Murray State University
COURSE SYLLABUS

DEPARTMENT: EDUCATIONAL STUDIES, LEADERSHIP, AND COUNSELING

COURSE NUMBER: ADM 681

CREDIT HOURS: 3

I. TITLE: Instructional Leadership for Diverse Learners

Spring Semester, 2013
Henderson Campus; Room 205
Phone (270) 809-3790
Office Hours: 10:30-1:30, Mon. thru Thurs.
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II. COURSE DESCRIPTION AND PREREQUISITES

This course addresses issues surrounding the needs of students and families from diverse backgrounds and of diverse abilities. Cultural proficient leadership practices, an understanding developmentally appropriate instructional practices, and school organization as related to students with disabilities and gifted/talented students is addressed. Prerequisites: Admission to Program

The purpose of this course is to develop candidate’s competencies in meeting the needs of diverse learners’ needs. Diversity will be examined from cultural, developmental and educational perspectives. Legal and regulatory issues related to gifted education and students with disabilities will be examined.

III. COURSE OBJECTIVES

Upon successful completion of this class, the student will be able to…

A. Articulate the role of a school leader in advocating for the rights of all students (ISLLC V & VI; KDF 4.1a,h; 4.3a,b,c,d; 6.1d,f,h,i; 6.3a,b; TSSA III)

B. Recognize school policies and practices on a continuum from culturally destructive to culturally proficient and facilitate dialogue regarding these practices. (ISLLC II, III, IV, V & VI; KDF 4.1a,h; 4.3a,b,c,d; 6.1d,f,h,i; 6.3a,b; TSSA III & VI).

C. Develop leadership behaviors to support culturally proficient policies and practices (ISLLC II, III, IV, V & VI; KDF 4.1a.h; 4.3a,b,c,d; 6.1d,f,h,i; 6.3a,b; TSSA III & V).

D. Identify learner characteristics and developmentally appropriate instruction for preschool through adulthood (ISLLC II; KDF 1.2a,c; TSSA III)

E. Evaluate school policies and practices from with regard to developmental appropriateness (ISLLC II & III; KDF 1.1e; 1.2a,b,c,d; TSSA II & III)

F. Characterize the nature and needs of students with disabilities (ISLLC II; KDF 5.4a; TSSA III)

G. Identify student and parent rights and school responsibilities under federal and state regulation for students with disabilities (ISLLC IV, V & VI; KDF 5.3a; 5.4a; 6.1a,f; TSSA III)

H. Evaluate policies, practices and systems in terms of the needs of students with disabilities (ISLLC II, III, IV, V & VI; KDF 1.1e; 1.2a,b,c,d; 2.2f; 5.1c,d; 5.2ab,c; 5.3a,b; 5.4a; TSSA II, III & V)

I. Characterize the nature and needs of gifted and talented students (ISLLC II; KDF 5.4a; TSSA III) J. Identify student and parent rights and school responsibilities under federal and state regulation for students with disabilities (ISLLC IV, V & VI; KDF 5.3a; 5.4a; 6.1a,f; TSSA III).

K. Evaluate policies, practices and systems in terms of the needs of gifted and talented students (ISLLC II, III, IV, V & VI; KDF 1.2a,b,c,d; 2.2f; 5.1c,d; 5.2ab,c; 5.3a,b; 5.4a; TSSA II, III & V).

L. Develop an instructional program that is responsive to the needs of diverse learners (ISLLC I, II, III, IV, V & VI; KDF 1.2a,b,c,d; 2.2f; 5.1c,d; 5.2ab,c; 5.3a,b; 5.4a; TSSA II, III, IV, V & VI)

M. Demonstrate knowledge and the ability to assess state framework for Teacher Professional Growth and Effectiveness system (TPGES) regarding Minimizing Bias objectives: 1. To increase your
understanding of the kinds of biases and personal preferences that can influence the quality of observations of teaching practice; 2. To provide you with opportunities to identify and explore your biases and personal preferences; 3. To provide you with strategies for monitoring and reducing the influence of bias and personal preferences on observations; 4. To help you identify a list of “triggers” for underlying biases (ISLLC I, II, III, IV, V & VI).

N. Demonstrate knowledge and the ability to assess state framework for Teacher Professional Growth and Effectiveness system (TPGES) regarding Domain 2b: Establishing a Culture for Learning objectives:
Belief in the value of the work; Expectations are high and supported through both verbal and nonverbal behaviors; Quality is expected and recognized; Effort and persistence are expected and recognized; Confidence in ability is evidenced by the teacher's and students’ language and behaviors; Expectation for all students to participate (ISLLC I, II, III, IV, V & VI).

*IV. COURSE CONTENT OUTLINE*
A. The advocacy role of the school leader
B. Defining cultural proficiency
C. Evaluating policies and practices for cultural proficiency and for developmental appropriateness
D. Characteristics and identification of students with disabilities
E. State and federal legislation related to students with disabilities
F. Accommodations and instructional programming for students with disabilities
G. Characteristics of and accommodations and instructional programming for gifted learners
H. State and federal legislation related to students with disabilities
I. Organizational responses to diverse learners’ needs

Week 1 (Jan. 17) Go over Syllabus; Cultural Proficiency Receptivity Scale
Week 2 (Jan. 24) Diverse Learners – Who are they? Case Study #1 “He takes forever”
Week 3 (Jan. 31) **School Profile of diverse learners is due;** Case Study #2 “Survival of the Fittest”
Week 4 (Feb. 7) Case Study #3 “He isn’t challenging my son enough”; **Collection of GATE & assessments done in class (Bring school’s G/T test, analysis, how students are identified for testing)**
Week 5 (Feb. 21) Case Study #4 “A Complex Discipline Problem”; and Case Study #5 “Student Can’t Take Pressure Any Longer”; Response to Intervention Improvement Plan in class
Week 6 (March 7) Case Study #6 “Asberger’s student who loves Math” Autism, Asperger’s Syndrome
Week 7 (March 14) Diverse students case studies; Instructional Technology review in class (Bring your school’s instructional technology plan to class); (TPGES) regarding Minimizing Bias objectives
Week 8 (March 21) **No class – MSU Spring Break**
Week 9 (March 28) Case Study #7, 8 on Positive discipline; **Instructional Technology review due**
Week 10 (April 4) **No Class – Henderson Schools Spring Break**
Week 11 (April 11) Cultural Competence Strategic Plan due/Instructional Appropriateness and Accommodation Rubric due; work on Capstone Project Final presentations in class; system (TPGES) regarding Domain 2b: Establishing a Culture for Learning objectives
Week 12 (April 25) Capstone Project Final presentations rehearsal
Week 13 (May 9) Capstone Project Final presentations to Stakeholders @ Sullivan Tech. Center #310

*Please note: Specific assignments and due dates are subject to change at the discretion of the instructor.

V. INSTRUCTIONAL ACTIVITIES
Lectures, readings, discussions, problem-based papers and field-experiences. Course assignments will be reflective of the objectives and the intent of the course and will include, but not be limited to, the following:
A. Cultural Proficiency Receptivity Scale. Students will complete the receptivity scale and will reflect upon strengths and weaknesses and his/her place on the proficiency continuum.
B. **Cultural Competence Strategic Plan.** Students will develop a strategic plan for cultural competence based on their school’s rubric developed in part C. below by answering how the plan will be shared with your staff and how it will be monitored.

C. **Instructional Appropriateness and Accommodation Rubric.** Students will develop a rubric that can be used by teachers in his/her building to evaluate the appropriateness of practices in his/her classroom to meet the developmental needs of all students in their school, including how to accommodate:
1. Gifted learners (how are these students identified in your school?)
2. Students with disabilities (including ADHD, Autism Spectrum Disorder/Asperger’s Syndrome, Learning Disabilities; Behavior disorders/Emotional Disturbance, and Physical impairments)
3. Culturally diverse (including ELL)
4. Struggling and At-Risk students

D. **Diverse learners school profile.** Students collect and create a profile of the diverse learners in their school.

E. **Instructional Technology Review.** Students will review available technologies in their district/school to support instruction, monitoring or record-keeping needs to support organizational responses to diverse learners’ needs.

F. **Case Studies and Self-assessments and professional reflections on practice.** Students will continue to develop professional growth guided by structured assessment and reflection through 8 case studies derived from the instructor and from Rutherford’s *Meeting the Needs of Diverse Learners.*

G. **Collection of Gifted and Talented testing devise and analysis review.** Students collect the Gifted and Talented instrument used in their school/district, analyze how student are identified to determine entry in their G/T (or honors, etc.) program, G/T test scores needed for entry, and review its practicality in the school’s curriculum.

VI. FIELD, CLINICAL AND/OR LABORATORY EXPERIENCES
Course taken concurrent with ADM 682, Practicum in Instructional Leadership for Diverse Learners.

VII. TEXT AND RESOURCES
No Text. Live Text used. KDE resources and articles as assigned.

VIII. EVALUATION AND GRADING PROCEDURES
Your course grade will be determined using the following criteria:
1. Cultural Proficiency Receptivity Scale (50 pts.)
2. Cultural Competence Strategic Plan (50 pts.)
3. Instructional Appropriateness and Accommodation Rubric (200 pts.)
4. Collect diverse learners school profile (100 pts.)
5. Instructional Technology Review (100 pts.)
6. Oral and written responses to 8 case studies assigned in and out of class (25 pts. each; 200 pts. total)
7. Gifted and Talented Education collection and analysis review (100 pts.)

**TOTAL POINTS TO BE EARNED: 800**

Final grade computation will be as follows:
A grade below B does not meet the Department of Educational Leadership and Counseling requirements for any degree or licensure program. Assignments must be turned in at beginning of class in order to potentially earn full credit. Late assignments will be marked off 20% each day late. Student attendance, participation in class activities and discussions, and attitude are factors than can also determine grades.

**IX. ATTENDANCE POLICY**
This course adheres to the published in the MSU Graduate bulletin. Attendance is expected in this course. Excused absences will need to be cleared with the professor in advance. Absenteeism is strongly discouraged. Two unexcused absences will result in your final grade lowered by one letter grade.

**X. ACADEMIC HONESTY POLICY**
Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students’ academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

Violations of Academic Honesty include:

**Cheating** - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

**Fabrication and Falsification** - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

**Multiple Submission** - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

**Plagiarism** - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one’s own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:
1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
3) Lowering the grade or failing the student(s) in the course.

If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that
may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Equal Opportunity. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

XI. NON-DISCRIMINATION POLICY STATEMENT:
Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. For more information, contact the Director of Equal Opportunity, 103 Wells Hall. 270-809-3155 (voice), 270-809-3361 (TDD).