

**George Mason University
Graduate School of Education
FAST TRAIN**



**EDUC 537.6F1: FOUNDATIONS OF MULTICULTURAL EDUCATION
[CRN: 21046] –CREDIT HOURS: 3.0
SPRING 2015: JANUARY 21ST – MAY 12TH**

Professor: Dr. Eirini Gouleta	Blackboard: http://courses.gmu.edu
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COURSE DESCRIPTION

- A. Prerequisites/Corequisites:** None required.
- B. University Course Catalog 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 METHOD

The course is delivered online using an asynchronous format via the Blackboard learning management system (LMS) housed in the Mason portal. You will log in to the Blackboard course site using your Mason email name (everything before “@masonlive.gmu.edu) and email password. The course site will be available on Wednesday January 21st. 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, power point presentations, discussion boards, and wikis.

EDUC 537 uses the *Blackboard 9.1TM* web-based course management system for online modules, assignments, materials, and resources, and for posting the syllabus, rubrics, presentations, readings, videos, and other updates. Candidates are encouraged to visit the course’s Bb website frequently to review the most current

information and to keep up with any news, announcements and messages related to this course at <https://mymasonportal.gmu.edu>

Overall course delivery is accomplished in a combination of ways in order to meet the needs of all learners and learning styles and include:

- *Presentations* (assisted by Power Point and other Visuals/technology)
- *Discussions* (active involvement of candidates in learning by asking questions that provoke critical, reflective and metacognitive thinking)
- *Cooperative Learning* (small group guided learning interactions emphasizing learning from and with others)
- *Collaborative Learning* (heterogeneous interdisciplinary groups for content discussion and project design and implementation)
- *Reflection Journals* (candidates keep a journal during the duration of the course and during their field and community experience where they record their observations, insights, and reflections)
- *Student Presentations* (research analysis and findings and performance based assessment work)
- *Hands-On Field Experience* (20 hours of field experience in a K-12 setting and community field experience as needed for the completion of the Performance Based Assessments (PBAs))
- *Video Presentations, Additional Readings, Assignments, Questionnaires, and On-line Resources*

Following the *National Council for Accreditation of Teacher Education's* (NCATE) lexicon, this syllabus uses the term "*candidate*" to refer to EDUC 537 graduate students who are preparing to become teachers, and "*student*" to refer to pupils enrolled in PK-12 classes. For all online communications only GMU email will be utilized and candidates are expected to check their email regularly until all course requirements have been turned in and final grades have been posted. Candidates are required to use word processor, edit their paper, and use APA writing style 6th edition to produce quality written documents presented in a professional manner. Candidates are also expected to use technology and presentation software to produce quality presentations. **NOTE: The professor reserves the right to make changes and modify this syllabus and the assignments listed if necessary to maximize candidates' learning experience according to class needs.**

TECHNICAL REQUIREMENTS

To participate in this course, students will need the following resources:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox. Opera and Safari are not compatible with Blackboard;
- Consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of the course requirements.

EXPECTATIONS

- **Course Week:** Refer to the asynchronous bullet below as this course is asynchronous.
 - Asynchronous: Because asynchronous courses do not have a "fixed" meeting day, our week will **start** on Wednesday, and **finish** on Tuesday.

- **Log-in Frequency:** Refer to the asynchronous bullet below if your course is asynchronous or the synchronous bullet if your course is synchronous.
 - Asynchronous: Students must actively check the course Blackboard site and their GMU email for communications from the instructor, at a minimum this should be three times per week.
- **Participation:** Students are expected to actively engage in all course activities throughout the semester, which include viewing of all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- **Technical Competence:** Students are expected to demonstrate competence in the use of all course technology. Students are expected to seek assistance if they are struggling with technical components of the course.
- **Technical Issues:** Students should expect that they could experience some technical difficulties at some point in the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- **Workload:** Expect to log in to this course **at least three times a week** to read announcements, participate in the discussions, and work on course materials. Remember, this course is **not** self-paced. There are **specific deadlines** and **due dates** listed on Blackboard under the **Syllabus, Standards, and Course Requirements** tab to which you are expected to adhere. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- **Advising:** If you would like to schedule a one-on-one meeting to discuss course requirements, content or other course-related issues, and you are unable to come to the Mason campus, we can meet via telephone or web conference. Send me an email to schedule your one-on-one session and include your preferred meeting method and suggested dates/times.
- **Netiquette:** Our goal is to be **collaborative**, not combative. Experience shows that even an innocent remark in the online environment can be misconstrued. I suggest that you always re-read your responses carefully before you post them to encourage others from taking them as personal attacks. **Be positive in your approach to others and diplomatic with your words.** I will do the same. Remember, you are not competing with each other but sharing information and learning from one another as well as from the instructor.

LEARNER OUTCOMES AND OBJECTIVES

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 Standards: 2.a. Nature and Role of Culture; 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 Standards: 2.a. Nature and Role of Culture; 2.b. Cultural Groups and Identity].*

3. Evaluate and interpret the ways in which schooling influences and is influenced by equity issues. *[NCATE-TESOL Standards: 2.a. Nature and Role of Culture; 2.b. Cultural Groups and Identity; 4.a. Issues of Assessment for ESL; 5.a. ESOL Research and History; 5.b. Professional Development, Partnerships, and Advocacy].*
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 Standards: 1.b. Language Acquisition and Development; 2.a Nature and Role of Culture].*
5. Understand how cultural groups and students' cultural identities affect language learning and school achievement. *[NCATE-TESOL Standards: 2.a. Nature and Role of Culture; 2.b. Cultural Groups and Identity].*
6. Understand and apply concepts, theories, research, and practice that facilitate the acquisition of a primary and new language in and out of classroom settings. *[NCATE-TESOL Standards: 1.a. Language as a System; 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 Standards: 3.a. Planning for Standards-Based ESL and Content Instruction; 3.c. Using Resources and Technology Effectively in ESL and Content Instruction; 4.c. Classroom-Based Assessment for ESL].*
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 Standards: 3.c. Using Resources and Technology Effectively in ESL and Content Instruction; 4.b. Language Proficiency Assessment; 5.b. Professional Development, Partnerships, and Advocacy]*
9. Explain and provide examples of anti-bias strategies and practices *[NCATE/TESOL Standards: 3.a. Planning for Standards-Based ESL and Content Instruction; 3.c. Using Resources and Technology Effectively in ESL and Content Instruction; 4.a. Issues of Assessment for ESL; 5.b. Professional Development, Partnerships, and Advocacy].*
10. Facilitate and Inspire Student Learning and Creativity: Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments. [NETS-T 1: 1a, 1b, 1c, 1d].
11. Model Digital Age Work and Learning: Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society. [NETS-T 3: 3a, 3b, 3c, 3d].
12. Promote and Model Digital Citizenship and Responsibility: Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices. [NETS-T 4: 4a, 4b, 4c, 4d].

PROFESSIONAL ASSOCIATION STANDARDS ADDRESSED IN THIS COURSE

George Mason University follows the guidelines, professional standards and recommendations made by the

National Council for Accreditation of Teacher Education (NCATE) for the accreditation of schools, colleges, and departments of education. GMU-GSE courses also follow the Interstate Teacher Assessment and Support Consortium (INTASC) standards and guidelines that identify those principles that should be present in all teaching environments, regardless of the subject or grade level. EDUC 537 also follows the National Education Technology Standards for Teachers (NETS-S). Effective teachers of all disciplines, subjects, and grade levels model and apply the NETS-S as they design, implement, and assess learning experiences and as they engage students in the classroom. They also provide positive models for ethical and effective use of technology to students, colleagues, parents, and the community.

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 elementary, bilingual/multilingual and 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. Candidates should be able to understand that there are multiple paths to learning and demonstrate skills and competency in teaching students from different backgrounds and varying learning styles.
3. Democratic principles. Candidates 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. Candidates will learn the fundamental concepts pertaining to the teaching in culturally, linguistically, and socio-economically diverse classrooms.
5. Utilization of research. Candidates 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. Candidates 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 ESOL 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 ESOL 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. Effective teachers of all disciplines, subjects, and grade levels model and apply the National Education Technology Standards for Teachers (NETS-S) as they design, implement, and assess learning experiences and as they engage students in the classroom to enhance and support learning while they provide positive models for ethical and effective use of technology to students, colleagues, parents, and the community. Evidence of the degree to which the academic 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.

REQUIRED TEXTS

Banks, J.A., Banks, C.A. (2013). *Multicultural education: Issues and perspectives (8th ed.)*. Hoboken, NJ: Wiley

Cushner, K., McClelland, A., Safford, P. (2012). *Human diversity in education: An intercultural approach*.
Mc-Graw-Hill

RECOMMENDED TEXTS

American Psychological Association (2009). *Publication manual of the American Psychological Association (6th ed.)*. Washington, DC: American Psychological Association

Steffoff, R. & Takaki, R (2012). *A different mirror for young people: A history of multicultural America*. Seven Stories Press

Takaki, R. (2008). *A different mirror: A history of multicultural America*. Back Bay Books

COURSE ASSIGNMENTS and RELATIONSHIP TO STANDARDS

Performance Based Assessment (PBA) Requirements: All FAST TRAIN licensure courses have required PBAs. The required PBAs for this course are: ***Bridging the Divide***, the ***Philosophy of Education Paper***, the ***Field Experience Log*** and ***Evaluation Forms***, and the ***Equity Paper***. These PBAs must be posted to TaskStream where they will be reviewed and graded. [See FAST TRAIN Resources website at: <http://fasttrain.gmu.edu/academics/programs>]

Assignment	Grade %	TESOL Standards	NETS-T Standards
Class Participation	30	1b, 2a, 2b, 3a, 4a, 4a, 5a, 5b	1a, 1d, 3a, 3b, 3c, 3d, 4a, 4c, 4d
Bridging the Divide Project (PBA)	25	1b, 2a, 2b, 3a, 4a, 5a, 5b	1d, 3b, 3c, 4c, 4d
Teaching Philosophy (PBA)	15	1b, 2a, 2b, 3a, 3c, 4a, 4c, 5a, 5b	4a, 4d
Field Experience Project (PBA)	10	1b, 2a, 2b, 3a, 3c, 4b,4c, 5b	1b, 1c, 3b, 3c, 4a, 4b, 4c, 4d
Equity Issue Paper (PBA)	20	1b, 2a, 2b, 3a, 3c, 4a, 4c, 5a, 5b	3b, 3c, 4b, 4d

I. ONLINE COURSE PARTICIPATION (30%)

To get full credit every week in an on-line version of the course, the required work should be completed by Wednesday, the last day of the weekly cycle. The weekly cycle runs from Wednesday (first day) to Tuesday (last day). You are required to actively participate every week. Non- participation or partial participation will be considered an absence from class. You are required to post on the discussion forum three times per week, do all assigned readings and support your comments with citations and references from the readings using APA style. You also need to complete all activities and work assigned by the professor each week.

II. BRIDGING THE DIVIDE (BD) PROJECT (25%)

This assignment involves culturally diverse students, families, schools, and communities. The goal of the assignment is to better understand the role of culture in student learning and engagement. For this assignment, 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 system in which their children are enrolled. You will analyze your findings and reflect in writing on what you learned from this experience. BD is a **PBA and the paper should be submitted to TaskStream.**

III. PHILOSOPHY OF TEACHING STATEMENT (15%)

This is an assignment in both the EDCI 516 and EDUC 537 courses. In this two-part assessment, you will use your personal beliefs and growing professional knowledge about TESOL to write or revise your Philosophy of Teaching statement. For this course your Philosophy of Teaching statement will focus on teaching CLDE students and your principles and practices in multilingual/multicultural and diverse classroom environments. Your paper will 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 incorporate the history of ESL as well as policy issues for reflection and clarification. You will also incorporate understanding of multicultural education and issues of equity in the classroom. Additionally, you will define your professional development plans. Lastly, you will describe how to build partnerships with colleagues and students’ families as well as how you can be a community resource and advocate for your students. This is a **PBA and the paper should be submitted to TaskStream.**

IV. FIELD EXPERIENCE - CULTURALLY APPROPRIATE and RESPONSIVE TEACHING PRACTICES (20 hours required; 10%)

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. During

their field experience students will keep a professional reflection journal to record findings and lessons learned. They can use their recordings from their journal for class discussions and reflections when they comment and respond to the discussion board. Students must document the 20 hours of field experience using the **Fieldwork Log of Hours Form** and the **Evaluation Form** available on the FAST TRAIN website: <http://fasttrain.gmu.edu/resources/forms>. This is a **PBA** and the **Log and Evaluation Forms should be submitted to TaskStream**.

V. **EQUITY ISSUE PAPER** (20 %)

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. This is a **PBA** and the paper should be submitted to TaskStream.

GRADING POLICY

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 10th week. Unless an explicit written extension is filed with the Registrar's Office by the faculty deadline, the grade of 'IN' is changed by the registrar to an 'F'. 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 [See: <http://jiju.gmu.edu/catalog/apolicies/gradstandards.html>].

TASKSTREAM REQUIREMENTS

Every candidate registered for any Curriculum and Instruction course with a required PBA is expected to submit it to TaskStream (regardless of whether the course is an elective, a onetime course or part of an

undergraduate minor). Evaluation of the PBA by the course instructor will also be completed in TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete (IN) (even if the candidate has submitted the assessment as a hard copy or via email). Unless the IN grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

All assignments are due on the date indicated in the syllabus. **Projects must be submitted to the TaskStream portal no later than 5:00pm EST on the due date.** *Late assignments will not be accepted* unless there is a prior arrangement made between the candidate 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 be used for a grade in a different course, even they have been revised. It's unethical.

GMU POLICIES AND RESOURCES FOR STUDENTS

- a. The University Catalog, <http://catalog.gmu.edu> is the central resource for university policies affecting candidates, faculty, and staff in university academic affairs.
- b. Other policies are available at <http://universitypolicy.gmu.edu> . All members of the university are responsible for knowing and following established policies.
- c. Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honor-code>].
- d. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>]
- e. 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.**
- f. 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>].
- g. 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/>].
- h. Counseling and Psychological Services (CAPS) provide a wide range of services to students, faculty, and staff. Services are provided by a staff of professional counseling and clinical psychologists, social workers, and counselors. CAPS provide individual and group counseling, workshops and outreach programs -- experiences to enhance a student's personal experience and academic performance. For more information please call (703) 993-2380 [See <http://caps.gmu.edu>].

- i. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- j. “Ask a Librarian” [See <http://library.gmu.edu/mudge/IM/IMRef.html>]. CEHD Education Liaison librarian is Ms. Anne Driscoll and can be reached at adrdisco2@gmu.edu and CEHD Distance Education Liaison librarian is Ms. Tina Adams and can be reached at tadams11@gmu.edu.
- k. 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>].
- l. For additional information on the College of Education and Human Development (CEHD), Graduate School of Education (GSE), please visit our website [See <http://gse.gmu.edu>].

COURSE WITHDRAWAL WITH DEAN’S 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). Candidates must contact their academic advisor to withdraw after the deadline. There is no guarantee that such withdrawals will be permitted.

PLAGIARISM

Avoid plagiarism, which is using an author’s words without citing the author in your paper. Follow APA (6th edition) writing and 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.

CEHD STATEMENT OF EXPECTATIONS

CEHD candidates must abide by the following:

Academic Integrity

The principle of academic integrity is taken very seriously and violations are treated gravely. What does academic integrity mean in this course? Essentially this: when you are responsible for a task, you will perform that task. When you rely on someone else’s work in an aspect of the performance of that task, you will give full credit in the proper, accepted form. Another aspect of academic integrity is the free play of ideas. Vigorous discussion and debate are encouraged in this course, with the firm expectation that all aspects of the class will be conducted with civility and respect for differing ideas, perspectives, and traditions. When in doubt (of any kind) please ask for guidance and clarification.

Absences

Candidates are expected to participate every week on the discussions and activities for online courses for which they registered. Students should contact the professor ahead of non-participation online. Only approved (see Mason catalog) absences will not result in a grade penalty.

Professional Behavior and Dispositions

The Virginia Department of Education and the National Council for accreditation of Teacher Education promote standards of professional competence and dispositions. Dispositions are values, commitments, and

professional ethics that influence behaviors toward students, families, colleagues, and all members of the learning community. GSE expects students, faculty, and staff to exhibit professional dispositions through: See <http://cehd.gmu.edu/assets/docs/cehd/Dispositions%20for%20a%20Career%20Educator.pdf> for a listing of these dispositions.

Core Values Commitment

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

TENTATIVE CLASS SCHEDULE

Class	Topic	Assignments and Readings Due
Week 1	Introductions– Review Syllabi and course requirements. Getting to know each other. Introduction to multicultural education	Obtain professional teaching standards (they can be found on the INTASC, TESOL, ACEI, CEC, and ACTFL websites) and the learning standards of your school, school district, and/or state
Week 2	Multicultural Education: Characteristics and Goals	<i>Banks & Banks, Ch. 1</i> <i>Cushner, McClelland, & Safford, Ch. 2</i>
Week 3	Culture in Society and in Educational Practices Race, Class, Gender, and Disability	<i>Banks & Banks, Ch. 2 and 3</i> <i>Cushner, McClelland, & Safford, Ch. 1,3</i>
Week 4	Social Class and Religion Educational Equality in a Pluralistic Culture	<i>Banks & Banks, Ch. 4 and 5</i> <i>Cushner, McClelland, & Safford, Ch. 4,5, 13</i>
Week 5	Gender Bias Classroom Diversity and Implications for Teachers	<i>Banks & Banks, Ch. 6 and 7</i> <i>Cushner, McClelland, & Safford, Ch. 9</i>
Week 6	Rethinking Curriculum and Pedagogy Race and Gender; Sexual and Gender Minorities	<i>Banks & Banks, Ch. 8 and 9</i> <i>Cushner, McClelland, & Safford, Ch. 10</i>
Week 7	Race, Ethnicity and Language Approaches to Multicultural Reform	<i>Banks & Banks, Ch. 10 and 11</i> <i>Cushner, McClelland, & Safford, Ch. 6</i>
Week 8	Language Diversity and Schooling	<i>Banks & Banks, Ch. 12</i> <i>Cushner, McClelland, & Safford, Ch. 8</i>
Week 9	Exceptionality and Educational Equality for Students with Disabilities	<i>Banks & Banks, Ch. 13</i> <i>Cushner, McClelland, & Safford, Ch. 12</i>
Week 10	School Inclusion and Multicultural Issues in Special Education	<i>Banks & Banks, Ch. 14</i>
Week 11	Gifted and talented Students with and without Exceptionalities Equality in Educating Gifted Students	<i>Banks & Banks, Ch. 15</i> <i>Cushner, McClelland, & Safford, Ch. 11</i>
Week 12	School reform and Student learning	<i>Banks & Banks, Ch. 16</i> <i>Cushner, McClelland, & Safford, Ch. 7</i>

Week 13	Communities, Families and Educators Working Together for School Improvement Collaboration and team Building	<i>Banks & Banks, Ch. 17</i>
Week 14	Culturally Responsive Teaching	Readings will be posted on Bb
Week 15	International Views on Multicultural Education Policies and Practices in Multicultural Education: Where are we Heading?	Readings will be posted on Bb

EDUC 537 ASSIGNMENT EVALUATION RUBRICS

Bridging the Divide Evaluation Rubric

Category	Approaches Standards 1	Meets Standards 2	Exceeds Standards 3
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 use 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
Demonstrate the ability to build partnerships with colleagues and students' families, serve as community resources, and advocate for ELLs.	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	Candidates advocate for child throughout presentation of findings and provide ways to work collaboratively among teachers, staff, and the child's family	Candidates develop 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
Clearly and professionally communicate detailed self-reflection and analysis of the BD process	Candidates did not provide description and critical reflection of BD process and made no connections to overall teaching practice	Candidates provide well-written and detailed self-reflection and critical analysis of BD process. Candidates provide clear connections between unit lesson planning and overall teaching	Candidates provide well-written and detailed self-reflection and critical analysis of BD process. Candidates draw deep and extensive connections to overall teaching practice
Paper Organization, Mechanics, Overall Cohesion, Writing Quality, and APA guidelines	Poor writing quality and extensive APA formatting errors prevent professional communication	Good writing quality and one or two APA minor formatting errors	Excellent writing quality and no APA formatting errors

Equity Issue Paper Evaluation Rubric

Category	Approaches Standards 1	Meets Standards 2	Exceeds Standards 3
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 sited 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 implementation	Candidates create an action plan with specific goals but do not plan related activities and resources for implementation	Candidates create an action plan which clearly specifies goals for the activity/strategy, resources and implementation

Category	Approaches Standards 1	Meets Standards 2	Exceeds Standards 3
Clearly and professionally communicate detailed self-reflection and analysis of the equity action plan	Candidates do not provide description and critical reflection of planning process and make no connections to overall teaching practice	Candidates provide well-written and detailed self-reflection and critical analysis. Candidates provide clear connections between planning and teaching	Candidates provide well-written and detailed self-reflection and critical analysis. Candidates draw deep and extensive connections from the action plan to overall teaching practice. Candidates share this knowledge with larger community of colleagues and/or classmates to enhance teaching and learning in a broader context
Paper Organization, Mechanics, Overall Cohesion, Writing Quality, and APA guidelines	Poor writing quality and extensive APA formatting errors prevent professional communication	Good writing quality and one or two APA minor formatting errors	Excellent writing quality and no APA formatting errors

Teaching Philosophy Statement Evaluation Rubric

Category	Approaches Standards 1	Meets Standards 2	Exceeds Standards 3
Understand and apply knowledge about cultural values and beliefs and the effects of racism, stereotyping, discrimination, bias, bullying, etc.	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	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	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	Candidate demonstrates limited understanding of the importance of building partnerships to support ELLs. Few ideas or examples are provides for current or future partnerships.	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.	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.

Paper Organization, Mechanics, Overall Cohesion, Writing Quality, and APA guidelines	Poor writing quality and extensive APA formatting errors prevent professional communication	Good writing quality and one or two APA minor formatting errors	Excellent writing quality and no APA formatting errors
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Field Experience Evaluation Form

(for courses that do not require a teaching evaluation form)

Mason Student: _____

G number: _____

Course: _____

Semester: _____

Cooperating Teacher: _____

Title: _____

Years of Experience: _____

Degree/License: _____

Comments:

PERSONAL AND PROFESSIONAL QUALITIES	Excellent	Above Average	Average	Below Average
Communication Skills				
Dependable				
Punctual				
Professional Qualities				
Demonstrates knowledge of child development				
Demonstrates knowledge of content necessary for successful teaching				
Understands how students differ in their approaches to learning				
Can create learning experiences that make subject matter meaningful				
Uses a variety of instructional or assessment strategies				
Understands individual/group motivation to create a positive learning environment				
Uses effective verbal and non-verbal communication strategies				
Plans activities using knowledge of subject matter, students, community and curriculum goals				
Engages in critical reflection to improve fieldwork experience				
Fosters positive relationships with colleagues, students, and families				

Field Experience Record

Mason Student: _____

Cooperating Teacher: _____

G number: _____

Title: _____

Course: _____

Years of Experience: _____

Semester: _____

Degree/License: _____

Please sign signature column to indicate that the student completed field experience in your classroom. Please make any additional comments on the back of this sheet. Thank you for your time, effort and support in this endeavor.

Date	Grade	Subject or Action	School	Hours Observed	Teacher Signature

Student's Signature: _____ Date: _____