**CTEE 7590/96**

**The Elementary School Program: Instruction for Inclusive and Diverse Classrooms**

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|  | **Class Time:**  Spring 2021  **Class Location:** Distance Education  **Credit Hours**: 3 semester hours  **Prerequisites:**  Admission to Graduate School |  |
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**Instructor:** Dr. L. Octavia Tripp

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**Office Hours: By appointment only via Zoom**

**Required Texts**

* Nieto, S. & Bode, P. (2018). Affirming Diversity: The Sociopolitical Context of Multicultural Education. Pearson 7th Edition. ISBN: 9780134047232.
* Required readings and some technology.

**The Office of Accessibility**

*The Office of Accessibility provides academic services and accommodations for students with diagnosed disabilities. The Americans with Disabilities Act (ADA) defines a disability as a physical or mental impairment that substantially limits one or more major life activities. In order to receive academic accommodations, the student must submit comprehensive documentation describing the current functional limitations that impact the student in an academic setting. Documentation serves as the basis for decision-making about a student's needs for accommodations in a challenging and competitive academic environment. AU policy for students with disabilities or special needs will be followed.  "Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT)."*

About Your Professor

Dr. Tripp desires to teach and maintains a position teaching classes while providing STEM Consulting, Teacher and Student Workshops. She received her Masters from Oklahoma State University in Space and Aviation. She received her Ed.D from Oklahoma State University in Applied Education Studies. Her B.S. is from Wesleyan College (Macon, GA) in Middle Grades Education. She is a former NASA Aerospace Education Specialist where she traveled the Country and US territories teaching science and math for students K-8.

**Class Policy Statements**

* Attendance Policy: Students are expected to attend all class meetings and scheduled labs. Provisions for excused absences will follow procedures that are outlined in the *Tiger Cub*.
* Academic Honesty: Refer to the *Tiger Cub*

**Instructor Availability and Response Time**:

Your class interaction with the instructor and your classmates will take place on a regular, ongoing basis. Your instructor will be actively engaged within the course throughout the week. You will normally communicate with your instructor in the weekly discussions or the General Questions discussion topic so that your questions and the instructor’s answers benefit the entire class. You should feel free, however, to communicate with me via AU email at any time, particularly when you want to discuss something of a personal or sensitive nature. Your instructor will generally provide a response within 24 - 48 hours.

**Notes for consideration by the instructor:**

***Changes in the syllabus: The instructor has the privilege and right to make necessary changes to the course outline in order to provide the best possible teaching and learning situation for students in 7590/96.***

***All assignments are not listed on the syllabus. As with any teachable moment, the instructor may assign an assignment that will enhance the instruction of a concept.***

***All discussions will be preceded by questions and concluded with a quiz if necessary. Be prepared for these based on your readings and discussion of the course material.***

***You will be allowed to make up work if you have an excuse or if you have discussed the issue with the instructor.***

**Course Description**

This course will focus on creating an equitable learning environment in the elementary school program that sensitively approaches differences.  Emphasis will be on considering decisions about curriculum, instructional materials, learning activities, and student groupings in the multicultural, inclusive, classroom.  The use of adaptive technology, learning analytics and personalized learning, compensatory and remedial methods, and inquiry-based procedures to teach content to students with academic and/or behavioral difficulties will be discussed. This course is designed to be highly interactive and you are encouraged to share, reflect, and discuss a variety of topics and issues in multicultural, inclusion, and diversity. The course will be taught using lectures, discussions, student presentations, guest speakers, and individual and group activities. Technologies such as videos, multi-media, e-mail, and web-based discussion boards will also be used to enhance learning.

**ACEI – Professional Standards**

Standard 1.0: Development, Learning, and Motivation--Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students’ development, acquisition of knowledge, and motivation.

• Standard 3.1: Integrating and applying knowledge for instruction—Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community.

• Standard 3.2: Adaptation to diverse students—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.

• Standard 3.3: Development of critical thinking and problem solving—Candidates understand and use a variety of teaching strategies that encourage elementary students’ development of critical thinking and problem solving.

• Standard 3.4: Active engagement in learning—Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self-motivation, and positive social interaction and to create supportive learning environments.

• Standard 3.5 Communication to foster collaboration—Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.

• Standard 4.0: Assessment for instruction—Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.

• Standard 5.1: Professional growth, reflection, and evaluation—Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning.

**Student Outcomes**

Students completing CTEE7590/96 will be able to:

1. Analyze and interpret the historical, philosophical, economic, legal and sociocultural foundations of multicultural education in the elementary school.
2. Design and adapt curriculum components and instructional setting in the inclusive and diverse environment.
3. Analyze how social structures of race, class, gender, (dis)ability, and sexual orientation work to create relations that privilege some and deny opportunity to others.
4. Evaluate and interpret the ways in which schooling influences and is influenced by equity issues.
5. Assess and analyze learner needs in diverse and inclusive setting through inquiry-based procedures to teach content and optimize learning.
6. Describe culturally relevant teaching in terms of teacher characteristics, teaching strategies, and assumptions about teaching, learning, and knowing.
7. Apply research of differentiated instructional theories to facilitate inclusive education and support of cultural differences in today’s classrooms
8. Explain and provide examples of anti-bias teaching strategies and classroom practices.

**Course Objectives**

* Demonstrate the ability to use a variety of resources and instructional strategies in planning and teaching inquiry based hands-on elementary science lessons consistent with the Alabama Course of Study.
* Utilize and apply cultural theory concepts to educational institutions to ensure equitable access to learning environments and inclusive practices
* Assess and analyze learner needs in diverse and inclusive settings through inquiry-based procedures to teach content and optimize learning.
* Demonstrate the ability to design and implement authentic assessment strategies for science knowledge and skills.
* Demonstrate the ability to use computer technology to access information for planning lessons, to communicate via e-mail, and to integrate into the elementary science curriculum.
* Demonstrate an understanding of environmental education and the ability to use community agency resources in planning and implementing an environmental lesson.
* Demonstrate an understanding of how temperament styles, teaching styles and learning styles are connected in teaching science.
* Demonstrate an effective way of helping students learn to construct their own understanding by connecting their many ideas into concepts, attitudes, and skills.

**Course Topics Readings:**

Week 1 – Understanding the Sociopolitical Context of Schooling

Week 2 – Defining Multicultural Education for School Reform

Week 3 – Racism, Discrimination and Expectations of Students’’ Achievement

Week 4 – Structural and Organizational Issues in Classrooms and Schools

Week 5 – Culture, Identity, and Learning

Week 6 – Linguistic Diversity in US Classrooms

Week 7 – Understanding Student Learning and School Achievement

Week 8 – Racism, Discrimination and Expectations of Students’ Achievement

Week 9 – Learning from Students

Week 10 – Adapting Curriculum for Multicultural Classrooms

Week 11 – Affirming Diversity: Implications for Teachers, Schools, Families and Communities

**Course Schedule**

**Please see Canvas for dates and schedules**

***Agendas will be emailed for zoom discussions a week before the zoom meeting.***

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| **Week** | **Topic** | **Reading** |  | **Assignment** |
| **Week 1** | Understanding the Sociopolitical Context of Schooling |  |  |  |
| **Week 2** | **Defining Multicultural Education for School Reform** |  |  |  |
| **Week 3** | **Racism, Discrimination and Expectations** |  |  |  |
| **Week 4** | **Structural and Organizational Issues in Classrooms** |  |  |  |
| **Week 5** | **Culture, Identity, and Learning** |  |  |  |
| **Week 6** | **Linguistic Diversity in US Classrooms** |  |  |  |
| **Week 7** | **Understanding Student Learning and School Achievement** |  |  |  |
| **Week 8** | **TBA** |  |  |  |
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**Course Requirements:**

**Class Attendance and Class Participation:** Class attendance is required. Arriving late, leaving early, or missing a class will result in lowering your grade.

We will be using the virtual classroom and it will be important that you attend all zooms. Sometimes I realize that there may be emergencies but try to keep Thursdays @ 6:00 pm open and available.

***Philosophy of Education: 5pts***

Your Philosophy of Education: Write a coherent, well-constructed essay (6-8 pages citing at least 6 class readings) that develops your own philosophy of Elementary Education inclusive of diversity and inclusion. The goal of this assignment is to bring together themes and ideas we have been discussing throughout the semester to construct your own philosophy of education. You should critically reflect on not only what education is, but also what education is for, and how you will integrate these values into your own work in an elementary education program. You should draw on at least 6 sources that we read in class.

***Discussion Assignment and posts: (ACEI 3.3) 60pts***

These posts will support the chapter readings and questions for discussion. Your posts are due by Sunday night @ 11:59 pm. Since we have a small class, you are to respond to each of your classmates using the 2+2 method. It will be best that you have posted your response by Friday if at all possible that your classmates will not be rushed completing the final post by Sunday@ 11:59pm.

***Written Assignments - Essays: (ACEI 3.2) 15pts*** We will be writing three papers over the course of the semester

* Essay #1 ‘My Pedagogic Creed, Applied to Dewey (15%) After reading and discussing Dewey’s “My Pedagogic Creed,” write a coherent, brief essay (4-5 pages) that develops your own “pedagogic creed.” Devote the first page to your beliefs about education. What do you believe about what education is, and is for? What are the core values that will guide your work as an educator? Make sure to address not only what education is, but also what education is for. In the second part of the essay, choose one value or belief that is particularly central to you. Describe how you will translate this belief into your classroom practice. How would you enact this belief or value in your work with children? What does the belief demand that you do? Be specific! Offer examples (i.e., arranging the classroom chairs a certain way, activities you would implement, particular curricular units, kinds of pedagogy, etc.). Above all, try to show us how that value looks in practice. See attached assignment guidelines and grading rubric. •
* Essay #2 Democracy and Education (15%) Write a paper (5-6 pages) that describes the relationship between education and democracy. You should begin by describing your definition and understanding of democracy. What is the relationship between your understanding of democracy and public education? What should be the primary purposes of education in a democratic society? How specifically can/should we cultivate democracy in schools (think, for example, in terms of structures, processes, curricula, habits, etc.)? You must directly cite at least four of the readings in your paper. See attached assignment guidelines and grading rubric. •
* Essay #3: Education and Diversity (15%) Write a paper (5-6 pages) where you discuss your vision for critical multicultural education. How should educators address issues of diversity, privilege and power? Describe three issues or lessons that you think are important to your vision of critical multicultural education. What changes should we make in schools to ensure that all children can be successful? Be specific and develop examples that describe the kinds of changes you are advocating for. You must directly cite at least four readings in your paper. See attached assignment guidelines and grading rubric.

***Reflective Journal: (ACEI Standard 3.3)*** ***20pts***

Keep a journal throughout the semester where you critically reflect on course readings and class discussions. If you choose this option, you will need to make 7 entries (at least1 page in length) every other week, and write a 3-4 page concluding entry that pulls together some themes across the journal. You must draw on course readings in each of your journal entries and in the final concluding entry.

***Art or Media Project: (ACEI Standard 3.1) 10pts***

For the artist! You may also develop a performance, a multimedia film or a work of art that explores themes from the class. You must show evidence in this project that you have drawn significantly upon the course readings and discussions. In addition to creating the work of art or media, you will also need to write a 3-4-page analysis paper that describes your rationale and thinking for the project. As in the other papers, you should specifically reference course readings (at least 3) in developing your paper.

***Final Project - Connections: (ACEI Standard 4) 30pts.***

Final Project - For this final project, you must find a way to creatively bring together the material we have discussed in this class to reflect on the connections between elementary education, diversity and democracy.

It will be due the Monday of finals week. You will need to turn in a brief proposal for your final project no later than the beginning of Week 13 of the course (for feedback and instructor approval). This proposal should be typed, and does not need to be more than one page in length. You should briefly sketch out your idea for the final project, as well as the readings that you plan on using in your final writing assignment. The final week of class is scheduled for individual project presentations.

**Ph.D. Students Only: *In additional to the above assignments you will complete the following*:**

***Emancipatory Education Project: (ACEI Standard 3.2)***

Using ideas from critical pedagogy, Freire and Horton, design an emancipatory educational experience (6-8 pages citing at least 6 class readings). This can be a vision for a school, a curriculum, a classroom, an educational workshop, or other educational experience. You may also choose to design or redesign a particular class or curriculum unit. Your paper should explicitly address how you account for issues of power and privilege.

**Literature Review:**

Prepare two (2) literature reviews (at least 8 sources each). This will afford you an opportunity to review best practices in the current curriculum literature. The reading selections may be directed to the following topics:

Multiculturalism is curriculum (truth, balance harmony, bias-free)

Specific Content areas (Math, Science Social Studies, ELA, etc.)

Professional Development

Systems Thinking

Curriculum Models

Curriculum Evaluation and Appraisal

**Grade Definitions**

All students are expected to complete all assignments, attend all classes, and participate fully. This class is all about helping you become a teacher. Consider your priorities.

“A” An “A” indicates that a student is extremely well qualified as evidenced by exceptional performance in all aspects of the class. This student shows excellence and thoroughness in planning, interacting with students, command of subject matter and discusses issues and research in science education. All of these have been well-demonstrated by an active participation in class sessions. This person would never give the impression of being a passive learner “who learns best by just listening.” This person uses research findings to support statements and shows a strong commitment to education.

“B” A “B” indicates that this student has done a good job of demonstrating an ability at planning, interacting and dealing with issues in science education. This individual has a good grasp of the subject matter and can implement effective lessons but, curriculum design is more simplistic and written work lacks depth and/or does not consistently use research as evidence. The “B” student shows every sign of being able to become an “A” teacher.

“C” A “C” is earned by a person who has not fully demonstrated competencies deemed necessary for secondary school science teaching. This student may be quite successful in some areas and not so successful in others and most likely will write incomplete lesson plans and lack a solid personal rationale. A “C” student will probably need special attention during student teaching to insure success and certification. (Note: a “C” is not considered a passing grade in graduate school.)

“F” A “F” is earned by a person who has met none of the minimum competencies deemed necessary for middle school science teaching. An “F” student cannot teach and must plan Adapted from Sterling, D, and Varrella, G, syllabi, 2002. 4 to retake this course, passing with a grade of “C” or better.

**Projects Rubrics**

**Participation Scoring Criteria (worth 1 point each)**

⎯ \_Attends regularly missing no more than two class sessions during the course.

⎯ \_Demonstrates completion of course readings through discussions and journals.

⎯ \_Participates actively in class activities, discussions, and group projects.

⎯ \_Brings homework assignments, materials, and examples to share with colleagues.

⎯ \_Demonstrates respect for colleagues through thoughtful contributions and questions.

\_\_\_\_\_**Participation (5 points)**

**Criteria (worth 1 point each)**

⎯ \_Addresses a current topic from class and/or the assigned readings.

⎯ \_Reflects on topic and relates personal opinions and experiences.

⎯ \_Provides specific potential school or classroom implications.

⎯ \_Uses citations to refer to assigned readings to support opinions and ideas.

\_\_\_\_\_**Participation (4 points)**

**CULTURAL PRESENTATION SCORING RUBRIC**

**Criteria**

**4 Outstanding**

⎯ Presents practical information about the cultural group thoroughly and accurately.

⎯ Involves class members often in discussions and activities throughout presentation.

⎯ Shows thorough preparation, including effective visuals and handouts.

⎯ Includes ample practical classroom tips, suggestions, and/or activities.

⎯ Uses time efficiently and remains within time limit, with a clear link or transition from one activity to another.

**3 Competent**

⎯ Presents adequate information about the cultural group with few inaccuracies.

⎯ Involves class members in some discussions and activities during presentation.

⎯ Shows preparation, although visuals and handouts may be less than completely effective.

⎯ Includes some practical classroom tips, suggestions, and/or activities.

⎯ Uses time fairly efficiently but may exceed time limit slightly, with some transition from one activity to another.

**2 Minimal**

⎯ Presents some information about the cultural group and/or may have some inaccuracies.

⎯ Involves class members in few discussions and/or activities during presentation.

⎯ Shows limited or less than creative preparation, with visuals and handouts being somewhat ineffective.

⎯ Includes few practical classroom tips, suggestions, and/or activities.

⎯ Uses time less than efficiently greatly exceeding time limit, with few links or transitions from one activity to another.

**1 Unsatisfactory**

⎯ Presents inadequate information about the cultural group and/or may have major inaccuracies.

⎯ Rarely involves class members in discussions and/or activities during presentation.

⎯ Shows little or no creative preparation, with visuals and handouts being ineffective.

⎯ Includes little or no practical classroom tips, suggestions, and/or activities.

⎯ Uses time inefficiently greatly exceeding time limit, with no link or transition from one activity to another.

(20 points possible) + (5 points - peer assessment)

**25 points total Final Grade** (24-25 A, 23 A-, 22 B+, 20-21 B)

**FINAL PROJECT SCORING RUBRIC**

**Criteria**

**5 Outstanding**

⎯ \_Clearly describes and thoroughly justifies choice of student(s) for focus of the project.

⎯ \_Thorough data collection is evident in complete description of cultural information.

⎯ \_Action plan includes varied and sound approaches based on data and course knowledge.

⎯ \_Implementation and reflection are thoroughly explained with clear, specific plans for future.

⎯ \_Decisions and plans are skillfully supported using thorough references to readings.

⎯ \_Writing is complete, concise, and well-organized, with few stylistic errors.

**4 Good**

⎯ \_Describes and justifies choice of student(s) for focus of the project.

⎯ \_Adequate data collection is evident in description of cultural information.

⎯ \_Action plan includes adequate approaches based on data and course knowledge.

⎯ \_Implementation and reflection are explained with some specific plans for future.

⎯ \_Decisions and plans are adequately supported using references to readings.

⎯ \_Writing is mostly complete, concise, and well-organized, with some stylistic errors.

**3 Satisfactory**

20 ⎯ \_Describes student(s) for focus of the project but may not fully justify choice.

⎯ \_Some data collection is evident in basic description of cultural information.

⎯ \_Action plan includes some approaches based on data and/or course knowledge.

⎯ \_Implementation and reflection are explained but may lack specific plans for future.

⎯ \_Decisions and plans are mostly supported using some references to readings.

⎯ \_Writing is somewhat complete and/or may contain many stylistic errors.

**2 Minimal**

⎯ \_Describes student(s) for focus of the project with little or no justification for choice.

⎯ \_Minimal data collection is evident in limited description of cultural information.

⎯ \_Action plan includes few approaches based on data and/or course knowledge.

⎯ \_Implementation and reflection are explained briefly with no specific plans for future.

⎯ \_Decisions and plans are rarely supported using references to readings.

⎯ \_Writing may be unclear or incomplete with numerous stylistic errors.

**1 Unsatisfactory**

⎯ \_Little or no description or justification of student(s) for project given.

⎯ \_Little or no data collection is evident and/or no description of cultural information included.

⎯ \_Action plan includes few approaches and/or may not be based on data or course knowledge.

⎯ \_Implementation and/or reflection are missing or ineffectively explained.

⎯ \_Decisions and plans are not supported using references to readings.

⎯ \_Writing is incoherent and/or incomplete with numerous stylistic errors that interfere with communication.

\_\_\_\_\_**(30 points total) \_\_\_\_\_\_ Final Grade** (28-30 A, 27 A-, 26 B+, 24-25 B, 21-23 C)

*Adapted from University of the People, The Education Revolution*