CI 510
School Supervision and Content Literacy Action Research Project
Summer 2016

VALUES • EDUCATION • SERVICE

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

FACULTY CONTACT INFORMATION: See faculty contact information attached.

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

I.  COURSE DESCRIPTION: This course is the field experience companion to CI 509 Content Literacy and CI 551 Supervision of Teaching and Learning. The course is designed to formalize the field experience component of the program and to provide students with direct theory-into-practice work. Students will design and implement research-based strategies for Supervision of Teaching and Learning and Content Literacy related specifically to the Common Core Standards. Candidates will design, implement and evaluate content literacy strategies in their teaching situations. Co-requisite CI 509.

II.  COURSE OBJECTIVES: The candidates will:
• use field based, clinical experiences to demonstrate the knowledge and practices that provide a culture for teaching and learning in diverse student populations
• Identify the literacy challenges of diverse populations
• Design strategies to support the 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:
None

Suggested Readings:


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


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 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. 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. **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 Graduate Catalog for further academic information and restrictions.

Students may not make up for an absence at another class site. Refer to the Graduate Catalog for further academic 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.

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 dan.graves@lmunet.edu and/or 423.869.6531 (800-325-0900 ext. 6531).

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.

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 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/public/uploads/catalogs/Graduate_Education_Catalog15-16.pdf (page 3)

CARTER & MOYERS SCHOOL OF EDUCATION MISSION STATEMENT:  
(PAGE 3)

CARTER & MOYERS GRADUATE SCHOOL OF EDUCATION MISSION STATEMENT:  
(PAGE 4)

CURRICULUM AND INSTRUCTION MISSION STATEMENT:  
(PAGE 34)

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

KEY ASSIGNMENTS:

Key Assignment #1: Leading a Professional Learning Community Meeting

Read the article What is a Professional Learning Community found at  
http://www.ascd.org/publications/educational-leadership/may04/vol61/num08/What-Is-a-Professional-Learning-Community%C2%A2.aspx

Write a brief summary and analysis of the article. What are the current dangers to the Professional Learning Community (PLC) concept? What defines a high-quality PLC? Describe and analyze the role of PLCs in your school. Evaluate your PLC groups according to the big ideas and core principles in the article. If your school does not currently employ the PLC model, describe a process for implementing one in your school. What challenges will you face? What could the benefits be to your students?
Prepare and lead a PLC meeting to present the Research Brief you designed for CI 509. Submit to Live Text a summary of your meeting, reflections on the event and other documents including:

- Meeting agenda and outline of presentation
- Copies of any handouts or presentation materials
- Correlation of Research Brief topic and specific grade level standards
- Plans for actively involving participants
- Sign-in Sheet and Meeting Evaluation
- Reflection of your experiences including classroom application and plans for future study

**Key Assignment #2 Disciplinary Literacy Strategy Implementation**

Select one of the strategies listed below from the text or another disciplinary literacy strategy approved by the professor. Implement the strategy in your classroom.

Choose a disciplinary literacy strategy such as:
- Current Event Short Takes – Lent page 33
- Getting it Visually – Lent page 42
- Entering the Blogosphere – Lent page 47
- Unblocking Challenging Text – Lent page 53
- Differentiated Learning Logs – Lent page 80
- Bell Ringer Questions and Answers – Lent page 83
- Read/Think/Respond – Lent page 85
- Talk Back – Lent page 87
- Exit, Enter, Middle-of-Class Quick-jot – Lent page 91
- From Content to Story – Lent 92
- Thinking as a Skeptic – Lent 124
- Playing the Philadelphia Lawyer – Lent 126
- Interviewing the Subject – Lent 132

Submit to Live Text:
- Description and rationale for the strategy
- Plans for implementation
- Summary and evaluation of implementation
- Recommendations for improving the strategy
- Artifacts including samples of student work

**Assessment for Key Assignment #1:** CI 510 KA #2 Disciplinary Literacy Strategy Implementation Rubric.

**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>CI 510 KA#1 Leading a PLC Rubric</th>
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<td><strong>4 Capstone - Evaluating and Creating (4 pts)</strong></td>
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<td>Article Review (1.000, 16%) LMU-CI-2015.CI-3-Outcome LMU-InTASC-2013.InTASC-6</td>
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<td>Learning Outcomes for PLC (1.000, 16%) LMU-CI-2015.CI-2-Outcome LMU-InTASC-2013.InTASC-4</td>
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<td>Plan for Implementation (1.000, 25%) LMU-CI-2015.CI-2-Outcome LMU-InTASC-2013.InTASC-4 LMU-InTASC-2013.InTASC-5</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:**

- Source:  
- In each standard the term “teachers” has been replaced with the term “candidate” in compliance with CAEP requirements.
- Full documents available at:  
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.

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