**Education 205: Pluralism for Educators**
University of Wisconsin – Stevens Point
Spring 2018

**Instructor:**
Carl O'Neil
coneil@uwsp.edu
715-346-2542
School of Education, CPS 451
Office Hours: by appointment

**Required Textbook:**
Cushner, K., McClelland, A. & Safford, P. (2014). *Human Diversity in Education: An Intercultural Approach*. McGraw Hill.
Any additional readings will be available in D2L.

***GEP Requirement and edTAP Portfolio:*** *The practicum project, the cultural exploration project serve as the experiential learning project requirement for the General Education Program and are required as part of your edTAP portfolio for education majors.* **These two projects are required in their entirety to complete the course***.*

**Course Description:**
This course introduces students to concepts and relevance of diversity in education and other human service fields. Activities and assignments in this course intend to help students gain a broad understanding of issues that affect the personal and school lives of school-age students from a variety of backgrounds. Most of the examples used in this course gear towards educators, but the issues and concepts are applicable to almost all areas of work and study. Students are encouraged to share examples and experiences in class that help them better understand and connect with the course content.  A level 1, which is 12 hours of practicum experience, is required.

**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.

# HYBRID FORMAT

## ONLINE: Desire to Learn (D2L) Online Format

Your schedule is provided under course CONTENT.
Other areas in D2L include links:
- Dropbox – where you will submit much of your work
- Grades – to keep track of your progress

## IN CLASS MEETINGS
- I aim to keep our in-class meetings engaging, lively, and yes….FUN! Be ready for the unexpected.
- Your participation is paramount. I aim to build an inclusive environment in which you will feel welcome to participate.
- We may have guest speakers, lots of group activities, guided topic discussions, lecture and some videos.
- Students are encouraged to bring laptops/tablets to class for the purposes of taking class notes, accessing their online course and completing activities & assignments in class. Please be mindful about appropriate media use/etiquette, if you annoy your classmates they will let me know about it and I will then let you know about it.

## COURSE ASSIGNMENTS, EVALUATION AND POINTS
### See Schedule for due dates

1. **Participation**: 1/3 of grade 33 points
2. **Personal Cultural Exploration Project**: 1/3 of grade 33 points
3. **Practicum Project (12 hours of classroom observation)**: A practicum MUST be completed to pass this course. (1/3 of grade 33 points) Your practicum responsibilities (in order of completion):
   a. **Criminal Background Check Form (MUST be completed before moving on!)**
   b. **Practicum Confirmation Form**
   c. **3 Practicum Assignments**
   d. **Signed Verification of Practicum Form: (MUST have this to complete the course!)**
      1. Take with you to each practicum visit
      2. Fill in appropriate sections each practicum visit. Have teacher sign each visit and sign the bottom once complete.
      3. This form must be completed and signed by the host teacher.
      4. *Incompletes for lack of time to complete hours will NOT be granted. Incompletes will only be granted for severe and unforeseen circumstances.*
   e. **Practicum Synthesis Paper**

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."

**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 practicum 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.

**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 D2L may by 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:
http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/SSR- 2010/rightsChapter14.pdf

I do however encourage working together to learn from each other as long as your work submitted is your own. In D2L you have a space called Q and A 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 or MLA is acceptable.

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. Attendance will be taken in each class session. You will sign an attendance roster. You <mark>will</mark> have a course schedule with in class meetings and online work. I will not take online attendance. I will assume you are active online by the submissions of your timely work.

Except for rare cases of serious illness or family emergencies, a professional shows up at school every day, on time, fully prepared, with a strong sense of personal responsibility. When professionals can't meet their responsibilities due to unusual circumstances, they communicate with their supervisors and colleagues as soon as possible.

I expect you to honor your responsibilities, including attending every class meeting. However, I understand that you have a life beyond this course, and that unexpected problems or crises can interfere with your attendance or assignments. I also want you to be safe. If weather or other circumstances threaten your safety while traveling to or from class, I understand if you decide not to attend.

Should you have an emergency requiring an absence, please notify me by phone or email prior to the class. We do activities and are actively learning in the little class time we have together. I assign 33 points for in class participation. If you are not there, you will miss these points.

Attendance refers not only to physical presence, but also active mental engagement, participation and professional demeanor.

**Late work Policy:**

If the Dropbox 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 Dropbox is closed. It closes because I have it set on a schedule to keep the course flowing. After the assigned deadline, I usually refuse to accept a late assignment. I honor exceptions with the practicum project that is dependent on someone else other than yourself to complete. If there is a reason why your practicum is late, please make a note to me in the comment box of Dropbox. NO work will be accepted after the last day of class before finals week, 11:59PM.

**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 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.

As a teacher, I align my policies and choices with my university's guidance, including the UWSP Community Bill of Rights and Responsibilities .

**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: http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/ADAPolicyinfo.pdf
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: http://www.4.uwsp.edu/special/disability/

## 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

## edTPA Signature Assessment
**Introducing:**
Planning 1: Planning for literacy Learning
Planning 2: Planning to support Varied Student Learning Needs
Planning 4: Identifying and Supporting Language Demands
Planning 5: Planning Assessments to Monitor and Support Student Learning
Instruction 6: Learning Environment
Instruction 7: Engaging Students in Learning
Instruction 8: Deepening Student Learning
Instruction 10: Analyzing Teaching Effectiveness

**Introducing/developing:**
Planning 3: Knowledge of Students to Inform Teaching and Learning

## 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/tepdl/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 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/

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