CI 509
Content Literacy
Summer 2016

VALUES • EDUCATION • SERVICE

Course Section: K0 Evening
Meeting Time and Place: Harrogate
Course Credit Hours: 3 Credit Hours

FACTORY CONTACT INFORMATION: See faculty contact information attached.

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

I. COURSE DESCRIPTION: This course focuses on exploring, applying and adjusting literacy strategies to meet the Common Core Standards. Major emphasis is given to gauging text complexity, constructing theme-based units and gathering and citing evidence from text.

II. COURSE OBJECTIVES: The candidates will:
- Develop a philosophy of literacy instruction in the content areas
- Examine the demands and processes required by the Common Core Standards
- Demonstrate a knowledge of the disciplinary literature
- Evaluate instructional models and model lessons for best practices in content literacy instruction
- Identify and incorporate strategies for comprehension of complex text

Program Outcomes:
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.

InTASC 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.
III. **TEXTS/MATERIALS FOR THE COURSE:**

**Required Textbooks:**

Lent, R. C. (2016). *This is disciplinary literacy: Reading, writing, thinking and doing... content area by content area.* Thousand Oaks, CA. Corwin.

Smith, Appleman, & Wilhelm. (2014) *Uncommon Core: Where the Authors of the Standards Go*

**Suggested Readings:**


Wiggins, Grant. Granted, and....thoughts on education by Grant Wiggins – blog - https://grantwiggins.wordpress.com/


Resources for *This is Disciplinary Literacy* – http://resources.corwin.com/lentDL

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 \textit{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, \textit{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. Group Projects: Groups will research assigned topics for presentation to the class.
5. 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.

**Clinical Experience:** Clinical practice for this course is found in the companion course CI 510 School Supervision and Content Literacy Action Research Project.

**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 are essential components of the MEd program. When class absences occur, students can make up for knowledge and skills by completing required assignments, but they are not able to make up for the knowledge and skills their participation in class would have provided to their own learning and to their fellow students’ learning. Therefore, even with successful completion of make-up assignments, excessive class absences will cause a reduction in the final course grade. \textbf{The first absence in a semester will not result in a reduction of final grade. The second absence will result in a reduction of one letter grade. Three absences will result in a final grade of C or lower. More than three absences will result in a grade of F for the course(s) taken that semester. Faculty will determine when circumstances legitimately cause a student to be tardy or need to leave a class early; however, a pattern of excessive tardiness or leaving early may affect grade.}

Students may not make up for an absence at another class site. Refer to the \textit{Graduate Catalog} for further academic information and restrictions.

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

**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 at [http://www.lmunet.edu/academics/schools/school-of-education](http://www.lmunet.edu/academics/schools/school-of-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.

**VI. 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: Grant Lee 104
COUNSELING: LMU counselors are available to help current students with personal, career and academic concerns that affect academic success and quality of life. The counseling offices are located in Grant Lee 102. 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: LMU’s website: [http://www.lmunet.edu/student-life/handbooks](http://www.lmunet.edu/student-life/handbooks).

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](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 information.

INSTRUCTIONAL CONTINUITY IN CASE OF CAMPUS CLOSURE: Faculty and students should expect scheduled instruction to continue even if class meetings are cancelled due to weather, epidemic illness, or other factors. Students will be required to complete alternate instructional activities online as directed by the course instructor.

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.

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.

VII. MISSION STATEMENTS:

LINCOLN MEMORIAL UNIVERSITY MISSION STATEMENT can be found at the following link to LMU’s website: http://www.lmunet.edu/about-lmu/heritage-mission.

CARTER & MOYERS GRADUATE SCHOOL OF EDUCATION MISSION STATEMENT: http://www.lmunet.edu/education/FINAL%20Graduate%20Education%20Catalog.pdf (PAGE 11)

CURRICULUM AND INSTRUCTION MISSION STATEMENT: http://www.lmunet.edu/education/FINAL%20Graduate%20Education%20Catalog.pdf (PAGE 32)

VIII. COURSE OUTLINE/ASSIGNMENT/UNITS OF INSTRUCTION OR CLINIC SCHEDULE:

KEY ASSIGNMENTS:

Key Assignment #1 Content Literacy Research Brief and Presentation: Candidates develop a research brief and deliver a presentation on one of the topics listed below or another topic as approved by the professor. The research brief should be similar to the format found at: http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/whatWorks.html

The brief should be at least 2 pages and include at least 5 critical or research articles resources. Participants will share their briefs with the class.

Suggested Topics:

- Teaching students with special needs in the content classroom
- Moving beyond traditional textbooks and transmission methods
- Technology in today’s content classrooms
- Questions, argumentation and use of evidence
- Teaching content knowledge and reading strategies in tandem
- Using text sets and multiple texts to teach content
- Scaffolding learning for students in the content classroom
- Media literacy
- Teaching students to question content
- Writing to learn in the content areas
- What is college ready in terms of literacy?
• Other topics as approved by the professor

Other examples of Research Briefs can be found at: 

Assessment: Content Literacy Research Brief Rubric

**Key Assignment #2 Content Literacy Case Study:** Candidates will formulate a response to a content-area literacy case study. Case studies are found in the Live Text template for this assignment. Candidates should select one case study and respond according to the outline below.

Elements of the Case Study response will include:
- Summary of the major implicit and explicit issues identified in the case study
- Analysis of the dilemmas
- Proposed solution or plan of action
- Rationale or research base for plan of action

Assessment: Content-Area Literacy Case Study Rubric

**Clinical Practice Assignment:** Clinical practice for this course is found in the companion course CI 517 Motivational Theory Field Experience and Electronic Portfolio.

**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.**
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<tr>
<th>4 - Capstone Create and Evaluate (4 pts)</th>
<th>3 Milestones - Analyze and Apply (3 pts)</th>
<th>2 Milestones - Understand (2 pts)</th>
<th>1 Benchmark - Remember (1 pt)</th>
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<td>Introduction and Description (1.000, 16%)LMU-CI-2015.CI-2-Outcome LMU-InTASC-2013.InTASC-4 LMU-InTASC-2013.InTASC-5</td>
<td>Introduction is engaging and relevant to content literacy. May include novel ideas and uniquely current practices. Introduction includes a complete description of the topic including a critical thinking and evaluation of current issues and thinking.</td>
<td>Introduction is interesting and includes an analysis of topic related to disciplinary literacy including strategies and suggestions. Includes important concepts and benefits to K-12 students in content areas.</td>
<td>Topic is explained and somewhat analyzed or applied but the content does not reveal critical thinking or application related to disciplinary literacy or the benefit to K-12 students.</td>
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<td>Why? (Benefits to Students) (1.000, 16%)LMU-CI-2015.CI-2-Outcome LMU-InTASC-2013.InTASC-4 LMU-InTASC-2013.InTASC-5</td>
<td>Well-reasoned and creative treatment of the content literacy topic. Strong research basis is provided. Explicit examples of impact on K-12 achievement and college and career</td>
<td>Benefits of the topic are analyzed. Strong research basis is provided. Some examples of impact on K-12 achievement and college and career ready impact are included.</td>
<td>Some benefits of the topic to students are presented. Limited research basis is provided. Few examples of impact on K-12 achievement and college and career ready impact are included.</td>
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<td>Little discussion of the benefits of the innovation to students. Weak research basis is provided. Few or no examples of impact on K-12 achievement and college and career ready impact</td>
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<td>ready impact are included. Strong rationale for classroom use</td>
<td>Content boxes are included. Content features reflect analytical thinking and application of knowledge. Content boxes provide tips for implementation or adaptation. Implementation tips are relevant and insightful.</td>
<td>Content are boxes are included. Content boxes are gleaned from existing resources and are appropriate for the work.</td>
<td>Few content boxes are included. Content boxes are taken from existing resources but are not appropriate for the work.</td>
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<td>Creative synthesis of content are included. Content boxes reflect unique thinking or organizes information in a unique critical way. Candidate creates unique models for presenting and organizing information.</td>
<td>Graphics are carefully selected or newly-created graphics in the form of charts, tables, lists or models are included. Graphics aid</td>
<td>Few graphics in the form of charts, tables, lists or models are included. Graphics are primarily from other sources rather than unique</td>
<td>Few or no graphics in the form of charts, tables, lists or models are included. Graphics not related to the innovation</td>
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<td>aid the reader in understanding the content.</td>
<td>topic presented. Graphics do not aid the reader in understanding the content.</td>
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**Research Basis and References (1.000, 16%)**

| 5 or more high-quality research sources reflecting best practice and the work of leading experts in the field. Cited in APA format. | 5 or more research sources. Some reflect best practice and the work of leading experts in the field. Cited in APA format. | 5 or sources but some do not reflect best practice or the work of leading experts in the field. Some APA formatting issues evident. | Few or no sources cited. Sources of limited quality. APA formatting problems. |

**Grammar and presentation (1.000, 16%)**

<p>| Research Brief is inviting, colorful and creatively presented. All work in candidate's own words. Clear professional writing with few or no grammatical or spelling errors. | Research Brief is inviting and easy to read. All elements present and of acceptable quality. Some work not in candidate's own words. Clear writing with some grammatical or spelling errors. | Research Brief is complete. Most elements present and of acceptable quality. Lack of original writing. Some grammatical and spelling errors. | Research brief show little innovation. Limited elements present and needing improvement. Lack of original writing. A number of grammatical or spelling errors interfering with the |</p>
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<td>Summary or Issues (1.000, 14%)</td>
<td>Evaluative description and summary of the case study. Demographic information and roles of stakeholders are analyzed. Deep understanding of case study is evident.</td>
<td>Analysis and descriptive summary of the major issues in the case study. Demographic information and roles of major stakeholders are analyzed.</td>
<td>Accurate recounting of summary of the major issues in the case study. Demographic information recounted but not analyzed as to impact on the situation.</td>
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<td>Analysis of Dilemmas (1.000, 14%)</td>
<td>Apparent and underlying dilemmas in the case study are thoroughly analyzed and evaluated. Applies knowledge of school and classroom systems, human interaction and working relationships to uncover central problems.</td>
<td>Dilemmas in the case study are analyzed and well defined. Applies knowledge of school and classroom systems and human working relations.</td>
<td>Dilemmas in the case study are described in literal terms. Little examination of underlying issues.</td>
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<td>Proposed Solution or Plan of Action (1.000, 14%)</td>
<td>Creative plan of action including but not limited to ways to supporting teachers in their understanding of</td>
<td>Plan of action shows analytical thinking. Presents specific, realistic, and appropriate recommendations supported by the information presented.</td>
<td>Presents realistic or appropriate recommendations with little, if any, support.</td>
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<td>LMU-InTASC-2013.InTASC-5</td>
<td>disciplinary literacy, building collaboration, supporting job-embedded professional development, and encouraging accountability. Analyzes viability of solution in current classroom or school.</td>
<td>recommendations supported by the information presented and concepts from the course. Includes supporting teacher in building understanding of content literacy and Analyzes viability of solution in current classroom or school.</td>
<td>and concepts from the course. Little application to current classroom or school.</td>
<td>from the information presented and concepts from the course.</td>
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<td>Understanding of Disciplinary Literacy (1.000, 14%) LMU-CI-2015.CI-2-Outcome LMU-InTASC-2013.InTASC-4 LMU-InTASC-2013.InTASC-5</td>
<td>Response shows deep understanding of the nature of literacy within each discipline, the most effective ways to promote literacy, thoughtful ways to measure student progress and steps to ensure all teachers embrace disciplinary literacy.</td>
<td>Response shows understanding of the nature of literacy within each discipline. Includes suggestions of ways to promote literacy and measure student progress.</td>
<td>Response shows limited understanding of the nature of literacy within each discipline. Suggestions lack focus on school-wide understanding of literacy, measurement of student progress or professional development</td>
<td>Very basic response provided. Simplistic solutions lacking detail and depth. No evidence of understanding of basic disciplinary literacy concepts.</td>
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<td>LMU-CI-2015.CI-2-Outcome LMU-InTASC-2013.InTASC-4 LMU-InTASC-2013.InTASC-5</td>
<td>case study with creative uses of relevant and extensive research. Blends sources work of experts in the field of disciplinary literacy the company; clearly and thoroughly documents all sources of information.</td>
<td>case study with relevant research into the present situation of the company; documents all sources of information.</td>
<td>case study, if at all, with incomplete research and documentation.</td>
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<td><strong>Bibliography (1.000, 14%)</strong></td>
<td><strong>5 or more high-quality sources cited in APA format.</strong></td>
<td><strong>5 sources cited. APA format.</strong></td>
<td><strong>Most elements present and of acceptable quality. Few sources of limited quality. APA formatting problems.</strong></td>
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<td><strong>Grammar and presentation (1.000, 14%)</strong></td>
<td>Writing demonstrates a sophisticated clarity, conciseness, and correctness; includes thorough details and relevant data and information.</td>
<td>Writing is accomplished in terms of clarity and conciseness and contains only a few errors; includes sufficient details and relevant data and information;</td>
<td><strong>Limited elements present and Writing is unfocused, rambling, or contains serious errors; lacks detail and relevant data and information; poorly</strong></td>
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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.
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. The preferred method for contacting professor is the LMU email system.

Dr. Shannon Collins  
4358 Big Orange Drive  
Cookeville, TN 37882  
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Shannon.colllins@lmunet.edu

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Theresa.stevenson@lmunet.edu