EDUC 537-001 examines multicultural education through a focus on the historical, sociological, and philosophical foundations of education. Special emphasis is placed on the role of ethnicity in the development of the United States and its education system.

Includes an overview of multicultural/multilingual curricula with a special focus on culturally/linguistically-responsive instruction and assessment techniques. Field experience is required.
A. Course Delivery:

Course delivery is accomplished in a combination of ways in order to meet the needs of all learners and learning styles. Methods of instruction include:

- *Presentations* (i.e., lectures/lecturettes assisted by PowerPoint and other visuals);
- *Discussions* (i.e., active involvement of students in learning by asking questions that provoke critical thinking and verbal interaction);
- *Cooperative learning* (i.e., small group structure emphasizing learning from and with others);
- *Collaborative learning* (i.e., heterogeneous groups in an interdisciplinary context);
- *Guest lecturers*;
- *Student presentations*;
- *Video presentations*;
- *Blackboard-5* web based course management and portal system.

The seminar format of EDUC 537-001 requires the active participation of all students. As an experiential course, it is structured around discussion and small group activities. Therefore, it is critical that all students keep up with the readings and actively participate in class. Students should be prepared to discuss the course readings in relation to teaching culturally and linguistically diverse students in grades PK–12, as well as to ask questions for clarification, exploration or discussion.

B. Students with Special Needs:

Students with disabilities that affect their ability to participate fully in the course or who require special accommodations are encouraged to advise the instructor in order to ensure their successful participation in this course.

C. Course Outcomes:

At the conclusion of *Foundations of Multicultural Education* (EDUC 537-001), students will be able to demonstrate knowledge to:

1. Evaluate and interpret the historical, philosophical, economic, legal and sociocultural foundations of multicultural education.
2. Analyze the theories of educational pioneers and apply them to contemporary multicultural settings.

3. Synthesize and reflect upon the various philosophies of education and emerge with a set of basic beliefs about teaching, with special focus on culturally, linguistically, and ethnically diverse student populations.

4. Identify variables critical to the integration of diverse student populations into the educational mainstream.

5. Evaluate and interpret the ways in which schooling influences and is influenced by equity issues.

6. Understand the relationship of multicultural education to bilingual education and to teaching English to speakers of other languages (ESOL).

7. Understand and use the major concepts, principles, theories, and research related to the nature and role of culture in language development and in academic achievement that support individual students' learning. [TESOL Standard 2.a. Nature and Role of Culture].

8. Understand how cultural groups and students' cultural identities affect language learning and school achievement. [TESOL Standard 2.b. Cultural Groups and Identity].

9. Understand and apply concepts, theories, research, and practice that facilitate the acquisition of a primary and new language in and out of classroom settings. [TESOL Standard 1.b. Language Acquisition].

10. Choose, adapt, and use a wide range of standards-based materials, resources, and technologies, and the ability to them in effective second language teaching. [TESOL Standard 3.c. Using resources effectively in ESL/FL and content instruction].

11. Serve as a professional resource, an advocate for ESL/FL students, and build partnerships with students' families. [TESOL Standard 5b. Partnerships and Advocacy].

---

**D. Relationship to Program Goals and Professional Organizations:**

*EDUC 537-001: Foundations for Multicultural Education* is a 3 credit course designed to meet the needs of graduate students who are seeking a Master's degree in Curriculum and Instruction, with tracks in bilingual/multicultural education, foreign language education, and teaching English as a Second Language. It is one of the first courses of the master’s degree and licensure programs and is required of all program participants.

*EDUC 537-001* is related to GMU–GSE program goals as follows:
1. **Diversity.** Learn the basic concepts and develop the necessary skills to work successfully with learners of differing backgrounds and value systems.

2. **Classroom teaching.** Students should be able to understand that there are multiple paths to learning and demonstrate skills and competency in teaching students from different backgrounds and varying learning styles.

3. **Democratic principles.** Students should be able to adopt teaching practices which reflect democratic principles and which facilitate the creation and sustenance of democratic learning environments.

4. **Knowledge base for teaching in diverse and inclusive classrooms.** Students will learn the fundamental concepts pertaining to teaching in culturally, linguistically, and socio-economically diverse classrooms.

5. **Utilization of research.** Students will critically evaluate theories of multicultural education and engage in systematic investigations of the knowledge base to shape their own or others' teaching practices.

6. **Curriculum.** Students will develop the skills needed to design, implement, and evaluate programs that will enable them to work comfortably with students from different backgrounds.

EDUC 537-001 follows the guidelines and recommendations made by:

- The National Association for Bilingual Education (NABE)
- The National Association for Multicultural Education (NAME)
- Teachers of English to Speakers of Other Languages (TESOL)

NABE, NAME, and TESOL are among the largest professional organizations that specialize in research on working with culturally and linguistically diverse populations. They embrace and celebrate cultural and ethnic diversity as a national strength that enriches society, and reject the view that diversity threatens the fabric of society. Their missions encourage the fostering of an effective learning environment accomplished by effective communication in diverse settings, and by respecting the student's needs and rights.

---

**Academic Standards:**

The following standards aim to provide consistency in teacher education programs across the United States. EDUC 537-001 follows the TESOL/NCATE Standards for the Accreditation of Initial Programs in P-12 ESL Teacher Education as well as the INTASC Interstate New Teacher Assessment and Support Consortium Standards.

http://www.tesol.org/assoc/p12standards/index.html or

http://www.ncate.org/standard/programstds.htm

http://www.ccsso.org/intasc.html
TESOL's mission is to ensure excellence in English language teaching to speakers of other languages.

TESOL values:

- Professionalism in language education;
- Individual language rights;
- Accessible, high-quality education;
- Collaboration in a global community;
- Interaction of research and reflective practice for educational improvement;
- Respect for diversity and multiculturalism.

These standards cover the following five domains:

<table>
<thead>
<tr>
<th>Domains</th>
<th>Standards</th>
<th>Standards specifically met by EDUC 537-001</th>
</tr>
</thead>
<tbody>
<tr>
<td>One Language</td>
<td>1a. Describing Language</td>
<td>n.a.</td>
</tr>
<tr>
<td></td>
<td>1b. Language Acquisition and Development</td>
<td>1, 2, 3, 4, 5, 7, 8, and 11.</td>
</tr>
<tr>
<td>Two Culture</td>
<td>2a. Nature and Role of Culture</td>
<td>1, 2, 3, and 4</td>
</tr>
<tr>
<td></td>
<td>2b. Cultural Groups and Identity</td>
<td>1, 2, 3, 4, and 5</td>
</tr>
<tr>
<td>Three Planning, Implementing, and Managing Instruction</td>
<td>3a. Planning for Standards-based ESL and Content Instruction</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>3b. Managing and implementing standards-based ESL and content instruction.</td>
<td>[2]</td>
</tr>
<tr>
<td></td>
<td>3c. Using resources effectively in ESL instruction.</td>
<td>1, [3], and 4</td>
</tr>
<tr>
<td>Four Assessment</td>
<td>4a. Issues of Assessment for ESL</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>4b Language Proficiency Assessment</td>
<td>n.a.</td>
</tr>
<tr>
<td></td>
<td>4c. Classroom-based Assessment for ESL</td>
<td>n.a.</td>
</tr>
<tr>
<td>Five Professionalism</td>
<td>5a ESL Research and History</td>
<td>n.a.</td>
</tr>
<tr>
<td></td>
<td>5b Partnerships and Advocacy</td>
<td>1, 2, and 3.</td>
</tr>
<tr>
<td></td>
<td>5c. Professional Development and Collaboration</td>
<td>1 and 4.</td>
</tr>
</tbody>
</table>
E. **Nature of Course Delivery**

EDUC 537-001 is delivered through a variety of face-to-face, on-line, and individualized instructional strategies. During class meetings there are large group, small group, and individual activities. Students also conduct independent research and field experience (i.e., observe the application of culturally appropriate teaching strategies and methods embodied in the classroom procedures of cooperating teachers), as well as communicate with each other and the instructor via email listserv.

F. **Required Texts:**


**Required Articles:**


*Religion In The Public Schools: A Joint Statement of Current Law* (April 1995). The following document --not produced by the U.S. Department of Education--reflects a significant new effort by religious groups to find common ground. A list of the over thirty religious organizations that co-authored or endorsed the document appear as an appendix.

**Recommended Books:**


**Recommended Web Sites: Culturally-Responsive Teaching**

[http://www.lab.brown.edu/tdl/tl-strategies/](http://www.lab.brown.edu/tdl/tl-strategies/)


Are excellent electronic resources produced by the Northeast and Islands Educational Laboratory at Brown University. FYI this is one of ten regional laboratories funded by the US Department of Education's Institute of Education Sciences (formerly the Office of Educational Research and Improvement or OERI).

**General References:**


**G. Course Requirements:**

EDUC 537-001 will meet face-to-face and will confer on-line (via electronic discussion list) at: [http://blackboard.gmu.edu/](http://blackboard.gmu.edu/), and will conduct its field experience in schools located in the Northern Virginia area.

Students are expected to attend all class sessions, participate actively during large and small group discussions and activities, and log on weekly to [http://blackboard.gmu.edu/](http://blackboard.gmu.edu/) for mid-week discussion topics, questions and assignments.

Students should complete all assignments on time. They should be aware that points will be taken off assignments that are submitted past deadline, unless special arrangements have been made with the instructor in advance.

An extension to class discussion, *Blackboard 5* serves as an electronic symposium or study group. Entries should be topical and include information from the readings and texts for discussion points.

"Netiquette" reminder for all:
Whether you are composing an e-mail message or posting a message in Blackboard 5, it is wise to assume that everyone in the world will read your words. Practice your professionalism, your sensitivity, and your growing knowledge in multicultural education as you share your insights and thoughts.
EDUC 537 course requirements will be met as follows:

<table>
<thead>
<tr>
<th>Project</th>
<th>Goal</th>
<th>Percentage of Grade</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-class and On-line Participation and Readings</td>
<td>Students are expected to participate actively in every session, as well as electronically, by critically analyzing, asking questions, or making observations about the readings, thereby indicating they have thoroughly prepared for the class. <em>TESOL Standards: 1b.; 3a, 4a, and 5 c.</em></td>
<td>20 percent</td>
<td>Every class meeting</td>
</tr>
<tr>
<td>Reflective Personal Development Paper</td>
<td>Personal beliefs and principles about teaching in America’s increasingly diverse and heterogeneous classrooms and schools. <em>TESOL Standards: 2a and 2b.</em></td>
<td>25 percent</td>
<td>Monday March 8</td>
</tr>
<tr>
<td>Field Experience culturally Appropriate/Responsive Teaching Practices [School-Based Tied to learning-objectives, not hours]</td>
<td>In addition to the GMU class work, students are expected to spend 10 hours observing culturally appropriate teaching practices, assisting, and interacting with cooperating teachers of culturally and linguistically diverse students of all backgrounds preferably in a Northern Virginia secondary school. <em>TESOL Standards: 2a and 2b.</em></td>
<td>15 percent</td>
<td>No later than April 26</td>
</tr>
</tbody>
</table>
| Group Activity: Comparing cross-cultural experiences | Groups of four students will collaboratively conduct a comparative, cross-cultural case study on the theme: *Lessons from 21st Century Students on Creating a Chance to Dream.*  
- Each student is required to conduct an interview of a student from a different racial, linguistic, and socioeconomic and cultural background other than their (i.e., each group will analyze/compare four different case studies). The four case studies should reflect a variety of ethnic, linguistic, racial, and religious backgrounds, to provide the group with the diversity it is looking for.  
- Each group will analyze, critically compare, and discuss the cross-cultural experiences its four members highlighting the lessons learned.  
- Each group will share their findings in a formal presentation. *TESOL Standards: 2a and 2b.* | 40 percent | April 26 and May 3 |
### Course Rubrics

#### Classroom and On-Line Participation Rubric (20% of Grade)

<table>
<thead>
<tr>
<th>POINTS</th>
<th>DOES NOT MEET STANDARD (F)</th>
<th>ATTEMPTS STANDARD (C)</th>
<th>PARTIALLY MEETS STANDARD (B)</th>
<th>MEETS/EXCEEDS STANDARD (A)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Student engages intensely in classroom activities or electronic discussions even when answers or solutions are not immediately apparent.</td>
<td>Rarely, if ever, shows determination in the pursuit of solutions or uses strategies to keep self on track.</td>
<td>Sporadically shows determination in the pursuit of solutions and uses strategies to keep self on track.</td>
<td>Consistently shows determination in the pursuit of solutions and uses strategies to keep self on track.</td>
<td>Consistently demonstrates strong determination in the pursuit of solutions, monitors his or her level of involvement, and develops and uses a number of strategies to keep self on task.</td>
</tr>
<tr>
<td>2. Degree to which student integrates course readings into classroom participation</td>
<td>Unable to cite from readings; cannot use readings to support points; cannot relate readings with topic at hand.</td>
<td>Rarely able to cite from readings; rarely uses readings to support points; rarely relate readings with topic at hand.</td>
<td>Occasionally cites from readings; sometimes uses readings to support points; occasionally relate readings with topic at hand.</td>
<td>Often cites from readings; uses readings to support points; often relate readings with topic at hand.</td>
</tr>
<tr>
<td>3. Interaction/participation in classroom and on-line discussions</td>
<td>Never a willing participant, never able to respond to questions; never volunteers point of view.</td>
<td>Rarely a willing participant, rarely able to respond to questions; rarely volunteers point of view.</td>
<td>Often a willing participant, responds occasionally to questions; occasionally volunteers point of view.</td>
<td>Always a willing participant, responds frequently to questions; routinely volunteers point of view.</td>
</tr>
<tr>
<td>4. Interaction/participation in classroom and on-line learning activities</td>
<td>Never a willing participant, often acts inappropriately during role-plays, etc., never able to respond to direct questions; never volunteers point of view.</td>
<td>Rarely a willing participant, occasionally acts inappropriately during role-plays; etc., rarely able to respond to direct questions; rarely volunteers point of view.</td>
<td>Often a willing participant; acts appropriately during role-plays; etc., responds occasionally to questions; occasionally volunteers point of view.</td>
<td>Always a willing participant; acts appropriately during all role-plays; etc., responds frequently to questions; routinely volunteers point of view.</td>
</tr>
<tr>
<td>5. Demonstration of professional attitude and demeanor</td>
<td>Rarely prepared; often arrives late; never solicits instructors' perspective outside class.</td>
<td>Often unprepared; occasionally arrives late; rarely solicits instructors' or colleagues perspective electronically or outside class.</td>
<td>Rarely unprepared; rarely arrives late; occasionally solicits instructors' or colleagues' perspective electronically or outside of class.</td>
<td>Always demonstrates commitment through thorough preparation; always arrives on time; often solicits instructors' perspective outside class.</td>
</tr>
</tbody>
</table>
EDUC 537-001
Course Schedule: Fall 2003

"No culture can live, if it attempts to be exclusive"
Mahatma Gandhi [Harijan, May 9, 1936]

<table>
<thead>
<tr>
<th>Day</th>
<th>Theme</th>
<th>Required Readings</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>One</td>
<td>Course Introduction</td>
<td>FYI: On September 15, Mrs. Kugler will visit the class and facilitate a discussion</td>
<td>Please introduce yourself to the class forum in 50 words or less. through GMU's Blackboard 5 electronic discussion.</td>
</tr>
<tr>
<td>Monday</td>
<td>Overview of multicultural education</td>
<td></td>
<td>Tell us your own story – your background, early experiences. Choose bullets or monologue style.</td>
</tr>
<tr>
<td>January</td>
<td>The shifting demographic landscape</td>
<td></td>
<td>I invite you to subscribe to the following two electronic multicultural list-servs:</td>
</tr>
<tr>
<td>26</td>
<td>Multicultural education demands more than</td>
<td></td>
<td>(a) Tolerance.org online newsletter, a periodic e-mail about tolerance issues, <a href="http://www.tolerance.org/newsletter/index.html">http://www.tolerance.org/newsletter/index.html</a></td>
</tr>
<tr>
<td></td>
<td>applying stereotypic notions about cultural</td>
<td></td>
<td>(b) NAME-MCE by sending a subscribe command to <a href="mailto:LISTSERV@LISTSERV.UMD.EDU">LISTSERV@LISTSERV.UMD.EDU</a>. [e.g., subscribe NAME-MCE Jane Doe]</td>
</tr>
<tr>
<td></td>
<td>characteristics. Need to acknowledge that:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Our expectations of situations; others’</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>expectations of us; our experiences; and our</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>patterns of thinking all act as filters</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>through which we view, interpret, and</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>respond</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two Monday February 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Historic and philosophical perspectives in multicultural education.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Key concepts: culture, diversity, equity, social justice, pluralism.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[e.g., Intellectual Diversity; Experiential Diversity; Emotional Diversity; Creative Diversity; Language and Cultural Diversity; Racial and Ethnic Diversity].</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Kugler, Eileen Gale (2002). Debunking the Middle-Class Myth: Why Diverse Schools are Good for All Kids.** Entire book

America's two "competing" educational ideologies:

a. Push to equalize education and afford all children from families the benefit of a free, compulsory, and high-quality education;

b. History of exclusion, domination, and inequality evident in such practices as "separate but equal" schooling, unequal economic resources for education, and ability grouping.

**DIVERSITY -- How can we:**

--define diversity in terms broad enough to ensure excellence in all of our endeavors?

--Move beyond diversity to make it a normative value?

--Acknowledge and address the emotional content of diversity in our lives?

--Live diversity in our lives?

--Create a nurturing, rich climate for diversity in your environment?

--Make diversity efforts sustainable?

--Embrace a holistic vision of excellence *through* diversity?

In *Blackboard-5*, please analyze and discuss Kugler's main premises:

a. While America becomes more diverse than ever before, public schools are more segregated.

b. Well-run diverse schools clearly benefit both minority and white middle-class students.

c. Diversity helps all students to stretch their minds and be open to possibilities beyond race and ethnicity.
<table>
<thead>
<tr>
<th>Three</th>
<th>Monday</th>
<th>February 9</th>
<th>Guest Speaker: Eileen G. Kugler. &lt;br&gt;Key concepts: Culture; Equity; Social Justice; Pluralism</th>
<th><strong>Kugler, E.G.</strong> (2002). Debunking the Middle-Class Myth: Why Diverse Schools are Good for All Kids.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Four</td>
<td>Monday</td>
<td>February 16</td>
<td>A video tape, <em>Preschool in Three Cultures: Japan, China, and the United States</em> examines cultural differences in child rearing &lt;br&gt;--Find the similarities and differences among these three cultures; &lt;br&gt;--Discuss the teacher's educational strategies and how they differ concerning to the culture; &lt;br&gt;--Compare classroom management styles in the American, Chinese, and Japanese school. Discuss such issues as freedom, conformity, cooperation, and discipline.</td>
<td>Participate in GMU's Blackboard 5 electronic discussion forum: &lt;br&gt;a. What does multicultural education mean to you? &lt;br&gt;b. What are the consequences of multicultural (bi-cultural) education? &lt;br&gt;c. Will this lead to split loyalties, or dual citizenships?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Monday, March 1&lt;sup&gt;st&lt;/sup&gt;: Spring Break</td>
<td></td>
</tr>
<tr>
<td>Six</td>
<td>Monday</td>
<td>March 8</td>
<td>Gender: Gender in society and culture. Gender discrimination</td>
<td>Banks &amp; Banks, (2004). Chapters 6, 7, &amp; 8. &lt;br&gt;Participate in GMU's Blackboard 5 electronic discussion forum. &lt;br&gt;Explore educational web Sources. &lt;br&gt;Critical incidents in teaching. &lt;br&gt;Reflective Personal Development Paper</td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Lecture/Activity</td>
<td>Reading/Assignment</td>
<td>Additional Notes</td>
</tr>
<tr>
<td>------</td>
<td>------------</td>
<td>-----------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------</td>
<td>-------------------------------------------------------</td>
</tr>
</tbody>
</table>
| Eight | March 22   | Guest Speaker: Fadel F. Soliman  
cf. debates on classroom prayer; school vouchers; sex education; creationism and evolution. | Islam in Brief Presentations [http://www.wamyusa.org](http://www.wamyusa.org)  
Participate in GMU's *Blackboard 5* electronic discussion forum. |
| Nine  | March 29   | Guest speaker: school divisions                                                   |                                                               |                                                       |
| Ten   | April 5    | **Exceptionality:** Exceptionality & society; Disabilities and giftedness; Exceptional microcultures. | Banks & Banks, (2004). Chapter 13  
cf. disproportionate placements into special education programs. | Participate in GMU's *Blackboard 5* electronic discussion forum. Explore educational web Sources. Critical incidents in teaching. |
| Eleven | April 12   | Guest Speaker: Juan Francisco Pacheco  
| Twelve| April 19   | Multicultural Classroom  
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity Description</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thirteen</td>
<td>Presentations: Group Activity: Comparing cross-Cultural experiences</td>
<td>Participate in GMU's Blackboard 5 electronic discussion forum.</td>
</tr>
<tr>
<td>Monday</td>
<td></td>
<td>Explore educational web Sources. Critical incidents in teaching.</td>
</tr>
<tr>
<td>April 26</td>
<td></td>
<td>Field Experience Report due.</td>
</tr>
<tr>
<td>Fourteen</td>
<td>Presentations: Group Activity: Comparing cross-Cultural experiences</td>
<td>Group Reports due.</td>
</tr>
<tr>
<td>Monday</td>
<td></td>
<td></td>
</tr>
<tr>
<td>May 3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Reflective Personal Development Paper
Reflects TESOL’s Second Domain - Culture
Guidelines
EDUC 537-001
Spring 2004

Objective of Individual Reflective Paper:

The purpose of this written assignment is to provide you with an opportunity to explore “who you are” as it relates to your potential as a future educator in America's increasingly diverse and heterogeneous classrooms.

It will challenge you to reflect on events and life experiences that have shaped your cultural premises, and will also help you share your reflections in class and in your groups so that cultural diversity among you may be discovered in a natural way.

It will also help you learn, understand and use the major concepts, theories, and research related to the nature and structure of culture to construct learning environments that support culturally and linguistically diverse students’ development and content area achievement.

Overall theme:
Personal beliefs and principles about teaching in America's increasingly diverse and heterogeneous classrooms and schools

Project Objective
To critically explore and actively engage your self-identity, cultural assumptions, and life experiences.

Scope
Brainstorm upon your own PK-16 educational background, experiences, and environments from a multicultural and diverse viewpoint.

Write a five to ten page paper [double-space, APA style] recapturing your recollections and emphasizing your experiences with cultural diversity as a student in elementary, secondary, and higher education.

Some suggested questions you may want to ask yourself are:

1) Ethnic background – Who are your “ancestors” / “people”?

2) Upbringing. The particular city/town in which you were raised. Socioeconomic class? Urban/Rural. Language? How did this affect your culture?
3) Religion – How did your religion influence your culture?

4) Schooling – Schools you attended. How did the culture of your school affect your teen years?

5) Experience with diversity – What experiences have you had with other ethnicities, religions, socioeconomic classes, environments, languages?

6) What fears, prejudices, and stereotypes were you raised with? Effects?

7) Where is your life/career headed in the near future? Distant future?

**Suggested Format**

A. Introduction

B. Life Experience
   - Family background
   - Cultural Experiences
   - Childhood
   - Adolescence
   - Adulthood

C. Impact on Teaching
   - Personal Impact
   - Professional Impact/Educational Strategies
   - How are you planning to apply knowledge to teaching situations at PK-12 schools?

D. Summary
   - What have you learned for this experience/assignment?
   - Has your awareness changed?
   - What is your current thinking on the issues of culture, diversity, multiculturalism?
   - What will you take with you?
# Reflective Personal Development Rubric

*(25 % of Grade)*

<table>
<thead>
<tr>
<th>POINTS</th>
<th>DOES NOT MEET STANDARD (F)</th>
<th>ATTEMPTS STANDARD (C)</th>
<th>PARTIALLY MEETS STANDARD (B)</th>
<th>MEETS/EXCEEDS STANDARD (A)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Exploration of family cultural and genetic background</td>
<td>No evidence of reflection on genetic or family cultural background</td>
<td>Little evidence of exploring personal genetic or family cultural background</td>
<td>Adequately explores self-identification of genetic and family cultural background</td>
<td>Actively engages and explores socio-historical implications of genetic and family cultural background while linking these concepts to self-identification</td>
</tr>
<tr>
<td>2. Synthesis of family cultural and genetic background into contemporary experience as an educator</td>
<td>Very little or weak attempt to synthesize family cultural and genetic background with role as educator</td>
<td>Although developed, ideas are not linked or synthesized logically</td>
<td>Adequate synthesis of self-identification with contemporary role as an educator</td>
<td>Actively engages and explores the influence that genetic or family cultural background plays on the role as an educator</td>
</tr>
<tr>
<td>3. Exploration of personal life experiences</td>
<td>No evidence of reflection on personal life experiences</td>
<td>Little evidence of exploring personal life experiences</td>
<td>Adequately explores self-identification as a result of personal life experiences</td>
<td>Actively engages and explores how various life experiences and have led to self-identification</td>
</tr>
<tr>
<td>4. Synthesis of life experiences into contemporary experience as an educator</td>
<td>Very little or weak attempt to synthesize life experiences with role as an educator</td>
<td>Although developed, ideas are not linked or synthesized logically</td>
<td>Adequate synthesis of self-identification with contemporary role as an educator</td>
<td>Actively engages and explores the influence that life experience plays on the role as an educator</td>
</tr>
<tr>
<td>5. Presentation and APA Format</td>
<td>Few or no APA formatting requirements are met (e.g., title page, abstract, page numbers, double space). Report is messy and hard to follow. Poor</td>
<td>Some formatting requirements are followed some of the time. The layout used is clumsy. There may be a significant number of misspelled</td>
<td>Most of the formatting requirements are met fairly consistently. The layout used is easy to read and follow. Grammar and spelling used are</td>
<td>All required sections are present and in correct order. Paper is typed; font size and type requirements are met. Layout conventions are</td>
</tr>
<tr>
<td>Grammar and spelling significantly reduce the readability of the report.</td>
<td>Words or poorly constructed sentences. However, the gist of the report can still be determined despite these technical writing difficulties.</td>
<td>Basically correct. There are only a few misspelled words or awkward sentences.</td>
<td>Used and followed consistently. Report is easy to read and follow. All sentences are grammatically correct. All spelling is correct.</td>
<td></td>
</tr>
</tbody>
</table>
GUIDELINES for FIELD EXPERIENCE
Culturally Appropriate/Responsive Teaching Practices
Reflects TESOL rubrics for Standards 1b11, 2a3, 2b4, 3a3, 3c1, Spring 2004

Course N° EDUC 537-001
Course Title: Foundations of Multicultural Education
Professor Osterling
Clock Hours Required: 10

Field experience in integrated into EDUC 537-001 and should have a 10-hour minimum. If possible, it should be at the SECONdARY LEVEL. Field experience consists of observing, interviewing teachers in the classroom, and possibly small group or individual tutoring. Following this, a written report assessing teacher’s techniques and a synthesis of theory is completed.

Field experience requirement must be related to course objectives—observing culturally appropriate/responsive teaching practices—and may be conducted in the school of your choice:

- For in-service teachers the field experience should be completed in their class, via a reflective inquiry or action research project;
- For pre-service teachers, MME faculty will facilitate the placement.
- EDUC 537-001 field experience may be conducted in the same classroom/school where another MME field experience is taking place as long as separate field experience objectives are achieved and reported.

- An advantage of this field experience is that EDUC 537-001 students have an opportunity to visit, observe, and assist educators teaching real culturally and linguistically diverse students before they teach their own classrooms. It also helps graduate students focus the course, because it presents them with real world - planning and executing teaching in diverse environments.

Field Experience Objectives:

Pre-Service Teachers

1. Observe the application of multicultural/ multilingual teaching strategies and methods embodied in the classroom procedures of the cooperating teachers at K-12 levels.
2. Engage in teaching-related fieldwork and observations—culturally appropriate/responsive teaching practices in classrooms serving culturally, linguistically, and socio-economically diverse student populations, and to reflect on those experiences theory and the objectives and content.
3. Learn and become familiar with successful and innovative culturally appropriate teaching practices.
4. Obtain valuable insight into student responses to each type of activity.
5. Get to know students at a given age and grade, areas of strength and weakness, and general learning pace.
6. Observe and gain valuable insight into (a) classroom practices currently in use in surrounding school divisions, (b) the use of technology, (c) the use of curricula and texts, (d) implementation of national standards, and (e) the areas of strength and weakness and general learning pace of students at a given age and grade level

**In-Service Teachers**

EDUC 537-001 *in-service* students will conduct an action research project in their classes which addresses the objectives for the field experience. Please check with your mentor or school official to determine which activities require parental permission (possibilities: questionnaires, videotaped observations, interviews).

**Method:**

To achieve the EDUC 537 field experience objectives, participants will engage in a maximum of 10 hours of school-based field experiences. Students will engage in observations, interactions with students and in teacher interviews in the school setting regarding the use of culturally responsive teaching methods. A written, 4 - 5 page, double-spaced report is due on April 26, 2004. Some guidelines and a suggested report format are described, as follows.

**Suggested Field Experience Report - Content & Format**

Following is the *suggested format* for accomplishing the written report that will accompany your Field Observations. It is suggested that you have three (3) brief sections, as indicated in the sections numbered I, II, and III below. A short introduction where you briefly describe the field setting is also helpful for providing context. The overall length of the Field Report should be 4 - 5 double-spaced pages.

**Section I: Field Observation Form with Hours and Location Reported** (see-attached form)

**Introduction**

Begin your report with a short introduction about the school in which you observed/participated (i.e., demographics, population, short description, etc.) This information should be available on-line on the school's or school division's web site or in the front office.

**Section II:**

**Section II. 1. Observations and Lessons - The Write Up**

The observation visit(s) are intended for the participant to get his/her "feet wet" in a culturally and linguistically diverse classroom. The following guiding questions may serve to target your observation notes. Your written report should *synthesize* the information gleaned. You need not cover all the topics listed; they are guides for your observation notes.

1. Variety of activities
2. Seating arrangement (rows, cooperative groups, etc..)
3. Daily routine
4. How teacher implements multiple learning styles into lesson plans and reacts to faster/slower students
5. Percentage of time devoted to 4 skills (reading, writing, listening, speaking) and the 5th skill of thinking
6. Ability grouping?
7. Homework
8. Amount of L1 and L2 used by students
9. Use of daily lesson plan - objectives and implementation
10. Use of visuals and/or technology
11. Use of textbooks
12. Classroom appearance
13. Effect of having multiple languages in class
14. Classroom management

The remaining observation time should be spent engaging in classroom interaction with the teacher and students. This is should be an interactive experience for you, not passive. Suggestions follow for some possible interactive experiences.

Section II.2. Lesson Observations/Teacher Interviews

A. Describe briefly one of the Lessons observed - Use the following guidelines to focus your notes (You do not have to answer all of the questions here.)
1. Describe class - size, grade, subject, school, etc. How diverse (e.g., socio-economically, culturally, and linguistically) was the classroom? (e.g., how many students were in Free and Reduced Lunch Program? English Language Learners (ELL)?)
2. What were the lesson's objectives? Were they posted for the students?
3. How was the lesson introduced? Presented?
4. What instructional activities were used? How cognitively demanding were they? Were the activities context-embedded, or context reduced? (Examples?)
5. What other instructional methods were used? (e.g., grouping)
6. What type of student/teacher interactions took place? (e.g., formal, informal, personal, direct, etc.)
7. Student/student interactions?
8. How did the teacher assess the students' second language acquisition?
9. What recognition, if any, was made for the following student characteristics and abilities?
   a) Prior knowledge, cultural and educational experience;
   b) Learning styles and strategies;
   c) Expectations/attitudes, confidence and initiative;
   d) Familiarity with the type of task.
10. What resources were used to develop second language abilities? Technology? Manipulatives?

B. Teacher Interview

If and when convenient, you may want to ask for a conference with the teacher on one of the observation lessons to discuss the day’s lesson and/or to ask questions. For your planning purposes, a pre-observation interview may last 10-15 minutes, but you should be observant of the teacher’s time demands; a follow-up post-lesson interview should only take 5-10 minutes. As you prepare for the interviews, you may want to use some of the questions below as a guide (add your own, or delete, as appropriate).

Pre-Observation Questions:
FYI Teachers who teach about ways different groups of people organize their daily lives promote learning because students develop an acceptance, appreciation, and empathy for the rich cultural, ethnic, racial, and linguistic diversity of American society.

There are no universal solutions or specific rules for responding to ethnic, gender, and cultural diversity in the classroom,
1. How do you examine the methods, practices, curriculum and materials used in instruction, counseling, and student assessment to determine whether every single one of your students is being included in the learning process?

1. How do you aim for an inclusive curriculum? [i.e., one that reflect the perspectives and experiences of a pluralistic society].

2. What are your general goals for your students? What skills and knowledge do you want them to develop? Are you following a standard curriculum for English language development that contains goals and objectives?

3. How do you emphasize the importance of considering different approaches and viewpoints that encourage your students to evaluate their own beliefs?

4. How do you like to present new material? What types of classroom activities do you prefer?

4. How do you see your role in class? (In terms of a continuum between teacher-centered on one end, and student-centered on the other.)

5. How do you see the role of students? How much responsibility do you provide for and expect of your students? Do you expect the same responsibility from each one?

6. Do your students' socio-economic, cultural and linguistic backgrounds affect your teaching methods? (If yes): In what ways?

7. In terms of the upcoming lesson:
   a) Please describe the class - size, grade, subject; how many culturally, linguistically, and socio-economically diverse students are in your class?
   b) What is the objective of the lesson?
   c) What types of SLA strategies will you use with the ELL students?
   d) What types of assessment strategies will you use?
   e) What types of materials will you use?

Post-Observation:
1. What was the teacher's impression of the lesson? Did s/he think the objectives were accomplished? Why? (Pre and post interviews)

Section III: Reflections/Conclusions
This final section provides the opportunity for you to draw together theory and practice by reflecting on the observations, activities and/or interviews. You should comment on how the information gleaned applies to culturally, linguistically, and socio-economically diverse issues and practices we have examined and discussed in this course. It is suggested that you select three or four issues and target your commentary in order to avoid redundancy. As you think and write about these school-based activities, you should refer to the course readings and discussions. (For example, were they reflected in the lesson, or the teacher's belief system? How? How did this experience affect your own beliefs and future practices?)

This section will probably be one to one and one-half pages. One paragraph should state how this knowledge may be applied to your future teaching situation.

BE SURE TO THANK THE TEACHER FOR HER/HIS TIME.

Please Remember: You are a guest at your field experience school. Appropriate attire and conduct are important, and professional courtesy is always essential.

Field Experience Hours and Report due on April 26, 2004
GEORGE MASON UNIVERSITY
Graduate School of Education

FIELD EXPERIENCE REPORTING FORM

Name: 
Semester/Yr: Spring 2004

School:

Course: EDUC 537-001

Title: Foundations for Multicultural Education

Professor: Jorge P. Osterling, Ph.D.  
Minimum Clock hours: 10

Observation site/class/grade  Teacher  Date  Hours on site

Use this form as a way of keeping track of your required 10-hours of field observations.  
Return this form when you submit your written report.

Report and Hours -- Due April 26, 2004
<table>
<thead>
<tr>
<th>POINTS</th>
<th>DOES NOT MEET STANDARD (F)</th>
<th>ATTEMPTS STANDARD (C)</th>
<th>PARTIALLY MEETS STANDARD (B)</th>
<th>MEETS/EXCEEDS STANDARD (A)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Student spent a minimum of 10-hours preparing, observing and participating in a culturally and linguistically diverse classroom.</td>
<td>Missing more than 8 observation hours, as required by GMU-GSE.</td>
<td>Missing 5-to-8 classroom observation hours, as required by GMU-GSE.</td>
<td>Missing 1-4 classroom observation hours, as required by GMU-GSE.</td>
<td>Carefully planned, and chosen field experience opportunity at an international school. Observation hours completed, as required by GMU-GSE. Voluntarily assisted cooperating teacher in classroom.</td>
</tr>
<tr>
<td>2. School and class observed (e.g., location, demographics, ambiance, culture, physical environment, socioeconomic issues).</td>
<td>Minimal factual data. Does not describe or analyze school and classroom culture/physical environment. Superficial overview of context or environment in which school/classroom are located.</td>
<td>Limited factual data, and limited description of school and classroom cultural/physical environment.</td>
<td>Some factual data and description of school and classroom cultural/physical environment.</td>
<td>Educational facility: briefly describes programmatic, functional, spatial, and environmental characteristics of both the school and classroom. School and classroom culture: analyzes the attitudes and beliefs of persons both inside the school and in the external environment, the cultural norms of the school, and the relationships between persons in the school/classroom and its impact or influence in creating an authentic learning environment.</td>
</tr>
<tr>
<td>3. Cooperating</td>
<td>Cooperating teacher not</td>
<td>Sporadic information on</td>
<td>Some evidence used to</td>
<td>Careful and thoughtful</td>
</tr>
<tr>
<td>Teacher</td>
<td>Cooperating Teacher</td>
<td>Make Point</td>
<td>Limited Connection</td>
<td>Interview of Cooperating Teacher</td>
</tr>
<tr>
<td>---------</td>
<td>---------------------</td>
<td>------------</td>
<td>-------------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>Teacher interviewed (e.g., pre- and post-observation interviews). Profile of cooperating teacher(s) neither addressed nor included.</td>
<td>Cooperating teacher.</td>
<td>Make point. Limited connection.</td>
<td>Interview of cooperating teacher. Included her/his profile (e.g., teaching philosophy, academic background, years of service, courses/subjects taught, languages spoken, international experience). Conducted several pre- and post-observation interviews.</td>
<td></td>
</tr>
</tbody>
</table>

| 4. Lesson(s) Observed | 4. Lesson(s) Observed | Attaches and briefly analyzes/comments/discusses lesson plan. Limited analysis of teaching style and student involvement | Lesson plan attached and discussed: Includes: (a) Summary of lesson plan; (b) Objectives & Implementation; (c) Activities involved; (d) Materials used; (e) Teaching styles; (e) SLA strategies used; (f) Assessment. Addresses degree to which teacher employs direct instruction. Includes analysis of student involvement/participation. |
| Quietly sat in the back of the classroom. Does not participate nor get involved in the classroom. | Does not participate nor get involved in observed classroom. Superficial discussion of teaching style and student involvement. | Limited analysis of teaching style and student involvement/participation. |
| No reflections on classroom observations and activities; Does not apply knowledge/experience to future teaching; Does not use professional literature. | Does not provide requested comments or reflection on observed lessons or classroom environment; Very limited application of knowledge/experience to future teaching. | Does not comment or reflect on all areas of the observed classroom/lesson/student observed or does not reflect with depth; Knowledge applied minimally to teaching at PK-12 schools; Limited use of professional literature to support analysis. |
| Discussed strengths and weaknesses of the teacher(s) interviewed and lesson(s) observed. Thoughtful comments and reflection on observed classroom/lesson/students observed; Applied knowledge to future L2 teaching at PK-12 schools; Extensive use of | | | |
| 5. Report | 5. Report | Does not comment or reflect on all areas of the observed classroom/lesson/student observed or does not reflect with depth; Knowledge applied minimally to teaching at PK-12 schools; Limited use of professional literature to support analysis. | Discussed strengths and weaknesses of the teacher(s) interviewed and lesson(s) observed. Thoughtful comments and reflection on observed classroom/lesson/students observed; Applied knowledge to future L2 teaching at PK-12 schools; Extensive use of |
| 6. Presentation and APA Format |Few or no APA formatting requirements are met (e.g., title page, abstract, page numbers, double-space). Report is messy and hard to follow. Poor grammar and spelling significantly reduce the readability of the report. | Some formatting requirements are followed some of the time. The layout used is clumsy. There may be a significant number of misspelled words or poorly constructed sentences. However, the gist of the report can still be determined despite these technical writing difficulties. | Most of the formatting requirements are met fairly consistently. The layout used is easy to read and follow. Grammar and spelling used is basically correct. There are only a few misspelled words or awkward sentences. | All required sections are present and in correct order. Paper is typed; font size and type requirements are met. Layout conventions are used and followed consistently. Report is easy to read and follow. All sentences are grammatically correct. All spelling is correct. | professional literature to support analysis. |
Field Project

Lessons from 21st Century Students on Creating a Chance to Dream
TESOL’s Second Domain - Culture

EDUC 537-001
Spring 2004

Project Guidelines

Due Date for Written Report: Last Class Session
Group Presentations: Last Two Class Sessions

Objectives of Group Field Project & Presentation Component:

Overall theme: What are secondary school [i.e., middle and high school] students saying about what constitutes a good education?

The Lessons from 21st Century Students on Creating a Chance to Dream and Presentation of EDUC 537-001 in the GMU teacher licensure program is designed to engage students in a performance-based assessment task.

Each EDUC 537-001 group of four students will gather data on four secondary-school students and their parents or guardians from a variety of multicultural backgrounds. This assignment requires each graduate student to engage in a constructive dialogue with one secondary-school student and her or his family/guardian from a cultural background different from the interviewer, and learn about their lives, backgrounds, and dreams with a particular emphasis on their experiences with the American educational system.

The ultimate goal is for EDUC 537-001 group members to find and recommend culturally appropriate classroom/school applications. Based on their research findings, EDUC 537-001 group members should reflect on alternative ways how educators can embrace their students’ cultures and bring them into classroom lessons and activities so that learning can be made relevant to students’ lives while at the same time guaranteeing that each student feels validated, affirmed, and included in their community of learners.

Secondary-school students and their families should be selected:
- Because of their ethnic origin;
- Various levels of first and second language development, socio-economic status, family’s academic and religious background, length of residence in the US;
- Other criteria including ethnic identity, cultural maintenance, self-identification, and citizenship/migratory status (e.g., U.S.-born, diplomat, political refugee, resident-alien).

In an effort to break through the affective social filter and to gain a better understanding of the student’s family context, when and if possible, it is advised to conduct these interviews in the student’s house and to try to include the parents/guardians and siblings in the dialogue as well.
This project is appropriate for all EDUC 537-001 students, whether currently teaching or not. It requires no prior knowledge of action research methodology. Many of our culturally and linguistically diverse students used to belong to another “world” and are eager to share with their American educators things from their culture that they still treasure.

**Background.**

Sonia Nieto, in her classic 1994 study *Lessons from Students on Creating a Chance to Dream* [Harvard Educational Review, 64(4), 392-426] calls for the inclusion of student voices as schools seek to reform curriculums to be relevant to all members of the school community. Nieto included excerpts of interviews with students from many cultures exploring how included the students felt in their school communities.

An important overall theme was that curriculums in many American schools were perceived by these students as being irrelevant to their lives and experiences. As a result, these students became disengaged from their school.

Based on her findings, Nieto suggested that educators need to examine the "hidden curriculum" reflected in bulletin boards, extracurricular activities, and other messages given to students about their abilities and talents. She also commented that practices such as tracking can be problematic, and that teachers should carefully reflect and consider which practices work well with the cultures of the students they teach. Nieto specifically mentions group work as a technique that serves many students from minority cultures well. In the chapter, Nieto asserts in many ways that a monocultural education disempowers students.

**Project Objective:**

To listen to secondary school student voices; to engage and become familiar with the family, community, and developmental characteristics of a student from a different background or culture from one’s own; and to apply this knowledge to an instructional setting.

GSE students will listen, analyze, examine, and compare secondary school students' views on their educational experiences, particularly on the types of teachers and pedagogical practices that they perceived to be most beneficial to their achievement and success in school.

The project’s main purpose is to illuminate the educational experiences of culturally, linguistically, and socio-economically diverse students from the perspective of the students themselves. More specifically, our purpose is to (1) document students' perceptions of their school experiences; and (2) compare and contrast those perceptions with those of other students as well as of their teachers.

**Presentation Component Objective:** The purpose of the group presentation component of this project is two-fold:

1) To provide students the opportunity to collaborate with colleagues in a learning/professional community on a relevant topic of professional interest (student diversity) to the 21st century classroom teacher,
2) To provide students the opportunity to acquire and hone presentation skills, share professional knowledge and language analysis skills with colleagues and fellow students.

Helpful Steps for Conducting the Project:

**Step 1.** Each group will develop an "interview protocols" to guide their interviews. These are sets of organized, open-ended questions that were used to guide the interview process. The protocols are tools for preparing for the interview, and to keep the interview flowing in a conversational format.

- Demographic/background information;
- Education [e.g., “Tell me about your formal education. Where did you attend school?”];
- Religion;
- Mentors & Tutors;
- Childrearing practices and parental characteristics;
- Physical characteristics of the home;
- School characteristics;
- Community characteristics;
- Peer relations;
- Health;
- Identity issues.

**Step 2.** Each group member will interview a secondary school student from a racial, linguistic, or socioeconomic background with which they are not familiar. Students may audio or videotape the sample. It is recommended that the student you select is enrolled in the same secondary school/classroom where you are conducting your field experience.

- You will need to gain appropriate permission. If applicable, this may be accomplished during field observations in the natural classroom setting.
- Find out about the cultural, educational, linguistic background of the person you are interviewing. Be sure to identify the sample by asking the usual *who- what- when- where- why* questions.

**Step Three**... Groups will meet, exchange interview data, and compare cross-cultural experiences of each of its members, highlighting lessons learned.

**Step Three:** Groups will prepare a written report of their project, one project report per group, and will share their project with their classmates during the last two evenings of class. The last section of the report will include a personal written reflection written by individual group members. This should be submitted with the group's report.

**Step Four.** As an appendix to the final report, each individual student will briefly write his/her own thoughts and assessment of the experience, a reflection on the process, and its implications for teaching.

Groups will prepare and coauthor a written report between 15 and 20 double-spaced pages of their project. The four group members coauthor their entire report with the exception of the short appendix. Each group will share their findings with their classmates during the last
class session. Each group is allotted twenty minutes. Please be advised that the appendix
includes a brief personal reflection written by each individual group member. (For example,
each group of four EDUC 537 students will coauthor and submit one field project and report
in the appendix four brief personal reflections.) See suggested format below

Suggested Format for Final Written Report

Part I:
Introduction.
Description/Identification, brief personal history of the sample participant. This may
include:
- Age, place of birth, countries and cities where s/he has lived, if born overseas, and
  age when immigrated. State why this individual was chosen for the purposes of
  this study.
- Social, educational, and personal background
- Academic history in the U.S. or overseas (e.g., grade level, type of educational
  background)
- Linguistic, cognitive, and sociocultural competencies

Criteria for choosing the participant
Setting in which the dialogue took place.

Part II: Discuss your group's findings. Interpret your research findings and link/relate them
to multicultural/multilingual theory and research.
When citing these course readings, please follow the guidelines of APA style (5th edition).

Part III: Conclusion(s) and application. Describe how you would apply the results of your
study to teacher-training as well as classroom practice.

Part V: Appendix: Personal Reflections/Connections. Each group member should reflect
about what they have learned through the process of the project as well as through working
collaboratively with colleagues. How might you as a teacher working in a
multicultural/multilingual environment use this process in the future?

References - Please use APA Style

Presentation Guidelines:

1. Groups of four make an optimal working group. ALL GROUP MEMBERS SHOULD
   PARTICIPATE IN THE PRESENTATION.
2. Provide a very short handout that outlines the highlights (principal findings and
   recommendations) of your presentation with the salient points clearly noted.

   Presentation Time: 15 - 20 minutes (Plan your presentation time carefully.)
## Group Activity Rubric

*Lessons from 21st Century Students on Creating a Chance to Dream*

(40% of Grade)

<table>
<thead>
<tr>
<th>POINTS</th>
<th>DOES NOT MEET STANDARD (F)</th>
<th>ATTEMPTS STANDARD (C)</th>
<th>PARTIALLY MEETS STANDARD (B)</th>
<th>MEETS/EXCEEDS STANDARD (A)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Each group member interviewed a student from a racial, linguistic, socio-economic background with which you are not familiar. [It is better NOT to select a student you know well or teach]</td>
<td>Does not conduct cross-cultural case study as described in guidelines.</td>
<td>Conducted cross-cultural case study but not as described in guidelines.</td>
<td>- Conducted four different cross-cultural case studies as described in guidelines. - Met with the parents or guardians of the people you interviewed.</td>
<td>Conducted four different cross-cultural case studies as described in guidelines.</td>
</tr>
<tr>
<td>2. Group developed a comparative, cross-cultural experiences of each of its members highlighting lessons learned.</td>
<td>No analysis or reflection included. Opinion. No support. Superficial assumptions.</td>
<td>Analysis and reflection does not adequately/thoroughly address the areas studies [e.g., cultural sensitivity, racial/ethnic identity, religion, language, gender, exceptionality, adaptation to other cultures].</td>
<td>Analysis and reflection thoroughly address most areas. Reflects on class themes or cites references.</td>
<td>Analysis and reflection thoroughly addresses cultural sensitivity, racial/ethnic identity, gender, exceptionality, language, religion, adaptation to other cultures issues. Deeper explanations with support from sources and class themes.</td>
</tr>
<tr>
<td>3. Language</td>
<td>No professional or incorrect language.</td>
<td>Sporadic use of professional vocabulary.</td>
<td>Some professional vocabulary.</td>
<td>Professional vocabulary, phrasing, and tone.</td>
</tr>
<tr>
<td>4. Context.</td>
<td>5. Presentation and APA Format</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>-------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Brief personal/family life history of sample participant.</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Limited factual data.</td>
<td>Few or no APA formatting requirements are met (e.g., title page, abstract, page numbers, double-space). Report is messy and hard to follow. Poor grammar and spelling significantly reduce the readability of the report.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sporadic use of factual data.</td>
<td>Some formatting requirements are followed some of the time. The layout used is clumsy. There may be a significant number of misspelled words or poorly constructed sentences. However, the gist of the report can still be determined despite these technical writing difficulties.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Case evidence used to make point. Limited connection.</td>
<td>Most of the formatting requirements are met fairly consistently. The layout used is easy to read and follow. Grammar and spelling used is basically correct. There are only a few misspelled words or awkward sentences.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multiple contexts. Rich. Concise.</td>
<td>All required sections are present and in correct order. Paper is typed. Font size and type requirements are met. Layout conventions are used and followed consistently. Report is easy to read and follow. All sentences are grammatically correct. All spelling is correct.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>