

Designing Curriculum that Includes Multiple Perspectives, Marginalized Voices, and Core Competencies

60 Inservice Points Component No. 2-007-023

General Objective

During this course, faculty will learn how to incorporate diverse and inclusive learning experiences as well as specific core competencies into existing and new UbDs.

Specific Objectives

Participants will:

1. Design instruction that promotes understanding and student engagement.
2. Use a backward design process (UbD) that focuses on relevant instructional activities designed to achieve an end goal.
3. Reflect on their own classroom practice.
4. Revise curriculum to include diverse perspectives and traditionally marginalized voices.
5. Revise curriculum to include the following core competencies: critical thought and reflection; personal responsibility and integrity; scientific or quantitative fluency; creativity and innovation; ethics and social awareness; and communication and collaboration.

Activities

Participants will:

1. Increase knowledge of UbD writing through in-house professional development activities.
2. Participate in summer and/or pre-service workshops on designing inclusive learning experiences.
3. Increase knowledge of NSU University School core competencies through in-house professional development activities.
4. Read Guide for Inclusive Teaching at Columbia University.
5. Expand knowledge of diverse and inclusive learning experiences by reading articles, watching videos, or listening to podcasts provided.
6. Apply newly acquired strategies to new and existing unit plans.

Evaluation

Participants will:

1. Create or revise 2 UbDs that incorporate multiple perspectives and traditionally marginalized voices.
2. Create or revise 2 UbDs that incorporate the core competencies listed above.
3. Complete FCIS course evaluation form.

Submitted by:
NSU University School
August 2021