



School of Education  
College of Professional Studies  
**University of Wisconsin - Stevens Point**

**Education 205: Pluralism for Educators**  
University of Wisconsin – Stevens Point  
Fall 2021

**Instructor:**

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School of Education, CPS 473  
Office Hours: by appointment via Zoom

**Required Textbook:**

Cushner, K., McClelland, A. & Safford, P. (2021). *Human Diversity in Education: An Intercultural Approach*. (10<sup>th</sup> Ed.) McGraw Hill.

Any additional readings will be available in Canvas .

**GEP Requirement: Pre-Clinical Experience.** This project is required in its entirety to complete the course. The pre-clinical project serves as the experiential learning project requirement for the General Education Program. **This course requires a Level I (Up to 20 hours) Pre-Clinical Experience:** The primary duty is to observe instructional program in progress. Due to COVID restrictions of classrooms visits, we will be using ATLAS to observe teacher-student interactions and responding to those observations through a Canvas activity.

**Course Description:**

*EDUC 205 Pluralism for Educators*. 2 cr. Analyze and evaluate education in U.S., policy of equal educational opportunity, and impact of **class, gender, race, and language differences** on teaching and learning. Involves lectures, discussions and presentations for pre-service teacher education students on topics mandated for initial certification programs in Wisconsin. (Wis Admin Rule PI 34.022).

**Student Learning Outcomes (SLO's):**

Students are able to...

- Demonstrate an understanding of the history, culture, and tribal sovereignty of American Indian tribes and bands located in Wisconsin.
- Demonstrate an understanding of the history, culture, and contributions of women and various racial, cultural, language, and economic groups in the United States.
- Articulate his/her own culture, both objectively and subjectively.
- Demonstrate an understanding of the psychological and social implications of discrimination, especially racism and sexism in American society.

### ***Inclusive Statement***

In an ideal world, historical and contemporary educational theories would be objective. However, much of academic theories are subjective and are historically built on a small subset of privileged voices. In this class, we will make an effort to read papers from a diverse group of scholars, but limits still exist. I acknowledge that it is possible that there may be both overt and covert biases in the material due to the lens with which it was written. Integrating a diverse set of experiences is important for a more comprehensive understanding of educational theory. Culture and education are intrinsically linked. To be an effective educator we must cultivate and acknowledge the critical role culture plays in the teaching and learning process. Furthermore, I would like to create a learning environment for my students that supports diversity of thoughts, perspectives, experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, etc.) To help accomplish this: If you have a name and/or set of pronouns that differ from those that appear in your official college records, please let me know. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to talk with me. I want to be a resource for you. Remember that you can also submit feedback (which will lead to me making a general announcement to the class, if necessary to address your concerns).

## **CANVAS ONLINE Format**

### **COURSE ASSIGNMENTS, EVALUATION AND POINTS**

**See Schedule for due dates**

Project 1: Personal Cultural Exploration-25%

Project 2: Equity in Education -25%

Project 3: Final Synthesis- 25%

Project 4: Pre-Clinical Project- 25%

Your final grades will be based upon the following:

- 93-100% = A
- 90-92.9% = A-
- 87-89.9% = B+
- 83-86.9% = B
- 80-82.9% = B-
- 77-79.9% = C+
- 73-76.9% = C
- 70-72.9% = C-
- 60-69.9% = D

Students must receive a C- or better in all education, early childhood, and physical education courses required for teacher certification. Failure to earn a C- or higher will result in the student needing to repeat the course."

## POLICIES

### Course Disposition Policy:

I align my policies and choices with my department's expectations. The School of Education has adopted a model of the dispositions we expect from our students and graduates. I don't expect you to be at the final "Mastering" level in your dispositions. Instead, I offer this model for your own self-evaluation and goal-setting.

Appropriate dispositions should be demonstrated throughout the course. One of the most valuable dispositions in this course is professionalism. It is expected that students approach this course as if it were the beginning of his or her career. This includes being prepared for every class period, turning in assignments on time, attending every class unless there is a documented emergency or illness.

Very important is to be professional in the classroom and with your pre-clinical teacher. Be on time and communicate with them. This is not only a disposition expectation, it is also critical for future relations with you and the university as a future professional in the community.

### Video Recordings Policy:

Lecture materials and recordings for EDUC 205 are protected intellectual property at UW-Stevens Point. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. [Regent Policy Document 4-1] Students may not copy or share lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

### Plagiarism Policy:

Cheating and plagiarism is not tolerated. Assignments that are plagiarized will be considered unacceptable and major consequences may follow. If anyone is unsure of whether something is plagiarized, please consult a reference or myself. Assignments submitted to Canvas may be randomly scanned using Turnitin software.

The rights and responsibilities document also includes the policies regarding academic misconduct, which can be found in Chapter 14. A direct link can be found here: <https://www.uwsp.edu/dos/Documents/UWSP14-Final2019.pdf>

I do however encourage working together to learn from each other as long as your work submitted is your own. In Canvas you have a space called Conversation Cafe and this is your place to work together to gather data or discuss work as a collaborative.

### Writing Policy:

It is expected that all pieces of writing submitted for this course be proofread for conventional errors. This includes grammatical errors and incorrect sentence structures. Points may be deducted for conventional errors. In text citation for quotes and paraphrasing of an author is required followed with full citation. APA style.

Example of an in text quote:

According to Jones (1998), "Students often had difficulty using APA style, especially when it was their first time" (p. 199).

Example of a paraphrased reference:

According to Jones (1998), APA style is a difficult citation format for first-time learners.

Example of full citation:

Author, A. A. (Year of publication). *Title of work: Capital letter also for subtitle*. Location: Publisher.

Calfee, R. C., & Valencia, R. R. (1991). *APA guide to preparing manuscripts for journal publication*. Washington, DC: American Psychological Association.

### **Attendance and Participation Policy:**

Attendance and participation is essential in this course. For online, your attendance for the first week will be an introduction discussion post. Attendance thereafter is timely completion of your assigned work in Canvas.

### **Late work Policy:**

If the assignment link is closed, you can email and request me to re-open. Do not assume that I will not accept your late work just because the assignment date is past due or closed. It closes because I have it set on a schedule to keep the course flowing. I honor late work within reason: that it not a habit and is more of an exception, and that you communicate to me within a timely manner that you will be late. Given that we are in very difficult times with COVID and health concerns, I will be empathetic in these times. I just ask that you please do not make late work a habit and please do ensure that if it is a group assignment or discussion that only has value if there are participants, you prioritize timely work with your classmates as assigned. You do not want to hold up your classmate's work because you are late to post your requirement. Thanks

### **Class Climate & Honoring Difference:**

The School of Education strives to honor the uniqueness of all learners. I'm dedicated to creating safe, inclusive, welcoming experiences in which all students can succeed. I mindfully plan and teach this course in ways that promote and embody pluralism: celebrating the coexistence of multiple identities, cultures, and belief systems.

If you feel unwelcome or unsafe in this course, or you have any concerns about your ability to succeed, please let me know. We can address the issue together, confidentially.

### **Exceptional Needs Policy and American with Disabilities Act:**

If you're unfamiliar or uneasy with this process, please contact me anyways and we'll work through it together. I'm dedicated to accommodating the needs of my students. I don't believe that equal treatment is the same as fair treatment. A course requirement like a deadline may be unfair to you, based on a life event or a disability. If I agree that the requirement is unfair, then I'm happy to make an accommodation. Here are some exceptional needs I have accommodated in the past: learning disability, physical disability, chronic illness, death in the family, car accident, sick child.

The American Disabilities Act (ADA) is a federal law requiring educational institutions to provide reasonable accommodations for students with disabilities. For more information about UWSP's policies, check here:

<https://www.uwsp.edu/hr/Pages/Affirmative%20Action/ADA.aspx>

If you have a disability and require classroom and/or exam accommodations, please register with the Disability and Assistive Technology Center. For more information, please visit the Disability and Assistive Technology Center located on the 6th floor of the Learning Resource Center (Library). Below is a link to more information:  
<https://www.uwsp.edu/datc/Pages/apply-for-accommodations.aspx>

## SOE STANDARDS AND ASSESSMENTS

### Experiential Education General Education and Teacher Education Requirement Performance Tasks

- Your completed Personal Cultural Exploration Project and your Final Synthesis Paper are the experiential education performance tasks for this class.
- \*For education prospective students: Every School of Education (SOE) student MUST maintain a portfolio of artifacts from EVERY SOE course in order to receive a teaching license.
- Keep these two projects in a VERY safe place until you take the portfolio class.
- It is required to complete these two projects to complete this course.
- It is strongly recommended that you save all important documents on your UWSP 'H drive' or UWSP One Drive

## InTASC CORE TEACHING STANDARDS

The InTASC Core Teaching Standards have been adopted by the UWSP School of Education. The standards have been grouped into four general categories (The Learner and Learning, Content, Instructional Practice, and Professional Responsibility) to help users organize thinking about the standards.

### The Learner and Learning:

Teaching begins with the learner. To ensure that each student learns new knowledge and skills, teachers must understand that learning and developmental patterns vary among individuals, that learners bring unique individual differences to the learning process, and that learners need supportive and safe learning environments to thrive. Effective teachers have high expectations for each and every learner and implement developmentally appropriate, challenging learning experiences within a variety of learning environments that help all learners meet high standards and reach their full potential. Teachers do this by combining a base of professional knowledge, including an understanding of how cognitive, linguistic, social, emotional, and physical development occurs, with the recognition that learners are individuals who bring differing personal and family backgrounds, skills, abilities, perspectives, talents and interests. Teachers collaborate with learners, colleagues, school leaders, families, members of the learners' communities, and community organizations to better understand their students and maximize their learning. Teachers promote learners' acceptance of responsibility for their own learning and collaborate with them to ensure the effective design and implementation of both self-directed and collaborative learning.

Standard #1: Learner Development. The teacher 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 teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

**Content:**

Teachers must have a deep and flexible understanding of their content areas and be able to draw upon content knowledge as they work with learners to access information, apply knowledge in real world settings, and address meaningful issues to assure learner mastery of the content. Today's teachers make content knowledge accessible to learners by using multiple means of communication, including digital media and information technology. They integrate cross-disciplinary skills (e.g., critical thinking, problem solving, creativity, communication) to help learners use content to propose solutions, forge new understandings, solve problems, and imagine possibilities. Finally, teachers make content knowledge relevant to learners by connecting it to local, state, national, and global issues.

**Standard #4: Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

**Standard #5: Application of Content.** The teacher 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:**

Effective instructional practice requires that teachers understand and integrate assessment, planning, and instructional strategies in coordinated and engaging ways. Beginning with their end or goal, teachers first identify student learning objectives and content standards and align assessments to those objectives. Teachers understand how to design, implement and interpret results from a range of formative and summative assessments. This knowledge is integrated into instructional practice so that teachers have access to information that can be used to provide immediate feedback to reinforce student learning and to modify instruction. Planning focuses on using a variety of appropriate and targeted instructional strategies to address diverse ways of learning, to incorporate new technologies to maximize and individualize learning, and to allow learners to take charge of their own learning and do it in creative ways.

**Standard #6: Assessment.** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

**Standard #7: Planning for Instruction.** The teacher 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 teacher 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:**

Creating and supporting safe, productive learning environments that result in learners achieving at the highest levels is a teacher's primary responsibility. To do this well, teachers must engage in meaningful and intensive professional learning and self-renewal by regularly examining practice through ongoing study, self-reflection, and collaboration. A cycle of continuous self-improvement is enhanced by leadership, collegial support, and collaboration. Active engagement in professional learning and collaboration results in the discovery and implementation of better practice for the purpose of improved teaching and learning. Teachers also contribute to improving instructional practices that meet learners' needs and accomplish their school's mission and goals. Teachers benefit from and participate in collaboration with learners, families, colleagues, other school professionals, and community members. Teachers demonstrate leadership by modeling ethical behavior, contributing to positive changes in practice, and advancing their profession.

Standard #9: Professional Learning and Ethical Practice. The teacher 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 teacher 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.

\*Adapted from the INTASC - Interstate New Teachers Assessment and Support Consortium, a project of the Council of Chief State School Officers. This document is available at: <http://dpi.wi.gov/tepd/standards.html>

### **Common Core Standards and RtI:**

Wisconsin has adopted the common core standards as a means of defining how and what instruction is taught at each grade level. Please refer to the link attached if you want to find the common core standards in a curricular area. [http://standards.dpi.wi.gov/stn\\_ccss](http://standards.dpi.wi.gov/stn_ccss) Wisconsin has a unique vision for the implementation of the framework for RtI. The attached link provides you that framework as well as additional links to PBIS and SIMS. You are strongly encouraged to use this framework when thinking about instructional design. There is also a wealth of resources for understanding Wisconsin RtI located at the Wisconsin RtI Center website that is also included.

<http://rti.dpi.wi.gov/>

<http://www.wisconsinrticenter.org/>

**We are online but we are required to add this to our syllabus so I want to ensure you have this for your use for any courses in the classroom/campus.**

At all UW-Stevens Point campus locations, the wearing of face coverings is mandatory in all buildings, including classrooms, laboratories, studios, and other instructional spaces. Any student with a condition that impacts their use of a face covering should contact the Disability and Assistive Technology Center to discuss accommodations in classes. Please note that unless everyone is wearing a face covering, in-person classes cannot take place. This is university policy and not up to the discretion of individual instructors. Failure to adhere to this requirement could result in formal withdrawal from the course.

Other Guidance:

- Please monitor your own health each day using this screening tool. If you are not feeling well or believe you have been exposed to COVID-19, do not come to class; email your instructor and contact Student Health Service (715-346-4646). As with any type of absence, students are expected to communicate their need to be absent and complete the course requirements as outlined in the syllabus.
- Maintain a minimum of 6 feet of physical distance from others whenever possible.
- Do not congregate in groups before or after class; stagger your arrival and departure from the classroom, lab, or meeting room.
- Wash your hands or use appropriate hand sanitizer regularly and avoid touching your face.

**I reserve the right to modify this syllabus at any time. If I do so, you will be informed.**