This course will be taught online, using the Blackboard course software (blackboard.gmu.edu). Participants will receive an email with directions for accessing the course material.

Description:
Examines multicultural education through a focus on the historical, sociological and philosophical foundations of education. Special emphasis placed on the role of ethnicity in the development of the nation and its educational system. Includes an overview of multicultural/multilingual curricula and culturally and linguistically responsive instructional and assessment techniques. Field experience required.

Required Text:

Online Articles

1. Defining Multicultural Education (from the Multicultural Supersite):
   http://www.mhhe.com/socscience/education多/define.html

2. What Makes a School Multicultural?
   http://www.edchange.org/multicultural/papers多/caleb多/multicultural.html

3. Five Ways to Analyze Classrooms for an Anti-Bias Approach

4. Teaching with a Multicultural Perspective

5. Understanding Multicultural Curriculum Transformation
   http://www.mhhe.com/socscience/education多/curriculum/concept.html

6. Addressing Homophobic Behavior in the Classroom
   http://glsen.org/templates/resources/record.html?section=14&record=820
7. Just the Facts about Sexual Orientation and Youth  
http://glsen.org/templates/resources/record.html?section=14&record=424

8. Ten Things Educators Can Do  
http://glsen.org/templates/resources/record.html?section=14&record=397

9. The Equitable School walk  
http://www.enc.org/topics/equity/articles/document.shtm?input=ACQ-111591-1591

10. Diversity in the Classroom: A Checklist  
http://www.enc.org/topics/equity/articles/document.shtm?input=ACQ-111594-1594_001.htm

11. Multicultural Education: Strategies for Linguistically Diverse Schools and Classrooms  
http://www.ncela.gwu.edu/ncbepubs/pigs/pig16.htm

Provided Readings

1. Paradigm Shifts for Multicultural Education

2. 10 Things I Can Do to Be a Better Multicultural Educator

**Modes of Instruction:**

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 (online lessons);
- Class Discussions (active involvement by all students through the consideration and posing of questions that provoke critical thinking and thoughtful dialogue);
- Cooperative learning (small group structure emphasizing learning from and with others);
- Collaborative learning (heterogeneous groups in an interdisciplinary context); and
- Self-guided learning.

**Course Outcomes:**

At the conclusion of *Foundations of Multicultural Education* (EDUC 537) students will be able to:

1. Use concepts, principles, theories, and research related to the nature and role of culture in language development and academic achievement that support individual students' learning.  
   *TESOL Standard 2.a. Nature and Role of Culture.*
2. Synthesize how cultural groups and students' cultural identities affect language learning and school achievement.  
   *TESOL Standard 2.b. Cultural Groups and Identity.*
3. Evaluate and interpret the historical, philosophical, economic, legal and sociocultural foundations of multicultural education
4. Synthesize and reflect upon the various philosophies of education and emerge with a set of basic beliefs about teaching, with special focus on diverse student populations.
5. Identify variables critical to the integration of diverse student populations into the educational mainstream.
6. Evaluate and interpret the ways in which schooling influences and is influenced by equity issues.
7. Demonstrate an understanding of the relationship of multicultural education to bilingual education and ESOL.

Relationship to Program Goals:

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.

The relationship of EDUC 537-001 to GMU–GSE program goals is as follows:

1. Diversity. Learn the basic concepts and develop the necessary skills to successfully work 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.

Academic Standards:

All GSE-courses must be aligned with the teacher education standards of the appropriate professional organization. For EDUC 537 we are using 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.

These standards cover the following five domains:

<table>
<thead>
<tr>
<th>TESOL esl standards for p-12 teacher education programs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Domains</strong></td>
</tr>
<tr>
<td>One</td>
</tr>
</tbody>
</table>
Graduate Grades:

At George Mason University course work is measured in terms of quantity and quality. A credit normally represents one hour per week of lecture or recitation or not fewer than two hours per week of laboratory work throughout a semester. The number of credits is a measure of quantity. The grade is a measure of quality. The University-wide system for grading graduate courses is as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>tesol ESL Standards</th>
<th>GRADING</th>
<th>Grade Points</th>
<th>Graduate Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>Substantially Exceeds Standard</td>
<td>&gt;100</td>
<td>4.00</td>
<td>Satisfactory /Passing</td>
</tr>
<tr>
<td>A</td>
<td>Meets Standard</td>
<td>94</td>
<td>4.00</td>
<td>Satisfactory /Passing</td>
</tr>
<tr>
<td>A-</td>
<td>Meets Standard</td>
<td>90</td>
<td>3.67</td>
<td>Satisfactory /Passing</td>
</tr>
<tr>
<td>B+</td>
<td>Partially Meets Standard</td>
<td>87</td>
<td>3.33</td>
<td>Satisfactory /Passing</td>
</tr>
<tr>
<td>B</td>
<td>Partially Meets Standard</td>
<td>83</td>
<td>3.00</td>
<td>Satisfactory /Passing</td>
</tr>
<tr>
<td>B-</td>
<td>Partially Meets Standard</td>
<td>80</td>
<td>2.67</td>
<td>Satisfactory*</td>
</tr>
</tbody>
</table>
Course Requirements:

Point Distribution for Assignments:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>25%</td>
</tr>
<tr>
<td>Group Project</td>
<td>25%</td>
</tr>
<tr>
<td>Reflective Practice Project</td>
<td>25%</td>
</tr>
<tr>
<td>Field Experience</td>
<td>25%</td>
</tr>
</tbody>
</table>

Note: Specific descriptions and evaluation criteria for each of the following activities are described in the “course information” section on blackboard.

1. Class Participation (25%)

   The success of an online class is based largely on engagement and interaction among participants and collaborative learning. We are all teachers and we are all learners in this class. That means we all have a responsibility to share our perspectives and ask difficult questions, not just to demonstrate that we are participating, but also to contribute to our colleagues’ learning process.

   All students are expected to post at least three comments per week (our weeks go from Thursday to Wednesday)—either starting a new discussion strand or responding to a classmate’s comment.

   Your discussion postings should be thorough and thoughtful. Just posting "I agree/disagree with your comment" to someone else’s thoughts is not considered adequate. Guidelines and an assessment rubric for DB Postings are included in the Requirements packet, and also appear on the Blackboard website.

   TESOL Standards: 1b, 3a, 4a, and 5c.

2. Reflective Practice Paper (25%) – Due February 24

   Students will compose autobiographical, reflective papers related to how their life experiences, perceptions, and education have led to their current ideas about teaching and learning diverse student populations. Further information about the project can be found in the Course Information section of Blackboard under “Requirements.”

   TESOL Standards: 2a and 2b.

3. Equity Issue Paper (25%) – Due April 14

   Participants will identify an equity issue in their own environment (such as in a school or office in which you currently work). The issue might be an inequitable policy or practice, a hostile environment for a particular group of people, or some other situation in which a person or group of people is disenfranchised due to race, gender, sexual orientation, socioeconomic status, first language, disability, or some other identifier.
You will compose a 5-7 page paper drawing on class discussions, readings, and other sources to critically examine the issue from a multicultural education perspective. What strategies would you use to eliminate the inequity or inequities that exist? These papers will be posted for comment by your peers.

TESOL Standards: 2a and 2b.

4. Field Experience (25%) – Due May 5

Students are expected to engage in a field experience not to exceed 10 hours, and to reflect on that experience in a 4-5 page paper. Further details of the Field Experience can be found in “Requirements” in the Course Information section of Blackboard.

TESOL Standards: 2a and 2b.

Class Schedule:

<table>
<thead>
<tr>
<th>Date</th>
<th>Content</th>
<th>Readings (to be completed during the week)</th>
</tr>
</thead>
</table>
| Week One (starting Jan. 27) | **Course and Concept Overview**  
  - Introductions  
  - Introduction to multicultural education  
  - Key terms and concepts | Banks, Chapters 1 and 2  
  Online Article 1 |
| Week Two (starting Feb. 3) | **Transformative Multicultural Education**  
  - *Field Study Placement*  
  - Teaching for Change  
  - Dimensions of difference | Banks Chapter 3  
  Online Article 2  
  Provided Reading 1 |
| Week Three (starting Feb. 10) | **School Culture and Classroom Climate**  
  - Power, privilege, and education  
  - Student-centeredness  
  - Stereotypes (Intent vs. Impact) | Banks Chapter 16 |
| Week Four (starting Feb. 17) | **Teacher as an Agent for Equity**  
  - Teacher roles and responsibilities for multiculturalism  
  - Reflective practice  
  - Equity versus Equality | Online Articles 3 and 4  
  Provided Reading 2 |
| Week Five (starting Feb. 24) | **Curricular and Pedagogical Reform**  
  - Multicultural curriculum transformation  
  - Engaging diverse learning styles | Banks Chapters 8 and 10  
  Online Article 5  
  Reflective Practice Papers Due |
| Week Six (starting March 3) | **Socioeconomic Equity in Education**  
  - Economic “access” to good education | Banks Chapter 4 |
| Week Seven (starting March 10) | **Gender Equity in Education**  
  - Gender bias and assumptions  
  - Strategies for gender equity | Banks Chapter 6 |
| Spring Recess | | |
| Week Eight (starting March 17) | **Racial/Ethnic Equity in Education**  
  - Access and expectations  
  - Beyond color-blindness | Banks Chapters 9 and 11 |
| Week Nine (starting March 24) | **Linguistic Equity in Education**  
  - Bilingualism and multilingualism  
  - Sociocultural nature of language | Banks Chapter 12 |
| Week Ten (starting March 31) | **Ability Equity in Education**  
  - Defining “disability”  
  - Providing “access” to students with disabilities | Banks Chapter 13 |
Week Eleven (starting April 7) | Religious Equity in Education
- Conceptualizing “religion,” “faith,” and “spiritual”
- Interfaith inclusion in schools | Banks Chapter 5

Week Twelve (starting April 14) | Sexual Orientation Equity in Education
- Education experiences of gay and lesbian youth
- Creating a “safe space” | Online Articles 6-8

Week Thirteen (starting April 21) | Practical Applications of Multicultural Education
- What can I do? | Online Articles 10 and 11

Week Fourteen (starting April 28) | Globalizing Our Perspectives

Week Fifteen (starting May 5) | Wrapping Up | Field Projects Due

Course Rubrics:

1. Class Participation

<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 activities and 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 articulates &quot;fit&quot; of readings with topic at hand.</td>
<td>Rarely able to cite from readings; rarely uses readings to support points; rarely articulates &quot;fit&quot; of readings with topic at hand.</td>
<td>Occasionally cites from readings; sometimes uses readings to support points; occasionally articulates &quot;fit&quot; of readings with topic at hand.</td>
<td>Often cites from readings; uses readings to support points; often articulates &quot;fit&quot; of readings with topic at hand.</td>
</tr>
<tr>
<td>3. Demonstration of professional attitude and demeanor</td>
<td>Rarely prepared; 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>
2. Equity Issue Paper

<table>
<thead>
<tr>
<th>Points</th>
<th>Does not meet Standard (F)</th>
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<th>Partially meets standard (B)</th>
<th>Meets/Exceeds Standard (A)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Participant identifies and describes an equity issue with complexity.</td>
<td>Fails to identify and describe an equity issue.</td>
<td>Identifies and describes an equity issue with little complexity.</td>
<td>Identifies and describes an equity issue with sufficient complexity.</td>
<td>Identifies and describes an equity issue with deep complexity.</td>
</tr>
<tr>
<td>2. Depth with which participant critically examines the equity issue using a multicultural education framework.</td>
<td>Equity issue is not critically examined using a multicultural education framework.</td>
<td>Equity issue is vaguely examined using a multicultural education framework.</td>
<td>Equity issue is examined to a fair depth using a multicultural education framework.</td>
<td>Equity issue is critically examined to great depth using a multicultural education framework.</td>
</tr>
<tr>
<td>3. Participant offers sound recommendations for eliminating the inequity.</td>
<td>Participant does not offer recommendations.</td>
<td>Participant offers inadequately supported recommendations.</td>
<td>Participant offers decently sound recommendations.</td>
<td>Participant offers soundly supported recommendations.</td>
</tr>
</tbody>
</table>

3. Reflective Practice Paper

**Assignment**

Compose a 5-6 page autobiographical, self-ethnographic paper exploring how your life experiences, affiliations, perspectives, lenses, assumptions, and prejudices have contributed to your understanding and practice of teaching and learning. Special attention should be given to ways in which salient aspects of your identity inform your interaction with students, colleagues, parents, or others (as relevant to your work).

**More Specifically...**

This assignment is designed to engage you in a process of examining how life experiences inform your teaching and learning. Consider what unique experiences and ways of seeing the world you bring into the classroom and how they can contribute to multicultural education. This is also an opportunity to identify ways you, purposefully or not, may be contributing to inequity in your classroom, school or workplace.

Often, it seems that self-examination or self-critique have negative connotations. Indeed, they are difficult, sometimes painful, activities. However, if done in a supportive environment, they
can lead to positive change. I see the ability and willingness to be self-critical—to challenge myself and confront my biases and assumptions—as positive, and ultimately triumphant.

Questions to Consider

- What messages did you receive growing up about what it meant to be a member of your racial/ethnic group, gender, sexual orientation, socioeconomic class, etc.? How has this, or later life situations that challenged it, informed the way you interact with students or colleagues or parents, either in or out of your group?
- Have you been encouraged (or forced) to think about issues like racism, sexism, heterosexism/homophobia, or classism? If so, how did those experiences shape your teaching and learning? If not, how has the lack of consideration of those issues informed your teaching and learning?
- What are some of your life experiences, or dimensions of your identity, that give you a unique insight into multicultural issues?
- What are some of the areas or –isms with which you still struggle? What are some of your stereotypes or prejudices? How might you confront them?

Challenges

Try to think deeply about parts of your identity that put you in a privileged group (whiteness for race, maleness for gender, heterosexuality for sexual orientation, upper middle class for socioeconomic status, etc.) and the inequities around those areas. Challenge yourself. Use this as an opportunity to practice and model self-critique.

<table>
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<th>Meets/Exceeds Standard (A)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Exploration of personal background and worldview</td>
<td>No evidence of reflection on personal background or worldview</td>
<td>Little evidence of reflection on personal background and worldview</td>
<td>Adequately explores personal background and worldview</td>
<td>Actively engages and explores socio-historical implications of personal background and worldview</td>
</tr>
<tr>
<td>2. Synthesis of cultural background as an educator</td>
<td>Very little or weak attempt to synthesize cultural background with role as educator</td>
<td>Although developed, ideas are not linked or synthesized logically</td>
<td>Adequate synthesis of self-identification with role as an educator</td>
<td>Actively engages and explores the influence that cultural background plays on role as an educator</td>
</tr>
<tr>
<td>3. Exploration of personal biases and prejudices</td>
<td>No evidence of reflection on personal biases and prejudices</td>
<td>Little evidence of exploring personal biases and prejudices</td>
<td>Adequately explores personal biases and prejudices</td>
<td>Actively engages and explores how various biases and prejudices intersect with personal identity</td>
</tr>
<tr>
<td>4. Synthesis of personal biases and prejudices</td>
<td>Very little or weak attempt to synthesize personal biases</td>
<td>Although developed, ideas are not linked or synthesized</td>
<td>Adequate synthesis of personal prejudices and biases with</td>
<td>Actively engages and explores the influence that prejudices and</td>
</tr>
</tbody>
</table>
4. Field Experience

Field experiences are integrated into all sections of EDUC 537. Your field experience should be no more than 10 hours long. 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. An advantage of this field experience is that EDUC 537 students have an opportunity to visit, observe, and hopefully assist educators teaching real/culturally and linguistically diverse students before they conduct their student teaching. It also helps graduate students focus the course, because it presents them with real-world - planning and executing teaching in diverse environments.

Other guidelines include:

- 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.

**Field Experience Objectives**

As a result of this course component, students will be able to:
1. 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.

2. Observe the application of culturally appropriate teaching strategies and methods embodied in the classroom procedures of the cooperating teachers.

3. 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.

Suggested Field Experience Report - Content & Format

Following is the suggested format for 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 in which 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)
a. 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 online 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 to introduce the participant to 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 only 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 hopefully 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? 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 to 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?
2. How do you aim for an inclusive curriculum? [i.e., one that reflect the perspectives and experiences of a pluralistic society].
3. 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?
4. How do you emphasize the importance of considering different approaches and viewpoints that encourage your students to evaluate their own beliefs?
5. How do you like to present new material? What types of classroom activities do you prefer?
6. 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.)
7. 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 will be applied to your future teaching situation.

<table>
<thead>
<tr>
<th>Points</th>
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<th>Attempts Standard (C)</th>
<th>Partially meets standard (B)</th>
<th>Meets/Exceeds Standard (A)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 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.</td>
</tr>
<tr>
<td></td>
<td>3. Cooperating Teacher</td>
<td>4. Lesson(s) Observed</td>
<td>5. Report</td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>------------------------</td>
<td>-----------------------</td>
<td>-----------</td>
<td></td>
</tr>
<tr>
<td><strong>Cooperating Teacher</strong></td>
<td>Cooperating teacher not interviewed (e.g., pre- and post-observation interviews). Profile of cooperating teacher(s) neither addressed nor included.</td>
<td>Sporadic information on cooperating teacher.</td>
<td>No reflections on classroom observations and activities; Does not apply knowledge/</td>
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<td><strong>Sporadic</strong> information on cooperating teacher.</td>
<td>Some evidence used to make point. Limited connection.</td>
<td>Does not provide requested comments or reflection on observed lessons or classroom</td>
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<td>Careful and thoughtful 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>Lesson plan attached and discussed: Includes: (a) Summary of lesson plan; (b) Objectives &amp; 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.</td>
<td>Discussed strengths and weaknesses of the teacher(s) interviewed and lesson(s) observed.</td>
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<td>Quietly sat in the back of the classroom. Does not participate or get involved in the classroom</td>
<td>Does not participate or get involved in observed classroom. Superficial discussion of teaching style and student involvement</td>
<td>Does not comment or reflect on all areas of the observed classroom/lesson/student observed or</td>
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<td>Attaches and briefly analyzes/comment s/ discusses lesson plan. Limited analysis of teaching style and student involvement/participation.</td>
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<td>Lesson plan attached and discussed: Includes: (a) Summary of lesson plan; (b) Objectives &amp; 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.</td>
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<td>Students with Special Needs:</td>
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<td>Students with disabilities that affect their ability to fully participate in the course or who require special accommodations are encouraged to advise the instructor in order to ensure their successful participation in this course.</td>
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