April 2, 2014

April Heiselt, Director
Center for the Advancement of Service Learning Excellence (CASLE)
311C Bost Extension Drive
Mississippi State University
Mississippi State, MS 39762

Dear Dr. Heiselt,

Please accept the attached proposal for consideration of EDF 4243/6243 Planning for the Diversity of Learners course to become a designated service-learning course here at MSU. I am excited about the potential of making the service learning work we do in the course official within the Center for the Advancement of Service Learning Excellence CASLE. Also exciting is the opportunity to share our data and to propose research with you and other colleagues affiliated with CASLE. I will be certain that my students receive a service-learning orientation and would like access to any materials CASLE would share with me for providing this orientation. Once I submit students’ feedback to the MSU Service-Learning Student Course Course Evaluation, I trust that the use of any data I report to CASLE will only be used in compliance with the MSU Institutional Review Board policies for the protection of human subjects. Also, for data that is used from students of EDF 4243/6243, I wish to be included as a co-author and/or principal investigator on affiliated research and development opportunities.

Thank you for your consideration and for the partnership.

Sincerely,

Kay Brocato
Associate Professor
APPROVAL FORM FOR
COURSES
MISSISSIPPI STATE UNIVERSITY

NOTE: This form is a cover sheet that must accompany the course change proposal. The actual proposal should be prepared in accordance with format requirements provided in the Guide and Format for Curriculum Proposals published by the UCCC. Both cover sheet and proposal should be submitted, along with all required copies, to UCCC, Garner Hall, Room 279, Mail Stop 9702.

College or School: Education  Department: Leadership and Foundations
Contact Person: Kay Brocato  Mail Stop: 6037  E-mail: kbrocato@colled.msstate.edu
Nature of Change: Service Learning Designation  Date Initiated: 4/1/2014  Effective Date:

Current Listing in Catalog:

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Number</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDF</td>
<td>4243/6243</td>
<td>Planning for the Diversity of Learners</td>
<td>3</td>
</tr>
</tbody>
</table>

Current Catalog Description:

New or Modified Listing for Catalog:

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Number</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

New or Modified Catalog Description:

Approved: [Signature]  Date: 4/10/14
Department Head

Chair, College or School Curriculum Committee

Dean of College or School

Chair, University Committee on Courses and Curricula

Chair, Graduate Council (if applicable)

Chair, Deans Council
Service-Learning Course Designation Form

Existing Courses. Faculty need to submit this form and the accompanying course syllabus to the Center for the Advancement of Service-Learning Excellence (CASLE) at courses@servicelearning.msstate.edu. Please direct questions to Dr. April Heiselt, Director of the Center for Service-Learning Excellence at 662-325-2370 or april@ext.msstate.edu. Visit the CASLE website at http://servicelearning.msstate.edu/ for further information and sample forms.

New Courses. Faculty must submit this form in conjunction with the required UCCC (University Committee on Courses and Curricula) Cover Sheet (see http://www.uccc.msstate.edu/corecoversheet08.pdf) and proposal (http://www.uccc.msstate.edu/GuideandFormat_2012.pdf), and appropriate course syllabus to the Center for the Advancement of Service-Learning Excellence (CASLE) at courses@servicelearning.msstate.edu.

Contact Information

Name: Kay Brocato
Title: Associate Professor
Email: kbrocato@colled.msstate.edu
Phone: 662-325-7060
College: Education
Department/Unit: Leadership and Foundations

Course Information

☐ New Course  ☑ Existing Course

Proposed Course Number:

Existing Course Number: EDF 4243/6243

Course Title: Planning for the Diversity of Learners

Community Partner(s): Starkville School District, City of Starkville, & others TBD

1. Community Engagement. Describe how this course provides an opportunity for students to be engaged in the community. How will the participation of your students be of value to the community partner(s), their stakeholders, and in meeting community needs? How are the needs of the partner identified? Is the service-learning project being done “to” the partner (i.e. the partner is waiting for the class to come and meet their needs) or “in conjunction with” (i.e. reviewing the community partner’s assets and working in conjunction with the partner to develop the service-learning project)? Who will be your community partner(s)? Be sure to address how the partnership was created and how the relationship with the partner is maintained throughout the project. The Starkville School District(SSD) has infinite assets to offer undergraduate teacher candidates in the College of Education who are taking EDF 4243/6243 Planning for the Diversity of Learners. The Response to Intervention Model represents over a decade of research and data gathering providing evidence that at least 10% of any given
school-aged classroom group will present diverse needs to any teacher leading such group at any given moment. Such a dynamic, changing set of needs requires a scientifically and artfully prepared teacher who has had practical experience designing learning for specific diverse needs of real children in real schools. Starkville School District generously offers our class the asset of specific diverse learners with whom to work and from whom to learn. The SSD benefits from a long-term (since 2003) relationship with the EDF 4243/6243 through the research and development project called Studio School. In research partnership with the various teachers of EDF 4243/6243, professor-of-record Kay Brocato teaches her students to become servers of their respective communities in their future classrooms. Students work one-on-one with diverse learners identified as at-risk for school drop-out by SSD teachers and administrators thus address the district's goal and societal need to increase high school graduation rate. The partnership was created with a community-school-university advisory group which has continued to direct the work for over 10 years now.

2. **Community Engagement.** Describe the specific service-learning activities included in your course. What will the students "do" for their service-learning? How is this directly linked to the academic objectives within the course?

   In the Summer semester, EDF 4243/6243 students will lead SSD Studio School students in Studio School camp activities of designing (an overlapping, cyclical propose-critique-iterate process) a product or performance which addresses graduation required core academic content for both the teacher candidates and the SSD campers. During the Fall semester, students of EDF 4243/6243 and SSD will use the propose-critique-iterate design process of studio based learning to refine the product or performance begun during the summer camp. During the spring semester, EDF 4243/6243 students will work with SSD students to hold a variety of jury-like venues inviting public participation and critique of the product or performance created during the summer. The following academic competencies (objectives) are addressed in the EDF 4243/6243 course:

1. Demonstrate an understanding for working with diverse (diversity of culture, ethnicity, socio-economic level, developmental level) learners using pro-active management strategies, appropriate attending behaviors, active listening, and responding which include . . . INTASC 1 & 2, 5; CFPO b, e, & f
   a. Classroom management ideas from Carol Weinstein and Harry Wong's work
   b. Behavior management ideas from Nel Noddings's work on Classroom Community, and Kohn's work on competition and reinforcers
   c. Equity, Diversity and Social Justice ideas from James Banks' Multietnic/Equity Pedagogy; Lisa Delpit's work on disenfranchised populations; Deborah Meier's school reform work; Jonathan Kozol's on the inequity in schools & Angela Valenzuela's ideas in Subtractive Schooling
   d. Socioemotional approaches to management like William Glasser's Reality Therapy and Choice theory
   e. Group process designs like peer mediation, conflict resolution and critical friends groups

2. Discuss and create a unit plan which demonstrates the candidate can: INTASC #4, 3 & 7; CFPO b, e, h
   a. Gather and use pertinent information about students, their culture, and their world.
   b. Decide about content to be studied using knowledge of multiple cultures.
   c. Incorporate state, national, and leading professional organization's curriculum frameworks
   d. Develop long range goals and objectives.
   e. Write objectives stated in behavioral terms in his/her area of expertise.
   f. Develop activities to achieve long range goals and objectives.
   g. Evaluate long range goals and objectives.

3. Use strategies beyond those that primarily serve the culture of power

Reciprocity is provided in that both teachers and learners provide a public presentation of the course content which they have mastered during this course. Teacher candidates do so in the classroom setting for grade in the course. SSD student learners do so in various public forums called juries or critiques. This is how the information obtained in the project will be shared annually with the various local and national communities which are served by the work. The community is able to stay informed on the progress of the project via communication initiatives of updates to a large e-mail list serv and the Studio School website. The project is regularly reported on by the local news outlets (WCBI, Starkville Daily News, and The Commercial Dispatch, etc.) because the work has a potential to address a school-community goal to increase graduation rate.

Brocato, April 1, 2014
3. **Community Engagement.** Indicate the number of hours of direct service, advocacy work, or project-based service-learning that will be required of each student in the course. Please be sure and address the following.

   **A. Course Options.** How has your course provided an option for students who choose not to participate with a particular community partner placement that may present a religious, political or moral conflict for the student? What other options are provided?

   Each student of EDF 4243/6243 will participate in 20 hours of direct service during their semester of the course. Upon reflection, no religious conflict could exist since public school teachers are bound by the US Constitutions separation of church and state clause. Also, state policy prohibits state employees to use professional titles to promote political agenda items or actions. If a teacher candidate morally opposes public schooling, then perhaps a private or home school student could be recruited as a partner for the service-learning work of EDF 4243/6243, though that condition is not likely to occur.

   **B. Ethical Considerations.** Are there any ethical issues students may experience by participating in this project? If so, please describe how you will address these prior to the placement of students within a community partner site.

   Currently, no ethical conditions have been noted. Cautions will be exercised to monitor any ethical concerns which may arise.

4. **Reflection.** List the kinds of structured reflection strategies (i.e. writing assignments, discussions, presentations, or reflective journals) that will be required of your students. Be sure and provide details (either in the syllabus or on this form) that illustrate how the students will critically think about and make connections between their service and their learning throughout the course.

   All course activities require students to EDF 4243/6263 to attend, to participate, to read, and—most importantly—to reflect in order to receive a passing mark. Three design projects are central to the reflection and the reflection is mutually central to the projects. These three design projects must refer to the individual Studio School student partner with which the teacher candidate is working. Each is worth 30% of the overall course grade in EDF 4243/6243. Service-learning is to be referenced specifically in each of the projects. A Sketchbook—used as a reflective scratch pad—for the course has a reflective prompt for each of the following design projects which students must complete. The prompt reads as follows for each of the 3 respective design projects:

   **How might elements of service-learning pedagogy be embedded in this work (Unity in Diversity, Tier I Intervention Plan, and Curriculum Design products) to enhance the academic learning your future students will experience?**

   - **Unity in Diversity Talk:** The purpose of the Unity in Diversity project is for students to provide a talk which demonstrates deep, reflective understanding of how specific educational theory might help a teacher candidate design specific strategies which would bring about equity among the diversity of student groups in content area (Math, Physical Education, Biology, History, English, Business Technology, etc.) classrooms. Please see the Sketchbook for a full assignment description and evaluation rubric. The overall goal is for each teacher candidate to explain how he/she plans to bring unity and a celebration of diversity to his/her classroom. How the service provided to a specific Studio School student enhances the process of unifying diversity must be referenced in the project. Teacher candidate students will select a unique diversity theory text, read it, and prepare unique presentations that answer the following 3 questions and meet the rubric for the design project.

     - Who is this educational theorist? What was his/her life like? (Briefest of the 3 parts; must include a reflective connection)

     - What is this educational theorist contribution (theory, buzzword, concept) to the field of education? (Briefest than part 3; must demonstrate entire selected text has been read and include a reflective connection)

     - How might I use this person’s theory in my _________ (content area here) classroom to design practices which will unify diversity? (Spend most of the talk on this 3rd piece; Use synthesis and evaluation to compose this section to meet all rubric elements and include a reflective connection)

   - **Tier I Intervention Plan:** Each teacher candidate will design a Tier I Intervention video plan to meet the individual needs of one of the particular students worked with during the Studio School service experiences. Tier I Interventions are synonymous with classroom management strategies. Teacher candidates may work in pairs or individually on this video project. This is a
digital story-telling project which requires the use of movie making software. Discourse of
reflection and critical perspective must permeate the video. How the service provided to a
specific Studio School student enhances the interventions process must be referenced in the
project. Please see the Sketchbook for a full assignment description and evaluation rubric.

- Curriculum Design Project. The purpose of this project is to give teacher candidates a foundation
for instructional planning and design which will be covered in future methods courses. The
Curriculum Design Project will require teachers to prepare a thematic, studio based learning unit
plan, which includes a description of target population, annotated resources listing, instructional
strategies catalogue, product or performance design task, curriculum alignment statements,
discussion of unit placement and duration, unit plan, and a lesson plan. Discourse of reflection
and critical perspective must permeate the documents. How the service provided to a specific
Studio School student enhances the curriculum design process must be referenced in the project.
The various written documents will be collated into a single project under single cover. Please
see the Sketchbook for a full assignment description and evaluation rubric.

Additionally in EDF 4243/6243, teacher candidates engage in earning a portion of their grade by
managing their own stance toward design, discourse, and disposition. This design, discourse, and
dispositions grade bundles talk and behavior into a 10% portion of the grade in the course. Class (or
what is called studio) time is for teacher candidates to share their designs, discourse, and dispositional
stances to professional practice. Discourse (that’s the talk) is a major display of a person’s designs of
self as a teacher. How teacher candidates talk about teaching shows what each thinks about teaching.
So students in EDF 4243/6243 are engaged in what Donald Shon calls reflection-in-action. The
discourse or talk (e-mail, blog, discussion group, e-chat) about unity in diversity, tier I interventions,
and curriculum design is assessed by rubric found in the sketchbook. Also, a section in the sketchbook
more fully explains the Design, Discourse, and Disposition portion of the course requirements.

The course sketchbook is a reflection booklet each student purchases to use during the entirety of the
design process of the EDF 4243/6243 course. Each teacher candidate reads and discusses various texts,
interviews their Studio School student, and consults with SSD teacher experts about ideas for unity in
diversity, tier I interventions, and curriculum design. Throughout the semester writings, doodles, notes in
sketchbooks become artifacts of the thinking about course topics. The design topics/prompts addressed will
include 3 separate prompts to expose how teacher candidates in the course might think about embedding
elements of service-learning pedagogy in their work as teachers to enhance the academic learning.

5. Reciprocity. All participants in this course (i.e. students, and community partners) should serve as both
teachers and learners at some point in the service-learning project. Please indicate how reciprocity is
provided in your course (i.e. this may be through a specific assignment, project presentation, etc.).
MSU teacher candidates in EDF 4243/6243 must teach Studio School students about the academic content
embedded in their design project to earn passing marks in the course. Starkville School District teachers and
students are invited to provide practical advice, concrete examples, and hands-on opportunities to teacher
candidates. Content taught to teacher candidates by SSD participants is essential course content for EDF
4243/6243. Teacher candidates are not able to pass the course without having learned from the community
partner. This is fully explained with examples above in section 2 entitled "Community Engagement."

6. Public Dissemination. Please address how the information obtained in the project is shared with the
community. How will you keep the community informed on the progress of the project? What means will you
use to publicize the efforts of the project both locally and statewide?
The Spring of each semester of EDF 4243/6243 is reserved for public jury of the product or performance
made by the teacher candidates in EDF 4243/6243 and the Studio School students. Previously, these public
juries have taken place in the form of school board meetings; city council meetings; human body science


Brocato, April 1, 2014
lessons presented for third graders; community art at the corner of Maxwell Street and University Drive in Starkville; and/or at the Prairie Arts Festival in West Point. Additional public dissemination of the work takes place in the presentation of scholarly work at professional American Educational Research Association or American College of Sports Medicine (as examples) meetings annually. This is fully explained with examples above in section 2 entitled "Community Engagement."

A. Partner confidentiality. There may be some projects in which the community partner would rather not have information shared with the public. Please indicate if your service-learning partner has this need and explain the specific circumstances.

From all indications, the Starkville School District is happy to be a community partner with EDF 4243/6243 since the needs of the district are central to the work. Permission slips for participation in the project are signed by all students and their parents.

7. Assessment. While service is an integral part of the course, academic credit is given for demonstrated learning. With this in mind, how will you assess the service-learning component of the course in relation to both the academic and service expectations (i.e. what will be your formative and summative evaluation pieces)? Please include a description and/or a sample.

Service-learning is deeply embedded in course assignments and weighted heavily in evaluation. The rubric quality of reflection pasted below accounts for 1 tenth of the credit for each of the 3 separate design projects described above. This means that approximately 10% of a teacher candidate’s grade requires some quality of reflection on the service mission of the EDF 4243/6243 course. Each project requires the teacher candidate to work closely with a Starkville School District Studio School student in a service-learning capacity and to report on the service-learning pedagogy as it relates to teacher candidate design work. In EDF 4243/6243, reflection means personal accounts of how speaker/writer/video narrator 1) has come to know or understand things; 2) connects journey to understanding with reference to specific research, service, or theory; 3) tells of personal, important experiences with rationale or explanation and/or 4) makes reference to what informed of influenced ideas or decisions. In short, reflection is journey talk.

By checking the boxes below, you indicate that you have read and reviewed the following requirements.

☐ My students will receive a service-learning orientation. I prefer this orientation be conducted by
   X Me myself (faculty) ☐ The Center for the Advancement of Service-Learning Excellence (initial below)

A. I will contact Michelle Garraway at 325-2370 or at garraway@ext.msstate.edu to schedule an
   orientation session for CASLE to attend my class. ________ (please initial)

☐ My students will complete the MSU Service-Learning Student Course Evaluation.

☐ I will report end of semester data to the Center for the Advancement of Service-Learning Excellence
   (CASLE).

☐ My course syllabus is attached to this form.

Faculty Member Signature: ___________________________ Date: 3/28/2014

Department Chair Signature: ___________________________ Date: 4/1/14

For CASLE staff only:
☐ Course Approved
☐ Course Not Approved for the following reasons:

Brocato, April 1, 2014
Course Title: Planning for the Diversity of Learners

Course Prefix and Number: EDF 4243/6243

Credit Hours: 3 hours

Type of Course: Lecture

Prerequisites: Admission to teacher education phase II; concurrent enrollment in EPY 3143 Human Development and Learning, Practicum in Secondary Education and/or Reading Strategies is advised.

Catalog Description: A study of variables contributing to the creation and management of a positive learning environment for the complexity and diversity of middle and high school students.

Course Objectives:
1. Demonstrate an understanding for working with diverse (diversity of culture, ethnicity, socio-economic level, developmental level) learners using pro-active management strategies, appropriate attending behaviors, active listening, and responding which include... INTASC 1 & 2, 5; CFPO b, e, & f
   a. Classroom management ideas from Carol Weinstein and Harry Wong's work
   b. Behavior management ideas from Nel Noddings work on Classroom Community, and
      Kohn's work on competition and reinforcing
   c. Equity, Diversity and Social Justice ideas from James Banks’ Multiethnic/Equity Pedagogy;
      Lisa Delpit’s work on disenfranchised populations; Deborah Meier’s school reform work;
      Jonathan Kozol’s on the inequity in schools & Angela Valenzuala’s ideas in Subtractive
      Schooling
   d. Socioemotional approaches to management like William Glasser’s Reality Therapy and
      Choice theory
   e. Group process designs like peer mediation, conflict resolution and critical friends groups
2. Discuss and create a unit plan which demonstrates the candidate can: INTASC #4, 3 & 7; CFPO b, c, h
   a. Gather and use pertinent information about students, their culture, and their world.
   b. Decide about content to be studied using knowledge of multiple cultures.
   c. Incorporate state, national, and leading professional organization’s curriculum frameworks
   d. Develop long range goals and objectives.
   e. Write objectives stated in behavioral terms in his/her area of expertise.
   f. Develop activities to achieve long range goals and objectives.
   g. Evaluate long range goals and objectives.
   h. Use strategies beyond those that primarily serve the culture of power
3. Create a tier 1 intervention plan which demonstrates the candidate can: INTASC #3, 4, 5, & 7; CFPO b,e,h
   a. Listen to, talk to, and observe real middle and high school students & teachers in
      contemporary classrooms
   b. Understand the diversity and complexity of contemporary middle and high schoolers
   c. Design physical learning environment, using knowledge of multiple cultures
   d. Establish norms for behavior respectful of multiple cultures
   e. Create safe and caring classrooms respectful of multiple cultures
f. Work with multicultural families

g. See an interactive learning environment as the primary management tool

h. Establish and allow students to establish classroom procedures

i. Develop a plan for challenging student behavior which question the teacher's role

4. Provide speeches, presentations, oral reports and brief arguments which show understanding of
   INTASC 4, 6; CFPO g... (7 hours)
   a. Parts of a formal oral presentation
   b. Qualities of effective oral communications

5. Demonstrate effective use of technology by INTASC #6; CFPO j... (6 hours)
   a. Finding and procuring available resources
   b. Locating and using lesson plans from the internet
   c. Creating visuals for instructing.
   d. Designing and producing an I-movie or Movie Maker video
   e. Video taping themselves teaching and critiquing their own teaching

Topics to be Covered:

1. Types of planning- 8 hours- INTASC #4, 3 & 7; CFPO b, e, h
   a. Introduction to unit planning for diverse learners
      1. Unit organization- thematically, chronologically, topically
      2. Unit timing- scope, sequence, duration, breadth, and depth of content
      3. Unit components- resource pools, strategy variation, goals, and objectives alignment
   b. Introduction to lesson planning for diverse learners

2. Types of management to meet the needs of the diverse- 12 hours- INTASC #3, 4, 5, & 7; CFPO b, e, h
   a. Planning and managing learning strategies and activities that fit diverse learners and learning objectives:
      1. Traditional methods- direct instruction, independent work, recitation, discussion, mini-lectures
      2. Progressive methods- group work, cooperative learning, student-directed models, action research models
   b. Motivation of students from diverse backgrounds
      1. Expectations to succeed- providing opportunities, reasonable goal setting, effort and outcome relationships, assessment and feedback, extra motivation for the discouraged
      2. Valuing Tasks- relating to students' own lives, providing choice, teacher enthusiasm for content and learning, reward systems, peer interaction, variety and novelty, active responding, re socializing under achievers, disaffected, and apathetic students
   c. Classroom administrative issues which attend to the diverse needs of students
      1. Arranging and decorating the physical environment
      2. Norm setting for caring & safe classrooms
      3. Working with families
      4. Record keeping- grade books, planning documents, incident reports/field notes

3. Planning for diversity in the classroom- 12 hours INTASC #3, 4, 5, & 7; CFPO b, e, h
   a. Understanding diversity as a function of culture (not ethnicity, not religion, not class)
   b. Equity for diverse ethnic cultures
   c. Equity for diverse regional cultures
   d. Equity for diverse SES cultures
   e. Equity for diverse power cultures
   f. Equity for diverse religious cultures

Brocato Revised 3_28_2014
g. Equity for divers lifestyle cultures

4. Effective communications in the classroom- 5 hours- INTASC 4,6; CFPO g
   a. Formal speaking occasions
      1. Introduction which previews and included subject, purpose, context, and background statements; to create an appropriate speaking pace; to capture the audience’s attention; to effectively communicate the subject to the audience
      2. Body which stays focused on the subject and purpose; organizes supporting detail effectively; reveals careful audience analysis; is technically accurate; has clear transitions between points; shows time allocated
      3. Conclusion which briefly reiterates the main ideas and/or points; brings the presentation to a smooth ending (not too abrupt)
   b. Content selection, body language, considering audience, visual aids, time allocation, content delivery, eye content, professionalism, and confidence.

5. Application of technology to support teaching- 5 hours- INTASC #6;CFPO j
   a. Application of power point
   b. Use of Internet- negotiating SPAs (NCTE, NCTM, NCSS, NASPE, etc) websites
   c. Use of E-mail as a tool for individualizing instruction
   d. Application of I-movie and Movie Maker productions in the classroom
   e. Video taping of teaching and critique of teaching practice

Required Texts:
The purchase of one trade text (listed in local book stores by course title and on MyCourses) is required. All MyCourses readings are required.
OPTIONAL TEXT PURCHASE: Multicultural Education by James Banks, Reflective Teaching by Eby, Herrell, and Hicks, and Secondary Classroom Management by Carol Simon Weinstein (available at MML holds desk).

Materials:
The purchase of one trade book is required. All projects must be word processed, therefore candidates must procure a computer to use for outside-of-class, written work. Students will be required to purchase TaskStream for this class. Everyone needs several CD-RWs and one digital video tape for class projects. We’ll need several cameras (video and regular). Some will be available to share. Candidates may wish to use personal equipment but should plan to have the equipment assessed by the teacher to insure various media components will work together. Everyone must have a spiral notebook in which ALL design topics should be addressed. Design topics can be printed off of MyCourses.

Methods of Instruction:
- Studio-Based Learning (SBL) will be the primary pedagogy. This means we propose, critique, and iterate daily.
- Socratic questioning, digital media enhancements, hands-on activities, guided discussions, lectures, field experiences, demonstrations, and more instructional strategies will be used in this course.
- Panel discussions and expert lectures will also be a part of this course.
- A field component will be required in this course. On __________ (date) we will travel to __________ (place).

Honor Code:

3

Brocato Revised 3_28_2014
MSU students are required to adhere to the University Honor Code which states:

“As a Mississippi State University Student
I will conduct myself with honor and integrity at all times.
I will not lie cheat or steal not will I accept the actions of those who do.”

**Academic Misconduct:**
Class projects are written documents and require teacher candidates to respond with a personal reflective voice. Plagiarism, therefore, is easily detected. Please note that plagiarism includes misuse of sources, incorrect paraphrasing, omitting citations, etc. A first offense of plagiarism will result in a grade of zero for the assignment with no chance for revision; a second offense of plagiarism will result in an F for the course and will be reported to the M.S.U. Dean of Students.

**Turn-It In:**
Curriculum Design Projects and any electronic presentation for the UD talk must be submitted to turn-it in.com by the student. Once a turnitin.com report is generated, the report should be submitted to Taskstream.com along with the project submission. A new iteration of the project is permitted if turnitin.com reveals an inappropriate match.

**Mandatory Field Experience:**
Quotes, video footage, Use of video footage from the mandatory field experience is part of the PLP project.

**Evaluation of Student Progress:**
Each project will be scored using project-specific rubrics. Scoring rubrics will be distributed well in advance of each due date. Each rubric has 10 quality indicators accounting for 3 points each. Rubric point values are 0=off rubric; 1=satisfactory; 2=effective; 3=exemplary. Total rubric value is 30 points.

- **Top Rubric:** 30-26.9 (converts to “A” avg.)
- **Off Rubric:** 20.8-17.9 (converts to “D” avg.)
- **2nd Level Rubric:** 26.8-23.9 (converts to “B” avg.)
- **Off Rubric:** 17.8-16.9 (converts to “F” avg.)
- **3rd Level Rubric:** 23.8-20.9 (converts to “C” avg.)

Projects submitted late will be dropped a rubric level.

**SCORING DEFINED:** “A” means “exemplary” which means that the work provides evidence that this teacher would be preferred by a very diverse, but expert audience which would include students, parents, COE faculty, NBPTS teacher colleagues & community members; “B” means “effective” which means that the work provides evidence that this teacher would be a preferred teacher by school administrators; “C” means “satisfactory” which means that the work provides evidence that this teacher will be safe and healthy with students. All other work is considered “off rubric” requires redesign.

**SCORING CRITERIA:** Each design project and corresponding discourse (This is all your talk-- before, during, and after-- your final design iterations) during class, in e-mail correspondence, web-logs, or discussion boards will have specifications for performance. Each will also require the following performance specifications.

- Reflective (Tell how your thinking, ideas, practices have changed)
- Critical (Take off the rose-colored glasses)
- Current (within the past 7 years) educational research (Our texts are for this.)
- Standards bases like NPTA, NBPTS, INTASC, NCTE, etc.

Brocato Revised 3_28_2014
- Specific content (when a talk is complete the audience can see the speaker’s content passion.)
- Specific school, teacher, student, class, district data

ATTENDANCE: Attendance is required. A written explanation of all absences is required. Being on time matters. A written or verbal explanation of all tardies is required. Poor attendance and flagrant tardies lower the Design Discourse and Disposition grade.

Examples of Course Activities
All course activities require students to EDF 4243/6263 to attend, to participate, to read, and—most importantly—to reflect in order to receive a passing mark. Three design projects are central to the reflection and the reflection is mutually central to the projects. These three design projects must refer to the individual Studio School student partner with which the teacher candidate is working. Each is worth 30% of the overall course grade in EDF 4243/6243.

- Unity in Diversity Talk- The purpose of the Unity in Diversity project is for students to provide a talk which demonstrates deep, reflective understanding of how specific educational theory might help a teacher candidate design specific strategies which would bring about equity among the diversity of student groups in content area (Math, Physical Education, Biology, History, English, Business Technology, etc.) classrooms. Please see the Sketchbook for a full assignment description and evaluation rubric. The overall goal is for each teacher candidate to explain how he/she plans to bring unity and a celebration of diversity to his/her classroom. How the service provided to a specific Studio School student enhances the process of unifying diversity must be referenced in the project. Teacher candidate students will select a unique diversity theory text, read it, and prepare unique presentations that answer the following 3 questions and meet the rubric for the design project.
  - Who is this educational theorist? What was his/her life like? (Briefest of the 3 parts, must include a reflective connection)
  - What is this educational theorist contribution (theory, buzzword, concept) to the field of education? (Briefest than part 3, must demonstrate entire selected text has been read and include a reflective connection)
  - How might I use this person’s theory in my ____ (content area here) classroom to design practices which will unify diversity? (Spend most of the talk on this 3rd piece; Use synthesis and evaluation to compose this section to meet all rubric elements and include a reflective connection)

- Tier I Intervention Plan- Each teacher candidate will design a Tier I Intervention video plan to meet the individual needs of one of the particular students worked with during the Studio School service experiences. Tier I interventions are synonymous with classroom management strategies. Teacher candidates may work in pairs or individually on this video project. This is a digital story-telling project which requires the use of movie making software. Discourse of reflection and critical perspective must permeate the video. How the service provided to a specific Studio School student enhances the interventions process must be referenced in the project. Please see the Sketchbook for a full assignment description and evaluation rubric.

- Curriculum Design Project- The purpose of this project is to give teacher candidates a foundation for instructional planning and design which will be covered in future methods courses. The Curriculum Design Project will require teachers to prepare a thematic, studio based learning unit plan, which includes a description of target population, annotated

Brocato Revised 3_28_2014
resources listing, instructional strategies catalogue, product or performance design task, curriculum alignment statements, discussion of unit placement and duration, unit plan, and a lesson plan. Discourse of reflection and critical perspective must permeate the documents. How the service provided to a specific Studio School student enhances the curriculum design process must be referenced in the project. The various written documents will be collated into a single project under single cover. Please see the Sketchbook for a full assignment description and evaluation rubric.

Additionally in EDF 4243/6243, teacher candidates engage in earning a portion of their grade by managing their own stance toward design, discourse, and disposition. This design, discourse, and dispositions grade bundles talk and behavior into a 10% portion of the grade in the course. Class (or what is called studio) time is for teacher candidates to share their designs, discourse, and dispositional stances to professional practice. Discourse (that’s the talk) is a major display of a person’s designs of self as a teacher. How teacher candidates talk about teaching shows what each thinks about teaching. So students in EDF 4243/6243 are engaged in what Donald Shon calls reflection-in-action. The discourse or talk (e-mail, blog, discussion group, e-chat) about unity in diversity, tier I interventions, and curriculum design is assessed by rubric found in the sketchbook. Also, a section in the sketchbook more fully explains the Design, Discourse, and Disposition portion of the course requirements.

The course sketchbook is a reflection booklet each student purchases to use during the entirety of the design process of the EDF 4243/6243 course. Each teacher candidate reads and discusses various texts, interviews their Studio School student, and consults with SSD teacher experts about ideas for unity in diversity, tier I interventions, and curriculum design. Throughout the semester writings, doodles, notes in sketchbooks become artifacts of the thinking about course topics. The design topics/prompts addressed will include 3 separate prompts to expose how teacher candidates in the course might think about embedding elements of service learning pedagogy in their work as teachers to enhance the academic learning. You may opt to respond to the prompts given you or you may opt to cross out the prompts and use the pages for other design/sketch purposes. The Sketchbook is yours and should have MANY OF YOUR PERSONAL SEKTCHES in order to show your design process. Keep everything you write/sketch for this class in this book—notes, handouts, everything!

FINE PRINT: Completion of all work is required. Failure to submit any assignment results in a mark of F in the course. Work will only be evaluated through TaskStream. Checking e-mail daily is a requirement. Only mstate.edu e-mail addresses will be used. Candidates are responsible for ensuring receipt of e-mail from teacher and classmates. We must all have some fun!
TO: Box Council and UCCC Committee Members

FROM: Linda T. Coats, Chairman
Department of Leadership and Foundations Curriculum Committee

RE: Approved Proposals

DATE: April 10, 2014

The Department of Leadership and Foundations Curriculum Committee has approved the following proposal:

EDF 4243/6243 Planning for the Diversity of Learners