

**GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
GRADUATE SCHOOL OF EDUCATION
Division of Elementary, Literacy and Secondary Education**

**EDUC 301-001: Educationally Diverse Populations—Handicapped, Gifted and
Multicultural
3 Credits, Spring 2014
Tuesday, 4:30-7:10 p.m. Nguyen Engineering Building 1108**

INSTRUCTOR:

Name: Sydney A. Merz

Office Hours: By appointment only

Office location: Not applicable

Office phone: Not applicable

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COURSE DESCRIPTION:

A. Prerequisites

None

B. University Catalog Course Description

Introduction to educational issues; not applicable in graduate-level teacher education programs. Introduces psychological, sociological, educational, and physical aspects of diverse populations in today's schools for early and middle education. Emphasizes litigation and legislation pertaining to education of diverse populations.

Notes: Requires school-based field experience during course.

C. Expanded Course Description

Not applicable

LEARNER OBJECTIVES

This course is designed to enable students to:

- Deconstruct the historical, economic, and cultural structures in public education that have an impact on exceptional children, English language learners, students' socioeconomic status, race, and multicultural education;
- Reflect on personal biases and how such biases may influence the way a teacher uses instruction in the classroom for all learners;
- Discuss laws and major court cases related to exceptional children, English language learners, and diversity in schools;
- Examine the broader educational and social context, which impacts the work of the public school teacher;
- Investigate and research an educationally diverse population;
- Explore how social justice education can challenge current realities in schools and improve the education of diverse learners.

REQUIRED TEXTS

1. Chapman, R. (2008). *The everyday guide to special education law: A handbook for parents, teachers, and other professionals* (2nd ed.). Denver, CO: The Legal Center for People with Disabilities and Older People.
2. Cushner, K. McClelland, A., Safford, P. (2012). *Human diversity in education: An intercultural approach* (7th ed.). New York, NY: McGraw Hill.
3. Gorski, P.C. (2013). *Reaching and teaching students in poverty: Strategies for erasing the opportunity gap*. New York, NY: Teachers College Press.
4. Schwarz, P. (2006). *From disability to possibility: The power of inclusive classrooms*. Portsmouth, NH: Heinemann.

Recommended Readings

- Au, W. (2009). *Rethinking multicultural education: Teaching for racial and cultural justice*. Milwaukee: A Rethinking Schools Publication.
- Cornbleth, C. (2008). *Diversity and the new teacher: Learning from experience in urban schools*. New York, NY: Teachers' College Press.
- Delpit, L. (2006). *Other people's children: Cultural conflict in the classroom* (2nd ed). New York, NY: The New Press.
- Freire, P. (1994). *Pedagogy of the oppressed*. New York: Continuum. (Original work published 1970).
- Garcia, E.E. (2005). *Teaching and learning in two languages: Bilingualism and schooling in the United States*. New York, NY: Teachers College.
- Igoa, C. (1995). *The inner world of the immigrant child*. Mahwah, NJ: Lawrence Erlbaum Associates, Inc.
- Kozol, Jonathan. (2005) *The shame of the nation :the restoration of apartheid schooling in America* New York : Crown Publishers.
- Kugler, E.G. (2012). *Innovative voices in education: Engaging diverse communities*. New York, NY: Rowman & Littlefield Education.
- Ladson-Billings, G. (2009). *The dreamkeepers: Successful teachers of African American children* (2nd ed). San Francisco, CA: Wiley/Jossey-Bass.
- Nieto, S. (2005). *Why we teach*. New York, NY: Teacher College Press.
- Noguera, P.A. & Wing, J.Y. (2006). *Unfinished business: Closing the racial achievement gap in our schools*. San Francisco, CA: Wiley/Jossey-Bass.
- Ore, T.E. (2009). *The social construction of difference and inequality: Race, gender and inequality* (5th ed.). New York, NY: McGraw-Hill.
- Suarez-Orozco, C., Suarez-Orozco, M., & Todorova, I. (2008). *Learning a new land: Immigrant students in American society*. Cambridge, MA: Harvard University Press.

- Takaki, R. (2008). *A different mirror: A history of multicultural America*. New York, NY: Back Bay Books/Little Brown and Company.
- Tatum, B.D. (1997). *Why are all the black kids sitting together in the cafeteria?* New York, NY: Basic Books.
- Wise, T. (2011). *White like me: Reflections on race from a privilege son*. Berkley, CA: Counterpoint Press.
- Zinn, H. (2005). *A people's history of the United States*. New York, NY: Harper Perennial.

Recommended Internet Sources

- Classism <http://www.classism.org/>
- Critical Pedagogy <http://www.freireproject.org/>
- Ed Change <http://www.edchange.org/index.html>
- Frontline Dropout Nation <http://video.pbs.org/video/2283603203>
- Frontline Poor Kids <http://video.pbs.org/video/2306814133/>
- George Mason University Library Education InfoGuide
<http://infoguides.gmu.edu/cat.php?cid=2136>
- Henry Giroux <http://www.henryagiroux.com/>
- Multicultural Education & Culturally Responsive Teaching
<http://www.ithaca.edu/wise/multicultural/>
- Office of Special Education (U.S. Department of Education)
<http://www2.ed.gov/about/offices/list/osers/osep/index.html?src=mr>
- Paulo Freire Project <http://www.freireproject.org/>
- Poor Magazine <http://poormagazine.org/node/4215>
- Purdue Online Writing Lab APA <http://owl.english.purdue.edu/owl/resource/560/01/>
- Rethinking Racism- Colorblindness <http://www.wycc.org/>
- Sexual Orientation Links http://www.ithaca.edu/wise/sexual_orientation/
- U.S. Department of Education <http://idea.ed.gov/>
- Virginia Department of Education <http://www.doe.virginia.gov/>

COURSE ASSIGNMENTS

Note: Assignments must be submitted into Bb by 11:59pm on the due date or no credit is given.

A. Class Participation

Students are expected to attend all classes, arrive on time, and stay until the end of class. Participation, which comprises 20% of your grade is expected and is an essential part of class. Your participation will be broken into two parts: Class participation and reflection participation. Class participation is how you engage in the class discussions (See Blackboard for ways to participate in class). In addition, you will be given a notebook. This notebook will encompass your thoughts and reflections of each class, and we will visit your comments at the beginning of the next class. It is critical that this notebook is with you every time you come to class as you will be given class time to reflect and make sense of the information. The notebooks will be collected four times throughout the semester on the following dates: **February 4; March 4; April 1; April 29.**

B. School-Based Experiences

The purpose of the school-based experience is to provide you with the opportunity to (1) connect the goals of the course to classroom/school practice, (2) gain exposure to a variety of classroom/school communities, and (3) promote critical, self-reflection about the practice of teaching and the culture of schools. You will be required to attend to a total of **10 hours** of school-based experience at an accredited school(s) in the area, plus **two of the ten hours are to be spent attending a faculty meeting, curriculum meeting, a PLC meeting and/or an afterschool program/activity**. You are required to observe in **four, two-hour increments**.

To begin the school-based experience, you must register online at <https://cehd.gmu.edu/endorse/ferf> **no later than February 11**. Ms. Comfort Uanserume, Mason's Clinical Practice Specialist, can answer any questions or concerns you may have about your school-based experience and/or placement. The sooner you sign-up, the better chances you will get placed quickly.

During your school-based experience, you are required to keep a journal. The journal will include fieldnotes and reflections on the field observation. The journal must be typed, double-spaced, and turned in on Blackboard. In order to give you helpful and timely feedback you have the option of turning in a draft of field observation fieldnotes and reflection on **March 25**. The final paper will be due **May 13**.

When you attend your field observations consider the following questions:

- What was the lesson about?
- Were there elements of multicultural education, social justice education, culturally responsive pedagogy, differentiation, sheltered instruction, or other pedagogies?
- What did you see and hear the teacher do and say?
- What did you see and hear students do and say?
- What strategies did you see the teacher use? How did the students respond?
- How did the teacher interact with students?
- What did you enjoy about the lesson? Why?
- What did you wish you saw? Why?

In addition to the detailed fieldnotes, you will write a reflection on each visit. Reflect on some of the following:

- What did you learn from this observation?
- How will you use what you learned in your future practice as a teacher?
- Make connection of what you saw and heard in the classroom with our class discussions, activities, and readings.

Be sure to have your field supervisors sign the Educator Letter (on Blackboard) and Field Experience Documentation Form and digitally attach the form to your field experience journal. This assignment will be **25%** of your final grade.

C. Community Walk

The community walk is tied to your school-based experiences. You will spend 1-2 hours in the community in which your school-based experiences are occurring. Detailed instructions and assignment guidelines are provided on Blackboard. It is encouraged that you do this activity in pairs, even if you are not at the same school. However, your final output is an **INDIVIDUAL** 5-6 page narrative reflection. This assignment must be completed by **March 25**. This assignment will be **15%** of your final grade.

D. Person Like Me

(You must do the thing you think you cannot do. (1960) —Eleanor Roosevelt)

This assignment encourages you to branch outside your comfort zone and to reflect on who you are by honestly evaluating your own experiences in terms of the system(s) of privileges that have impacted your life. You must: (1) choose a site with which you are unfamiliar and might provide information that will help you in your career working with diverse students; (2) if you do not feel ready to see “an other” as “like you,” do not select that as a site right now; and (3) only do what feels safe, preferably going to any of these sites with a partner. You are to spend at least one hour at this site and begin a conversation with someone who is at the site. You are not to take notes and you may not video record/audio record while you are having this conversation--the conversation should flow naturally. You may write down some notes after you get in your car/bus/bike. We will come up with typical questions for this conversation during the second week of class. In the end, you will design a reflective piece (graphic, concept map, poster, poem, etc.) which will include:

- information of the interviewee’s life
- how his or her life has been impacted by their unique experiences
- how that person is like you.
- how those connections relate to your future teaching diverse learners

This assignment is due **February 25** and is worth **20%** of your final grade.

Possible Diversity Experiences include:

Category	Possible Experiences
Social class	-Attend a soup kitchen, standing in line and eating with those at the kitchen -Visit a social security office -Visit a homeless shelter
Religion	- Attend a service not of your predominant faith -Visit a center of worship and participate in a religious studies class (Sunday School)
Gender/ Sexuality	- Volunteer at a rape crisis center or battered women’s center - Visit a gay bar (students age 21 and older)
Race/Ethnicity	- Visit a minority house of worship - Shop in an ethnic neighborhood different than you own - Take part in an ethnic pride day event
Language	- Attend an activity, class or service not in your own language
Exceptionality	-Volunteer at a program for adults with disabilities -Volunteer with the Leukemia and Lymphoma Society -Visit and/or volunteer at a Special Olympics event

E. Blackboard Wiki Page on Education Diversity

Choose a topic that interests you regarding educating students from diverse backgrounds. Research the topic using the following: required readings, recommend readings and resources, and recently published articles in peer-reviewed education journals on your topic. On the wiki page you will need to: 1) describe the problem, 2) synthesize the information you learned, 3) describe how the readings influenced your way of thinking about students from diverse background, and 4) how it may influence your practice as a teacher. The wiki page must be in APA format and include at least 5 references of peer-reviewed articles and course readings. This assignment into five manageable tasks. In addition, through out the course there will be opportunities to discuss your progress and attend to any questions about the wiki page. The following are the list of tasks:

Task 1: Topic

In one brief paragraph explain what you plan to research. What are you interested in learning about? Why does this topic interest you? What do you hope to learn? Think of this task as the beginning of a conversation about your project. Look through your books and other resources. Ideas may include: gifted education, double-labeled students, sheltered instruction, refugee students, home school students, autism, ELL instruction, culturally relevant pedagogy, military kids, Native American education, etc. **Due February 4**

Task 2: Bibliography - Due February 18

Develop a bibliography list of 8 peer-reviewed articles (that we have not read in class) that is relevant to your topic. The bibliography must be in APA format.

Task 3: Annotated bibliography - Due March 18

Write an annotated bibliography of 5 peer-reviewed articles (that we have not read in class) you plan to use in your final project. The annotated bibliography must be in APA format.

Task 4: Draft of wiki page - Due April 1

Bring to class a draft of your wiki page for peer review.

Task 5: Final Wiki Page - Due April 15

For the full description and expectations please refer to the rubric on Blackboard. You will also be responsible in providing feedback on three students' wiki pages.

Requirements	Percentage
<i>WRITTEN PAPERS/ASSIGNMENTS/PRESENTATIONS</i>	
<i>Class Participation and Notebook Reflections</i>	20.0%
<i>Field Experience Journal</i>	25.0%
<i>Community Mapping</i>	15.0%
<i>Person Like Me</i>	20.0%
<i>Task 1</i>	2.5%
<i>Task 2</i>	2.5%
<i>Task 3</i>	2.5%
<i>Task 4</i>	2.5%
<i>Task 5</i>	10%
<i>TOTAL POINTS/PERCENTAGE</i>	<i>100.0%</i>

A+ = 98 – 100	B+ = 88 – 89	C+ = 78 – 79	D = 60 – 69
A = 93 – 96	B = 83 – 87	C = 73– 77	F = 0 – 59
A- = 90 – 92	B- = 80 – 82	C- = 70 – 72	

This course will be graded on a percentage system, with a total of 100 percent. Additionally, rubrics are assigned for each assignment. All rubrics are posted in this syllabus.

FIVE PRINCIPLES FOR CONSTRUCTIVE ENGAGEMENT IN THIS COURSE

- 1. YOU DON'T KNOW WHAT YOU DON'T KNOW—STRIVE FOR HUMILITY.**
The material and experiences in the course can be challenging, but you determine how much you want to be challenged –you own your learning. Often times, there may not a right or wrong answer to the topics that we are discussing. Thus, your ability to deeply reflect is a major component of this course and you are challenged to consider your own biases, which can be a difficult process. This can be done in the spirit of intellectual inquiry and humility. It demands that we are all respectful, honest, and willing to engage tough questions with each other as a compassionate community. Agreement is not required, but mutual respect and consideration is.
- 2. COMMITMENT IS KEY**
This course involves a lot of reading. I know that there will be times in which you will scan the readings; that is okay. Just be sure to not make this a regular practice as it will affect your participation grade. Both the readings and assignments are based upon research to best prepare teachers as well as former students’ suggestions for bettering the course. The assignments and readings build off each other week-by-week. Your brain will get tired as we dive through complex and sometimes controversial topics. Be committed and engaged to the discussions, readings, and assignments to allow yourself to be challenged. Also, being committed means that no texting, social media, and/or phone calls during class.
- 3. ACTIVE AND COLLABORATIVE LEARNING IS HOW THIS COURSE ROLLS**
We have entered this safe learning space together, as a unit and as a team. The course is designed for a community of learners who want to use critical thinking and reflection to enhance their learning. Being thoughtful, respectful and engaged during this class is pivotal for the ultimate learning experience. Much of what we accomplish in this class is through small group discussions, paired work, and larger group discussions. Yes most reading is done outside of the classroom, but how you make sense of the readings through varying perspectives is the focus of our class time. Additionally, active participation is an important element of this course, especially due to the nature of this course being once a week. Students are expected to complete all class readings prior to each session in order to engage in active listening, dialogue, and sharing of ideas. Believe me, if you read and are engaged every week, this class will rock your socks off.
- 4. FOLLOW DIRECTIONS AND BE PROACTIVE**
In the past three years of teaching at Mason, most students lose points on their assignments for not reading the assignment instructions and abiding by the assignment’s rubric. All assignment descriptions and rubrics are found under assignments on Blackboard. Though I know you may wait until the last minute to complete some of the course assignments, please pay attention to the requirements of the assignments. If you don’t know something, please

do not assume; ask questions and be proactive. Also, if you miss a class, it is your responsibility to find out what happened during that class. Because we do participate in life and life becomes busy and we get ill, **one absence** will be granted to each student during the semester. Additional absences reflect upon your participation in class, which hinders your grade. Remember, we only meet once a week, so missing class is equivalent to missing a week's worth of information. If you know you will miss a class, be proactive and inform me as soon as possible.

5. BE PROUD OF YOUR WORK

Each assignment builds upon the last. Extensions, therefore, should only be requested when absolutely necessary and as soon as possible. If you need more time to do your best work, let me know and I will work with you. Additionally, I cannot read minds, so if you have any questions or concerns throughout the semester, please schedule an appointment with me. I am willing and flexible enough to make adjustments as needed. I want to make sure that you have a meaningful course experience. Again, this is when being proactive will pay off.

ACADEMIC INTEGRITY

All students are held to the standards of the George Mason University Honor Code; please see the University Catalog for a full description of the code and the honor committee process or visit oai.gmu.edu. The principle of academic integrity is taken very seriously and violations are submitted to the Office of Academic Integrity.

Plagiarism means using the words, opinions, concepts and/or factual information from another person without giving the person credit. Writers give credit through accepted documentation styles, such as parenthetical citation, footnotes, or endnotes. Paraphrased material must also be cited. A simple listing of books or articles is not sufficient. Plagiarism is the equivalent of intellectual robbery and cannot be tolerated in the academic setting. If you have any doubts about what constitutes plagiarism, please see either of your instructors.

This class will use APA format. A great resource in understanding APA can be found at owl.english.purdue.edu. If you don't know much about APA, it is your responsibility to utilize free writing center visits at Mason's Writing Center (www.writingcenter.gmu.edu) or contact me immediately.

What does academic integrity mean in this course?

- All work shall be done individually unless otherwise stated by the instructor.
- Don't steal or plagiarize anyone's ideas, concepts, words and/or work. Be sure to paraphrase and cite your sources correctly using the APA writing style. Failure to do so will result in an Honor Code violation.
- Don't lie to the instructor.
- Don't cheat inside or outside the class.
- If you have any hesitation, doubt or don't understand, always ask the instructor for guidance and clarification. DO NOT ASSUME.

GMU POLICIES AND RESOURCES FOR STUDENTS

- a. Students must adhere to the guidelines of the George Mason University Honor Code (See <http://oai.gmu.edu/honor-code/>)

- b. Students must follow the university policy for Responsible Use of Computing (See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>)
- c. 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.
- d. 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/>).
- e. 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/>)
- f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- g. 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/>)

PROFESSIONAL DISPOSITIONS

Students are expected to exhibit professional behaviors and dispositions at all times.

CORE VALUES COMMITMENT

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>

For additional information on the College of Education and Human Development Graduate School of Education, please visit our website <http://gse.gmu.edu/>.

TENTATIVE COURSE SCHEDULE

	Date	Topic	Readings/Assignments Due
<i>Society, Culture and Me</i>			
1	Jan 21	<i>Introduction and Course Overview</i>	Wheatley (2002) <i>Willing to be disturbed</i>
2	Jan 28	<i>Historical perspective of U.S. society</i>	Cushner (2012) Chapter 1 (3-26) and 3 (66-77) Takaki (2002) <i>A different mirror</i> <i>Field Experience</i>
3	Feb 4 <i>Black history month 10th anniversary of Facebook</i>	<i>Theory Behind Multiculturalism</i>	Cushner (2012) Chapter 2 (32-43; 49-59) and 3 (77-86) Banks (1993) (3-11) Gay (2004) <i>Beyond brown</i> <i>Journal Collected; Task 1</i>
4	Feb 11 <i>Black history month</i>	<i>Multiculturalism and Teaching</i>	Cushner (2012) Chapter 3 (86-102) and 4 (110-119; 121-132) Ladson-Billings (1995) <i>But that’s just good teaching</i> <i>Bring FCPS Textbook (can be checked out from the JC) Read book</i>
5	Feb 18 <i>Black history month</i>	<i>Privilege, Power and Oppression in Education</i>	McIntosh (1989) <i>Invisible knapsack (Group 1)</i> Gorski (2012) <i>Complicating white privilege (Group 2)</i> Chang & Au (2013) <i>You’re Asian how can you fail math?</i> Chang (2013) <i>I Am a Product of Privilege and You Are, Too</i> Kugler (2012) <i>Valuing the individual by breaking assumptions</i> <i>Task 2</i>
<i>Special Topics</i>			
6	Feb 25 <i>Black history month</i>	<i>Race and Ethnicity</i>	Cushner (2012) Chapter 6 Berlak (2013) <i>Race and the achievement gap (Group 1)</i> Kozol (2005) <i>Still separate and still unequal (Group 2)</i> <i>Person Like Me</i>
7	March 4 <i>National Women's History Month</i>	<i>Globalization</i>	Cushner (2012) Chapter 7 (216-224; 231-246) Darling-Hammond (2010) <i>Finland (Group 1); Singapore (Group 2) Korea (Group 3)</i>

8	March 11 <i>National Women's History Month</i>	<i>NO Class-Happy Spring Break!</i>	
9	March 18 <i>National Women's History Month</i>	<i>Language learners</i>	Cushner (2012) Chapter 8 (256-281) Deutscher (2010) Does language shape the way we think? Krashen (2009) Bilingual education works Goldenberg (2008) Teaching ELLs (optional) Task 3
10	March 25 <i>National Women's History Month</i>	<i>Language learners</i>	Li (2013) Promoting teachers of culturally and linguistically Diverse (CLD) Students as change agents (Secondary Teachers) de Jong et al. (2013) Enhanced knowledge and skills for elementary mainstream teachers of English language learners (Elementary Teachers) Selected Readings from Cary (On course reserve)-see Bb for activity for this reading Community Walk Rough draft of Field experience journal (your choice to submit)
11	April 1	<i>Religion</i>	Cushner (2012) Chapter 9 Schlosser (2013) Christian privilege breaking sacred taboo Task 4 Journal Collected
12	April 8	<i>Gender and Sexual Orientation</i>	Cushner Chapter 10 (340-359) Sadker and Sadker (2009) Missing interaction GLSEN Research Brief AAUW report (1992) Scan the reading
13	April 15	<i>Special Education</i>	Cushner (2012) Chapter 12 Chapman (2008) Chapters 2, 3, 4, 8, (read Chapter 9 if you are specializing in Early Childhood) Task 5
14	April 22	<i>Special Education</i> Guest Speaker	Schwarz (2006) All Comment on others' Wiki pages
15	April 29	<i>SES</i>	Gorski (2013) Reaching and teaching students in poverty

			(Chapters 1,2, 3, 4, 5) Cushner Chapter 13 (optional) <i>Journal Collected</i>
16	May 6 <i>Asian - Pacific Islander Month</i>	<i>NO Class-Reading Day</i>	
17	May 13 <i>Asian - Pacific Islander Month</i>	Final Class Meeting (Class meets from 4:30 715) Bringing it all together	Gorski (2013) Reaching and teaching students in poverty Everyone (Chapters 6, 7, 8, 9, 10) TBD <i>Field Experience Journal</i>

Note: The Instructor reserve the right to alter the schedule as necessary

PARTICIPATION RUBRIC

	4	3	2	1
Content	It is evident from the student's contributions that he/she is prepared for class and has completed the required readings. Comments and/or questions show evidence of tying theory/readings to practice.	It is evident from the student's contributions that he/she is mostly prepared for class and has completed some of the required readings. Comments/questions sometimes show evidence of tying theory/readings to practice.	It is not clear from the student's contributions that he/she has completed any of the required readings.	It is clear from the student's contributions that he/she has not completed the required readings or is not tying theory/reading to practice.
Frequency	The student contributes in different ways, to class discussions consistently.	The student contributes in different ways, to class discussions somewhat consistently.	The student contributes in different ways to class discussions intermittently.	The student never contributes to class discussions.
Journal	When checked, it is evident that the student makes explicit connections with the content, experiences and discussions in class. Student is present in class and journal reflects entries from every class in the grading period. There is evidence of making deep connections.	When checked, it is evident that the student somewhat makes explicit connections with the content, experiences and discussions in class. Student is present in class and journal reflects entries from every class in the grading period. There is evidence of making connections.	When checked, it is evident that the student struggles to make explicit connections with the content, experiences and discussions in class. Student is has missed class time and journal reflects entries reflect such. There is somewhat evidence of making connections.	When checked, it is evident that the student is is not making explicit connections with content, experiences, and discussions in class. Student does not show evidence of making connections.

FIELD EXPERIENCE JOURNAL RUBRIC

	4	3	2	1
Content	All topics are addressed and all questions answered. Student demonstrates superior knowledge of required content and uses professional terminology.	All topics are addressed and most questions answered. Student demonstrates strong knowledge of required content and mostly uses terminology appropriately.	Most topics are addressed, and some questions answered. Student demonstrates general knowledge of required content and sometimes uses terminology correctly.	One or more topics were not addressed. Student does not demonstrate knowledge of content, does not have knowledge of terminology, and does not fulfill assignment tasks.
Connection to Class Discussion and Readings	The paper is appropriately connected to classroom discussion and provokes thoughtful reflection.	The paper is adequately connected to classroom discussion and provokes some thoughtful reflection.	The paper is scarcely connected to classroom discussion and provokes reflection.	The paper does not connected to classroom discussion and does not provoke reflection.
Level of Thinking	The paper shows a complex level of thinking (i.e. synthesis or evaluation). The reflection makes connections to personal life.	The paper shows a complex level of thinking (i.e. synthesis or evaluation). The reflection somewhat makes connections to personal life.	The paper shows a lower level of thinking (i.e. comprehension or knowledge). The reflection barely makes connections to personal life.	The paper shows a lower level of thinking (i.e. comprehension or knowledge). The reflection do not make connections to personal life.
Clarity of Writing	The paper is clearly written; punctuation, grammar, and spelling do not distract the reader.	The paper is somewhat clear; punctuation, grammar, and spelling errors are present, but do not distract the reader.	The paper is barely clear; punctuation, grammar, and spelling errors somewhat distract the reader.	The paper is unclearly written; punctuation, grammar, and spelling errors distract the reader.
Format	Paper follows the appropriate formatting guidelines.	Paper somewhat follows the formatting guidelines.	Paper barely follows the formatting guidelines.	Paper does not follow formatting guidelines.
Hours Observed	Completed 10 hours of appropriate observation.	Completed 10 hours of observation but lacks observation outside of the classroom.	Missed 1--2 hours of observation.	Missing 3 or more hours of observation.

PERSON LIKE ME RUBRIC

	4	3	2	1
Content	The item explicitly addresses: the description of the site visited; how interviewee’s life has been impacted by their unique experiences, how those connections relate to what we are learning in class, and how that person is like the student.	The item somewhat addresses: the description of the site visited; how interviewee’s life has been impacted by their unique experiences, how those connections relate to what we are learning in class, and how that person is like the student.	The item barely addresses: the description of the site visited; how interviewee’s life has been impacted by their unique experiences, how those connections relate to what we are learning in class, and how that person is like the student.	The item does not explicitly addresses: the description of the site visited; how interviewee’s life has been impacted by their unique experiences, how those connections relate to what we are learning in class, and how that person is like the student.
Relationship to Teaching and Learning	Student is clearly able to take the experience and draw parallels to his/her future teaching experiences with diverse learners.	Student is somewhat able to take the experience and draw parallels to his/her future teaching experiences with diverse learners.	Student is barely able to take the experience and draw parallels to his/her future teaching experiences with diverse learners.	Student is not able to take the experience and draw parallels to his/her future teaching experiences with diverse learners.
Critical Reflection	The item shows a complex level of thinking (i.e. synthesis or evaluation). The item makes connections to personal life and his/her privileges. Student also critically and clearly demonstrates an awareness of and sensitivity to individuals from diverse backgrounds.	The item somewhat shows a complex level of thinking (i.e. synthesis or evaluation). The item somewhat makes connections to personal life and his/her privileges . Student also demonstrates an awareness of and sensitivity to individuals from diverse backgrounds	The item somewhat shows a lower level of thinking (i.e. comprehension or knowledge). The item barely makes connections to personal life and his/her privileges. Student also barely demonstrates an awareness of and sensitivity to individuals from diverse backgrounds	The item shows a lower level of thinking (i.e. comprehension or knowledge). The item does not make connections to personal life and his/her privileges. Student also does not demonstrate an awareness of and sensitivity to individuals from diverse backgrounds
Mechanics	The item is clearly portrayed; punctuation, grammar, and spelling do not distract the reader.	The item is somewhat portrayed ; punctuation, grammar, and spelling errors are present, but do not distract the reader.	The item is barely portrayed ; punctuation, grammar, and spelling errors somewhat distract the reader.	The item is unclearly portrayed ; punctuation, grammar, and spelling errors distract the reader.

COMMUNITY WALK RUBRIC

	4	3	2	1
Tour information	Detailed information is presented--- Name, day and date of tour, weather conditions at time of tour, beginning time, ending time, and other class members or peers in your driving group	All information is presented ---Name, day and date of tour, weather conditions at time of tour, beginning time, ending time, and other class members or peers in your driving group	Some of the below information is presented--- Name, day and date of tour, weather conditions at time of tour, beginning time, ending time, and other class members or peers in your driving group	None of the information is presented--- Name, day and date of tour, weather conditions at time of tour, beginning time, ending time, and other class members or peers in your driving group
Description of School	Detailed information is provided of the school. Student uses statistics from nces.gov and draws multiple comparisons between tour information and observations	All information is provided of the school. Student uses statistics from nces.gov and draws some comparisons between tour information and observations	Some information is provided of the school. Student uses statistics from nces.gov and draws some comparisons between tour information and observations	Little or no information is provided of the school. Student does not use statistics from nces.gov or does not draw comparisons between tour information and observations
Description of Neighborhood	All questions are addressed. Student demonstrates superior knowledge of the neighborhood. A detailed walking/driving map and pictures are included	Most questions are addressed. Student demonstrates strong knowledge of the neighborhood. A walking/driving map and pictures are included	Some questions are addressed. Student demonstrates some knowledge of the neighborhood. Either the walking/driving map or pictures is not included	Little or no questions are addressed. Student does not demonstrate knowledge of neighborhood. A walking/driving map and pictures are not included
Making Connections	There is a detailed and clear comparison of the neighborhood on the driving/walking tour and the student's childhood neighborhood	There is a comparison of the neighborhoods on the driving/walking tour and the student's childhood neighborhood	There is some comparison of the neighborhood on the driving/walking tour and the student's childhood neighborhood	There is no comparison of the neighborhood on the driving/walking tour and the student's childhood neighborhood
Teaching and learning implications	Specific and detailed issues of the tour are described with relevant examples of potential teaching and learning implications. This includes lived experiences of students, and tour impact on your philosophy of teaching.	Issues of the tour are described with relevant examples of potential teaching and learning implications. This includes lived experiences of students, and tour impact on your philosophy of teaching.	Some issues of the tour are described with relevant examples of potential teaching and learning implications. This includes lived experiences of students, and tour impact on your philosophy of teaching.	Little or no issues of the tour are described with relevant examples of potential teaching and learning implications.
Clarity of Writing	The entry is clearly written; punctuation, grammar, and spelling do not detract from the message of the paper.	The entry is somewhat clear; punctuation, grammar, and spelling somewhat interfere with the message of the paper.	The entry is barely clear; punctuation, grammar, and spelling somewhat interfere with the message of the paper.	The entry is unclearly written; punctuation, grammar, and spelling interfere with the message of the paper.
Format	Paper follows the appropriate formatting and page limit guidelines	Paper somewhat follows the formatting and page limit guidelines	Paper barely follows formatting page limit guidelines	Paper does not follow formatting page limit guidelines.

WIKI PAGE RUBRIC

	4	3	2	1
CONTENT	Provides a fresh and balanced perspective on the topic	Provides original ideas with a minimum of personal bias	Provides one or two original ideas, which include some personal bias	Does not provide any original ideas and personal bias is obvious
	Provides comprehensive insight, understanding, and reflective thought about the topic	Provides a moderate amount of insight, understanding, and reflective thought about the topic	Provides minimal understanding, and reflective thought about the topic	Provides no understanding or reflective thought about the topic
	Explains all ideas clearly and concisely in a logical progression with effective supporting evidence	Explains most ideas clearly and concisely with supporting evidence	Incompletely explains ideas and does not effectively use supporting evidence	Fails to explain ideas clearly, and does not use any supporting evidence
	Presents all information in a style that is appealing and appropriate for the intended audience	Presents information in a style that is generally appropriate for the intended audience	Presents information in a style that is often inappropriate for the intended audience	Presents information in a disjointed, unpolished style which is inappropriate for the intended audience
ORGANIZATION	Uses a consistent organizational structure that includes grouping related information, defines specialized vocabulary and/or provides a table of contents (if necessary)	Uses an organizational structure which groups some but not all, related information, defines specialized vocabulary and/or provides a table of contents	Uses a loosely defined organizational structure, which attempts to group similar items	Fails to provide a consistent organizational structure, and information is difficult to locate.
TEXT LAYOUT	Makes frequent and effective use of headings, fonts, bullet points and white space to enhance the content's visual appeal and increase readability	Makes occasional use of headings, fonts, bullet points and white space to enhance the content's visual appeal and increase readability	Makes minimal use of headings, fonts, bullet points and white space to enhance the content's visual appeal and increase readability	Makes no use of headings, fonts, bullet points or white space to enhance visual appeal and readability
HYPERLINKS	Includes links to websites, video, or documents that enhance the information presented	Includes links to websites or documents, but not all links enhance the information presented	Includes links to websites or documents, which add little value to the information presented	Does not include any links, or the links selected are of poor quality and do not add any value to the information presented
	Connects to relevant, up-to-date resources	Connects to resources, which are usually relevant and up-to-date	Connects to many outdated resources, which appear to have only a minimal	Connects to outdated resources, which have no connection to the topic

			connection to the topic	
GRAPHICS AND MULTIMEDIA	Selects high quality graphics and multimedia when appropriate to enhance and clarify the content	Selects graphics and multimedia, which are mostly high quality and enhance and clarify the content	Selects many low--quality graphics and multimedia, which do not enhance the content	Selects no graphics, or uses only low---quality graphics and multimedia, which do not enhance the content
	Acknowledges all image and multimedia sources with captions or annotations	Acknowledges most image and multimedia sources with captions or annotations	Acknowledges only a few multimedia and image sources and uses incomplete captions or annotations	Fails to acknowledge any image or multimedia sources, either with a caption or an annotation
CITATION	Consistently and accurately uses standard APA format to cite sources	Most of the time uses standard APA format to cite sources	Does not use standard APA format to cite sources, and citations are incomplete	Does not cite any sources and/or all citations are incomplete
MECHANICS	The texts and items are clearly portrayed; punctuation, grammar, and spelling do not distract the reader	The texts and items are mostly portrayed; punctuation, grammar, and spelling errors are present, but do not distract the reader	The texts and items are barely portrayed; punctuation, grammar, and spelling errors somewhat distract the reader	The texts and items are unclearly portrayed; punctuation, grammar, and spelling errors distract the reader