

# Cover Sheet: Request 15247

## EDG 4xxx Equity Pedagogy Applications

### Info

Process	Course New Ugrad/Pro
Status	Pending at PV - University Curriculum Committee (UCC)
Submitter	Alyson Adams adamsa@coe.ufl.edu
Created	8/28/2020 3:50:07 PM
Updated	10/23/2020 1:26:39 AM
Description of request	This is a new course request as part of 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 15247

### Info

**Request:** EDG 4xxx Equity Pedagogy Applications

**Description of request:** This is a new course request as part of the redesigned Elementary Education major

**Submitter:** Alyson Adams adamsa@coe.ufl.edu

**Created:** 9/18/2020 3:20:23 PM

**Form version:** 8

### Responses

**Recommended Prefix** EDG

**Course Level** 4

**Course Number** xxx

**Category of Instruction** Advanced

**Lab Code** None

**Course Title** Equity Pedagogy Applications

**Transcript Title** Equity Ped Applications

**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** The application of pedagogical frameworks (Universal Design for Learning and Culturally and Linguistically Sustaining Pedagogy) in the implementation and assessment of instruction in the elementary classroom. Teacher candidates will examine minoritized identities (i.e., race, ability, gender and sexuality, etc.) and the ways these identities intersect with one another to impact how children experience schools and schooling.

**Prerequisites** Elementary Education major EED\_BAE

**Co-requisites** N/A

**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. This course is designed for the 3rd semester in the major and coincides with placement in an elementary classroom.

**Course Objectives** Upon successful completion of this course, students will be able to:

- Compare and contrast key ideas associated with the implementation of CLSP and UDL in the internship classroom
- Describe how CLSP and UDL pedagogical frameworks converge to enable teachers to address the learning needs of all children
- Identify characteristics of gender and sexuality to utilize UDL and CLSP to address discrimination based on gender and sexuality in the classroom (in addition to racism and ableism addressed in students' previous equity pedagogy coursework)
- Construct lesson plans that are culturally and linguistically sustaining and universally designed (Language and Literacy focus)

- Identify a personal problem of practice and associated research question (wondering) that emerges in the internship classroom related to the implementation of a culturally and linguistically sustaining universally-designed curriculum

**Course Textbook(s) and/or Other Assigned Reading**

- Novak, K., & Chardin, M. (2020). *Equity by Design: Delivering on the power and promise of UDL*. Thousand Oaks, CA: Corwin Press.
- Nelson, L. L. (2014). *Design and deliver planning and teaching using universal design for learning*. Baltimore, MD: Paul H. Brookes Pub.
- Collins, C. & Ehrenhalt, J. (n.d.). *Best practices for serving LGBTQ students*. Teaching Tolerance. <https://www.tolerance.org/magazine/publications/best-practices-for-serving-lgbtq-students>
- Meyer, A., Rose, D. H., & Gordon, D. T. (2014). *Universal design for learning: Theory and practice*. Wakefield, MA: CAST Professional Publishing.
- Dana, N. F. & Yendol-Hoppey, D. (2020). *The reflective educator's guide to classroom research: Learning to teach and teaching to learn through practitioner inquiry*, 4th edition. Thousand Oaks, CA: Corwin Press.

**Weekly Schedule of Topics** Week Topic

1

CLSP: A Review

2

CLSP: Understanding the Culturally and Linguistically Sustained Curriculum

3

CLSP: Planning and Teaching in a Culturally and Linguistically Sustaining Classroom

4

UDL: A Review

5

UDL: Understanding the Universally-Designed Curriculum

6

UDL: Planning and Teaching in a Universally-Designed Classroom

7

CLSP and UDL: The Dynamic Duo

8

Teaching Reading and Writing in the Culturally and Linguistically Sustaining Universally-Designed Classroom

9

Lesson and Unit Planning with the Dynamic Duo (CLSP and UDL)

10

Lesson and Unit Planning: with the Dynamic Duo (SLSP and UDL)

11

Gender and Sexuality

12

Supporting LGBTQ Students in the Elementary School

13

The Intersection of Racism, Ableism, Sexism, and Other Minoritized Identities

14

Addressing Problems of Practice in the Culturally and Linguistically Sustaining Universally-Designed

Classroom: The Role of Inquiry  
15

Framing a Personal Research Question Related to the Implementation of Culturally and Linguistically Sustaining Universal Design for Learning  
16

Course Wrap Up: Looking Ahead to Your Final Semester

**Grading Scheme** CLSP/UDL Principles In Practice (25 pts; 25% of final grade)  
Teaching Hard History Unit Plan (40 pts; 40% of final grade)  
Exploring Passions for Equity Pedagogy (25 pts; 25% of final grade)  
Participation / Attendance (10 pts; 10% of final grade)

#### Assignments and Grading Scheme

- **CLSP / UDL: Principles in Practice**

You have learned about UDL and CLSP. This assignment asks you to identify the overlapping principles of these educational frameworks and provide a specific, concrete example of what those principles would look like in an elementary classroom. You will submit three artifacts gathered from the field or created on your own (e.g., photographs, slides, lesson plans, an activity description) along with a written description that illustrates how each artifact is both culturally and linguistically sustaining and universally designed. Students will share their artifacts in a museum-style gallery walk in class. This assignment will be assessed on a rubric provided in class.

- **Teaching Hard History Unit Plan**

Using Teaching Hard History: A K-5 Framework for Teaching American Slavery as a guide, you will develop a thematic unit plan on a challenging historical topic in elementary school contexts. In your unit plan, you will develop five sequential CLSP/ UDL lesson plans on this topic. Your lessons plans should contain components of CLSP/ UDL as discussed in class. Additionally, you will compose a reflection on the ways your design takes into account the learner variability in classrooms and how the content of your lesson plans demonstrates what you know about equity pedagogy. This assignment will be assessed based on the rubric provided in class.

- **Exploring Your Passion for Enacting Equity Pedagogy.**

As you apply equity pedagogy this semester during your internship, you can expect many issues, tensions, problems, and dilemmas to emerge as teaching is such a complex endeavor. Next semester, during the second half of your internship, you will tackle one issue, tension, problem, or dilemma that has occurred for you this semester through the process of teacher inquiry, the systematic and intentional study of one's own teaching practice. This process begins with the development of a personal research question, also called a "wondering". As you end this semester, for your final assignment in Equity Pedagogy Applications, you will develop a wondering you wish to pursue through inquiry related to your implementation of Culturally and Linguistically Sustaining Universal Design for Learning as you continue your internship next semester. Then, next semester, you will be provided with the scaffolding and tools needed to conduct high-quality research on your wondering in the final class in the four-course equity pedagogy series: Studying Equity Pedagogy.

As discussed in the reading for this class from your textbook *The Reflective Educator's Guide to Classroom Research: Learning to Teach and Teaching to Learn through Practitioner Inquiry*, the development of a wondering for a teacher inquirer is facilitated through the exploration of eight passions you hold as a teacher committed to enacting equity pedagogy. These eight passions include: Helping an Individual Child, Enriching or Improving Curriculum, Developing Content Knowledge, Experimenting with Teaching Strategies or Techniques, Aligning Beliefs and Practice; Understanding the Intersection of Personal and Professional Identity, Advocating Social Justice, and Understanding the Teaching/Learning Context.

To complete this assignment, choose one exercise for each of the eight passions explored in your textbook *The Reflective Educator's Guide to Classroom Research: Learning to Teach and Teaching to Learn through Practitioner Inquiry* and complete the exercise. Next, keeping in mind all you have learned about equity pedagogy in this and previous semesters, look across the eight exercises you completed and select the one that is most interesting and intriguing to you. Then, compose a wondering related to your completion of that exercise and write a 2-3-page reflection paper on the

ways the exploration of your passions and experiences enacting equity pedagogy this semester in your internship classroom led to your wondering. You will submit your 2-3-page reflection paper along with your completed exercises to receive credit for this assignment. Specific guidelines for the paper and grading rubric for this assignment will be provided online.

- **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 a grade using the same rubric.

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. Timothy Vetere

**Attendance & Make-up** Yes

**Accomodations** Yes

**UF Grading Policies for assigning Grade Points** Yes

**Course Evaluation Policy** Yes