



**EDUC 537.601 (CRN: 80925):  
FOUNDATIONS OF MULTICULTURAL EDUCATION  
FALL 2012  
August 30<sup>th</sup> –December 4<sup>th</sup>**

Credit Hours: 3.0	Class Meetings: ON-LINE
Professor: Dr. Eirini Gouleta	Blackboard: <a href="http://courses.gmu.edu">http://courses.gmu.edu</a>
Office: Thompson Hall, Room 2604 Tel: (703) 993-4015 Fax: (703) 993-2020 Email: <a href="mailto:egouleta@gmu.edu">egouleta@gmu.edu</a>	Office Hours: By appointment face to face or on Skype and via email or telephone

**COURSE DESCRIPTION**

This course 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. It 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.

**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 teacher led class discussion, small group activities, student led discussions of selected research topics, database search of research-based articles and online posting of results. It also includes presentations, cooperative learning activities, hands-on field experiences, video presentations, webcasts, audio-files, discussion boards, blogs, and wikis. The course is delivered through the Blackboard 9.1™ web-based course management system.

**REQUIRED TEXT**

Banks, J.A., Banks, C.A. (2010). *Multicultural Education: Issues and Perspectives* (7<sup>th</sup>ed.). Hoboken, NJ: Wiley

## RECOMMENDED READINGS

- Banks, G. (2008). *The Issue of Race; A resolution for the 21st Century*. Astoria, New York: Seaburn Publishing.
- Carkhuff, R. & Banks, G. (1970). Training as a preferred mode of facilitating relations between races and generations. *Journal of Counseling Psychology*, 17(5), 413-418.
- Christensen, L. (1990). Teaching standard English: Whose standard? *The English Journal*, 79:2., pp. 36-4.
- Gay, G. (2002). Preparing for culturally responsive teaching. *Journal of Teacher Education*, 53(2), 106-111.
- Gere, A. R., Buehler, J., Dallavis, C., & Haviland, V.S. (2009). A visibility project: Learning to see how pre-service teachers take up culturally responsive pedagogy. *American Educational Research Journal*, 46(3), p. 816-852.
- Hooks, B. (1994). *Teaching to transgress: Education as the practice of freedom*. Routledge
- Jervis, K. (1996). How come there are no brothers on that list? Hearing the hard questions all children ask. *Harvard Education Review*, 66(3), 546-577.
- Moll, L. C., Amanti, C., Neff, D., & Gonzalez, N. (1992). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. *Theory into Practice*, 31(2), 132-141.
- Takaki, R. (2012). *A different mirror for young people: A history of multicultural America*. Seven Stories Press
- Takaki, R. (1993). *A different mirror: A history of multicultural America*. Back Bay Books
- Thomas, W. P., & Collier, V. P. (2003). The multiple benefits of dual language. *Educational Leadership*, 61(2).
- Wong, S. (2000). Transforming the politics of schooling in the U.S.: A model for successful academic achievement for language minority students. In J.K. Hall & W.G. Eggington (Eds.), *The Sociopolitics of English Teaching*. Tonawanda, NY: Multilingual Matters.

Riehl, P. (1993). Five Ways To Analyze Classrooms For An Anti-Bias Approach. In Todd, C.M. (Ed.), *School-age connections*, 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](http://www.nccc.org/Diversity/sac26_anti-bias.analyz.html)

Rosado, C. (1996). What Makes a School Multicultural? Retrieved from <http://www.edchange.org/multicultural/papers/caleb/multicultural.html>

## 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 Culture As It Effects Student Learning; 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 Culture As It Effects Student Learning]*.
3. Evaluate and interpret the ways in which schooling influences and is influenced by equity issues. *[NCATE-TESOL Standard 2.a Culture As It Effects Student Learning]*.
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 1.b. Language Acquisition and Development]*.
5. Understand how cultural groups and students' cultural identities affect language learning and school achievement. *[NCATE-TESOL Standard 2.a Culture As It Effects Student Learning]*.
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 and Development]*.
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 and technology effectively in ESL 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 and technology 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 and technology effectively in ESL and content instruction].

## **RELATIONSHIP TO PROGRAM GOALS & PROFESSIONAL ORGANIZATIONS**

EDUC 537: Foundations for Multicultural Education is a three-credit course designed for graduate students 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 and/or ESOL endorsement. 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 support creating and sustaining 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 to enable them to work comfortably with students from different backgrounds.

### **Relationship of EDUC 537 to INTSAC Principles:**

*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 ESL teachers need to know and can do (i.e., knowledge, skills, and dispositions to effectively teach 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 the Interstate New Teacher Assessment and Support Consortium (INTASC) 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.

**Relationship of Assignments to Standards:**

<b>Assignment</b>	<b>Grade Value in Points</b>	<b>TESOL Standards</b>	<b>Due Date of the Assignment</b>
Class Participation	30	1b, 3a, 4a, and 5c	On going
Bridging the Divide Project	25	2a, 2b	September 26 <sup>th</sup>
Philosophy of Education	10	2a, 2b, 4a, 5c	October 10 <sup>th</sup>
Field Experience Project	10	2a, 2b	October 17 <sup>th</sup>
Equity Issue Paper	15	2a, 2b	November 14 <sup>th</sup>
Student Presentations	5	1b, 3a, 4a, 5c	November 28 <sup>th</sup>
Class Manifesto	5	2a, 2b, 3a, 5a, 5b,	December 3 <sup>rd</sup>

### Expectations from Students:

- All assignments are due on the date indicated in the syllabus. **Projects must be submitted to the TASKSTREAM portal no later than 11:59pm EST on the due date. Late assignments will not be accepted** unless there is a prior arrangement made between the student and the professor and only in exceptional circumstances for non-academic reasons beyond reasonable student control. 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.
- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

### Expectations for Online classes

To get full credit every week in an on-line version of the course, the following should be completed by 12am on the last day listed on the syllabus (on some instances work has to be completed by WEDNESDAY of that week. Please refer to timeline for specifics).

- Complete the readings at the beginning of the week and go back to them during the week and the rest of the course to back up your opinions and comments.
- Post or respond to a post from another student reacting critically and analytically to one of the readings.
- You are required to post three times each week: first time post your response to the topic/question (by Friday); second time respond to other students comments (by Sunday); and third time post your closing comments (by Wednesday)

- Review/work through powerpoint.
- Comment on the activity/ies based on what you are learning. Some of the activity/ies for the week will appear on the syllabus and additional ones will be posted on Blackboard.
- Go over your classmates' answers and comments to questions and activities and respond as directed.
- You always have the opportunity of posting additional comments or questions on the discussion board.
- Follow guidelines as outlined in participation rubric below

	<b>Approaches Standard</b>	<b>Meets Standard</b>	<b>Exceeds Standard</b>
<b>Overall participation</b>	Misses 2 online sessions, and/or fails to contribute regularly or in a timely manner 3 times/week.	Misses 1 online session, or posts responses on final day during one or two weeks but otherwise contributes 3 times/week.	Attends all online sessions and contributes 3 times/week to discussions in weekly modules throughout the week.
<b>Completion of Readings</b>	Somewhat prepared for thoughtful contribution to BB discussions.	Mostly prepared for thoughtful contribution to BB discussions in response to both questions and peers.	Fully prepared for thoughtful contribution to BB discussions in response to both questions and peers.
<b>Participation in discussions of projects</b>	Participates with 1-2 peers in discussions on most peer project presentations.	Participates with 1-2 peers in discussions on every peer project presentation	Actively participates with at least 3 peers in discussion on every peer project presentation.
<b>Quality of responses</b>	Adds comments to peers' postings that stimulate little discussion.	Adds comments to peers' posting which add to the discussion and encourage reflection	Adds comments to peers' postings which enhance the discussion, encourage reflection and present new views.
<b>Participation in other forums</b>	Participates in some assignments in Thread or other websites.	Participates in most assignments in Thread and other websites.	Fully participates in all assignments in Thread and other websites.



## GRADING

<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:

Grade	GRADING	Grade Points	Interpretation
A+	=100	4.00	Represents mastery of the subject through effort beyond basic requirements
A	94-99	4.00	
A-	90-93	3.67	
B+	85-89	3.33	Reflects an understanding of and the ability to apply theories and principles at a basic level
B	80-84	3.00	
C*	70-79	2.00	Denotes an unacceptable level of understanding and application of the basic elements of the course
F*	<69	0.00	

Note: "C" is not satisfactory for a licensure course

"F" does not meet requirements of the Graduate School of Education

Incomplete (IN): This grade may be given to students who are in good standing but who may be unable to complete scheduled course work for a cause beyond reasonable control. The student must then complete all the requirements by the end of the ninth week of the next semester, not including the summer term, and the instructor must turn in the final grade by the end of the 10<sup>th</sup> week. Unless an explicit written extension is filed with the Register's Office by the faculty deadline, the grade of IN is changed by the registrar to an F. (Mason catalog). Faculty may grant an incomplete with a contract developed by the student with a reasonable time to complete the course at the discretion of the faculty member. The faculty member does not need to allow up to the following semester for the student to complete the course. A copy of the contract will be kept on file in the FAST TRAIN office.

### ESL Students & The Professional Development Portfolio

The Professional Development Portfolio is a collection of carefully selected materials and targeted reflections that provide a record of teaching experiences and growth. It documents a teacher candidate's knowledge, skills, and ability to teach. As performance-based document, the portfolio synthesizes learning from the teacher candidate's coursework and school-based experiences and includes multiple sources of data that should be gathered and developed in the teaching-learning process.

All FAST TRAIN licensure courses have a required Performance Based Assessment (PBA). The required PBA for this course is **Bridging the Divide** and ESL licensure candidates must post this to Task Stream, where it will be reviewed and graded. Please see the FAST TRAIN website:

[http://fasttrain.gmu.edu/assets/docs/fast\\_train/PortfolioGuidelines.pdf](http://fasttrain.gmu.edu/assets/docs/fast_train/PortfolioGuidelines.pdf) for more

information. Elementary students should only plan to send this assignment to their instructor to receive a final grade.

### **Campus Resources:**

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].
- For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

### **Absences:**

FAST TRAIN students are expected to attend *all* class periods of courses for which they registered. For online classes, that means that you will spend a minimum of 2 ½ hours online per week engaging, interacting and posting. Students should make every effort to contact the professor ahead of an absence. Only approved (see Mason catalog) absences will not result in a grade penalty.

### **Plagiarism:**

Avoid plagiarism, which is using an author's words without citing the author in your paper. Please review APA (6<sup>th</sup> edition) citation guidelines in order to correctly cite your sources. Plagiarism is unethical and illegal and violates the GMU Honor Code; it is grounds for dismissal from the program and from GMU.

### **Additional Course Policies**

GMU E-mail & Web Policy: Mason uses electronic mail ([www.gmu.edu/email](http://www.gmu.edu/email)) to provide official information to students. Examples include notices from the library, notices about academic standing, financial aid information, class materials, assignments, questions, and instructor feedback. Students are responsible for the content of university communication sent to their Mason e-mail account and are required to activate that account and check it regularly (Mason catalog). All communication with the instructor will be through the Mason e-mail system.

Course Withdrawal with Dean Approval: For graduate and non-degree students, withdrawal after the last day for dropping a course requires approval by the student's academic dean, and is permitted only for nonacademic reasons that prevent course completion (Mason Catalog). Students must contact an academic advisor in FAST TRAIN to withdraw after the deadline. There is no guarantee that such withdrawals will be permitted.

## BRIDGING THE DIVIDE PROJECT GUIDELINES

This assignment involves culturally diverse students, families, schools, and communities. It is a **Performance Based Assessment (PBA)** and the paper should be submitted to **TASK STREAM's Portfolio site**.

### Goals

To better understand the role of culture in student learning and engagement.

### Instructions

First, you 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. Third, you will reflect in writing on what you learned from this experience.

### Interview Expectations

1. Develop understanding of how language and culture interact in the formation of student's identity.
2. Identify any cross-cultural conflicts apparent in the interview process
3. Select appropriate teaching techniques based on knowledge of students' cultural backgrounds
4. Understand the importance of the home culture and the effect on student learning.
5. Seek to involve ESOL families in student learning

### Participants and Location

With the assistance of your host teacher/supervisor select a family to interview. Determine your school policies with regard to permission and confidentiality of all data and members of the family interviewed. Change all names to pseudonyms to protect their identity.

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 these interviews in the family's home. Try to include parents and/or guardians, other adults living in the home, and children.

### Interview Process

You will need to develop an interview process. The process you use should be organized as sets of questions used to guide an interview and keep the interview flowing in a conversational manner. Good interviews 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?"). If you are using a tape recorder be sure to specifically ask permission to do so.

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.*

Specifically you will need to collect these suggested types of information:

- 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 third country? 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?

### **Family Context**

If appropriate/safe in the country/culture in which you reside, take a walk through the neighborhood. How is it similar or 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. Go online and review sites that relate directly to the family heritage. As you explore, take photographs and record your observations in your journal.

### **Processing the Interviews**

Review and discuss your field notes, photographs, and/or tape recording. Before listening to your interview recording for the first time, note your initial impressions of this family. What surprised you? What moved you? How might this family's story have changed your understanding of multicultural education, diversity, social justice, and family involvement in schools? Listen to the entire interview. Note interesting information, stories, or quotes.

Decide on your 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 in relation to the research on ELL's and the TESOL Standard on Culture?

## **Suggested Format for Final Written Report**

*Note: The guidelines indicate the project should total 10 pages, but are merely guidelines; use the length appropriate to cover your topic adequately.*

### **Introduction**

#### **Part I: Findings**

*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**

1. Describe the setting in which the dialogue took place.
2. Describe the neighborhood and reflections about your walk-through.
3. Family Background
4. 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.
5. Social, economic, educational, and personal backgrounds.
6. If applicable: Immigration (first, second generation) experience. Relatives in the area?
7. Funds of knowledge, cultural competencies, difficulties encountered (e.g., prejudice, discrimination).

- B. The educational experience from the family's perspectives about education. 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**

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 format guidelines. (See the guidelines at Owl Purdue for guidance).

### **Part III: Conclusions and Recommendations**

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 to share with other PK-12 teachers?

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**

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

Bridging the Divide Rubric

Name:

Category	Score		
	Approaches Standard	Meets Standard	Exceeds Standard
Understand and apply cultural values and beliefs in the context of teaching and learning to appropriately address the case study	Candidates are aware that cultural values have an effect on ELL learning but do not use this knowledge to approach the BD Report	Candidates create a plan for the BD Report that takes into consideration knowledge of students' culture and how it impacts student learning	Candidates consistently uses cultural knowledge throughout the BD Report to demonstrate their understanding of the link between familial cultural values and student learning
Understand and apply knowledge about communication between home and school to enhance ESL teaching and build partnerships with ESOL families	Candidates are aware of the need to establish communication with ESOL families but fail to take action	Candidates establish lines of communication with ESOL families but have minimal links to ESL activities or strategies	Candidates establish lines of communication with families that specifically involve ESL activities and strategies

Understand and apply knowledge about cultural conflicts and home events that can have an impact on ELL's learning	The BD Report fails to identify any significant example of cultural conflict or home event; does not include substantive recommendations to assist the ELL	The BD Report identifies some examples of cultural conflict or home events but gives only general recommendations to assist the ELL...	The BD Report identifies specific examples of cultural conflicts/home events that effect learning and provides specific recommendations to assist the ELL.
Uses a range of resources, including Internet, to learn more specifically about heritage culture of ELL and to apply it to recommendations for teaching	The BD Report has minimal sites, resources or information about the heritage culture; fails to include in recommendations	The BD Report identifies specific sites, resources and information about the heritage culture but fails to incorporate it into recommendations for ELL learning	The BD Report identifies specific sites, resources and information about the heritage culture that is incorporated into recommendations for ELL learning
Understands and applies the concepts of cultural competency, cultural identity and influence on learning	The BD Report demonstrates an awareness of the connection between cultural identity and learning but no substantive recommendations are included.	The BD Report demonstrates an understanding of cultural competency and connects cultural identity to academic achievement but does not provide specific recommendations for ELL learning	The BD Report demonstrates an understanding of cultural competency and specifically connects cultural identity to academic achievement through evidence in the recommendations for ELL learning



<p>Demonstrate the ability to build partnerships with colleagues and students' families, serve as community resources, and advocate for ELLs.</p>	<p>Candidates understand the importance of advocating for ELLs and establishing collaborative relationships with others but make minimal effort to engage partners during presentation and follow up</p>	<p>Candidates advocate for child throughout presentation of findings and provide ways to work collaboratively among teachers, staff, and the child's family</p>	<p>Candidates provide leadership to staff by developing collaborative instructional models that can be replicated among many ELLs and provide many resources to support ELLs and their families to make appropriate decisions for the child.</p>
<p>Clearly and professionally communicate detailed self-reflection and analysis of the BD process</p>	<p>Candidates did not provide description and critical reflection of BD process and made no connections to overall teaching practice. Extensive APA formatting errors prevent professional communication</p>	<p>Candidates provide well-written and detailed self-reflection and critical analysis of BD process. Candidate provides clear connections between unit lesson planning and overall teaching.</p>	<p>Candidates provide well-written and detailed self-reflection and critical analysis of BD process. Candidate draws deep and extensive connections to overall teaching practice.</p>

## **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. It is a **Performance Based Assessment (PBA) and the Log and Evaluation Forms (but not the 5-7 pages Report) should be submitted to TASK STREAM's Portfolio site.**

### **Field Experience Objectives:**

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

1. Engage in a 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.
4. All students seeking endorsement or license in ESL must divide their hours between PK-6 and 7-12 field experience (required by VDOE). An equal amount of time must be demonstrated at each level per qualification requirements.

### **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 included in the text, or d) another rigorous conceptual framework for evaluating multiculturalism in the school environment.

Students must document the 20 hours of field experience using the Fieldwork Log of Hours & Evaluation Form available on the FAST TRAIN website: <http://fasttrain.gmu.edu/current-students/field-req/>

The fieldwork forms are required for all students. All students will post the forms to the Taskstream site for review by the professor. Failure to submit fieldwork forms to Taskstream will result in an “F” in the course.

In addition, you will write a report **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. 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 5<sup>th</sup> 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)

*Field Experience Scoring Rubric*

1. Rationale	Little evidence of planning or rationale for site selection and/or use of a particular conceptual framework.	Some evidence of planning or rationale for site selection and/or use of a particular conceptual framework.	Carefully planned, and chosen field experience with an appropriate rationale for site selection and use of a particular conceptual framework.
2. Findings	Minimal description of relevant areas and conditions including school, classroom, and/or teacher and student information.	Some description of relevant areas and conditions including school, classroom, and/or teacher and student information.	Thorough description of relevant areas and conditions including school, classroom, and teacher and student information.
3. Analysis	Some reference may be used but is not consistent.	Reference is made to coursework or analytical tools in presenting findings.	Analysis of findings firmly rooted in a conceptual framework linked to work in class and/or one of the recommended analytical tools.
4. Reflection	Limited reflection on observation. Limited applications to future teaching.	Some reflection on observations but limited applications and/or links to literature.	Thoughtful reflections and applications to future teaching; use of literature to support analysis.
5. Grammar and APA Formatting	Although APA formatting requirements are only minimally followed and there are a significant number of misspelled words or poorly constructed sentences, the gist of the report can still be determined despite these technical writing difficulties.	Most of the APA formatting requirements are met fairly consistently, the layout used is easy to read and follow, grammar and spelling used is basically correct, and there are only a few misspelled words or awkward sentences.	Report is in APA format, all required sections are present and in logical order, layout conventions are used and followed consistently, report is easy to read and follow, and all sentences are grammatically correct.

Name:

Comments:

## PHILOSOPHY OF TEACHING STATEMENT

In this two-part assessment, you will use your personal beliefs and growing professional knowledge about TESOL to write or revise a Philosophy of Teaching statement. This is a two part assignment that begins in EDCI 516 or EDUC 537 and concludes in the alternate course. It is a **Performance Based Assessment (PBA)** and the paper should be submitted to **TASK STREAM's Portfolio site**.

Your paper will need to blend SLA theories and research, discussion of culturally responsive teaching and how they can shape your instruction and a vision of your classroom. You will need to incorporate the history of ESL as well as policy issues for reflection and clarification (from knowledge in EDCI 516). You will need to incorporate understanding of multicultural education and issues of equity in the classroom as well (from knowledge in EDUC 537). Additionally, you need to define your professional staff development options (in a series of steps) based on your own personal reflections and analysis of student outcomes. Lastly, you need to build partnerships with colleagues and students' families as well as how you can be a community resource and advocate for your students. Keep the following questions in mind:

- 1) How will your understanding of theories related to language learning shape your teaching in the future?
- 2) What information about ESL history, research, public policy, and current practice will inform your instruction? What information about best practices in multicultural education and culturally responsive teaching will inform your instruction?
- 3) Reflect on your role as a TESOL professional and describe your goals for ensuring success of your students and yourself as a professional?
- 4) How has your philosophy of teaching changed overtime? Give specific examples based on coursework, personal experiences, and, if applicable, your previous version of your philosophy of teaching.

This Philosophy of Teaching Statement should be integrated with any previously created statement while being sure to incorporate the specific ideas and questions outlined here. The statement should be a cohesive, first-person narrative of no more than 5 double spaced pages that provides a clear picture of your classroom and your role as a teacher. For some purposes, an extended description is appropriate, but length should suit the context. The statement should include detailed self-reflection that discusses the role and characteristics of an effective teacher and expands on your own beliefs about professional development as a teacher. Finally, your statement should reflect your understanding of and commitment to the critical issues to teaching second language learners.

### *Additional Guidance for Philosophy of Teaching*

It should be personal. What brings a teaching philosophy to life is the extent to which it creates a vivid portrait of you as a teacher, as a person who is intentional about teaching practices and committed to students. It is written in first person, in most cases. Writing in first person is most common and is the easiest for your audience to read.

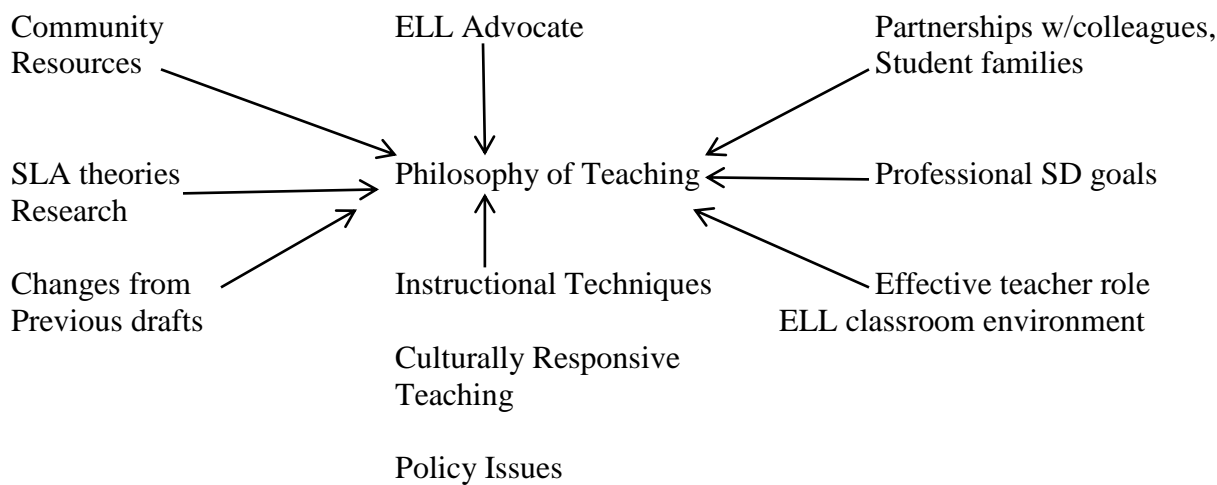


“Own” your philosophy. Write about your experiences and your beliefs. Explain what and why you believe, making this clear to the reader.

The paper should be reflective. To be effective and constructive, reflective writing needs to go beyond descriptions of events, readings or personal experience. You need to step back, explore, analyze; consider different perspectives such as those found in your own teaching practice, discussions in class, or other materials you may have studied; make connections to relevant theories, supporting your ideas by references to other literature and to research; consider legal and organizational implications; show awareness of social and political influences; show what you have learned from your reading, this could include implications, predictions or conclusions you have drawn about your development as a career educator.

Most philosophy of teaching statements avoid technical terms and favor language and concepts that can be broadly appreciated. It may be helpful to have someone from your field read your statement and give you some guidance on any discipline-specific jargon and issues to include or exclude.

Include teaching strategies and methods to help people “see” you in the classroom. By including very specific examples of teaching strategies, assignments, discussions, etc., you help readers visualize what actually happens (or will happen) in your learning environment.



|

## TEACHING PHILOSOPHY STATEMENT EVALUATION RUBRIC

Category	TESOL Domain	Score		
		1	2	3
		Approaches Standard	Meets Standard	Exceeds Standard
Understand and apply knowledge about cultural values and beliefs and the effects of racism, stereotyping, discrimination, bias, bullying, etc.	2a	Candidates do not include examples of cultural values that can have an effect on ELL learning but do not use this knowledge to support their Philosophy of Teaching	Candidates create the Philosophy of Teaching taking into consideration knowledge of students' culture and how it impacts student learning	Candidates consistently uses cultural knowledge throughout the Philosophy of Teaching to demonstrate their understanding the importance of cultural understanding in student learning and effective teaching
Use instructional techniques, research, history of ESL, and policy issues to reflect on and clarify their philosophy of teaching	5a	Candidate demonstrates a growing ability to use knowledge about ESL history, research, public policy, and current practice to inform future instruction	Candidate demonstrates the ability to make connections between ESL history, research, public policy, and current practice to inform future instruction	Candidate demonstrates a firm grasp on the ways that ESL history, research, public policy, and current practice inform future instruction.
Clearly establish professional goals that will help the candidate create supportive learning environments for ELLS	5b	Candidate provides only one professional goal; goal does not seem to provide ways to create a successful and supportive learning environment	Candidates creates a two or three of professional goals that are based on personal interest and clear self-reflection; goals are tailored to create positive outcomes for ELLs	Candidate creates several professional goals and include a serious of professional development options that will create cycle of continuous of professional development; goals are clearly informed by instructional reflections and analysis and tied directly with student outcomes
Demonstrate ability to build partnerships with colleagues and students' families, serve as community resource and advocate for ELLs	5b	Candidate demonstrates limited understanding of the importance of building partnerships to support ELLs. Few ideas or examples are provides for current or future partnerships. APA 6 missing	Candidate demonstrates understanding of the importance of building partnerships to support ELLs and provides examples of ways to engage partners effectively. Provides clearly articulated statement on the importance of advocating for ELLs. Some APA 6 mistakes.	Candidate provides multiple ways to engage partners effectively and clearly demonstrates an understanding of the importance in building and maintaining partnerships. Provides compelling statement on the importance for advocating for ELLs with specific examples. APA 6 used correctly

## EQUITY ISSUE PAPER

### ***Equity Issue Paper Guidelines***

This project provides the opportunity to demonstrate your knowledge of the history, research, policy and current practices in ESL as it applies an equity issue related to this course and how it impacts those in your own or your fieldwork school. Identify a salient issue in your school (for example, racism, stereotyping, bias, lack of access to programs, placement in special education); review the research in education field and identify two strategies to address this issue in your classroom or school. Create an action plan for implementation in your classroom. Evaluate the results of your intended outcomes and the outcomes themselves. It is a **Performance Based Assessment (PBA)** and the paper should be submitted to **TASK STREAM's Portfolio site**.

- Identify an issue of interest to you and of importance in your school. 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.
- Think about how the issue is or is not being addressed and how members of the oppressed group may be affected. Begin to write up your observations and reflections for Section II.
- Identify two strategies, activities or programs that could be used in your setting.
- Based on your readings, note create an action plan that you will implement in your classroom and share with institutional leaders in your setting. Write up these ideas in Section III.
- Present your paper (with sections I-III) to others in your issue group discussion forum on blackboard.
- 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.
- Implement your action plan in your classroom; collect anecdotal data from

- students, peers and your own reflections on the effect of the strategies.
- Carefully proofread and provide APA citations for all professional literature consulted.

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

#### **Section I: Introduction to the Issue in your Setting**

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**

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**

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**

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**

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.

Equity Issue Paper Scoring Rubric

Name:

Category	Score		
	Approaches Standard	Meets Standard	Exceeds Standard
Understand and apply knowledge about cultural values and beliefs and the effects of racism, stereotyping, discrimination, bias, bullying, etc.	Candidates do not clearly describe an equity issue at the local level	Candidates clearly and specifically identified an equity issue at the local level	Candidates clearly and specifically identify an equity issue at the local level and provides evidence of its existence.
Demonstrates knowledge of historical and contemporary research in multicultural education	Candidates do not provide sufficient connection to historical or contemporary research on the identified issue	Candidates provide well-written description of historical and contemporary research which is generalizable to the identified equity issue	Candidates provide well-written description of historical and contemporary research relating specifically to identified equity issue
Demonstrates knowledge of policy and legal decisions and their historical contexts which influence equity and access of ELLs	Candidates do not provide sufficient connection between policy and legal research cited to the identified equity issue	Candidates provide well-written description of policy and legal research including historical contexts which is generalizable to the identified equity issue	Candidates provide well-written description of the policy and legal research as well as a detailed historical contexts which influence the identified equity issue
Conducts research to demonstrate knowledge of language teaching methods and identify best practices to address the equity issue	Candidates provide limited resources and does not demonstrate knowledge of best practices	Candidates provide a variety of resources to identify best-practices to address the identified equity issue.	Candidates provide a variety of resources at multiple levels to identify best-practices to address the identified equity issue
Creates a plan of action to address equity issue and shares with senior leadership	Candidates create action plan without specific goals, activities or resources for	Candidates create an action plan specifying goals, activities and resources for	Candidates create an action plan which clearly specifies goals for the activity/strategy, resources and implementation. Candidates

Category	Score		
	Approaches Standard	Meets Standard	Exceeds Standard
	implementation	implementation.	share plan with senior leadership.
Implements plan of action within classroom setting that creates supportive, accepting classroom environments	Candidates fail to implement action plan and has no documentation of outcomes.	Candidates implement action plan and has some evidence to document outcomes.	Candidates implements action plan and has specific evidence of student response, self-reflection and/or work samples to document outcomes.
Clearly and professionally communicate detailed self-reflection and analysis of the equity action plan	Candidates did not provide description and critical reflection of unit lesson planning process and made no connections to overall teaching practice. Extensive APA formatting errors prevent professional communication	Candidates provide well-written and detailed self-reflection and critical analysis. Candidate provide clear connections between unit lesson planning and overall teaching.	Candidate provide well-written and detailed self-reflection and critical analysis. Candidate draws deep and extensive connections to overall teaching practice. Candidates share this knowledge with larger community of colleagues to enhance teaching and learning in a broader context

Comments

**WRITING STYLE RUBRIC**  
For All Papers

Approaches the standards	Meets the standards	Exceeds the standards
<p>The paper has multiple and is turned in on time. Multiple errors:</p> <ol style="list-style-type: none"> <li>1. Grammar</li> <li>2. Punctuation</li> <li>3. Spelling</li> <li>4. Syntax</li> </ol> <p>-The paper follows APA format (6<sup>th</sup> edition) with <u>multiple errors</u>:</p> <ul style="list-style-type: none"> <li>• Running Head</li> <li>• Page headers</li> <li>• Byline and affiliation</li> <li>• Font and Size</li> <li>• Spacing</li> <li>• Heading levels</li> <li>• Reference/citations</li> <li>• Appendix (if needed)</li> </ul> <p>-The assignment does not meet most of the requirements and has multiple errors:</p> <ul style="list-style-type: none"> <li>• Title</li> <li>• Page limit</li> <li>• Reference section</li> <li>• Conclusion</li> </ul>	<p>The paper has minimal errors and is turned in on time. Minimal errors:</p> <ol style="list-style-type: none"> <li>1. Grammar</li> <li>2. Punctuation</li> <li>3. Spelling</li> <li>4. Syntax</li> </ol> <p>-The paper follows APA format (6<sup>th</sup> edition) with <u>minimal errors</u>:</p> <ul style="list-style-type: none"> <li>• Running Head</li> <li>• Page headers</li> <li>• Byline and affiliation</li> <li>• Font and Size</li> <li>• Spacing</li> <li>• Heading levels</li> <li>• Reference/citations</li> <li>• Appendix (if needed)</li> </ul> <p>-The assignment meets most of the requirements with minimal errors:</p> <ul style="list-style-type: none"> <li>• Title</li> <li>• Page limit</li> <li>• Reference section</li> <li>• Conclusion</li> </ul>	<p>The paper is free of errors and is turned in on time. Correctly contains:</p> <ol style="list-style-type: none"> <li>1. Grammar</li> <li>2. Punctuation</li> <li>3. Spelling</li> <li>4. Syntax</li> </ol> <p>-The paper follows APA format (6<sup>th</sup> edition) with <u>no errors</u>:</p> <ul style="list-style-type: none"> <li>• Running Head</li> <li>• Page headers</li> <li>• Byline and affiliation</li> <li>• Font and Size</li> <li>• Spacing</li> <li>• Heading levels</li> <li>• Reference/citations</li> <li>• Appendix (if needed)</li> </ul> <p>-The assignment meets all requirements:</p> <ul style="list-style-type: none"> <li>• Title</li> <li>• Page limit</li> <li>• Reference section</li> <li>• Conclusion</li> </ul>



## PROPOSED CLASS SCHEDULE

<b>Class</b>	<b>Topic</b>	<b>Assignments and Readings Due</b>
Week 1 Aug 30- Sept 5	Introductions– Review Syllabi and course requirements. Multicultural Education: Characteristics and Goals	Obtain professional teaching standards (they can be found on the INTASC, TESOL, ACEI, and ACTFL websites) and the learning standards of your school, school district, and/or state
Week 2 Sept 6-12	Culture in Society and in Educational Practices Race, Class, Gender, and Disability	<b><i>Banks &amp; Banks, Ch. 1, 2, and 3</i></b>
Week 3 Sept 13-19	Social Class and Religion Educational Equality in a Pluralistic Culture	<b><i>Banks &amp; Banks, Ch. 4 and 5</i></b>
Week 4 Sept 20-26	Gender Bias Classroom Diversity and Implications for Teachers	<b><i>Banks &amp; Banks, Ch. 6 and 7</i></b>  <b><i>Bridging the Divide Paper Due on Sept 26<sup>th</sup></i></b>
Week 5 Sept 27- Oct 3	Rethinking Curriculum and Pedagogy Race and Gender; Sexual and Gender Minorities	<b><i>Banks &amp; Banks, Ch. 8 and 9</i></b>
	Race, Ethnicity and Language Approaches to Multicultural Reform	<b><i>Banks &amp; Banks, Ch. 10 and 11</i></b>
Week 6 Oct 4- 10	Language Diversity and Schooling	<b><i>Banks &amp; Banks, Ch. 12</i></b> <b><i>Philosophy of Education Paper Due on Oct 10<sup>th</sup></i></b>
Week 7 Oct 11-17	Exceptionality and Educational Equality for Students with Disabilities	<b><i>Banks &amp; Banks, Ch. 13</i></b>
Week 8 Oct 18-24	School Inclusion and Multicultural Issues in Special Education	<b><i>Banks &amp; Banks, Ch. 14</i></b> <b><i>Field Experience Log, Evaluation and Paper Due on Oct 17<sup>th</sup></i></b>
Week 9 Oct 25-31	Gifted and talented Students with and without Exceptionalities Equality in Educating Gifted Students	<b><i>Banks &amp; Banks, Ch. 15</i></b>
Week 10 Nov 1-7	School reform and Student learning	<b><i>Banks &amp; Banks, Ch. 16</i></b>
Week 11 Nov 8-14	Communities, Families and Educators Working Together for School Improvement Collaboration and team Building	<b><i>Banks &amp; Banks, Ch. 17</i></b> <b><i>Equity Issue Paper Due on Nov 14<sup>th</sup></i></b>

Week 12 Nov15-21	Culturally Responsive Teaching	<b>Readings will be posted on Bb</b>
Week 13 Nov 22- 28	International Views on Multicultural Education Presentations from Equity Papers	<b>Readings will be posted on Bb Presentations will be posted on Bb: Due on Nov 28<sup>th</sup></b>
Week 14 Nov 29- Dec 4	Policies and Practices in Multicultural Education: Where are we Heading? Constructing our Class Manifesto for Multicultural Education and Equality	<b>Readings will be posted on Bb Manifesto will be posted on Bb: Due on Dec 3<sup>rd</sup></b>

*\*\* Handouts and additional readings will be posted; you are responsible for reading and discussion.*