mission of the Lincoln Memorial University Department of Graduate Education, as a student-sensitive entity, is to prepare professionals with knowledge, skills, competencies, and dispositions to meet the changing needs of society through relevant student-centered experiences.

* M. Ed. in Initial Teacher Licensure Program Mission Statement
The M. Ed. for Initial Teacher Licensure Program supports the Lincoln Memorial Teacher Education Program’s mission and is dedicated to preparing quality practitioners who are highly effective in their teaching and learning as a result of abilities acquired through rigorous and diverse academic studies, and in collaboration with K-12 schools. This Program strives to develop teacher-leaders who inspire renewal, who are capable of meeting the challenges of an ever increasingly global society, and who possess an understanding of the moral, social, and political dimensions of education.

IX. Course Outline/Assignment/units of Instruction or Clinic Schedule:
CLASS 1: Welcome & Introductions; Syllabus Overview; Requirements & Expectations; Review of Carter Moyers School of Education Conceptual Framework; Review of Teaching Methods, Models, & Concepts Addressed in EDUC 570; Planning for Classroom Management; Lesson Planning
CLASS 2: Differentiated Instruction; Students with Special Needs; Students at-risk; Lesson Planning (cont’d); Classroom Management (cont’d)
CLASS 3: Assessment in the Classroom; Interpreting Assessment Data, Tennessee Educator Acceleration Model; Problem Based Learning & the Inquiry Method; Legal Aspects of Education; Lesson Planning (cont’d)
CLASS 4: Cultural & Linguistic (ELL/ESL) Diversity in the Classroom; Backward Planning; Mapping the Curriculum; Lesson Planning (cont’d); Legal Aspects of Education (cont’d); Classroom Management (cont’d)
CLASS 5: Direct Instruction; Effective Use of Digital Tools and Resources in the Interdisciplinary Unit Plan; Assessment, using data to inform instructional practices
CLASS 6: Helping Students Acquire & Integrate Knowledge; Classroom Management in the Differentiated CLASSROOM; Adapting Assessments for Students with Special Needs
CLASS 7: Race to the Top & other Legislative Initiatives; Translating Research into Practice (Applying Marzano to Lesson Planning); Effective Discipline; Assessment & Diversity
CLASS 8: Professional Development; Collaboration; Assessment (cont’d)
CLASS 9: Presentation of Interdisciplinary Unit Plan; Reflection & Discussion of the Presentations
CLASS 10: Unit Reviews with Instructors; Celebration; Review of Individual Grades & Portfolios; Personal & Course Evaluations

THE INSTRUCTORS RESERVE 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

X. Disposition & Ethics:
The National Council for Accreditation of Teacher Education (NCATE) Standard 1 requires that education professionals exhibit professional dispositions, defined as professional attitudes.
values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities. These positive behaviors support student learning and development.

Candidates recommended from LMU for teacher licensure by the State of Tennessee must exhibit professional dispositions in their interactions with all stakeholders, including classmates, P-12 administrators, cooperating teachers, students, and University faculty, staff and supervisors while in the University environment and in field placements. Reports of behavior, actions, or attitudes that are not considered professional or meeting the professional disposition requirements could result in termination from the MEd in Initial Teacher Licensure Program.

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**Plagiarism/Certification of Authorship**

**Plagiarism**

(This statement must be included with all major written assignments.)

Plagiarism is the presentation of someone else’s words or ideas as one’s own (See APA Publication Manual, 6th ed., pp.15-16). One of the most common forms of plagiarism is the paraphrasing of several phrases, sentences of ideas in a paragraph with only one citation at the end of the paragraph, resulting in confusion between the cited content and the researcher’s own words or ideas. Another common form is the practice of substituting words or phrases while retaining the original author’s for and structure.

Plagiarism in any form is one of the most egregious violations of professional ethics an author can commit. Submission of plagiarized material, even by accident or ignorance, is a severe infraction of the professional ethical code and can result in expulsion from the program. To avoid plagiarism:

- Cite sources within the text for all phrases or ideas that are quoted or paraphrased.
- Cite sources within the text in the format delineated in the APA Manual, pp. 174-179.

**Certification of Authorship.** I certify that I am the author of this paper titled ___________________ and that any assistance I received in its preparation is fully acknowledged and disclosed in the paper. I have also cited any sources from which I used data, ideas, or words, either quoted directly or paraphrased. I also certify that this paper was prepared by me specifically for this course. I understand that falsification of information will affect my status as a graduate student.

Student’s Signature________________ Date ______________

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**XI. Important Dates in the Academic Calendar Spring 2016:**

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final Registration before classes begin</td>
<td>January 8</td>
</tr>
<tr>
<td>Classes begin (Regular term)*</td>
<td>January 11</td>
</tr>
<tr>
<td>Martin Luther King Jr. Day (special activities)</td>
<td>January 18</td>
</tr>
<tr>
<td>Last day to complete registration/add classes</td>
<td>January 20</td>
</tr>
<tr>
<td><strong>Last day to drop course without “WD”</strong></td>
<td>February 9</td>
</tr>
<tr>
<td>Lincoln Day/Founders Day (special activities)</td>
<td>February 12</td>
</tr>
<tr>
<td>Convocation (9:30 a.m. in session classes &amp; resident students)</td>
<td>February 17</td>
</tr>
<tr>
<td>Mid-term</td>
<td>February 29-March 4</td>
</tr>
<tr>
<td>Last day to drop course without “F”</td>
<td>March 19</td>
</tr>
<tr>
<td>Early Registration Begins</td>
<td>April 4</td>
</tr>
<tr>
<td>Residence halls close (5 p.m.)</td>
<td>March 18</td>
</tr>
<tr>
<td>Event</td>
<td>Date</td>
</tr>
<tr>
<td>--------------------------------------------</td>
<td>------------</td>
</tr>
<tr>
<td>Spring break (no classes)</td>
<td>March 21-25</td>
</tr>
<tr>
<td>Good Friday (no classes)</td>
<td>March 25</td>
</tr>
<tr>
<td>Residence halls open (1 p.m.)</td>
<td>March 27</td>
</tr>
<tr>
<td>Classes end</td>
<td>April 29</td>
</tr>
<tr>
<td>Final exams</td>
<td>May 2-6</td>
</tr>
<tr>
<td>Commencement (11 a.m.)</td>
<td>May 7</td>
</tr>
<tr>
<td>Residence halls close (2 p.m.)</td>
<td>May 7</td>
</tr>
</tbody>
</table>

*The first class session for EDUC 571 is Saturday, January 9, 2016. The last class session for EDUC 571 meets on Saturday, April 30, 2016. It is a mandatory class session.*

**2015-2016 ETS PRAXIS DATES:**

If unsure of which PRAXIS exams to take, candidates should contact Dr. Tammy Barnes, MEdITL Program Director.

*Contact Erin Brock at erin.brock@lmunet.edu / (423) 869-6405 or Jamie Rutland at jamie.rutland@lmunet.edu / (865) 531-4116 for more information regarding PRAXIS testing*
All exams EXCEPT for ART, PE, MUSIC, HISTORY, & ELEMENTARY READING are available during this window.

XII. **STUDENT COMMUNITY ENGAGEMENT:**

A cornerstone of the University’s mission is service to humanity. As part of the University’s Student Service Initiative, students receiving any form of institutional aid participate in at least 10 hours of service learning per semester. Students are encouraged to network with one another in classroom settings and with instructors and advisors for searching out and creating appropriate service learning projects related to their field of study. For more information visit: [http://www.lmunet.edu/campuslife/initiative/index.shtml](http://www.lmunet.edu/campuslife/initiative/index.shtml) or contact the Associate Dean of Students.

XIII. **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.**