GEORGE MASON UNIVERSITY  
GRADUATE SCHOOL OF EDUCATION  
FASSTRAIN  
EDUC 537/602: FOUNDATIONS OF MULTICULTURAL EDUCATION  
Spring 2005  
Online Course  
Week starting 1/27/2005 to week starting 5/5/2004

<table>
<thead>
<tr>
<th>Instructor: Sherry L. Steeley</th>
<th>Program Coordinator: Lynn Walker Levy</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
</tr>
<tr>
<td>Office hours: By appointment, phone, email</td>
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</tbody>
</table>

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.

Course Description

EDUC 537 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. Ten hours field experience is required.

Nature of 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 and assignments online (weekly learning modules);
- 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.

Student Outcomes & Professional Standards

Students completing EDUC 537 will be able to:


2. Analyze how social structures of race, class, gender, (dis)ability, and sexual orientation create relations that privilege some and deny opportunity to others. [NCATE-TESOL Standard 2.a. Nature and Role of Culture; NCATE-TESOL Standard 2.b. Cultural Groups and Identity].
3. Evaluate and interpret the ways in which schooling influences and is influenced by equity issues. [NCATE-TESOL Standard 2.a. Nature and Role of Culture; NCATE-TESOL Standard 2.b. Cultural Groups and Identity].

4. Understand and use the major concepts, principles, theories, and research related to the nature and role of culture in academic achievement and individual student learning. [NCATE-TESOL Standard 2.a. Nature and Role of Culture; NCATE-TESOL Standard 2.b. Cultural Groups and Identity].

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

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

7. Describe culturally relevant teaching in terms of teacher characteristics, teaching strategies, and assumptions about teaching, learning, and knowing [NCATE/TESOL Standard 3.a. Planning for Standards-Based ESL and Content Instruction; NCATE-TESOL Standard 3.c. Using resources effectively in ESL/FL and content instruction].

8. Develop strategies that challenge unjust social structures and allow all children to learn and grow into citizens who will be actively involved in democracy. [NCATE-TESOL Standard 3.c. Using Resources Effectively in ESL and Content Instruction].


**Relationship to Program Goals and Professional Organizations**

*EDUC 537: 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* 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 demonstrates 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 sustain of democratic learning environments.

4. **Knowledge base for teaching in diverse and inclusive classrooms.** Students will learn the fundamental concepts pertaining to the 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 inform 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.

The relationship of EDUC 537 to INTSAC principles is as follows:

**Principle #2:** The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

**Principle #3:** The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

**Principle #5:** The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

**Principle #6:** The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

**Principle #9:** The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

**Principle #10:** The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

**Academic Standards**

The standards referenced above aim to provide consistency in teacher education programs across the United States in terms of what EFL/ESL/FL (WL) teachers need to know and be able to do – that is, the knowledge, skills, and dispositions that are essential for the effective teaching of culturally and linguistically diverse students.

Licensure courses are also aligned with **TESOL/NCATE Standards for the Accreditation of Initial Programs in P-12 ESL Teacher Education**, as well as with **INTASC (Interstate New Teacher Assessment and Support Consortium) Standards**, which represent those principles that should be present in all teaching environments, regardless of the subject or grade level, and serve as a framework for the systematic reform of teacher preparation and professional development programs. Evidence of the degree to which the standards have been met is compiled in a program participant's Professional Development Portfolio (refer to PDP Guidelines) throughout the licensure component of the program.

The ESL Standards for P-12 Teacher Education Programs were approved by the National Council for Accreditation of Teacher Education (NCATE) and the TESOL Board of Directors in October, 2002. They serve as a bridge to the general education standards expected of all students in the United States. The can be found in: [http://www.tesol.org/assoc/p12standards/index.html](http://www.tesol.org/assoc/p12standards/index.html) or [http://www.ncate.org/standard/programstds.htm](http://www.ncate.org/standard/programstds.htm)
COURSE REQUIREMENTS

EDUC 537 will meet on-line at: http://blackboard.gmu.edu/, weekly. As a community of online learners, it is incumbent upon each of us to participate regularly, complete weekly assignments, and to post a minimum of three comments weekly (with weeks beginning on Thursday). Students will also be expected to complete fieldwork, to complete collaborative group projects, and to undertake self-guided learning. 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.

Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Grade</th>
<th>Goal/Description</th>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Class Participation</td>
<td>on-going</td>
<td>25%</td>
<td>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 &quot;I agree/disagree with your comment&quot; 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.</td>
<td>TESOL Standards: 1B, 3A, 4A, AND 5C.</td>
</tr>
<tr>
<td>2. Reflective Practice Paper</td>
<td>February 24</td>
<td>25%</td>
<td>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.</td>
<td>TESOL Standards 2A, 2B.</td>
</tr>
<tr>
<td>3. Equity Issue Paper</td>
<td>April 14</td>
<td>25%</td>
<td>Participants will identify an equity issue in their own school or work environment. 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. You will compose a 5-7 page paper drawing on class discussions, readings, and other sources to critically examine the issue and to propose strategies to eliminate the inequities that exist. These papers will be posted for comment by your peers.</td>
<td>TESOL Standards 2A, 2B.</td>
</tr>
<tr>
<td>4. Field experience</td>
<td>May 5</td>
<td>25%</td>
<td>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.</td>
<td>TESOL Standards 2A, 2B.</td>
</tr>
</tbody>
</table>

You can find detailed guidelines and scoring rubrics for each assignment below and in the Course Information Section of Blackboard.
Graduate Grades
http://jiju.gmu.edu/catalog/apolicies/gradstandards.html

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>GRADING</th>
<th>Grade Points</th>
<th>Graduate Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>&gt;100</td>
<td>4.00</td>
<td>Satisfactory / Passing</td>
</tr>
<tr>
<td>A</td>
<td>93-100</td>
<td>4.00</td>
<td>Satisfactory / Passing</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
<td>3.67</td>
<td>Satisfactory / Passing</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
<td>3.33</td>
<td>Satisfactory / Passing</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
<td>3.00</td>
<td>Satisfactory / Passing</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
<td>2.67</td>
<td>Satisfactory* / Passing</td>
</tr>
<tr>
<td>C</td>
<td>70-79</td>
<td>2.00</td>
<td>Unsatisfactory / Passing</td>
</tr>
<tr>
<td>F</td>
<td>&lt;69</td>
<td>0.00</td>
<td>Unsatisfactory / Failing</td>
</tr>
</tbody>
</table>

* Note: Although a B- is a satisfactory grade for a course, students must maintain a 3.0 average in their degree program and present a 3.0 GPA on the courses listed on the graduation application.

Assessment Issues

“Absences” from online sessions
If you know that you will miss a week online, please notify me prior to the beginning of the week. Absence means you miss the interacting with and contributing to group discussions. While illness and official travel are reasonable impediments, missing more than three will result in an unsatisfactory grade.

Late projects
If you need to request an extension of time to turn in a project, please EMAIL ME BEFORE THE DUE DATE to talk about it. No more than one late project will be accepted from any one student and any late projects will receive a 5 point deduction.

Plagiarism
Avoid plagiarism, which is using an author’s words without citing the author in your paper. Plagiarism is unethical and illegal and goes against the GMU Honor Code.

Double dipping
Projects or papers submitted for credit in one course cannot also be used for a grade in a different course, even if you revise them. It’s unethical.

Grade Incompletes (IN):
Are not automatically assigned and are discouraged. If you need to request an Incomplete grade, you will need to show serious cause for this decision (see Graduate Catalog). I will review your status in this course to determine whether to grant your request.
GSE Syllabus Statements of Expectations

The Graduate School of Education (GSE) expects that all students abide by the following:

- Students are expected to exhibit professional behavior and dispositions. See gse.gmu.edu for a listing of these dispositions.
- Students must follow the guidelines of the University Honor Code. See http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.
- Students must agree to abide by the university policy for Responsible Use of Computing. See http://mail.gmu.edu and click on Responsible Use of Computing at the bottom of the screen.
- Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See www.gmu.edu/student/drc

COURSE TEXTS

Required

Textbook - Weekly Assignments Listed in Course Schedule

Required and Recommended – Online, and On Blackboard (Course Materials)

For Week One Beginning January 27-Online
Defining Multicultural Education (from the Multicultural Supersite):
http://www.mhhe.com/socscience/education/multi/define.html

For Week Two Beginning February 3-Online
What Makes a School Multicultural?

-Blackboard

For Week Three Beginning February 10-Online

For Week Four Beginning February 17 - Online
Five Ways to Analyze Classrooms for an Anti-Bias Approach

Teaching with a Multicultural Perspective

For Week Five Beginning February 24 - Online
Understanding Multicultural Curriculum Transformation
http://www.mhhe.com/socscience/education/multi/curriculum/concept.html

For Week Eight March 17 (Recommended) – Online

**(Recommended) – Blackboard**


**For Week Nine March 24 - (Recommended) – Online**


**For Week Eleven Beginning April 7 - **(Recommended) - Online


**For Week Twelve Beginning April 14 - Online**


**For Week Thirteen Beginning April 21 - Blackboard**


**For Week Fourteen Beginning April 28 - Online**


Other Recommended Readings

Journals and Publications

Education Policy Analysis Archives http://epaa.asu.edu/epaa/

Electronic Magazine of Multicultural Education http://www.eastern.edu/publications/emme/


TESL-EJ. http://www-writing.berkeley.edu/TESL-EJ/

Books, Chapters, Articles


<table>
<thead>
<tr>
<th>Week /Date</th>
<th>Topic/Activities</th>
<th>Required Readings – To be completed during the week [&amp;Recommended Readings]</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 27-February 2</td>
<td>Transformative Multicultural Education.</td>
<td>Banks, Chapter 3. Online article: What makes a… Blackboard: Sleeter &amp; Grant.</td>
<td>Week Two Module Online.</td>
</tr>
<tr>
<td>February 10-16</td>
<td>Equity and the role of the teacher.</td>
<td>Online articles: Five Ways …; Teaching with…</td>
<td>Week Four Module Online.</td>
</tr>
<tr>
<td>Week Four</td>
<td>Curricular and Pedagogical Reform.</td>
<td>Banks, Chapters 8 and 10. Online article: Understanding…</td>
<td>Week Five Module Online.</td>
</tr>
<tr>
<td>February 17-23</td>
<td>Socioeconomic equity in education.</td>
<td>Banks, Chapter 4.</td>
<td>Week Six Module Online.</td>
</tr>
<tr>
<td>Week Six</td>
<td>Gender Equity in Education.</td>
<td>Banks, Chapter 6, 7, 8.</td>
<td>Week Seven Module Online.</td>
</tr>
<tr>
<td>March 24-30</td>
<td>Ability and educational equity.</td>
<td>Banks, Chapters 13, 14, 15.</td>
<td>Week Ten Module Online.</td>
</tr>
<tr>
<td>Week Ten</td>
<td>Religion and educational equity.</td>
<td>Banks Chapter 5. [Rcmd’d Online Reading: Center for Religious Freedom/Profiles].</td>
<td>Week Eleven Module Online.</td>
</tr>
<tr>
<td>March 31 - April 6</td>
<td>Sexual Orientation Equity in Education</td>
<td>Online articles: Addressing…; Just the Facts…; Ten things…</td>
<td>Week Twelve Module Online.</td>
</tr>
<tr>
<td>Week Eleven</td>
<td>Practical Applications to further equity</td>
<td>Blackboard: Banks (2001). Online: Diversity…; Multicultural</td>
<td>Week Thirteen Module Online.</td>
</tr>
<tr>
<td>Week Twelve</td>
<td>Wrap up.</td>
<td>-</td>
<td>Field Projects Due</td>
</tr>
<tr>
<td>May 5-11</td>
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<td></td>
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ASSIGNMENTS AND RUBRICS

Class Participation

Class Participation Guidelines

1. Regular contributions to online class modules, including at least three per week.
2. Completion all of the assigned course readings (and recommended as your time allows) and referencing them in weekly assignments.
3. Participation in all group activities related to assignments.
4. Sharing insights, information, and relevant experiences with classmates.
5. Respecting the opinions, ideas, and contributions of others.

Participation Scoring Rubric
(25 points)

<table>
<thead>
<tr>
<th></th>
<th>Unsatisfactory (0-1 point) (F)</th>
<th>Minimal (2-3 points) (C)</th>
<th>Competent (4 points) (B)</th>
<th>Excellent (5 points) (A)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Attendance</strong> (5 points)</td>
<td>Misses more than 4 online sessions; fails to contribute regularly (3x/week).</td>
<td>Misses 3-4 online sessions, and/or fails to contribute regularly (3x/week).</td>
<td>Misses 1-2 online sessions but otherwise contributes regularly (3x/week).</td>
<td>Attends all online sessions and contributes regularly (3x/week)</td>
</tr>
<tr>
<td><strong>2. Preparation of Readings,</strong> (5 points)</td>
<td>No evidence of reading or preparation for class.</td>
<td>Prepared some of the time for thoughtful contribution to blackboard discussions.</td>
<td>Prepared most of the time for thoughtful contribution to blackboard discussions.</td>
<td>Demonstrates completion of course readings through blackboard discussions.</td>
</tr>
<tr>
<td><strong>3. Participation in activities, discussions, projects.</strong> (5 points)</td>
<td>Little to no participation in discussions, activities, or projects.</td>
<td>Minimal participation in discussions, activities, projects.</td>
<td>Satisfactory participation in discussions, activities, projects.</td>
<td>Active, weekly participation in discussions, activities, projects.</td>
</tr>
<tr>
<td><strong>4. Homework, projects, exemplars</strong> (5 points)</td>
<td>Rarely or never prepared with assignments for class or group work.</td>
<td>Sometimes prepared with assignments for class or group work.</td>
<td>Usually prepared with assignments for class or group work.</td>
<td>Always prepared with assignments for class or group work.</td>
</tr>
<tr>
<td><strong>5. Respect for colleagues.</strong> (5 points)</td>
<td>Disrespectful of classmates and/or guest speakers.</td>
<td>Cursory respect for classmates and/or guest speakers.</td>
<td>Usually demonstrates interest in and respect for others’ opinions.</td>
<td>Demonstrates interest and respect for others’ opinions.</td>
</tr>
<tr>
<td>Total:</td>
<td>Unsatisfactory (&lt;17 points) (F)</td>
<td>Minimal (17-19 points) (C)</td>
<td>Competent (20-22 points) (B)</td>
<td>Excellent (23-25 points) (A)</td>
</tr>
</tbody>
</table>
Reflective Practice Paper
Reflective Practice Paper Guidelines

The purpose of this assignment is to provide you with an opportunity to explore “who you are” as an educator in diverse classrooms. It will challenge you to reflect on life experiences that have shaped your cultural perspectives and have contributed to your identity as a teacher and a learner. It will also help you understand and use major concepts, theories, and research related to the nature and structure of culture to construct learning environments that support diverse students’ development and achievement.

Reflective Practice Paper Methods:
Compose a 5-6 page autobiographical, self-ethnographic paper exploring how your life experiences, perspectives, lenses, assumptions, and prejudices have contributed to your understanding and practice of teaching and learning. Focus especially on how your identity and beliefs impact your interaction with students, colleagues, and others in your workplace. Explore your areas of strength and weakness in working with others of different backgrounds, and reflect on areas to improve your contributions to your school or workplace environment. Important note: Awareness of one’s identity, beliefs, and practices is the first step toward positive change and the hallmark of a lifelong learner. As an instructor, I am perpetually learning about myself through interaction with students, colleagues, and others in our society.

Some suggested questions you may want to ask yourself are:
- Ethnic background – Who are your “ancestors” / “people”? Were you raised in a heterogeneous or homogenous environment? How does this impact your relations with other groups?
- Upbringing. The particular city/town in which you were raised. Socioeconomic class? Urban/Rural. Language? What fears and prejudices were you raised with? How do these experiences impact your relations with other groups?
- Religion – How does your religion influence your culture? Of other groups?
- Schooling – Schools you attended. How did the culture of your school affect your teen years?
- Experience with diversity - What experiences have you had with other ethnicities, religions, socioeconomic classes, environments, languages?
- Have you been had the opportunity to think about racism, sexism, and other equity issues? If so, how did that opportunity shape your current beliefs? Your identity as a teacher and learner? 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? How does your current life/career station impact your thinking?
- 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?

Reflective Practice Paper - Content & Format:
Section I: Introduction
Section II: Life Experience
Family background
Cultural Experiences
Childhood /Adolescence /Adulthood
Section III: Impact on Teaching
Personal Impact/Professional Impact/Educational Strategies
How are you planning to apply knowledge to teaching situations at PK-12 schools?
Section IV: 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 Practice Paper Scoring Rubric (25 points)

<table>
<thead>
<tr>
<th>Section</th>
<th>Unsatisfactory (0-1 point) (F)</th>
<th>Minimal (2-3 points) (C)</th>
<th>Competent (4 points) (B)</th>
<th>Excellent (5 points) (A)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Exploration of personal cultural background</td>
<td>No evidence of reflection on family cultural background</td>
<td>Little evidence of exploring personal cultural background</td>
<td>Adequately explores self-identification of family cultural background</td>
<td>Actively engages and explores socio-historical implications of family cultural background while linking these concepts to self-identification</td>
</tr>
<tr>
<td>2. Synthesis of family cultural background into contemporary experience as an educator</td>
<td>Very little or weak attempt to synthesize family cultural background 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 family cultural background plays on the role as an educator</td>
</tr>
<tr>
<td>3. Exploration of personal beliefs, values, 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 beliefs into contemporary experience as an educator</td>
<td>Very little or weak attempt to synthesize personal biases and prejudices with role as an educator</td>
<td>Although developed, ideas are not linked or synthesized logically</td>
<td>Adequate synthesis of personal prejudices and biases with contemporary role as an educator</td>
<td>Actively engages and explores the influence that prejudices and biases play 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 grammar and spelling significantly reduce the readability of the report.</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>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>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>
</tr>
</tbody>
</table>

**Total:**  
- Unsatisfactory (<17 points) (F)  
- Minimal (17-19 points) (C)  
- Competent (20-22 points) (B)  
- Excellent (23-25 points) (A)
Equity Issue Paper- Due April 14

Equity Issue Paper Guidelines

1. This project provides the opportunity to research, investigate, and reflect on an equity issue related to this course and how it impacts those in your school/workplace.
2. By March 3, course participants should indicate the area of their interest for their Equity Issue Paper.
3. Students will conduct research on their chosen issue, reflect on how this issue impacts their school or workplace.
4. The instructor will set up issue-based groups on blackboard. These sites can serve as the platforms for sharing resources and drafts of sections I, II, and III of the paper.
5. In issue-related groups, students will brainstorm proposed solutions after reading each others’ issue papers, building upon their own work to assist others’ with workplace-specific interventions that may further the cause of equity.
6. Paper drafts are due to group members on March 24.
7. Between March 24 and April 7, issue group members should post feedback to other group members related to possible interventions and suggestions for concrete actions the paper’s author can take to improve the climate related to the equity issue.
8. Course participants should incorporate the feedback they received into a final section IV, noting proposed interventions of teammates, and reflecting on how they would or would not work in the particular school or workplace.
9. The final paper is due on April 14.

Equity Issue Paper Methods:

- Identity an issue of interest to you and of importance in your school and workplace.
- Do some background reading on studies of the issue in other settings, the impact of discriminatory processes, and other information related to your area.
- Synthesize your findings for Section I of your paper.
- Begin to use your findings to reflect on your school/workplace.
- Think about how the issue is or is not addressed, how members of the oppressed group may be affected, and begin to write up your observations and reflections for Section II.
- Based on your readings, note some proposed measures that you and institutional leaders in your setting can take to improve equity practices in your area. Write up these ideas in Section III.
- Present your paper (with sections I-III) to others in your issue group discussion forum on blackboard. This version of your paper is due to your colleagues no later than March 24, 2005.
- Read carefully through the papers of your colleagues and take careful notes on your reactions; what ideas do their approaches give you that could benefit your own setting? After reading through their proposed solutions, offer your perspective and suggestions to them for other possible interventions they may have overlooked. Include frank but respectful feedback on their ideas.
- After receiving feedback from your peers, write a Section IV for your paper, noting and evaluating their feedback, reflecting on how their suggestions may relate to your workplace. Also note your reflections upon reading their reports.
- Carefully proofread and provide APA citations for all professional literature consulted.
- Submit final paper no later than April 14, 2005.
**Equity Issue Paper Content & Format:**

**Section I: Introduction to the Issue**

What is the background on the issue?
When did it first come to the attention of reformers?
What studies have been done on the impact of this issue?
What interventions have been successfully implemented in other settings?

**Section II: Your Workplace/School**

How is the issue handled in your professional context?
How do others view members of the oppressed group?
Based on the literature, what are the affects on the oppressed group members in your environment?
What are the sensitivities/majority culture values regarding your issue?

**Section III: Possible Interventions**

In light of cultural constraints, how empowered do you feel to address the issue?
Within the context of your current professional position, what specific remedies can you offer to improve the equitable handling of your issue?
What benefits can you envision for such interventions?

**Section IV: Additional Feedback**

What have you learned from the experience of reviewing your peers’ work on the same issue?
What suggestions did your peers offer you?
Do you agree or disagree with their views? Why?
What else was significant for you in learning about this issue from interacting with your colleagues?

**Conclusion**

Has your awareness changed?
What is your current thinking on the issues of culture, diversity, multiculturalism?
What will you take with you?
## Equity Issue Paper Scoring Rubric

<table>
<thead>
<tr>
<th></th>
<th>Unsatisfactory (0-1 point) (F)</th>
<th>Minimal (2-3 points) (C)</th>
<th>Competent (4 points) (B)</th>
<th>Excellent (5 points) (A)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Research on issue</strong> (5 points)</td>
<td>Facts are uninformed or not based on any discernable research.</td>
<td>Facts are basic and/or sketchy.</td>
<td>Facts are presented but are primarily general knowledge.</td>
<td>Research is evident through clear and knowledgeable presentation.</td>
</tr>
<tr>
<td><strong>2. Application to current workplace,</strong> (5 points)</td>
<td>No application to an educational context is evident. Interventions are omitted or not tailored to workplace.</td>
<td>Limited application to context is made or little reference to literature but mere description of workplace.</td>
<td>Some application to current context is made but more is possible.</td>
<td>Evidence of clear thought as to the implications of issue for students, teachers, and school leaders.</td>
</tr>
<tr>
<td><strong>3. Self-designed interventions, and applicability of peer comments</strong> (5 points)</td>
<td>Interventions reflect little or no literature review or analysis of constraints in current workplace. Analysis of peer feedback absent or limited to reporting suggestions.</td>
<td>Interventions reflect some literature review or analysis of constraints in current workplace. Analysis of peer feedback absent or limited to reporting suggestions.</td>
<td>Interventions reflect some literature review and analysis of constraints in current workplace. Analysis of peer feedback some consideration.</td>
<td>Interventions reflect clear literature review and analysis of constraints in current workplace. Analysis of peer feedback reflects clear consideration for feasibility of suggestions.</td>
</tr>
<tr>
<td><strong>4. Reflection on peer perspectives and evidence of collaboration process</strong> (5 points)</td>
<td>Limited or no feedback to peers; limited or no reflection.</td>
<td>Group work reflects some feedback to peers but limited in content. Paper may refer to group process in passing with no significant reflection.</td>
<td>Group work reflects reading and feedback to peers. Paper may refer to group process.</td>
<td>Group work reflects thoughtful reading, reflection, and feedback to peers. Paper reflects insights gained through group process.</td>
</tr>
<tr>
<td><strong>5. Presentation and APA Format</strong> (5 points)</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>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>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>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>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td>Unsatisfactory (&lt;17 points) (F)</td>
<td>Minimal (17-19 points) (C)</td>
<td>Competent (20-22 points) (B)</td>
<td>Excellent (23-25 points) (A)</td>
</tr>
</tbody>
</table>
Field Experience - Culturally Appropriate/Responsive Teaching Practices

Field Experience Guidelines

Clock Hours Required: 10

The ten-hour EDUC 537 field experience may be conducted in the school where you have been assigned as part of your cohort work. EDUC 537 field experience may be conducted in the same classroom/school as where another field experience is taking place as long as separate field experience objectives are achieved and separately 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.

Field Experience Methods:

As a requirement of the GMU Graduate School of Education, in order to achieve the EDUC 537 field experience objectives, participants will engage in a minimum 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 pages in length report, due May 5, 2005. 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: 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 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?
8. Do your students’ socio-economic, cultural and linguistic backgrounds affect your teaching methods?
(If yes): In what ways?
9. 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:** 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.

**Please Remember:** You are a guest at your field experience school. Professional courtesy is always
essential. **BE SURE TO THANK THE TEACHER FOR HIS/HER TIME.**
Field Experience Hours and Report due May 4, 2005
**Field Experience Scoring Rubric (25 points)**

<table>
<thead>
<tr>
<th>Points</th>
<th>Unsatisfactory (F)</th>
<th>Minimal (C)</th>
<th>Competent (B)</th>
<th>Excellent (A)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Student spent 10 hrs preparing, observing, and participating in classroom. (5 points)</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. Assisted cooperating teacher.</td>
</tr>
<tr>
<td>3. Cooperating Teacher (5 points)</td>
<td>Cooperating teacher not interviewed. Profile of cooperating teacher(s) not included.</td>
<td>Sporadic information on cooperating teacher.</td>
<td>Some evidence used to make point. Limited connection.</td>
<td>Thoughtful interviews. Included teacher profile (philosophy, background, subjects, and languages).</td>
</tr>
<tr>
<td>4. Report (5 points)</td>
<td>No reflections on observations. No applications to future teaching. No literature.</td>
<td>No comments or reflection on observation. Limited applications to future teaching.</td>
<td>Does not reflect on all observations or not in depth. Minimal applications; limited literature.</td>
<td>Thoughtful reflections and applications to future teaching; use of literature to support analysis.</td>
</tr>
<tr>
<td>5. Presentation and APA Format (5 points)</td>
<td>Few APA requirements met. Report hard to follow. Poor grammar and spelling reduce the readability of the report.</td>
<td>Some formatting requirements met but layout clumsy. Frequent problems with spelling or sentences, but gist of report present.</td>
<td>Most formatting requirements are met Layout is easy to read and follow. Grammar, spelling basically correct.</td>
<td>All required sections present. Paper is typed; font size and type requirements are met. Layout, sentences, spelling correct.</td>
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GEORGE MASON UNIVERSITY
Graduate School of Education

Field Experience Reporting Form

Name:  

Semester/Yr:  Spring 2005

School:  

Course:  EDUC 537

Title:  Foundations for Multicultural Education

Professors:  Sherry L. Steeley.  Minimum Clock hours: 10

<table>
<thead>
<tr>
<th>Observation site / class / grade</th>
<th>Teacher</th>
<th>Date</th>
<th>Hours on site</th>
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<tbody>
<tr>
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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 May 5, 2005