



Woodring College of Education

Preparing thoughtful, knowledgeable, and effective educators for a diverse society.

ELED 305 (5 credits)

Development and Learning in a Diverse Classroom

WINTER 2026

Dr. Matthew Miller

Woodring College of Education fosters community relationships and a culture of learning that advance knowledge, honor diversities, and promote social justice.

This syllabus is subject to change. Changes, if any, will be announced in class. **See [Course Calendar](#) for Daily Class Activities, Required Readings, and Assignments

Critical Information:

Office Hours: By appointment, please email Dr. Miller and include 3-4 available times for a Zoom or in-person office hour

Course prerequisites: Admission to the Woodring Elementary Education program

Course Description: This course is designed as an introduction to the work of teaching through the study of learning, culturally responsive teaching, social-emotional learning, and classroom environments. Rather than focusing only on ideas, the course emphasizes how these concepts are taken up in practice.

Throughout the course, teacher candidates engage in cycles of design, practice, reflection, and revision. Candidates articulate their emerging beliefs about teaching, design and facilitate learning experiences, and analyze their instructional decisions in light of course ideas.

The course is intended to support the development of professional judgment—how teachers make decisions about engaging learners, representing ideas, and structuring participation in ways that are responsive, inclusive, and purposeful.

Across the course, you will name, test, and revise your beliefs about teaching and learning through cycles of practice, reflection, and analysis. You will begin by articulating your current thinking, then engage in opportunities to design, teach, and analyze learning experiences that make visible how those beliefs shape your instructional decisions.

Required Texts

In lieu of a textbook, you will be reading articles, engaging with podcasts, and viewing videos to support the learning in ELED 305. The reason for this shift is an opportunity to engage in a variety of perspectives and a range of ideas throughout the quarter. Links to these resources will be in the “Course Calendar” below and linked in the “Required Readings” module in Canvas.

In selecting a broad array of resources, my goal is to provide you with engaging and interesting supports for your learning. **Your goal is to stay up to date on these supports and ready to discuss them in every class.**

ESSENTIAL QUESTIONS:

1. How do ideas such as culturally responsive teaching, Universal Design for Learning, and social-emotional learning shape the decisions teachers make about engaging learners, representing ideas, and structuring participation?
2. How can teachers design learning environments that are responsive to students' experiences, identities, and needs while supporting engagement, belonging, and learning?
3. How do teachers interpret and apply ideas about learning, behavior, and classroom community in ways that support inclusive and equitable classrooms?

LEARNING OBJECTIVES:

1. **Personal Understanding:** Teacher candidates will examine their own educational experiences and identities and consider how these shape their beliefs and instructional decisions.
2. **Theoretical Understanding:** Teacher candidates interpret and apply theories of learning and culturally responsive teaching to make sense of instructional practice, including relationships, curriculum, and classroom environments.
3. **Instructional Practice:** Teacher candidates will design and facilitate learning experiences and analyze their instructional decisions in relation to course ideas.
4. **Professional Collaboration and Community:** Teacher candidates engage with peers as a community of learners, contributing to shared understanding and collaborating in the design of learning experiences.
5. **Equity and Responsiveness:** Teacher candidates examine how instructional decisions can support or limit access, engagement, and belonging, and consider how to design more inclusive learning environments.
6. **Professional Standards and Practice:** Teacher candidates connect their work to professional standards and reflect on how these frameworks inform instructional decisions and ongoing professional growth.

Class Culture and Learning

For this to be a successful venture, we need to work together *as colleagues* so we can benefit from the insights and expertise that each person brings. With that in mind, we need to:

- **Be responsible:** We have a short time together, and to get the most out of it we all need to be present and prepared. By doing so, we can engage together more meaningfully, and take responsibility for our collective learning and growth.
- **Respect one another:** Successful collaboration involves relying on one another-- particularly when we need help. Be the kind of teacher you hope to be in your interactions with your colleagues! Treat your colleagues, and yourself, with kindness and encouragement.
- **Struggle productively:** I trust you to do challenging work. It will take time to grapple with complex ideas, and you are not expected to grasp everything immediately. (Learning is not a race!) It's important to become comfortable with disequilibrium as a vital part of the learning process. Know that if you find yourself spending a lot of time without making any progress, your colleagues are there to help!

Course Expectations and Citizenship

1. **Attendance:** Review and submit a signed copy of the attendance contract on the last page of this syllabus at the beginning of our 2nd class session. Attendance at **all** course sessions is required unless you must miss class for an emergency/ illness, or have an accommodation that we have discussed. Because this is a practicum course where you will be working with a student who needs your support, *missing more than two sessions for any reason* will result in a 1-grade reduction in your final grade, unless there is a specific accommodation in place. Missing 4 sessions will result in a non-passing grade for the course.

Important: If you miss class, you are responsible for a) emailing your professor before class with your plan to catch-up, b) reviewing any slides for the missed class session, and c) communicating with a peer about what was missed. I will not remind you to do these three requirements, as this is your responsibility.

2. **Preparation and Participation:** Preparation is a requirement in this course. Please bring your laptop/tablet, course texts, and readings log with required entries completed to every class so you can engage in productive discussions.
3. **Cell phones and coursework from other classes:** Unless absolutely necessary or during scheduled breaks, refrain from cell phone use during class time, unless there is an emergency. Please refrain from other tasks and coursework during ELED 305.
4. **Use of AI Tools in Assignments:** AI tools (such as ChatGPT and other generative technologies) can be valuable resources for brainstorming, organizing ideas, and clarifying concepts. However, they should supplement—rather than replace—your own critical thinking and learning. When you use AI tools, focus on:
 - **Curiosity:** Use AI to ask deeper questions and spark new ways of thinking.
 - **Discernment:** Compare AI responses with class materials, discussions, and your own insights.
 - **Synthesis:** Build on what AI provides to create work that reflects your own reasoning and voice. Do not use AI to generate entries for your Readings Log.
 - **** Do not use AI to generate entries for your Readings Log.** The log is intended to house your own syntheses, questions, ideas, and voice without the support of generative AI.

Ultimately, you are responsible for the originality, accuracy, and quality of all work you submit.

5. **Make-Up and/or Late Work:** Your work should be submitted on time. However, if you miss a class or need additional time due to an illness, it is your responsibility to contact/approach your professor.
6. **Homework:** ELED 305 is a five-credit course. You may spend 6-8 hours outside-of-class hours per week on the readings and assignments.
7. **Assignments:** Assignment descriptions will be explained in-class and available on Canvas. Your instructor will build-in *some* time to prepare your assignments during class, to lighten your load. However, expect work outside of this 5-credit course to support your learning and growth as you enter the teaching profession.

8. **Questions and Concerns:** Please reach out with questions and concerns about assignments, expectations, or class activities. Please contact me within a reasonable timeframe with questions/concerns about assignments before they are due so I can support you. I can make appointments outside of class and can easily be reached through e-mail.

WWU POLICIES: Please follow the following link for information on Academic Honesty (Integrity, Honesty and Plagiarism), Accommodations through the Disability Access Center, Religious Accommodations, Responsible Computing, Equal Opportunity and Civil Rights, Finals, Medical Excuse Policy, and the Student Conduct Code: Syllabi@WWU – [Syllabus policies in one place](#)

* If you have accommodations from the Disability Access Center, please meet with me asap to discuss the accommodations in relation to course activities and outcomes.

Summary of ELED 305 Course Assignments

- a) **Readings log and discussions.** Preparation of readings/video/podcast responses for discussion with your peers is an essential part of your learning. You will create responses to assigned readings/videos/podcasts in a “readings log” prior to each class session and frequently meet with a small group to discuss. You will submit your readings log 3 times throughout the quarter (150 points)
- b) **Personal Map (pass/no pass).** Consider how your experiences, values, and strengths may shape how you approach teaching.
- c) **“This I believe...” essay.** Articulate your current beliefs about teaching and learning grounded in your experiences. (100 points)
- d) **Microteaching.** Design and teach a short lesson, then analyze your instructional decisions in relation to course ideas. (100 points)
- e) **“Digging Deeper”.** Collaboratively design and facilitate a learning experience for your peers that supports engagement and shared meaning-making. (100 points)
- f) **“This I now believe”.** Revisit and revise your earlier beliefs in light of your experiences designing, teaching, and analyzing learning. (100 points)
- g) **Attendance, Engagement, and Preparation.** Unless ill, please attend all course sessions and arrive to class on-time with your readings and preparation completed. Please try to “lean-in” to opportunities to learn and work with your colleagues, as these attributes are hallmarks of professionalism and the teaching career. ½ grade reduction for 3+ course sessions missed.

Late Assignments: Due dates are set to allow you sufficient time to complete assignments and for me to provide feedback to you. In the event you anticipate not being able to meet a deadline, you should contact me in advance. Any extensions may be granted at instructor discretion.

Assignment Scoring:

Readings Log and Discussions	200	(four submissions throughout quarter)
Personal Map	50	(complete/incomplete)
“This I believe...” statement	100	
Microteaching lesson plan	100	
Microteaching Analysis	100	
In-class paired/partner quiz: CRT	50	
“Digging Deeper” Presentations	100	
“This I now believe” statement	100	
Attendance and Participation		Grade reduction for more than 2 sessions missed
TOTAL	800 points	

Grading Scale:100-94%= A 93.9-90% = A- 89.9%-87% = B+ 86.9%-84% = B 83.9%-80% = B-
79.9%-77% = C+ 76.9%-74% = C 73.9%-70% = C- 69.9%-66% = D 65.9% & below = F
Students must earn a grade of C (2.0) or better in all courses required for the endorsement.

The Elementary Education program aligns its courses to the following standards (INTASC, CCDEI, Elementary Endorsement, SEL):

As part of the professional preparation program for teachers, this course addresses the teaching standards:

INTASC Standards	
Standard #1: Learner Development	The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
Standard #2: Learning Differences	The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
Standard #3: Learning Environments	The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
Standard #5: Application of Content	The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
Standard #6: Assessment	The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
Standard #8: Instructional Strategies	The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
Standard #9: Professional Learning and Ethical Practice	The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Cultural Competency, Diversity, Equity and Inclusion (CCDEI) Standards		
<p>1) Understanding Self and Others</p> <p>When educators understand themselves deeply as diverse cultural beings, they can better serve others across a range of human differences</p>	<p>Components:</p> <p>A. Educators explore their multiple identities and lived experiences to build an understanding of how race and ethnicity, gender identity, sexual orientation, disability status, age, educational status, religion, geography, primary language, culture, and other forms of human diversity shape identity, perspectives, and worldviews.</p> <p>Understanding self is an ongoing process of reflection and learning so that educators can adapt to meet the needs of others.</p> <p>C. Educators employ the principles of cultural competence, diversity, equity, and inclusion to build connections with students, families, and other educators. Educators respond to others in ways that are asset-focused and flexible, changing their approach as the need arises. These are the roots of cultural competence and humility.</p>	<p>Observable Indicators:</p> <p>Responsiveness</p> <p>Use understanding of self and others to determine how to engage, motivate, and uplift the strengths of students, families, and other educators</p> <p>Understanding Self</p> <p>Educators can describe the various facets of their identities, the extent to which those identities match or do not match those they serve, and how their identities impact the work of serving students' families and other educators.</p>

Elementary Education Endorsement Competencies

<p>2-Understanding of learners and their communities</p>	<p>-Candidates possess a deep understanding of the development and learning of children and young adolescents and how teachers can connect learning to students' communities.</p> <p>-Understand major concepts, theories, and research related to typical and atypical development of the whole child to include cognitive, social, emotional, linguistic, creative, and physical</p> <p>-Understand how home environment and community factors: Cultural backgrounds, ethnicity, language development, socioeconomic status (SES), values about education, gender, and disabilities influence the learning of students</p>
---	--

WA Social/Emotional Learning Standards (we will learn how to approach these student standards in ELED 305)

<p>Standard 1—Self-Awareness: Individual can identify their emotions, personal assets, areas for growth, and potential external resources and supports.</p>	<p>Benchmark 1A: Demonstrates awareness and understanding of one's own emotions and emotions' influence on behavior.</p> <p>Benchmark 1B: Demonstrates awareness of personal and collective identity encompassing strengths, areas for growth, aspirations, and cultural and linguistic assets.</p> <p>Benchmark 1C: Demonstrates self-awareness and understanding of external influences, e.g., culture, family, school, and community resources and supports</p>
<p>Standard 2—Self-Management: Individual can regulate emotions, thoughts, and behaviors.</p>	<p>Benchmark 2A: Demonstrates the skills to manage one's emotions, thoughts, impulses, and stress in constructive ways.</p> <p>Benchmark 2B: Demonstrates responsible decision-making and problem-solving skills.</p>
<p>Standard 3—Self-Efficacy: Individual can motivate themselves, persevere, and see themselves as capable.</p>	<p>Benchmark 3A: Demonstrates the skills to set, monitor, adapt, persevere, achieve, and evaluate goals.</p> <p>Benchmark 3B: Demonstrates problem-solving skills to engage responsibly in a variety of situations.</p> <p>Benchmark 3C: Demonstrate awareness and ability to speak on behalf of personal rights and advocacy</p>

ELED 305 Attendance Contract

(The requirements noted in this contract may be adjusted for those with specific accommodations through the [WWU Disability Access Center](#))

Introduction: Attendance, punctuality, and reliable communication are core expectations of the teaching profession, as educators are responsible for the consistent care, supervision, and learning of students. This course holds teacher candidates to standards that mirror professional practice, evaluating attendance as evidence of professional disposition and readiness for clinical responsibility. Failure to meet these expectations reflects a concern in professional readiness rather than an academic deficit.

Attendance as Professional Disposition and Alignment to Licensure Expectations: Attendance is a professional disposition aligned with OSPI/ Washington State expectations for educator preparation and licensure. Teacher candidates are expected to demonstrate reliability, responsibility, and professional judgment consistent with the role of a certificated educator.

Professional Standard:

- Candidates are expected to attend all scheduled class sessions, seminars, and clinical meetings, arrive on time, and remain for the full session.
- Attendance includes active professional engagement, preparation, and responsiveness to instruction and feedback.
- Readings logs and lesson plans must be completed and submitted prior to the class session in which they are due. Candidates will not be allowed to teach without a completed lesson plan.
- Lateness, early departure, or disengagement may be documented as concerns related to professional disposition.

Allowable Absence:

- Although it is **strongly recommended to aim for 100% attendance**, absences due to illness may happen.
 - If you are absent, professional communication is required; documentation is not.
 - In-class learning experiences are not fully replicable and may not be made up.

Responsibility for Learning:

- When absent for any reason, candidates are responsible for:
 - Professional and timely communication (prior to the absence whenever possible)
 - Securing missed materials and expectations from peers and Canvas
 - Consulting with your Professor about whether an office hour is necessary
 - Completing required follow-up work

Disposition Review Threshold: Chronic lateness and/or absences may:

- Result in course grade reductions (more than two absences),
- Result in documentation of professional disposition concerns, and/or
- Jeopardize course completion and program progression

After review, sign and return this contract on the other side of this page at the beginning of the 2nd session of class. A copy will be returned to you.

Acknowledgment and Agreement

I have read and understand the expectations outlined above. I acknowledge that attendance, punctuality, preparation, and professional communication are evaluated as professional dispositions and are considered in determining readiness for clinical responsibility and recommendation for licensure.

Candidate Name: _____

Signature: _____

Date: _____