



**Vermont State
University**

OFFICE OF WORKFORCE, COMMUNITY,
& ECONOMIC DEVELOPMENT
Center for Schools

Fall 2023

Course Title: Applying Inclusive and Equitable Teaching Practices

Number of Credits: 3

Level: Graduate

Course Code: EDU 5515 S72

Dates/Times:

The first class will take place the week of **December 10th** with the last class event occurring the week of **April 7th**. Participants will choose one section during registration and please be aware some sections may fill up so we encourage you to register early.

Course Sections in Person - [Facilitator Bios](#)

Section 1	Section 2	Section 3
Michelle Irish & Marty Vallender	Susannah White & Marissa Barbier	Rhiannon Kim & Meg Reynolds
In person in FNESU Central Office (366 Main Street, Enosburg)*	In person in Middlebury/Brandon	In person in Chittenden County
Monday 5:00-7:00 pm EST	Monday 5:00-7:00 pm EST	Thursday 5:00-7:00 pm EST
- December 11th - January 29th - February 12th - March 11th	- December 11th - January 29th - February 12th - March 11th	- December 14th - February 1st - February 15th - March 14th
All sections: - Youth-led workshop - In person on Jan 7th to Jan 11th TBD (with virtual option) - Conference - In person on April 12th - 13th TBD (with virtual option)		

*After the first session some sessions may be held at MVU or BFA for ease of access

Course Sections Online - [Facilitator Bios](#)

Section 4	Section 5	Section 6
Bageshree Blasius & Christina Deeley	Life LeGeros & Erika Saunders	Nicole Awwad & Mikaela Simms
Virtual on Zoom	Virtual on Zoom	BIPOC Affinity Class Virtual on Zoom
Tuesday 6:00-8:00 pm EST	Thursday 5:00-7:00 pm EST	Monday 5:30-7:30 pm EST
• December 12th • January 30th • February 13th • March 12th	• December 14th • February 1st • February 15th • March 14th	• December 11th • January 29th • February 12th • March 11th
All sections: • Youth-led workshop - In person on Jan 7th to Jan 11th TBD (with virtual option) • Conference - In person on April 12th - 13th TBD (with virtual option)		

Remote Learning Technologies: We will be using Zoom and Google Docs

Expectation: Students enrolled in this course will complete a series of activities, readings, and reflections before, during and/or after any scheduled face-to-face or synchronous classes. This will assure that Carnegie expectations for a credited course, both new learning and hours of outside preparation, are sufficiently met.

Instructor on record:

Alyssa Chen (they/she)
alyssa.edjvt@gmail.com
802 829 1816

Course Facilitators:

[Facilitator Bios](#)

Sponsor:

Education Justice Coalition of Vermont
www.edjcoalitionvt.org

Course Cost to Student: \$1,500 due and payable to Education Justice Coalition of Vermont

NOTE: \$1,500 for 3 credits - if your school/org is paying (reach out to alyssa.edjvt@gmail.com for additional rate info if you're paying out of pocket)

Course Description:

The Education Organizing Committee of the Education Justice Coalition is excited to host a class this fall supporting educators to shift their practices to build on and move towards the updated Inclusive Education Quality Standards. We are excited to share that the updated Education Quality Standards passed the initial phase at the state board earlier this summer and now is the time to move towards implementation. This class is a facilitated, hybrid learning opportunity to dig into the teaching practices introduced in this [toolkit](#). As part of this project we are offering a free book, BIPOC stipends, optional graduate credit, and an in person celebration of learning.

The new Education Quality Standards will help you: center students' cultural identities and the journey for societal equity, build strong learning environments, and develop supportive learning environments. Throughout this class we will be setting and achieving small goals to make doable and impactful changes in our practice. **If you're interested in participating please fill out our [Class Interest Form](#) and we will be in touch about next steps!**

Audience: (Who is the audience for this course? I.e.: "All educators" OR "K-6 math teachers")
K-12 educators

Course Goals: (Overarching course goals.)

- Build relationships to sustain ourselves and grow inclusive, equitable, justice-oriented education communities in Vermont
- Help folks develop familiarity with the new Education Quality Standards Teaching Practices
- Support educators to embed the teaching practices in the revised VT Education Quality Standards into their classrooms
- Create a space for anyone with a role in schools to engage in a cycle of reflection and change in practice that feel exciting and doable
- Create a space that supports joy, growth over perfection, and encourages folks to move forward in their change work

Course Objectives:

Participants will:

- Understand how their own identity and how it impacts the classroom
- Be able to indicate their strengths and growth areas within the new EQS Teaching Practices
- Identify ways they can apply the new EQS Teaching Practices to improve their teaching practice and create more inclusive classroom
- Set small goals to shift practice and reflect on those shifts

Our course objectives are rooted in this [EQS Teaching Practices Self Assessment Tool](#) with the goal of participants increasing their proficiency in these standards. Each cohort will dig deeper into specific indicators on the rubric based on the needs and strengths of participants.

Course Schedule:

	Timing & meeting type	Topic for this session
Session 1 Learning about self	December 10th-16th (typical study group virtual or in person depending on group)	- Relationship building Begin exploring the teaching practices related to centering students' cultural identities and the journey for societal equity from this rubric with structured reflection and activities focused on knowing self - Set a small goal related to practice
Session 2 Learning about students	January 7th - 13th (Everyone gathering in person with virtual option)	- This will be a student led session focused on knowing our students as a foundational step to creating the learning environments that they need - Reflect on and set a small goal related to practice
Session 3 Strong learning environments & supportive learning communities	January 28th - February 3rd (typical study group virtual or in person depending on group)	- During this session groups will explore the topics of strong learning environments & supportive learning communities through facilitated activities aligned with their needs and interests - Reflect on and set a small goal related to practice
Session 4 Strong learning environments & supportive learning communities	February 11th- February 17th (typical study group virtual or in person depending on group)	- During this session groups will explore the topics of strong learning environments & supportive learning communities through facilitated activities aligned with their needs and interests - Reflect on and set a small goal related to practice
Session 5 Reflecting on	March 10th - March 16th	Reflect on what was learned and what the group wants to share out at the in person gathering

our own learning and practice	(typical study group virtual or in person depending on group)	
Gathering Celebration of learning	April 12th- 13th TBD (In person or virtual at our annual conference)	● Share outs from each study groups about learnings ● Feedback on this study group process ● Reflecting on what's next in this learning journey together

Required Readings/Texts: (required text is included in the cost of the course and will be shipped directly to participants)

Identity Affirming Classrooms: Spaces that Center Humanity
Book by Erica Buchanan-Rivera

Other Suggested Readings/Texts:

Facilitators and students will be drawing from this [bank of resources](#) both for required course assignments and suggested continued exploration. Resources chosen will be chosen based on student interest and needs and the choices of facilitators teaching different sections. We will continue to build this bank of resources throughout the course planning and execution.

Assignments:

- Each class will have a reading, podcast, or video that participants will review in preparation
- Setting, implementing, and reflecting on small goals in practice during and between each class
- Two partner check-ins to go deeper into learning
- Final project for those taking the class for credit to reflect on and demonstrate their learning

Projects:

Praxis Project The setting and reflection on small goals will culminate in a Praxis Project where participants will gather an artifact to demonstrate their learning, write a reflection on the learning, and prepare a presentation of their learning for our celebration of learning.

Evaluation & Grading:

Individual assignments and projects throughout the course will be given peer feedback and/or instructor feedback in the form of conversation and narrative rather than grades. At the end of the course students will self-assess using evidence of their participation and projects and collaboratively determine their grade with the instructor.

Course components - students will self-assess on a rubric of these components at the mid-point and end of the course.

Weekly discussions and assignments 30% I demonstrate my learning from our course texts through active participation in weekly reading reflections, assignments/activities, and discussions with my peers.
Class community and collaborative learning 30% I am a contributing member of the class community. I give and receive feedback with consideration and kindness. I learn from the experiences of others and help others learn from me.
Projects 25% I demonstrate my learning through these two projects. More details in project-specific checklists/rubrics.
Self-evaluation I reflect on myself as a learner and develop my self-awareness skills. I demonstrate this through my goal-setting and reflection on my goals, and through participation in self-reflection activities throughout the course. 15%

Grading Policy:

Grades are indicated by letters with a designated “quality point” value assigned to each as follows:

A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3

A grade of B- or better must be achieved to count this course toward a graduate degree at VTSU. For questions on transfer pathways, please contact your contact within VTSU’s Department of Education. Additional grading information can be found in the VTSU Graduate Catalog under Academic Policies, Credits & Grading:

<https://catalog.vermontstate.edu/content.php?catoid=8&navoid=119>

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Academic Honesty Policy

Vermont State University upholds high standards of academic integrity from all community members. Academic integrity encompasses honesty, trust, fairness, respect, responsibility, and the courage to act on these fundamental values (International Center for Academic Integrity [ICAI], 2021; The Fundamental Values of Academic Integrity, 3rd ed.). A student who fails to uphold these values may experience academic consequences including a grade of F, indicating no credit, for assignments or courses, or dismissal from the University. Examples of failure to uphold academic integrity may include using unauthorized aids to complete or enhance academic work, copying another person's work on exams, quizzes, or assignments, or engaging in other forms of plagiarism. To plagiarize is to use someone else's words or ideas without full and proper citation and to present them as one's own. The sharing of VTSU password and login credentials to misrepresent oneself in online learning is a violation of academic integrity. Violations need not be intentional in nature. All members of the VTSU community are expected to investigate and understand their responsibility to act with integrity, and to seek assistance when uncertain. For more information, please see the VTSU Graduate Catalog Academic Integrity Policy:

<https://catalog.vermontstate.edu/content.php?catoid=8&navoid=119#academic-integrity>

Use and Ownership of Copyrighted Materials

For information and guidance, faculty and students are referred to the Vermont State Colleges Manual of Policy and Procedures annual disclosure regarding illegal file sharing and the Higher Education Opportunity Act, accessible online at the following address:

<https://www.vsc.edu/wp-content/uploads/2016/11/VSC-Annual-Notice.pdf>

Accommodations

It is the policy of Vermont State University to comply with the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act, and any other applicable federal and state laws that prohibit discrimination on the basis of disability. The university is committed to providing reasonable accommodations to qualified students with disabilities so that no such student shall, by reason of disability, be excluded from participating in or be denied the benefits of services programs or activities at the university. More information is available at

<https://vermontstate.edu/academics/student-success/disability-services/>.

Course Drop Policy:

Vermont State University offers courses to educators with the expectation that participants will complete the course. However, the University realizes circumstances arise in one's personal life that may cause disruptions. The policy for dropping a course is that a participant will notify the instructor in writing of the intent to withdraw from the course. The withdrawal notice should be made within the first week of the course and should include the reason for withdrawing. After week one, changes in class status will be considered for health, bereavement, and personal or emergency situations only. Those who withdraw without adhering to this policy may receive a failing grade on their transcript and/or be liable for associated course costs. Please direct any drop requests and questions for this course to the VtSU Center for Schools, cfs@castleton.edu

Transcript Request:

www.castleton.edu/transcripts

Please direct transcript request questions to registrar@vermontstate.edu.