

Cover Sheet: Request 15238

EDG 3xxx Equity Pedagogy Instructional Strategies

Info

Process	Course New Ugrad/Pro
Status	Pending at PV - University Curriculum Committee (UCC)
Submitter	Alyson Adams adamsa@coe.ufl.edu
Created	8/25/2020 3:11:01 PM
Updated	10/23/2020 1:23:59 AM
Description of request	This is a new course proposed for the redesigned Elementary Education major

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	COE - School of Teaching and Learning 18050000	Ester De Jong		8/30/2020
No document changes					
College	Approved	COE - College of Education	Nancy Waldron	New course for Elementary Education major curriculum modification - Request number 15257	10/23/2020
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			10/23/2020
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

Course|New for request 15238

Info

Request: EDG 3xxx Equity Pedagogy Instructional Strategies

Description of request: This is a new course proposed for the redesigned Elementary Education major

Submitter: Alyson Adams adamsa@coe.ufl.edu

Created: 9/18/2020 3:07:02 PM

Form version: 7

Responses

Recommended Prefix EDG

Course Level 3

Course Number xxx

Category of Instruction Intermediate

Lab Code None

Course Title Equity Pedagogy Instructional Strategies

Transcript Title Equity Ped Instructional Strat

Degree Type Baccalaureate

Delivery Method(s) On-Campus

Co-Listing No

Effective Term Earliest Available

Effective Year Earliest Available

Rotating Topic? No

Repeatable Credit? No

Amount of Credit 3

S/U Only? No

Contact Type Regularly Scheduled

Weekly Contact Hours 3

Course Description An overview of how to plan instruction using Universal Design for Learning and Culturally and Linguistically Sustaining Pedagogy. These foundational approaches to instruction will help future teachers focus on the strengths of learners who come from diverse backgrounds, particularly those with a range of abilities, as they design learning environments to meet students' needs.

Prerequisites Elementary Education major EED_BAE

Co-requisites none

Rationale and Placement in Curriculum We are requesting a series of new courses for our redesigned BAE Elementary Education major. We have redesigned the program to be completed in four years, eliminating the masters degree year of the old program. This change required reconceptualization of several courses to meet all the requirements for Florida Department of Education certification in a four-year program. This course will be required for all Elementary Education majors and focuses on instructional strategies to reach diverse learners.

Course Objectives By the end of this class, students will be able to ...

- Define and identify key components of culturally and linguistically sustaining pedagogy
- Define and identify key components of Universal Design for Learning
- Identify characteristics of ableism to utilize UDL to address ableism in the classroom
- Construct lesson plans that are culturally and linguistically sustaining and universally designed
- Integrate the arts into lessons that are culturally and linguistically sustaining and universally designed

Course Textbook(s) and/or Other Assigned Reading Textbooks:

Ladson-Billings, G. (2009). *The dreamkeepers: Successful teachers of African American children*. San Francisco, CA: Jossey-Bass.

Meyer, A., Rose, D. H., & Gordon, D. T. (2014). *Universal design for learning: Theory and practice*.

Wakefield, MA: CAST Professional Publishing.

Readings:

Anderson, B. N., & Coleman-King, C. (2020). Using critical and culturally relevant experiential learning for diverse populations. In J. Jolly and J. Robins (Eds., 5th ed), *Methods and materials in gifted education*. Waco, TX: Prufrock Press.

Hehir, T. (2002). Eliminating Ableism in Education. *Harvard Educational Review*, 72(1), 1-33.
doi:10.17763/haer.72.1.03866528702g2105

Schifter, L. (2020, July 23). The ADA has fallen short for Black students. It's past time to fix that. *Education Week*. <https://www.edweek.org/ew/articles/2020/07/27/the-ada-has-fallen-short-for-black.html?override=web&PageSpeed=noscript>

Wan, Y., Ludwig, M., Boyle, A. & Lindsay, J. (2020). The role of arts integration and education in improving student outcomes. *National Association of State Boards of Education*, 36-41.?

Weekly Schedule of Topics Week Topic

1

Introduction to Culturally and Linguistically Sustaining Pedagogy (CLSP)

2

CLSP: Key Components

3

CLSP and the Classroom

4

CLSP and Lesson Planning

5

Introduction to Universal Design for Learning (UDL)

6

UDL: Key Components

7

UDL and the Classroom

8

UDL and Lesson Planning

9

Ability and Ableism

10

Special Education

11

Ability, Ableism, Special Education and Universal Design for Learning

12

Critical and Culturally Relevant Experiential Learning (CCREL) and the Arts

13

The Role of Arts Integration and Education in Improving Student Outcomes

14

Components of Lesson Planning

15

Course Wrap-Up Culturally and Linguistically Universal Design for Learning and Your Future as a Teacher

Grading Scheme Grading Scheme:

Representations of CLSP and UDL = 30% of final grade
Learning Environment Design = 30% of final grade
Proposal for Lesson Plan Sequence = 30% of final grade
Participation / Attendance = 10% of final grade

Assignments:

- Representations of CLSP and UDL. During the first 8 weeks of this class, you will experience readings and class activities designed to foster your understanding of Culturally and Linguistically Sustaining Pedagogy and Universal Design for Learning. This assignment asks you to synthesize these reading and activities to demonstrate your personal understanding and sense making of these constructs, including their key components, their application in the classroom, and how they apply to lesson planning. Your representation can take the form of a poster, a slide show, a model, a podcast, a video, or other form approved in consultation with the instructor. Representations will be shared and discussed in class. This assignment is worth 30 points and will be assessed based on the rubric provided in class.
- Learning Environment Design. Prior to and during this course, you have been observing in a range of elementary classrooms and constructing classroom diagrams of these settings in your Clinical Rotations in Diverse Elementary School Contexts course. This assignment provides the opportunity for you to revisit one of these diagrams using a UDL and CLSP lens to reimagine the classroom space. Select one diagram you have completed in your other coursework and complete a redesigned classroom map accompanied by a 2-3 page written description of the redesigned classroom space. Note the ways your redesign decisions were informed by your knowledge of UDL and CLSP to maximize learning opportunities for all learners. This assignment is worth 30 points and will be assessed based on the rubric provided in class
- Proposal for a 3-5 Culturally and Linguistically Sustaining Universally Designed lesson plan sequence. Select one topic related to the STEAM content you are exploring in your coursework this semester. Develop at least 3 sequenced lessons plans on this topic for the class you selected for the learning environment design assignment completed previously in this class. Your lessons plans should contain all of the components discussed in class as well as a reflection on the ways your design takes into account the specific learner variability in your selected classroom and how the content of your lesson plans demonstrates what you know about CLSP and UDL. This assignment is worth 30 points and will be assessed based on the rubric provided in class
- Class Participation, Attendance, & Professionalism. Regular attendance in this class is required. In addition, full participation is required. Students can engage in active participation by extending ideas presented in class, supporting and elaborating ideas and perspectives, asking questions, making connections between the readings and their knowledge and beliefs, and completing assignments. At the mid-point of the semester you will receive feedback about your participation using a grading rubric provided in class that explains how attendance and participation connect to professionalism. At the end of the semester you will receive up to 10 points using the same rubric (10% of the final grade).

Final course grades will be assigned using the following scale:

93-100 Points Earned (A)
90-92 Points Earned(A-)
87- 89 Points Earned (B+)
83-86 Points Earned (B)
80—82 Points Earned (B-)
77-79 Points Earned (C+)
73-76 Points Earned (C)
70 – 72 Points Earned (C-)
67-69 Points Earned (D+)
63-66 Points Earned (D)

60 – 62 Points Earned (D-)

0-59 Points Earned (E)

Instructor(s) Dr. Chonika Coleman-King

Attendance & Make-up Yes

Accommodations Yes

UF Grading Policies for assigning Grade Points Yes

Course Evaluation Policy Yes