



FAST TRAIN Programs

GEORGE MASON UNIVERSITY
GRADUATE SCHOOL OF EDUCATION
FAST TRAIN
EDUC 537/601: FOUNDATIONS OF MULTICULTURAL EDUCATION
Online Course

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

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, language, and social class and their impact on educational opportunity and equity. This course includes an overview of multicultural / multilingual curricula with a special focus on culturally / linguistically responsive instruction and assessment techniques. Twenty hours of 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:

1. Analyze and interpret the historical, philosophical, economic, legal and sociocultural foundations of multicultural education. *[NCATE-TESOL Standard 2.a. Nature and Role of Culture; NCATE-TESOL Standard 5.a. ESOL Research and History]*.
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]*
9. Explain and provide examples of anti-bias strategies and practices. *[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]*.

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> or <http://www.ncate.org/standard/programstds.htm>

COURSE REQUIREMENTS

EDUC 537 will meet on-line at: <http://courses.gmu.edu/>, weekly. As a community of online learners, it is incumbent upon each of us to participate regularly and complete weekly assignments (with weeks beginning on Tuesdays). Students will also be expected to complete fieldwork, to collaborate on 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

Assignment	Due	Grade	Goal/Description	Standards
1. Class Participation	on-going	25%	All students are expected to answer all questions and participate regularly throughout the week -- either starting a new discussion strand or responding to a classmate's comments. Your discussion postings should be thorough and reflective.	TESOL Standards: 1B, 3A, 4A, AND 5C.
2. Bridging the Divide Project* (&Presentation)	October 5	25%	Each student will gather data and engage in a dialogue with a family that is of a non-majority culture within the school, country, or context in which he/she works or is undertaking fieldwork. You will learn about their lives, backgrounds, and values with a particular emphasis on their experiences with the school system in which their children are enrolled, and report on your findings in a 10-15 page paper. This assignment is a Performance Based Assignment for ESOL Program Students and should be posted to the ESOL Portfolio site in TASK STREAM. Everyone else should post their assignment to Blackboard as usual. In addition, everyone should post a presentation summarizing your findings for peer review in Blackboard.	TESOL Standards 2A, 2B.
3. Field experience	October 26	25%	Students will engage in a field experience of 20 hours and use class conceptual frameworks to reflect on that experience in a 5-7 page paper.	TESOL Standards 2A, 2B.

4. Equity Issue Paper* (& Presentation)	December 7	25%	Participants will identify an equity issue in their own school or fieldwork environment which impacts students from a language, cultural, ethnic, or other minority group. You will compose a paper drawing on class discussions, readings, and other sources to critically examine the issue and to propose strategies to eliminate the inequities that exist, incorporating feedback from peers on potential resolutions. This assignment is a Performance Based Assignment for ESOL Program Students and should be posted to the ESOL Portfolio site in TASK STREAM. Everyone else should post their assignment to Blackboard as usual. In addition, everyone should post a presentation summarizing your findings for peer review in Blackboard.	TESOL Standards 2A, 2B.
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You can find detailed guidelines and scoring rubrics for each assignment below and in the Course Assignments Section of Blackboard.

*** = An ESOL Program Portfolio requirement. See FAST TRAIN ESOL Portfolio guidelines and TASK STREAM instructions. For ESOL Program students, all PBA assignments must be submitted to your TASK STREAM account. Failure to submit your PBA to TASK STREAM will make you ineligible to register for further courses and your grades will be held. ELEM program students should submit this assignment to Blackboard/Assignments.**

Graduate Grades

<http://jju.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:

A+ = 100 A = 94-99 A- = 90-93 B+ = 85-89 B = 80-84

C = 70-79 – does not meet licensure requirements or Level I award recommendation

F = Does not meet requirements of the Graduate School of Education.

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 that you miss interacting with and contributing to group discussions and your participation grade will reflect this.

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 **10 percent deduction in the grade per week of lateness**. No credit will be given for belated class participation. **All supporting documentation and submission to TASKSTREAM** (when required, for ESOL program students) is due at the same time of the assignment; late submission of any element of the assignment will result in a grade reduction. **Projects must be submitted through the Blackboard/Assignments or TASKSTREAM portal no later than 11:59pm on the due date.**

Plagiarism

Avoid plagiarism, which is using an author's words without citing the author in your paper. Please review APA citation guidelines in order to correctly cite your sources. Plagiarism is unethical and illegal and violates 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):

If you need to request an Incomplete grade, you will need to show serious cause for this decision. Only students in good standing are eligible for an Incomplete, and each request will be individually reviewed.

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/#Anchor12> 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

Banks, J.A., Banks, C.A. (2007). *Multicultural Education: Issues and Perspectives* (6th ed.). Hoboken, NJ: Wiley.

Recommended

Also see weekly schedule for recommended readings by class topic.

Articles

Allen, R.L. (1999). The Hidden curriculum of whiteness: White teachers, white territory, and white community. American Educational Research Association.

Banks, J. (2001). Multicultural education program evaluation checklist. In J.Banks, *Cultural diversity and education*. Boston: Allyn & Bacon, 336-344.

Berman, P., Aburto, S., Nelson, B., Minicucci, C., Burkart, G. (2000). *Going schoolwide:*

Comprehensive school reform <http://www.ncela.gwu.edu/pubs/resource/resourceguide.pdf>.

Delpit, L. (1995). Education in a multicultural society: Our future's greatest challenge. In *Other people's children: Cultural conflict in the classroom*. New York: The New Press

- Hayes, C. (2005). Religious liberty in public schools.
http://www.firstamendmentcenter.org/rel_liberty/publicschools/overview.aspx
- Henze, R., Lucas, T., Scott, B. (1998). Dancing with the Monster: Teachers Discuss Racism, Power, and White Privilege in Education.
- Kugler, E. (2005). *Debunking the Middle Class Myth*. Lanham, MD: Scarecrow Press.
- Lindsay, D. (2002). Introduction to Child Abuse. Retrieved March 2006 from
<http://www.childwelfare.com/kids/caintro.htm#Top>
- Mehan, H. (1997). *Tracking untracking: The consequences of placing low-track students in high-track classes*. In Hall, P. (ed). 115-150.
- Nieto, Sonia (2002; 1994). Lessons from students creating a chance to dream. Originally published in:
Harvard Educational Review 64(4), 392-426.
- Orfield, G., Frankenberg, E.D. (2005). The resurgence of school desegregation. *Educational Leadership*.
- Pransky, K., Bailey, F. (2002). To meet your students where they are, first you have to find them. *The Reading Teacher*, 56(4), 370-384.
- Sleeter, C. & Grant, C. (1999). Education that is multicultural and social reconstructionist: Our choice. *Making choices for multicultural education*. NJ: Merrill-Prentice Hall.
- Thomas, W.P, and Collier, V.P. (2003). The multiple benefits of dual language immersion. *Educational Leadership* 61(2).
- Tong, V. (1997). The relationship between first and second languages and culture: Finding a cross-cultural identity. *NYSABE Journal*, 12, 43-61.
- U.S. Department of Education (2005). Guidance on Constitutionally Protected Prayer...
http://www.ed.gov/policy/gen/guid/religionandschools/prayer_guidance.html
- U. S. Department of Justice. (2005). Youth Victimization: Prevalence and Implications. Washington DC: Author. <http://www.ncjrs.org/pdffiles1/nij/194972.pdf>
- Whitcomb, D., Hook, M., Alexander, E. (2002). Child Victimization.
<http://www.ojp.usdoj.gov/ovc/assist/nvaa2002/chapter11.html>
- Zirkel, S. (2002). Is there a place for me? Role models and academic identity among white students and students of color. *Teachers College Record* 104 (2).

Journals and Websites

- Culturally Responsive Pedagogy Resources on School Redesign.net
<http://www.schoolredesign.net/srn/server.php?idx=886>
- Debra Pope-Johnson—Cultural Education Resources
<http://www.education.gsw.edu/johnson/MulticulturalEducation.htm>
- Diversity and Culture, National Network for Child Care (NNCC).
http://cyfernet.ces.ncsu.edu/cyfdb/browse_3.php?cat_id=5&category_name=Diversity+and+Culture&search=NNCC&search_type=browse
- Electronic Magazine of Multicultural Education <http://www.eastern.edu/publications/emme/>
- Excellent electronic resource produced by the *Northeast and Islands Educational Laboratory* at Brown University. <http://www.lab.brown.edu/tdl/tl-strategies/crt-principles.shtml>
- Multicultural Perspectives. Journal of the National Association of Multicultural Education.
<http://www.leaonline.com/loi/> or <http://www.nameorg.org/resources.html>.
- Teaching Tolerance
<http://www.tolerance.org/teach/index.jsp>

Books, Chapters, Articles

- American Psychological Association (2001). *Publication Manual of the American Psychological Association* (5th Ed.). Washington, DC: American Psychological Association.
- Banks, J. A., & Banks, C. A. McGee (Eds.). (2003). *Multicultural education: Issues and perspectives* (4th ed.). New York: Wiley & Sons.
- Banks, J.A. & Banks, C.A. McGee (Eds.). (2001). *The Handbook on Multicultural Education*. San Francisco: Jossey-Bass.
- Bush, M. E.L. (2004). *Breaking the code of good intentions: Everyday forms of whiteness*. Lanham, MD: Rowman & Littlefield.
- Cochran-Smith, Marilyn (2004). *Walking the Road: Race, Diversity, and Social Justice in Teacher Education*. New York: Teachers College Press.
- Cummins, J. (2000) Language, power, and pedagogy: Bilingual children in the crossfire. Clevedon, England: Multicultural Matters.
- Erikson, F. (1996). Transformation and school success: The politics and culture of educational achievement. In E. Jacob & C. Jordan (Eds.), *Minority Education: Anthropological Perspectives* (pp.27-48). Norwood, NJ: Ablex Publishing.
- Gay, Geneva. (2000). *Culturally responsive teaching: theory, research, and practice*, New York: Teachers College Press.
- LAB at Brown (2002). *The Diversity Kit: An Introductory Resource for Social Change in Education*. Providence, RI: Brown University. Available from <http://www.lab.brown.edu/tld/diversitykitpdfs/diversitykit.pdf>
- Lachat, M.A. (1999) *Standards, equity and cultural diversity*. Providence, RI: The Education Alliance, Northeast and Islands Regional Education Laboratory at Brown University. Retrieved May 24, 2002 from www.lab.brown.edu.
- Lasley, T.J., Mataczynski, T.J. (1997). *Strategies for Teaching in a Diverse Society*. Stamford, CT: Wadsworth Publishing.
- Levinson B. (Ed.) (2000). *Schooling the symbolic animal: Social and cultural dimensions of education*. Lanham, MD: Rowman & Littlefield.
- Nieto, S. (2002). *Language, Culture, and Teaching: Critical Perspectives for a New Century*. Mahwah, N.J.: L. Erlbaum.
- Sleeter, C. (2001). Preparing teachers for culturally diverse schools: Research and the overwhelming presence of whiteness. *Journal of Teacher Education*, 52(2), 94-105.
- Takaki, R.T. (1993). *A Different Mirror: A History of Multicultural America*. Boston: Little, Brown & Co.

Takaki, R.T. (Ed.). (2002). *Debating Diversity: Clashing Perspectives on Race and Ethnicity in America* (3rd. edition). New York: Oxford University Press.

Vogt, L.A., Jordan, C., Tharp, R.G. (1996) Explaining school failure, producing school success: Two cases. In C. Jordon, E. Jacob (Eds), *Minority Education: Anthropological Perspectives*. (pp. 53-66). Norwood, NJ: Ablex Publishing.

COURSE SCHEDULE

Week /Date	Topic/Activities	Required Readings – To be completed during the week [&Recommended Readings]	Assignments Due
Week One Aug. 31- Sept. 6	Introduction: Overview. Goals. Concepts. Foundations.	Banks, Chapter 1-2. Defining Multicultural Education (from the Multicultural Supersite): http://www.edchange.org/multicultural/initial.html Defining Multicultural Education (from the National Association of Multicultural Education) http://www.nameorg.org/resolutions/definition.html	Week One Module Online. Introductions.
Week Two Sept. 7 – 13	School culture and classroom organization.	Banks, Chapter 3. Online and on Blackboard: Peña, R. A. (1997). Cultural differences and the construction of meaning: Implications for the leadership and organizational contexts of schools. <i>Education Policy Analysis Archives</i> 5(10). Retrieved September 23, 2003 from http://oalm.ed.asu/epaa/v5n10.html Rosado, C. (1996). What Makes a School Multicultural? Retrieved from http://www.edchange.org/multicultural/papers/caleb/multicultural.html	Week Two Module Online. Division of class into groups.
Week Three Sept. 14 - 20	Teacher culture; equity and the role of the teacher.	On Blackboard: Pransky, K., Bailey, F. (2002). To meet your students where they are, first you have to find them: Working with culturally diverse at-risk students. <i>The Reading Teacher</i> , 56(4), 370-383. Riehl, P. (1993). Five Ways To Analyze Classrooms For An Anti-Bias Approach. . In Todd, C.M. (Ed.), <i>School-age connections</i> , 2(6), pp.1-3. Urbana-Champaign, IL: University of Illinois Cooperative Extension Service. Retrieved January 2005 from http://www.nccc.org/Diversity/sac26_anti-bias.analyz.html	Week Three Module Online.
Week Four Sept. 21 - 27	Socioeconomic equity in education.	Banks, Chapter 4.	Week Four Module Online.
Week Five Sept. 28- Oct. 4	Racial and Ethnic equity in education.	Banks, Chapter 11. (Recommended) –Online Mukhopadhyay, C., Henze, R.C. (2003). Using Anthropology to make sense of human diversity. <i>Phi Delta Kappan</i> , 84(9), 669-678. Retrieved January 24, 2006 from http://www.pdkintl.org/kappan/k0305muk.htm (Recommended) –Blackboard Zirkel, S. (2002). Is there a place for me? Role models and academic identity among white students and students of color. <i>Teachers College Record</i> 104 (2), 357-376.	Week Five Module Online.

Week Six Oct. 5 - 11	Bridging the Divide	Bridging the Divide Presentations.	Week Six Module Online. <u>Bridging the Divide Paper and Presentation due.</u>
Week Seven Oct. 12-18	Linguistic equity in education.	Banks, Chapter 12. (Recommended) –Blackboard Thomas, W.P, and Collier, V.P. (1997). School Effectiveness for Language Minority Students. Washington DC: NCBE Resource Collection. Available Online at http://www.ncela.gwu.edu/pubs/resource/effectiveness/thomas-collier97.pdf (Recommended) –Blackboard Berman, P., Aburto, S., Nelson, B., Minicucci, C., Burkart, G. (2000). <i>Going schoolwide: Comprehensive school reform inclusive of limited English proficient students</i> . Washington D.C.:Office of Bilingual Education. http://www.ncela.gwu.edu/pubs/resource/resourceguide.pdf .	Week Seven Module Online.
Week Eight Oct. 19-25	Gender Equity in Education.	Banks, Chapter 6, 7. 8.	Week Eight Module Online.
Week Nine Oct. 26 – Nov. 1	Ability and educational equity.	Banks, Chapters 13, 14, 15.	Week Nine Module Online. <u>Field Experience Projects due.</u>
Week Ten Nov. 2 - 8	Religion and educational equity.	Banks, Chapter 5. <i>Recommended:</i> 2009 Report on Religious Freedom: http://www.state.gov/g/drl/rls/irf/2009/index.htm	Week Ten Module Online. <u>Equity paper topics due.</u>
Week Eleven Nov. 9 - 15	Curricular and Pedagogical Reform.	Banks, Chapter 10. Understanding Multicultural Curriculum Transformation http://www.edchange.org/multicultural/curriculum/concept.html On Blackboard: Sleeter, C. & Grant, C. (1999). Education that is multicultural and social reconstructionist: Our choice. In <i>Making choices for multicultural education</i> . Upper Saddle River, NJ: Merrill-Prentice Hall, 188-224.	Week Eleven Module Online.
Week Twelve Nov. 16 - 22	Transformative Multicultural Education. Practical Applications to	Banks, Ch. 16. Banks, J. (2001). Multicultural education program evaluation checklist. In Banks, J. (2001). <i>Cultural diversity and education</i> , 4 th ed. Boston: Allyn & Bacon, 336-344.	Week Twelve Module Online. <u>Sections I-III Equity paper due to Equity Group peers. Feedback due to Equity Group peers throughout week.</u>

	further equity		
<i>No class November 23 – 29. GMU Thanksgiving Break.</i>			
Week Thirteen Nov. 30 – Dec. 6	Educational equity in a global context.	Chang, H. (2003). Multicultural education for global citizenship: A textbook analysis. <i>Electronic Magazine of Multicultural Education</i> [online], 5(2). Retrieved January 24, 2005 from http://www.eastern.edu/publications/emme/2003fall/chang.html Lund, D. (2003). Building global awareness: Engaging student leaders in social responsibility. <i>Electronic Magazine of Multicultural Education</i> [online], 5(2). Retrieved January 24, 2005 from http://www.eastern.edu/publications/emme/2003fall/lund.html	Week Thirteen Module Online.
Week Fourteen Dec. 7 - 13	Equity in our teaching.	Peer presentations & equity in a global context, redux. Final Equity Group Work, project presentations begin.	<i><u>Equity Papers Due to Assignments Folder/TASK STREAM; Equity paper presentations</u> due to discussion board folders for peer comment throughout the week.</i>
Week Fifteen Dec. 14 - 20	Wrap up, synthesis, evaluations	-	Course evaluations, final comments.

ASSIGNMENTS AND RUBRICS

Class Participation

Class Participation Guidelines

Successful participation includes the following:

1. Regular contributions to online class modules, including responses to all questions/exercises and comments to peers posted throughout the week.
2. Completion all of the assigned course readings (and recommended as your time allows) and synthesizing them in weekly discussion in a thorough and reflective manner.
3. Participation in all individual and/or collaborative activities related to assignments, including the two required presentations.
4. Sharing insights, information, and relevant experiences with classmates as they relate to class discussion topics, readings, and presentations.
5. Respect for the opinions, ideas, and contributions of others, evidenced by thoughtful responses and constructive engagement with colleagues whose views differ from your own.

Bridging the Divide: Culturally Diverse Families and Schools Parental, Family, and Community Involvement

Project Guidelines

This assignment is a “Performance Based Assessment” for ESOL Program students, and the paper should be submitted to TASK STREAM’s ESOL Portfolio site. ELEM Students should submit the paper through Blackboard/Assignments.

Objectives of Group Field Project & Presentation Component:

TESOL’s Second Domain – Culture

Overall theme: Understanding the perspectives of families regarding their experiences with education and schooling. *Bridging the Divide* engages students in a performance-based assessment task.

Each student will gather data and engage in a constructive dialogue with a first or second-generation immigrant family or a family that is of a non-majority culture within the school, country, or context in which you work. You will learn about their lives, backgrounds, values and dreams with a particular emphasis on their experiences with the school and system in which their children are enrolled.

Goals

This project will facilitate:

- a. Meeting with culturally and linguistically diverse parents and/or guardians who have children enrolled in the school where you work or undertake your fieldwork;
- b. Focusing on multicultural education and social justice issues by engaging in dialogue with the families and communities of PK-12 students;
- c. Giving you an opportunity to examine a parent’s view of authentic parental involvement;
- d. Finding and recommending culturally appropriate classroom/school applications.

If possible, conduct these interviews in the family’s home. Try to include parents/guardians, other adults, and children living in the home in the dialogue. Doing so may help break through the affective social filter and allow for a better understanding of the family context.

If appropriate in the country/culture in which this project takes place, a walk through the neighborhood can also be an enriching experience for you to better understand the context of the community. Spend a few hours walking around their neighborhood gathering data (e.g., talking to its residents and making observations). Try to be as keen an observer as possible. Search for cultural artifacts (e.g., signage, storefronts, advertisements, people, and spaces). Ask many questions and make sure to record everything in your journals.

When reporting your experiences, however, change the names of your subjects in order to afford them the confidentiality and protection required by the ethics of undertaking research with human subjects.

Step One

Design an interview protocol. Interview protocols are organized sets of questions used to guide the interview and keep the interview flowing in a conversational manner. Good interview protocols consist primarily of open-ended questions that invite participants to engage in storytelling. Avoid questions that elicit only yes/no or very short answers (e.g., “Did you go to school?”) in favor of questions that encourage longer responses (e.g., “Tell me about your childhood back home. What was your school like?”) Use prompts to get participants to keep talking (e.g., “Tell me more about that” or “How did that make you feel?”)

Suggested types of information you will need to collect from direct observation and/or your interview protocol:

- a. Physical characteristics of the home (if interviews are conducted in the home);
- b. Community characteristics;
- c. Demographic/background information;
- d. Educational background of parents; ages and grades of the children;
- e. If applicable: Immigration experience (How/why they decide to come to the U.S. or the country where they reside? What was it like?);
- f. Childrearing practices and philosophy;
- g. Economic/work issues;
- h. Funds of Knowledge (Luis Moll);
- i. Perspectives about education. What is a well-educated child? What are the roles of families and schools in children’s education?
- j. Experiences with children’s school(s). Types of support they have received;
- k. Misunderstandings, difficulties and challenges and how they have handled them;
- l. What do these families want their children’s teachers and administrators to know about them and their children?

Step Two

- a. If appropriate/safe in the country/culture in which you reside: Take a walk through the neighborhood. How is it similar/different from your own neighborhood? What languages do you hear? What cultural, class, racial and religious contextual clues do you observe? How would it “feel” for a family to live here? Search for “cultural artifacts” (e.g., community centers, libraries, storefronts, places of worship, signs, and spaces) and what they represent to its residents. As you explore, take photographs and record your observations in your journal.
- b. Interview a family from a racial, linguistic, and socioeconomic background different from your own. If possible, this should be a family that represents a non-majority culture in the school in which you are conducting your fieldwork. If possible, conduct the interview in the family’s home. Find out about the cultural, educational, linguistic background of the people you are interviewing. Be sure to identify the sample by *who? what? when? where? and why*. You may want to tape record the interview (be sure to get signed permission from the family—a sample form will be distributed in class).

Step Three

Review and discuss your field notes, photographs, and/or tape recording. Before listening to your recording for the first time, share your initial impressions of this family. What surprised you? What moved you? How does this family's story change your understanding of multicultural education, diversity, social justice, and family involvement in schools?

Listen to the entire interview. Note interesting information, stories, or quotes that strike you.

Decide on the next steps. How will you pick out the most salient quotations to transcribe? (You do not have to transcribe the entire tape.) How will you analyze the data? How will you collaborate in analyzing and writing up your findings?

Step Four

Carefully prepare a written report of your project. Please develop a short PowerPoint to help present your report.

Note: This assignment is a "Performance Based Assessment" for ESOL Program students, and the paper should be submitted to TASK STREAM's ESOL Portfolio site. ELEM programs student should submit this assignment through Blackboard, via the "Major Assignments" portal. Everyone should submit the PowerPoint presentations through Blackboard.

Suggested Format for Final Written Report

Note: The guidelines total 10 - 15 pages, but are merely guidelines; use the length appropriate to cover your topic adequately.

Introduction (1-2 pp.)

Part I: Findings (4-5 pp)

When writing this section, try to place yourself in this family's shoes in order to understand how they have constructed meaning from their experiences. Explore their views about immigrating or their role in the host country, educating their children, and engaging with the educational system, and other relevant findings.

Include the following:

A. Setting (~½ - 1 p.)

1. Describe the setting in which the dialogue took place.
2. Describe the neighborhood and reflections about your walk-through.

B. Family Background (~ 1-3 pp.)

1. Explain why this family was chosen for this study.
 - a. Provide a brief history of the family.
 - b. Ages, places of birth, countries and cities where they have lived, and ages of children when immigrated.
2. Social, economic, educational, and personal backgrounds.
3. If applicable: Immigration (first, second generation) experience. Relatives in the area?
4. Funds of knowledge, cultural competencies, difficulties encountered (e.g., prejudice, discrimination).

C. The educational experience from the family's perspectives about education. (~1-3 pp)

Family's experiences enrolling and supporting their children in their schools? Interactions with teachers and administrators? Problems encountered? Support received? What is working? What is not working?

If relevant, contrast the way things are done “here” with the way things are done “back home.” If relevant, highlight the cultural differences between home and school.

Part II: Analysis (3-4 pp.)

Analyze and interpret your research findings using theory and research from our readings on multicultural education and social justice. This section should integrate multiple themes addressed in this class and should be grounded in a coherent, thoughtful, and thoroughly developed theoretical framework. When citing course readings, please follow APA (5th edition) format guidelines. (See the guidelines on Blackboard).

Part III: Conclusions and Recommendations (1 – 2 pp.).

What is the meaning of this study? Prior to conducting this study, what did you expect to find about family involvement and CLD families? How did your assumptions and beliefs change as a result of this experience? What did you learn that is important for future PK-12 teachers to know?

Based on your findings, as well as related theory and research, what recommendations do you have to improve programs for culturally and linguistically diverse (CLD) families? Provide specific, concrete examples of things teachers and schools can do to:

- a. Improve the understanding of faculty and staff about CLD families;
- b. Proactively develop stronger school-family partnerships;
- c. Make their schools and classrooms more welcoming places for CLD & non-native English speaking families and connect students’ funds of knowledge to instruction.

Part IV: Personal Reflections (1-2 pp.)

Explain what you learned through this project. Reflect on your own cultural background, as it shapes your interpretation of the results. What did this project mean to you? How has your knowledge and understanding changed? What assumptions were broken, and what new connections have you made? How will you use this learning in your future practice?

References: Please follow APA guidelines.

Appendix:

- Interview protocol
- PowerPoint

Presentation Guidelines

- Post your presentation to the **discussion folder**; check back several times during the week to field questions from classmates.
- The presentation should focus on your key learnings from the situation of the family you interviewed.
- The presentation and fielding of questions will constitute 20% of your class participation grade.

Field Experience - Culturally Appropriate/ Responsive Teaching Practices

Field Experience Guidelines

Hours Required: 20

The EDUC 537 field experience may be conducted in the school where you work or at another local school of your selection. If you are in the Washington, DC metro area, the FAST TRAIN office will assign you to a fieldwork site. 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 of culturally appropriate/ responsive teaching practices in classrooms serving culturally, linguistically, and socio-economically diverse student populations and reflect on those experiences in relation to theory, course objectives, and course 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 classroom practices, school culture, the use of curricula and texts, and areas of strength and weakness in meeting students' linguistic, cultural, ability, and other needs.

Field Experience Methods:

In order to achieve the EDUC 537 field experience objectives, participants will engage in a minimum of 20 hours of school-based field experiences. Students will engage in observations, interactions with students, and teacher interviews in the school setting regarding the use of culturally responsive teaching methods. Students should use a conceptual framework based on either a) their definition of multicultural education, b) a list of practices distilled from course readings to date, c) the Banks checklist assigned for week 12 reading, d) another rigorous conceptual framework for evaluating multiculturalism in the school environment.

Your written report should be **5-7 pages in length**. 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 **5-7 double-spaced pages**.

Section I: 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. This section should also explain the conceptual framework with which you approached your data collection and analysis – i.e., the Banks checklist, your own checklist, or another tool – and provide an orientation for the reader to the subsequent sections.

Section II: Findings and Analysis: Your report should *synthesize* the information gleaned from school and classroom visits and teacher and student interactions; you can either present the facts of your observations with a subsequent analytical section or combine your findings with an analytical framework here. (Suggestions for field notes follow below.)

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 teacher evaluation (if you are observing in another classroom) or principal permission form (if you are working in your own school or classroom) (See FAST TRAIN's Fieldwork Forms; also posted under course documents) due along with report. Reports without supporting documentation will not be accepted or considered complete.

Possible Target Areas for Fieldwork Notes

Listed below are suggested areas of observation, in addition to those in your conceptual framework. 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 (homogeneous and heterogeneous instructional small groups)
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)

Equity Issue Paper

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 own or your fieldwork school/workplace.
2. By **November 2**, course participants should indicate the area of their interest/issue they intend to investigate for their Equity Issue Paper. Students will conduct research on their chosen issue and reflect on how this issue impacts their school or workplace.
3. The instructor will set up issue-based “Equity Groups” groups on blackboard. The “Equity Groups” serve as the platform for sharing drafts of sections I, II, and III of the paper. While optional, you also may use the Equity Groups to share research and other resources related to your topic. Depending on group participation, this may strengthen the efforts of each student in preparing sections I-III of the Equity Issue Paper.
4. Sections I-III of your Equity Issue paper drafts are due to group members on **November 16**.
5. Between **November 16 and November 22**, 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.
6. 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. Since the Equity Issue group members will have been studying the same or a related issue, suggestions should be substantive.
7. The final paper along with a presentation summarizing your findings is due on **December 7**.

Note: This assignment is a “Performance Based Assessment” for ESOL Program students, and the paper should be submitted to TASK STREAM’s ESOL Portfolio site. ELEM programs student should submit this assignment through Blackboard, via the “Major Assignments” portal.

Equity Issue Paper Methods:

- Identify an issue of interest to you and of importance in your school and workplace. This issue may be one that emerges naturally from your Bridging interviews or from your fieldwork analysis as a topic on which you would like to focus additional attention.
- Do some background reading on studies of the issue in other settings, the impact of discriminatory processes, and other information related to your area. Use our course readings as a starting point.
- You can also use the GMU library online databases at <http://www.library.gmu.edu> for additional information.
- 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 **November 16, 2010**.
- 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 **December 7, 2010**.

Equity Issue Paper Content & Format: (7-10 pages)

Section I: Introduction to the Issue in your Setting (1-2 pages)

What is the background on the issue?

How is it manifest in your setting?

Why is it of concern to you?

What were your purposes for focusing on this issue for your study?

How is the issue handled in your professional context?

How do others view members of the oppressed group?

Section II: Research Related to the Issue (2-3 pages)

When did this issue 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?

Based on the literature, what are the effects on the oppressed group members?

What are the sensitivities/majority culture values regarding your issue?

How do these factors apply to your environment?

Section III: Possible Interventions (2-3 pages)

Based on your review of the literature, what are some possible remedies for the situation?

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 (1-2 pages)

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 (<1 page)

How has your awareness changed?

What is your current thinking on issues of culture, diversity, multiculturalism?

How will you address this equity issue in your own classroom?

Equity Issue Presentation

Guidelines

1. The purpose of this presentation is to build awareness and knowledge across issue groups, so that your colleagues who have focused on other areas can benefit from you have learned and improve their own development as teachers.
2. Your equity issue presentation should provide an overview of your issue, including key findings, problems identified in your school or workplace, possible solutions, suggestions from your peer group, and your own reflections/conclusions.
3. Your presentation can be as technologically simple or advanced as your capability/access to technology/goals allow. The purpose is to share information in the clearest way possible. You could use a text or word outline, power point, Adobe Professional, text files, or other medium, as long as it is accessible on a standard computer.
4. Presentations should be posted to blackboard's discussion folder area by April 19; you should check back periodically throughout the week of April 26 – May 2 to field questions.

This presentation will constitute 20% of your class participation grade. (See class participation rubric).