MISSISSIPPI STATE UNIVERSITY
COLLEGE OF EDUCATION

DEPARTMENT of LEADERSHIP & FOUNDATIONS
COURSE SYLLABUS

Course Prefix and Number: EDL 8523
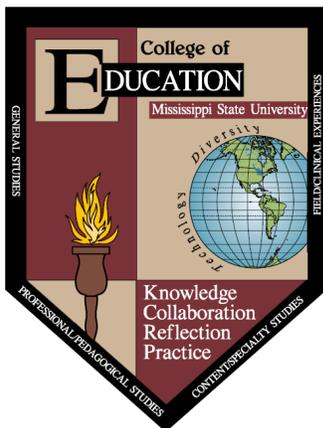
Course Title: Educating Diverse Learners

Credit Hours: Three (3) semester hours

Type of Course: Lecture

Catalogue Description: This course focuses on leading schools that address the needs of all learners in academically, socially, and emotionally responsive classrooms.

College of Education Conceptual Framework:

The faculty in the College of Education at Mississippi State University are committed to assuring the success of students and graduates by providing superior learning opportunities that are continually improved as society, schools, and technology change. The organizing theme for the conceptual framework for the College of Education at Mississippi State University is educational professionals **-** dedicated to continual improvement of all students' educational experiences. The beliefs that guide program development are as follows:

1. **KNOWLEDGE** - Educational professionals must have a deep understanding of the organizing concepts, processes, and attitudes that comprise their chosen disciplinary knowledge base, the pedagogical knowledge base, and the pedagogical content knowledge base. They must also know how to complement these knowledge bases with the appropriate use of technology.

2. **COLLABORATION** - Educational professionals must continually seek opportunities to work together, learn from one another, forge partnerships, and assume positions of responsibility.

3. **REFLECTION** - Educational professionals must be willing to assess their own strengths and weaknesses through reflection. They must also possess the skills, behaviors, and attitudes necessary to learn, change, and grow as life-long learners.

4. **PRACTICE** - Educational professionals must have a rich repertoire of research-based strategies for instruction, assessment, and the use of technologies. They must be able to focus that array of skills on promoting authentic learning by all students or clients, while exhibiting an appreciation and commitment to the value and role of diversity.

Course Goals – Learner Outcomes – Standards:

Course goals are linked to the Educational Leadership Constituent Council (ELCC) Standard developed by the National Policy Board for Educational Administration for programs in school administration, as well as additional indicators for professionals created by the College of Education at Mississippi State University for the College Framework Program Outcomes (CPFO) document. Two specific ELCC sub-elements (ELCC 2.3 and 4.3) are assessed for the purpose of providing performance data for NCATE review.

Course Objectives:

The Candidates will:

1. Articulate a personal leadership vision statement on diversity in education (ELCC 1.2 – Articulate Vision, ELCC 1.4 – Steward a Vision; CFPO 1 – Professionalism, CFPO 3 – Knowledge).
2. Demonstrate understanding in learning theory and methods of working with diverse learners (ELCC 2.1 – Promote Positive School Culture, ELCC 2.3 – Apply Best Practice to Student Learning; CFPO 2 – Diversity).
3. Identify and apply best practices in instructional programs and tools for diverse learners (ELCC 2.2 Provide Effective Instructional Programs; CFPO 10 – Inquiry/Problem Solving).
4. Demonstrate knowledge of appropriate legal and policy requirements for diverse learners (ELCC 6.1 – Understands the Larger Context, ELCC 6.2 – Responds to the Larger Context, ELCC 6.3 – Influence the Larger Context; CFPO 13 – Research).
5. Demonstrate knowledge of the resources that impact success for diverse learners (ELCC 4.3 – Mobilize Community Resources; CFPO 14 – Issues/Trends).

Topics to Be Covered:

Candidates will engage in forty-five (45) hours of instructional experience in the course. Students will critically examine how their own personal beliefs about diversity, including such attributes as race, culture, gender, age, religion, language, national origin, education ability, economic status, communication style and more, can influence educational philosophy and pedagogy. In addition to the required text, candidates will engage in a series of book study analyses to accomplish the following:

1. Explore effective instructional programs and practices for diverse P-12 learners to include learning styles and multiple intelligences, exceptional education, poverty and other under resourced areas, migrant/ESL, 504 accommodations, etc.
2. Analyze current learning theory to help teachers be effective with diverse learners and assess how schools use educational interventions and programs to help diverse learners succeed.
3. Learn the legal requirements facing schools in serving diverse learners.
4. Build knowledge about the state/federal accountability systems and their application in school settings related to diverse learners.

Required Texts and Book Review:

Marshall, C. & Oliva, M. (2010). *Leadership for social justice: Making revolutions in education.* Boston, MA: Allyn & Bacon.

Jensen, E. (2009). *Teaching with poverty in mind: What being poor does to kids' brains and "what schools can do about it.* Alexandria, VA: ASCD.

Ladson-Billings, G. (2009). The dream-keepers: Successful teachers of African American children. San Francisco, CA: John Wiley & Sons.

McLaughlin, M. (2009). *What every principal needs to know about special education.* Thousand Oaks, CA: Corwin Press.

Spring, J. (2010). Deculturalization and the struggle for equality: A brief history of the education of dominated cultures in the United States. Boston, MA: McGraw Hill.

Theoharis, G. (2009). *The school leaders our children deserve: Seven keys to equity, social justice, and school reform.* New York:, NY: Teachers College, Columbia University.

Voltz, D., Sims, M. & Nelson, B. {2010). *Connecting teachers, students, and standard: Strategies for success in diverse and inclusive classrooms.* Alexandria, VA: ASCD.

Methods of Instruction:

Course instruction will include a blend of short lectures, shared inquiry, discussion, and hands-on practice. Lecture topics will provide specific content knowledge and theory. Shared inquiry methods will allow students to engage in both large and small group discussion on key aspects of diversity issues through the book studies. Field-based projects will require students to apply their learning using real-world assignments. Mid-term and final examinations will allow students to demonstrate their knowledge and application skills.

Student Activities:

Assignment Descriptions:

Book Review Assignments
Each student will be responsible for leading the share-inquiry discussion on an assigned book, preparing an abstract of the book and guiding questions for discussion, and providing a follow-up analysis of the discussion on the focus topics.

Book Tri-Fold Display
Students are responsible for a visual/written display on one of the books analyzed in the course.

Vision Essay
Students are to reflect on their personal construct system to articulate a vision statement as a leader for social justice for diverse learners in the 21st Century.

Field-Based Assignments are legal and policy-based study designed to demonstrate understanding of the dimension of analysis in dealing with diversity issues; and classroom observation study designed to demonstrate understanding of diverse student population and needs, and the ability to design effective instruction to guide and support classroom teachers.

Mid-Term and Final Examinations **–** mid semester and final course assessments

Class Participation – student involvement and contribution to class discussions and assignments.

MSU Honor Code:

"As a Mississippi State University student I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do."

The Mississippi State Honor Code can be found at http://www.honorcode.msstate.edu/.

Technology:

Students are expected to make regular use of technology for accessing class materials, activities, and assessments. Word processing, use of spreadsheets, and email are essential skills students will utilize. Students will be required to use Blackboard to retrieve all course materials and to submit all assignments. All assignments are to be submitted via Blackboard, and all examinations will be administered via Blackboard. Students will be required to purchase usage of COE assessment system, Task Stream.

Diversity:

Diversity will be addressed in readings and course activities. As students complete activities, they are oriented to the cognitive level and learning styles of traditional as well as nontraditional students.

Disability:

Reasonable accommodations will be provided to any student who demonstrates, through appropriate documentation, a qualified disability. Please contact the professor for more information.

Field Component:

Students will have ongoing interaction with practicing educational leaders through the completion of field assignments as listed in the table that follows. Each course in the newly

designed program leading to principal certification will contain field components as part of course requirements.

Suggested Evaluation of Student Progress:

The recommended evaluation includes assignments listed below. Book review discussion assignments comprise 20% of the final grade; one tri-fold book display comprises 5% of the final grade; vision essay comprises 5% of the final grade; two field-based assignments comprise 30% of the final grade; exams comprise 30% of the final grade; class participation comprises 10% of the final grade.

Grading is on a 10-point scale as follows:
A = 90 - 100
B = 80 - 89
C = 70 - 79
D = 60 - 69
F = Below 60

Bibliography:

Adelman, H., & Taylor, L. (2006). *The school leader's guide to student learning supports: New directions for addressing barriers to learning.* Thousand Oaks, CA: Corwin Press.

Banks. J.A. (2006). *Cultural diversity and education: Foundations, curriculum, and teaching.* Boston, MA: Pearson Education.

Banks, J.A. (2008). *An introduction to multicultural education.* Boston, MA: Pearson Education.

Cartwright, M. & D'Orso. (1993). *For the children: Lessons from a visionary principal.* New York, NY: Doubleday.

Delpit, L. (2006). *Other people's children: Cultural conflict* in *the classroom.* New York: New Press.

Friere, P. (2006). *Pedagogy of the oppressed.* New York, NY: Continuum.

Garcia, R. (2005). *Teaching for diversity.* Bloomington, IN: PDK International.

Jensen, E. (2009). Teaching with poverty in mind: What being poor does to kids' brains and what schools can do about it. Alexandria, VA: ASCD.

Howard, G. (2006). *We can't teach what we don't know: White teachers, multiracial schools.* New York, NY: Teachers College Press.

Kopp, W. (2011). *A chance to make history.* New York, NY: Perseus.

Kozol, J. (2005). *The shame of the nation: The restoration of apartheid schooling* in *America.* New York, NY: Three Rivers Press.

Ladson-Billings, G. (2009). *The dream-keepers: Successful teachers of African American children.* San Francisco, CA: John Wiley & Sons.

Liu, E. & Noppe-Brandon, S. (2009). *Imagination first: Unlocking the power of possibility.* San Francisco, CA: Jossey-Bass.

Miller, S. (2002). Validating practices for teaching students with diverse needs and abilities. Boston, MA: Allyn & Bacon.

McLaughlin, M. (2009). *What every principal needs to know about special education.* Thousand Oaks, CA: Corwin Press.

Nieto, S. & Bode, P. {2008). *Affirming Diversity: The sociopolitical context of multicultural education.* Boston, MA: Pearson Education.

Noguera, P. (2008). *The trouble with black boys…and other reflections on race, equity, and the future of public education.* San Francisco, CA: John Wiley & Sons.

Payne, R. (2005). *Understanding poverty.* Highlands, TX: aha! Process.

Payne, R. (2008). *Under-resourced learners: 8 strategies to boost student achievement.* Highlands, TX: aha! Process.

Rothstein, R. (2004). *Class and schools: Using social, economic, and educational reform to close the black-white achievement gap.* Washington, D.C.: Economic Policy Institute.

Scheurich, J.J. & Skrla, L. (2003). *Leadership for equity and excellence: Creating high-achievement classrooms, schools, and districts.* Thousand Oaks, CA: Corwin Press.

Smith, G. Pritchy (1998). *Common sense about uncommon knowledge: The knowledge bases for diversity.* Washington, DC: American Association of Colleges for Teacher Education (AACTE).

Spring, J. (2010). *Deculturalization and the struggle for equality: A brief history of the education of dominated cultures in the United States* Boston, MA: McGraw Hill.

Tatum, B. (1997). *"Why are all the black kids sitting together in the cafeteria?" And other conventions about race.* New York, NY: Basic Books.

Theoharis, G. (2009). *The school leaders our children deserve: Seven keys to equity, social justice, and school reform.* New York, NY: Teachers College, Columbia University.

Thernstrom, A. & Thernstrom, S. (2003). *No excuses: Closing the racial gap in learning*. New York, NY: Simon & Schuster.

Tomlinson, C. & Allan, S. (2000). *Leadership for differentiating schools and classrooms*. Alexandria, VA: ASCD.

Tomlinson, C. & McTighe, J. (2006). I*ntegrating differentiated instruction and understanding by design: Connecting content and kids*. Alexandria, VA: ACSD.

Voltz, D., Sims, M. &Nelson, B. (2010). *Connecting teachers, student, and standards: Strategies for success in diverse and inclusive classrooms.* Alexandria, VA: ASCD.

Williams, F. & Blackboum, R. (2009). School leadership: Principals' perceptions regarding caring in schools. *National Forum of Educational Administration and Supervision Journal.* 27(1), 4-17

Internet Resources

http://idea.ed.gov/exlore!home

http://www2.ed.gov/programs/homdess/guidance

 www.mde.k12.ms.us/specialeducation

http://iron.k12.ut.us/esl!ESL!Coordinatorsfiles/ Federal%20Law%20&%20/ESL.pdf
(provides a quick reference for administrators in serving ELL students; includes explanations of Federal requirements and Case law examples)

www.usca.edu/essagys/vo1172006/mckinney

www.americanprogress.org   (addresses poverty issues)