



Western Technical College

10522112 EDU: Equity in Education

Course Outcome Summary

Course Information

Description	Students examine the diversity of learners as well as the characteristics of a diverse classroom. Focus is on strategies to support English Learners and the importance of building on students' cultural strengths. Identification of ethical, legal and moral responsibilities of school personnel will also be included.
Career Cluster	Education and Training
Instructional Level	A.A.S. - Associate in Applied Science
Total Credits	3
Total Hours	54

Textbooks

No textbook required.

Success Abilities

1. Live Responsibly: Develop Resilience
2. Live Responsibly: Foster Accountability

High Impact Practices

1. Community-Based Learning Service Hours: a key learning experience of this course is connecting course work while helping a community partner. Learn more about civic responsibility and enhance your community.

Program Outcomes

1. Implement developmentally appropriate practices to foster learning

2. Adapt instruction to meet the diverse needs of all learners
3. Perform professional responsibilities
4. Incorporate the reflective process to promote professional growth

Course Competencies

1. Analyze personal culture

Assessment Strategies

- 1.1. Oral, Written or Graphic Assessment

Criteria

Your performance will be successful when you:

- 1.1. reflect on personal cultural biases
- 1.2. reflect on the observable aspects of your culture
- 1.3. reflect on the non-observable aspects of your culture

Learning Objectives

- 1.a. Distinguish between the terms culture, human nature and personality
- 1.b. Reflect on your own identity
- 1.c. Categorize things found in surface culture, shallow culture, and deep culture.
- 1.d. Reflect on own aspects of surface, shallow and deep culture.

2. Evaluate bias in educational materials

Assessment Strategies

- 2.1. Oral, Written or Graphic Assessment

Criteria

Your performance will be successful when you:

- 2.1. define bias
- 2.2. analyze children's books for bias
- 2.3. analyze instructional materials for bias
- 2.4. summarize the types of bias that can be found in instructional materials

Learning Objectives

- 2.a. Define and identify invisibility bias in educational materials (including children's books)
- 2.b. Define and identify stereotyping bias in educational materials (including children's books)
- 2.c. Define and identify imbalance and selectivity bias in educational materials (including children's books)
- 2.d. Define and identify unreality bias in educational materials (including children's books)
- 2.e. Define and identify fragmentation and isolation bias in educational materials (including children's books)
- 2.f. Define and identify linguistic bias in educational materials (including children's books)
- 2.g. Define and identify cosmetic bias in educational materials (including children's books)

3. Explore culturally responsive practices

Assessment Strategies

- 3.1. Oral, Written or Graphic Assessment

Criteria

Your performance will be successful when you:

- 3.1. define cultural competency
- 3.2. explain the importance of understanding a student's culture
- 3.3. identify strategies used in a culturally competent classroom
- 3.4. explain the steps involved in making your classroom a safe space
- 3.5. compare the individualistic culture with the collectivistic culture
- 3.6. identify ways to engage families in the classroom

Learning Objectives

- 3.a. Define a collectivist culture.

- 3.b. Define an Individualistic Culture
- 3.c. Examine relationship building as a strategy in a culturally competent classroom.
- 3.d. Examine background knowledge as a strategy in a culturally competent classroom.
- 3.e. Identify ways to include families in their child's education.
- 3.f. Define cultural competency as it relates to education.
- 3.g. Explain how to make the classroom a safe space.

4. Examine diversity in the classroom

Assessment Strategies

- 4.1. Oral, Written or Graphic Assessment

Criteria

Your performance will be successful when you:

- 4.1. identify diversity elements in the classroom
- 4.2. summarize Urie Bronfenbrenner's ecological systems theory
- 4.3. describe the difference between equity and equality in education
- 4.4. define key terminology related diversity
- 4.5. explain the positive impact of the diverse classroom

Learning Objectives

- 4.a. Define the following key terms: equity, equality, underrepresented groups, tokenization, microaggression, marginalization, implicit bias, culturally responsive teaching, bias
- 4.b. Explain the elements of the Microsystem
- 4.c. Explain elements of the Mesosystem
- 4.d. Explain elements of the Exosystem
- 4.e. Explain elements of the Macrosystem
- 4.f. Explain elements of the Chronosystem
- 4.g. Examine how classroom diversity promotes tolerance and acceptance.
- 4.h. Examine how classroom diversity Improves Student Achievement.

5. Analyze strategies to support English Learners

Assessment Strategies

- 5.1. Oral, Written or Graphic Assessment

Criteria

Your performance will be successful when you:

- 5.1. describe cognates
- 5.2. select an activity that activates background knowledge
- 5.3. create a sentence frame
- 5.4. create a Visual Thinking Strategy (VTS)
- 5.5. summarize how to create welcoming environment

Learning Objectives

- 5.a. Examine ways to create a welcoming environment for all students
- 5.b. Explore the use of cognates when working with ELL students
- 5.c. Explain what VTS is and how it is used with ELL students
- 5.d. Explain what sentence frames are and how they help ELL students
- 5.e. Explain the importance of background knowledge when working with ELL students

6. Support equity in the classroom

Assessment Strategies

- 6.1. Oral, Written, Graphic and/or Skill Assessment

Criteria

Your performance will be successful when you:

- 6.1. Differentiate between equity and equality
- 6.2. Identify strategies to promote fairness
- 6.3. Identify strategies to promote inclusion
- 6.4. Identify strategies to support students during instruction

6.5. Identify strategies to support students on assessments

Learning Objectives

- 6.a. Examine a variety of strategies to promote classroom inclusion
- 6.b. Examine strategies that promote fairness
- 6.c. Examine strategies that support students during instruction
- 6.d. Examine strategies that support students during assessment

7. Demonstrate professional collaboration skills in a service learning project

Assessment Strategies

7.1. Written, Oral or Practical Application

Criteria

Your performance will be successful when you:

- 7.1. Work as a team to determine service needs in your local community
- 7.2. Research volunteer resources in your local area
- 7.3. Demonstrate collaboration in a service learning project
- 7.4. Demonstrate problem solving in a service learning project
- 7.5. Demonstrate conflict resolution in a service learning project
- 7.6. Demonstrate active listening in a service learning project

Learning Objectives

- 7.a. Define service learning and its role in education.
- 7.b. Demonstrate collaboration, problem solving, conflict resolution and active listening.
- 7.c. Work as a team to determine service needs in your local community-INVESTIGATE
- 7.d. Work as a team to plan details of Service learning project-PLANNING
- 7.e. Work as a Team to carry out service learning project-ACTION
- 7.f. Write detailed reflection of your experience-REFLECTION
- 7.g. Share Service Learning Project with peers-DEMONSTRATION/CELEBRATION