



# MISSISSIPPI STATE UNIVERSITY™

## COLLEGE OF EDUCATION

Department of Educational Leadership Course Syllabus

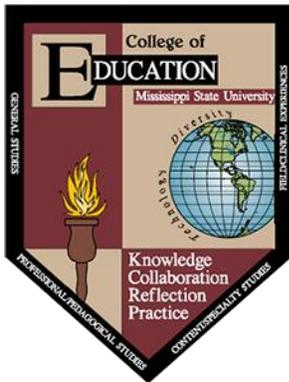
### EDL 8523 Educating Diverse Learners

**Credit Hours:** Three (3) credit hours

**Method of Instruction:** C = Lecture

**Catalog Description:** 3 credit hours. The course focuses on leading schools that address the needs of all learners in academically, socially, emotionally, and culturally 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 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 center on the tenets of knowledge, collaboration, reflection, and practice. For additional information, please visit <https://www.educ.msstate.edu/about/framework/>.

#### Course Objectives

To successfully complete the course, candidates are expected to master seven (7) course objectives. With these objectives, candidates are required utilize the National Educational Leadership Preparation (NELP) Standards (Standards 1 - 7) as designed by the Council for Chief State School Officers (CCSSO) and the National Policy Board for Educational Administration (NPBEA) and the Professional Standards for Educational Leaders (PSEL) developed collaboratively as led by NPBEA. Course objectives are also linked to the Council for the Accreditation of Educator Preparation (CAEP) Standards for Advanced Programs. Further, the goals are linked to the indicators in the College Framework Program Outcomes (CFPO) document at Mississippi State University as well as the Culturally Responsive Teaching Practices (CRT).

1. Articulate a personal leadership vision statement on diversity in education (ELCC 1.2, 1.4; NELP 1.1,1.2; PSEL 1a, 1b, 1c, 1d, 1e, 1f, 1g; CAEP A.1, A.2; CRT 1.1, 2.1,2.2, 3.1, 4.1, 4.2, 5.1,6.1, 7.1, 9.1, 9.2, 10.1, 11.1, 13.1, 14.1; CFPO 1,3)
2. Demonstrate understanding in learning theory and methods for working with diverse learners (ELCC 2.1, 2.3; NELP 2.1, 3.1, 4.1, 4.2, 7.1, 7.4; PSEL 2b, 2 c, 2d,3h, 3a, 5a, 5b, 5d, 5f; 3c, 3e, 3g, 3h, 5e, 4e, 5c, 4f, 4g, 7c, 7d, 7e, 7g, 6a, 6b, 6e, 6f, 4c, 4d; CAEP A.1, A.2; CRT 1.1, 2.1, 2.2, 3.1, 4.1, 4.2, 5.1, 6.1, 7.1, 8.1, 9.1, 9.2, 10.1, 11.1, 12.1, 13.1, 14.1; CFPO 2)

3. Identify and apply best practices in instructional programs and tools for diverse learners (ELCC 2.2; NELP 4.1; PSEL 4e, 5c, 3g, 3h, 4f, 4g; CAEP A.1, A.2; CRT 1.1, 2.1, 2.2, 3.1, 4.1, 4.2, 5.1, 6.1, 7.1, 8.1, 9.1, 9.2, 10.1, 11.1, 12.1, 13.1, 14.1; CFPO 10)
4. Demonstrate knowledge of appropriate legal and policy requirements for diverse learners (ELCC 6.1, 6.2, 6.3, 6.4; NELP 5.3, 6.3, 4.4; PSEL 8h, 8i, 9h, 3h, 4a, 4b; CAEP A.1, A.2; CRT 2.1, 2.2, 3.1, 4.1, 4.2; CFPO 13, 14)
5. Demonstrate knowledge of the resources that impact success for diverse learners (ELCC 4.3; NELP 5.1; PSEL 3b, 3g, 8a, 8b, 8c; CAEP A.1, A.2; CRT 2.1, 2.2, 5.1, 6.1, 9.1, 9.2, 10.1, 11.1, 12.1, 13.1, 14.1; CFPO 14)
6. Apply knowledge that promotes success of every student (ELCC 5.2, 5.3, 5.4, 5.5; NELP 2.1, 2.3, 2.2, 6.3; PSEL 2b, 2c, 2d, 3h, 2a, 2e, 2f, 9h; CAEP A.1, A.2; CRT 1.1, 2.1, 2.2, 4.1, 4.2, 5.1, 6.1, 7.1, 8.1, 9.1, 10.1, 11.1, 12.1, 1.1, 14.1; CFPO 2, 14)

### Detailed Course Outline/Topics Covered in the Course

Course topics (45 hours of instruction) provide a foundation for leadership content to be addressed throughout the program. Specific course topics address how students will critically examine how their own personal beliefs about diversity, including such attributes as how race, culture, gender, age, religion, language, national origin, education ability, economic status, communication style and more, can influence educational philosophy and pedagogy. Major topics and related subtopics follow.

Topics, Subtopics, and Duration
Introduction to Leadership for Educating Diverse Learners (5 hours) Objective targeted: 1 and 2 <ul style="list-style-type: none"> <li>• Personal Experiences and Background (Identity, Difference, Power, Privilege)</li> <li>• Historical context and learning theory meet</li> <li>• Understanding the sociopolitical context of multicultural education, deculturalization, segregation, and exclusion</li> </ul>
Identifying and understanding student diversity: A conceptual framework (15 hours) Objectives targeted: 2, 3, 4 <ul style="list-style-type: none"> <li>• Personal Construct Systems (Mental Models/Schema)</li> <li>• Culture</li> <li>• Diversity, Inclusion, Equality, and Equity</li> <li>• Culturally Relevant Teaching</li> <li>• Race</li> <li>• Ethnicity</li> <li>• Linguistics and language</li> <li>• Socioeconomic levels</li> <li>• Sexual orientation</li> <li>• Gifts and talents</li> <li>• Disabilities</li> <li>• Federal and State guidelines and requirements</li> </ul>
Instructional Strategies to Accommodate Diversity (15 hours) Objectives targeted: 2, 3, 5 <ul style="list-style-type: none"> <li>• Teaching for Diversity</li> <li>• Sociopolitical contexts</li> <li>• Culturally relevant practices</li> </ul>
Social Justice Leadership (7 hours) Objective(s) targeted: 4, 5, 6

<ul style="list-style-type: none"> <li>• The Vision for the Future</li> <li>• Culturally Responsive Teaching</li> </ul>
Course Wrap-up with Final Assessment (3 hours)
<b>Total hours:</b> 45 contact hours

### Text(s)/Course Materials

#### Required text:

Hammond, Z. (2015). *Culturally responsive teaching and the brain: Promoting authentic engagement and rigor among culturally and linguistically diverse students*. Thousand Oaks, CA: Corwin. ISBN 978-1-4833-0801-2.

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. ISBN 978-1-4166-0884-4.

McLaughlin, M. (2009). *What every principal needs to know about special education*. Thousand Oaks, CA: Corwin Press. ISBN 978-1-4129-6416-6.

#### Book Suggestions for Instructional Strategies that Accommodate Diversity:

- *Why Are All the Black Kids Sitting Together in the Cafeteria? And Other Conversations about Race*
- *The Dreamkeepers: Successful Teachers of African American Children*
- *The Differentiated Classroom: Responding to the Needs of all Students*
- *Connecting Teachers, Students, and Standards: Strategies for Success in Diverse and Inclusive Classrooms*
- *Other People's Children*
- *The Trouble with Black Boys and Other Reflections on Race, Equity, and the Future of Public Education*
- *Holler if you hear me: The Education of a Teacher and his Students*
- *Leading and Managing a Differentiated Classroom*
- *The Classroom of Choice: Giving Students What They Need and Getting What You Want*
- *Inspiring the Best in Students*
- *The Leader in Me*
- *A Whole New Mind: Why Right Brainers will Rule the Future*
- *Different Brains, Different Learners*

#### Book Suggestions for Social Justice Leadership:

- *All Learning is Social and Emotional: Helping Students Develop Essential Skills for the Classroom and Beyond*
- *Disrupting Poverty*
- *We Must Say No to the Status Quo*
- *Building Equity: Policies and Practices to Empower All Learners*
- *Fires in the Bathroom: Advice for Teachers from H.S. Students*
- *The School Leaders our Children Deserve*
- *Leadership for Equity and Excellence*
- *From Discipline to Culturally Responsive Engagement*
- *Pedagogy of the Oppressed*

## **Description of Instruction**

In this lecture course, a variety of instructional methods will be employed. Specific instructional methods include shared inquiry discussion, guided instruction, and hands-on learning activities which require candidates to demonstrate their learning through case scenarios, simulations, online book study group discussions, peer-led activities, group projects, and independent research applying course content to professional standards.

The Meridian Campus offers a non-traditional delivery format with weekend sessions to accommodate busy educational professionals and the choice of face-to-face and blended classes.

The Starkville Campus offers an online format with a combination of synchronous online class meetings as well as asynchronous online learning opportunities to accommodate educational professionals who desire flexibility in degree and licensure programs.

## **Mississippi State University 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.”

*Upon accepting admission to Mississippi State University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor Code. Students will be required to state their commitment on examinations, research papers, and other academic work. Academic dishonesty will not be tolerated and will be dealt with according to MSU policy. Ignorance of the rules does not exclude any member of the MSU community from the requirements or the processes of the Honor Code.*

For additional information visit: <http://students.msstate.edu/honorcode>.

## **Technology**

Candidates are expected to make regular use of technology for accessing class materials, activities, and assessments. Word processing, use of PowerPoint, spreadsheets, graphs, charts, posters, and e-mails are essential skills students will utilize. Candidates will be required to access MSU’s Canvas portal to complete, upload, collaborate, and present applicable assignments for applicable course formats. This course requires a subscription to *Watermark*, an electronic portfolio and storage system for candidates that is used as a repository for course assignments, assessments, and field experiences. Data collected from the database is used for accreditation purposes and program improvements. Assignments required in Watermark must be submitted for successful completion of the course.

## **Diversity**

Diversity, inclusion, and equity will be addressed throughout all readings and course activities. As candidates complete activities, they will address frames of reference, culturally relevant teaching and learning, cognitive levels, and learning styles for the diverse populations that are in PK-12 classrooms.

## **Accommodations for Students with Disabilities**

Students with disabilities in need of accommodations to meet the expectations of this course are encouraged to bring this need to the attention of the instructor and should register with the Office of Student Support Services as soon as possible. The Office of Student & Disability Support Services is located in O1 Montgomery Hall and can be reached via telephone at (662) 325-3335.

<http://www.sss.msstate.edu>.

## Field Component

Candidates in the educational leadership program will be current practitioners employed in a school setting, and the field component will be based at that school. Thus, they will have the regular responsibilities and ongoing interaction with practicing school leaders, teachers, and students. In rare instances where a candidate is not currently employed as in a P-12 setting, they will be placed in a school by the Office of Clinical and Field-Based Instruction.

## Evaluation of Student Progress

The following assignment types may be used for program candidate evaluation. Course credit is three (graduate) semester hours. Candidates' grades for the course will be determined according to five criteria: participation, interaction, reading/writing assignments, problem-based learning projects, and quizzes including the final examination.

Scholarly analytical papers and presentations, individual and group collaborative projects/assignments, and quizzes, midterm and final examinations will comprise 80% of the final grade; student participation, assigned discussions, and demonstration of learning in course seminars comprise 20% of the final grade. A separate *Dates and Specifications Sheet* will be provided listing the details of each required class assignment.

### Assessment Types and Activities:

20% of a Candidate's final grade will be comprised of:

- Class participation: Candidates are expected to attend to all assignments in a timely manner and participate in online as well as any face-to-face learning experiences.
- Class discussions related to various course content topics: Candidates will be required to interact with course material, instructor, and classmates in rich discussions and applications of course content. APA format is expected where applicable.

80% of a Candidate's final grade will be comprised of:

- Scholarly analytical papers related to course content and topics: Candidates will be required to complete written analytical papers to be assessed based on depth of analysis and application of the content, organization and communication of written information, oral/written communication essentials, and correct citation and format based on current APA guidance.
- Group collaboration: Candidates will engage in collaborative projects with classmates for presentations to the group; candidates will be assessed based on the quality, understanding, application, and presentation of assignment as a group assessment and individual interaction and contribution to the overall team product. APA format is expected where applicable.
- Individual projects: Candidates will engage in individual projects that may require research, presentation, and/or submission – Specifically, Key Assessment 5A: Ethical Leadership for Student Success. APA format is expected where applicable.
- Quizzes, mid-term assessment, and final examination; Candidates will engage in the listed assessments which could take the form of multiple-choice, true/false, short answer, and/or essay. APA format is expected where applicable.

### Grading Scale

100.00% - 90.00%	A
89.99% - 80.00%	B
79.99% - 70.00%	C
69.99% - 60.00%	D
Below 60.00%	F

### **Late Submission**

The instructor reserves the right to adjust student's grades due to nonattendance/nonparticipation as attendance/participation is key to this program's effectiveness. Further, points will be deducted for late work at a rate of 10%-point deduction for each day late. Work in excess of 10 days late will receive no credit.

### **Attendance Policy**

Candidates are expected to attend classes, submit assignments, and participate in class discussions and discussion boards as well as group collaboration as a member of a group of professional graduate students. In accordance with university policy (AOP 12.09), students are expected to attend all classes. AOP 12.09 also defines what is an excused absence. When an absence from class is essential, the student must inform the instructor via email and provide appropriate documentation.

### **Title IX Policy**

MSU is committed to complying with Title IX, a federal policy that prohibits discrimination, including violence and harassment, based on sex. This means that MSU's educational programs and activities must be free from discrimination based on sexual orientation, sexual harassment, and other forms of sexual misconduct. If you or someone you know has experienced discrimination, sexual violence and/or harassment by any member of the University community, you are encouraged to report the conduct to MSU's Director of Title IX IEEO Programs at 325-8124 or by e-mail to [titleix@msstate.edu](mailto:titleix@msstate.edu). Additional resources are available at <http://www.msstate.edu/web/security/title9-12.pdf>, and at <http://students.msstate.edu/sexualmisconduct/>.

### **University Safety Statement**

Mississippi State University values the safety of all campus community members. Students are encouraged to register for Maroon Alert texts and to download the Everbridge App. Visit the Personal Information section in Banner on your mystate portal to register. To report suspicious activity or to request a courtesy escort via Safe Walk, call University Police at 662-325-2121, or in case of emergency, call 911. For more information regarding safety and to view available training resources, including helpful videos, visit [ready.msstate.edu](http://ready.msstate.edu).

### **Mississippi Educator Code of Ethics**

This code shall apply to all persons licensed according to the rules established by the Mississippi State Board of Education and protects the health, safety and general welfare of students and educators. Ethical conduct is any conduct which promotes the health, safety, welfare, discipline and morals of students and colleagues. Unethical conduct is any conduct that impairs the license holder's ability to function in his/her employment position or a pattern of behavior that is detrimental to the health, safety, welfare, discipline, or morals of students and colleagues. Any educator or administrator license may be revoked or suspended for engaging in unethical conduct relating to an educator/student relationship (Standard 4). Additional information on the Mississippi Educator Code of Ethics 10 standards is available at [https://www.mdek12.org/sites/default/files/documents/code-of-ethics\\_final.pdf](https://www.mdek12.org/sites/default/files/documents/code-of-ethics_final.pdf).

Candidates are expected to abide by the Mississippi Educator Code of Ethics through all course activities.

### **Mississippi College and Career-Ready Standards**

Content standards outline the skills and knowledge expected of students from grade to grade and subject to subject. In addition to the Mississippi College and Career-Readiness Standards, the Mississippi Department of Education has developed a wide variety of training materials for educators and administrators across the state.

The Educational Leadership programs require candidates to develop and apply deep understanding of critical concepts, principles, and practices through the study of research on course topics, analysis of relevant publications, application of course content in actual school and classroom settings, interviews and reflections with key school personnel, and analysis of case studies related to course content. All content covered aligns to applicable leadership standards and requires candidates to simulate implementation of leadership tasks associated with cultivating systems, processes, and procedures all ultimately focused leadership structures supporting student proficiency of college and career-readiness standards.

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### **Internet Resources**

<http://www.ed.gov/essa?src=rn>

<http://idea.ed.gov/exlore/home>

<http://www2.ed.gov/programs/homeless/guidance>

[www.mde.k12.ms.us/specialeducation](http://www.mde.k12.ms.us/specialeducation)

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

[www.udlcenter.org](http://www.udlcenter.org) (Universal Design for Learning)

[www.usca.edu/essagys/vol172006/mckinney](http://www.usca.edu/essagys/vol172006/mckinney) (addresses poverty issues)

[www.americanprogress.org](http://www.americanprogress.org) (addresses poverty issues)

[ascd@smartbrief.com](mailto:ascd@smartbrief.com)