**Division of Division of Elementary, Literacy, Multicultural and Secondary Education
Multilingual/ Multicultural Education Program**

EDUC 537-B01
FOUNDATIONS OF MULTICULTURAL EDUCATION
CRN 40785

Tuesday & Thursday, 4:30 p.m. – 7:10 p.m. **Summer 2012 Semester**
Innovation Hall 319
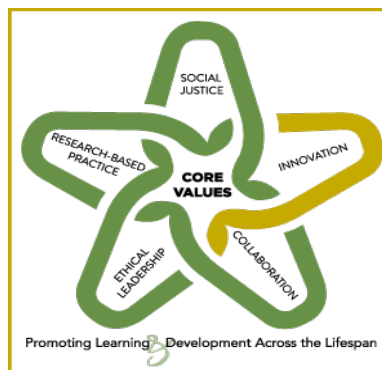
Professor	**Jorge P. Osterling, Ph.D.**
Office phone	**703-993-8136**
Office location	**1506 Thompson Hall, Fairfax**
Office hours	**Wednesday, 1:30 p.m. – 4:00 p.m. or by appointment**
E-Mail address	**<josterli@gmu.edu>**
Telephone	**703-993-8136**
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Blackboard 9.1 web-based course management: **https://mymasonportal.gmu.edu**

[Summer semester: Jun 04, 2012 - Jul 26, 2012]

COURSE DESCRIPTION FROM GMU 2012-2013 CATALOG:

Examines multicultural education through historical, sociological, and philosophical foundations. Emphasizes role of ethnicity in development of nation and education system. Includes overview of multicultural and multilingual curricula, and culturally and linguistically responsive instructional and assessment techniques.

Notes: Requires community-based field experience (i.e., Bridging the Cultural Divide project)

SCOPE

- EDUC 537 uses the perspectives from the theoretical frameworks of Critical Multicultural Education and Critical Race Theory. Both theories incorporate a form of social justice and multiculturalism by examining issues of race, class, or gender. These frameworks give ways to connect to students' lives, utilize appropriate methods to encourage cultural acceptance through a critical lens, and prompt candidates to ask questions that will help them analyze their own inequities and assist them in becoming empowered through their explorations.

- EDUC 537 explores and discusses the impact that such issues as equity, ethnicity, sociocultural and linguistic background, ability, gender and race, have on student learning. Based on course content and new knowledge, candidates develop perspectives on diversity and a frame of reference for providing equitable opportunities for all students to learn and succeed in schools and society.

- EDUC 537 is not a methods course, nor is it a "how-to" on multicultural education. As such, the focus is not primarily on developing skills, however, in developing awareness and knowledge we will have moved in the direction of developing the competencies we need to work with diverse populations in changing societies.

IMPORTANT NOTICES

- EDUC 537-B01 uses the new Blackboard 9.1 system class where the syllabus, rubrics, presentations, and other material and updates will be placed. https://mymasonportal.gmu.edu.

- 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 those enrolled in P-K 12 classes.

- GMU EMAIL ACCOUNTS
  Candidates must use their Mason email accounts—either the existing "MEMO" system or a new "MASONLIVE" account to receive important University information, including messages related to this course. See http://masonlive.gmu.edu for more information. Candidates 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.

COURSE DELIVERY:

EDUC 537 is highly interactive by design and follows *'learning by doing'* and *'discovery learning'* approaches promoted by John Dewey (1859-1952), one of the fathers of modern education. There are no 'examinations' in this course. Course assessment is based on performance-based assignments. In order to meet the needs and learning styles of all candidates, course delivery is accomplished through variety of in-class, on-line, and individualized instructional strategies.

EDUC 537-B01 will be engaged in cooperative learning, small group discussions, whole class discussions, peer feedback, short lectures, and candidate-led micro teaching simulations, guest speakers, peer feedback, videos, multimedia, and reflection.

To extend learning beyond the scope of the class time and to promote continuing dialogue among class members, candidates are expected to post emergent thoughts and responded regularly on the class *Blackboard 9.1™* site https://mymasonportal.gmu.edu

LEARNER OUTCOMES:

EDUC 537 is designed to enable candidates to:

1. Understand, analyze and use the major concepts, principles, theories, and research related to the nature and role of culture and cultural groups and their applicability to the education of all students, regardless of their personal characteristics, socioeconomic, cultural, and linguistic backgrounds, or physical challenges;

2. Demonstrate understanding of how cultural groups and individual cultural identities affect language learning and school achievement. and the role that culture and subcultures play in the teaching and learning processes of culturally, linguistically and ability diverse students;

3. Explore, discuss and understand second language acquisition issues from the perspective of culturally and linguistically diverse families;

4. Meet and engage in a constructive dialogue with non-native English speaking families or households, with children who are second language learners;

5. Identify and understand educational inequities and inequalities and learn the ways how they affect learning (e.g. socioeconomic, gender, race, ethnicity, nationality, sexual orientation, and religion);

6. Reflect on their community-based field experiences (home/ family visits) both orally during the *Foundations of Multicultural Education* course and in their final written report.

7. Open lines of communication among candidates (i.e., class members) to share information and misinformation on a wide range of social, cultural, linguistic problems; and to overcome the barriers of myths and stereotypes;

***The following 'Technology Outcomes' are infused into the learning opportunities throughout EDUC 537. Candidates are expected to demonstrate the following skills:

1. Ability to use email, course website tools (i.e., *Blackboard 9.1*) including online discussion and chat;

2. Ability to use word processor to produce quality written documents;

3. Ability to create Power Point documents and produce a quality presentation.

COURSE OBJECTIVES

1. To examine sociocultural issues of importance in education (and other disciplines and fields).

2. To develop awareness of multicultural issues of importance in education (and other disciplines and fields) by:

    a. Examining, from different theoretical and ideological perspectives, the nature of socio-cultural pluralism and intergroup relations in U.S. society in order to elucidate the basic causes and complex dynamics of racism, classism, sexism, ageism and other forms of discrimination and intergroup conflict, and involve issues of oppression, bias, and privilege.
    b. Increasing our knowledge of critical multicultural education.

3. To develop awareness of how each of us is embedded in a personal, social, cultural, historical context that has bearing on our beliefs about others and on our actions.

4. To develop the knowledge, skills and dispositions that will enable each candidate to meet the educational and linguistic needs of all her/ his students, including those who come from cultural, linguistically, and ability diverse backgrounds.

5. To increase knowledge of the ways culturally, linguistically and ability diverse populations of students/parents experience the world, inside and outside the classroom, the school and the community.

6. To develop our ability to actively empathize and our understanding as world citizens.

7. To develop a sound philosophical, theoretical, and personal rationale for critical multicultural education.

PROFESSIONAL STANDARDS:

EDUC 537 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:

a) Teachers of English for Speakers of Other Languages (TESOL), NCATE-TESOL, Domain 2. Culture:

Candidates know, understand, and use major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct supportive learning environments for ELLs.

Revised TESOL/NCATE Standards for the Recognition of Initial TESOL, Programs in P-12 ESL Teacher Education (December 2009)
http://www.tesol.org/s_tesol/seccss.asp?CID=219&DID=1689

b) American Council on the Teaching of Foreign Languages (ACTFL), NCATE-ACTFLN, STANDARD 2A: Demonstrating Cultural Understandings:

Candidates demonstrate that they understand the connections among the perspectives of a culture and its practices and products, and they integrate the cultural framework for foreign language standards into their instructional practices.
ACTFL/NCATE Program Standards for the Preparation of Foreign Language Teachers. http://www.actfl.org/i4a/pages/Index.cfm?pageid=3384

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REQUIRED TEXT & COMPANION WEBSITE

Adams, M., Blumenfeld, W.J., Castañeda, C., Hackman, H., Peters, M., & Zúñiga, X.
(2010). *Readings for Diversity and Social Justice* (2nd Ed.). New York: Routledge.

- Companion website: http://cw.routledge.com/textbooks/readingsfordiversity/

RECOMMENDED TEXT:

American Psychological Association (APA) (2010). *Publication manual of the American
Psychological Association (*6th edition) Washington, DC: APA

RELATED RESOURCES

Unless otherwise noted, all documents are electronically available through the GMU
library system and will be posted on EDUC 537 *Blackboard 9.1* site as needed.

Other readings will be assigned through the semester as decided by the professor,
guest speakers and the class.

Bonilla-Silva, E. (2002). The linguistics of colorblind racism: How to talk nasty about
blacks without sounding "racist." *Critical Sociology*, 28(1-2).

Christensen, L. (1990). Teaching Standard English: Whose standard? *The English
Journal*, 79(2), 36-4.

Cole, Michael (2010). What's culture got to do with it? Educational Research as a
necessarily interdisciplinary enterprise. *Educational Researcher*, 39(6), 461-470.

Cortes, Carlos. (2004). Knowledge construction and popular culture: The media as
multicultural educator. In Banks, J., & Banks, C. (Eds.). *Handbook of Research
on Multicultural Education.* San Francisco, CA: Jossey-Bass.

Delpit, L. (1995). Education in a multicultural society: Our future's greatest challenge. In
Other people's children: Cultural conflict in the classroom (pp. 167-183). New
York: The New Press.

Dow, J., & Slakin, B. Deconstructing the myths of the "First Thanksgiving." Retrieved
April 30, 2012, from http://www.oyate.org/resources/longthanks.html

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 preservice teachers take up culturally responsive pedagogy. *American Educational Research Journal*, 46(3), 816-852.

Gorski, P. (2001) Understanding the digital divide. Retrieved April 30, 2012, from http://www.edchange.org/multicultural/net/digdiv.html

Gorski, P. (2008) Complicity with conservatism. Retrieved April 30, 2012, from http://edchange.org/publications/Complicity_with_Conservatism.pdf

Gorski, P. (2008) Critical paradigm shifts for multicultural education. Retrieved April 30, 2012, from http://www.edchange.org/multicultural/resources/paradigmshifts.html

Gorski, P. (2010). Defining multicultural education. Retrieved Aug 19, 2010, from http://www.edchange.org/multicultural/initial.html

Human Rights Campaign. (2009). Working for lesbian, gay, bisexual and transgendered rights. Retrieved April 30, 2012, from http://www.hrc.org/

Jones, R. (1999). I don't feel safe here anymore. Retrieved April 30, 2012, from http://www.nsba.org/IDontFeelSafe

Kubota, R. (2003). Unfinished knowledge: The story of Barbara. *College ESL,* 10 (1 & 2), 11-21. (Reprinted in H. Luria, D. M. Seymour, & T. Smoke (Eds.) (2005), *Language and linguistics in context: Readings and applications for teachers* (pp. 107-113). Mahwah, NJ: Lawrence Erlbaum Associates.)

Lawrence, S. (1997). Beyond race awareness: white racial identity and multicultural teaching. *Journal of Teacher Education*, 48(2).

McIntosh, P. (2000). White Privilege: Unpacking The Invisible Knapsack. Retrieved April 30, 2012, from www.iub.edu/~tchsotl/part2/McIntosh%20White%20Privilege.pdf

Merchant, A. & Osterling, J.P. (2008). Immigration, education and the search for our national identity. *Bilingual Research Journal* 31(1-2), 7-22.

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. Retrieved April 30, 2012 from http://www.sonoma.edu/users/f/filp/ed415/moll.pdf

Ndura, E. (2004). ESL and cultural bias: An analysis of elementary through high school textbooks in the Western United States of America. *Language, Culture, and Curriculum*, 17(2), 143-153.

Ndura, E. (2004). Teachers' discoveries of their cultural realms: Untangling the web of cultural identity. *Multicultural Perspective*, 6(3), 10-16.

Ponton, L. (2008). What does gay mean? [Read about the age group relevant to your work]. Retrieved April 30, 2012, from http://www.mentalhealthamerica.net/index.cfm?objectid=DE292B2D-1372-4D20-C8F3A2E5B306884B

Schniedewind, N. (2005). "There ain't no white people here!" The transforming impact of teachers' racial consciousness on students and schools. *Equity & Excellence in Education,* 38 (p. 280-289).

Thomas, W. P., & Collier, V. P. (2003). The multiple benefits of dual language. *Educational Leadership*, 61(2).

U.S. Department of Education (2003). Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools. Retrieved Aug 19, 2010, from http://www.ed.gov/policy/gen/guid/religionandschools/prayer_guidance.html

Underground undergrads. (2009). Underground Undergrads. Retrieved April 30, 2012, from http://undergroundundergrads.com/

US Department of Justice, National Institute of Justice. Helping to Prevent Child Abuse. Retrieved April 30, 2012, from http://www.ojp.usdoj.gov/nij/pubs-sum/156216.htm

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.* Towanda, NY: Multilingual Matters.

COURSE REQUIREMENTS, PERFORMANCE-BASED ASSESSMENT, AND EVALUATION CRITERIA:

Candidates are expected to:
- Attend all class sessions, arriving on time, and actively participate during large and small group discussions and activities.
- Complete all assignments on time and be aware that points will be taken off assignments that are submitted past the deadline.

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- Purchase and maintain a three-ring binder, which will be used for all course material and kept after end of the semester to store Portfolio materials.

- Actively participate all Blackboard 9.1 sessions, to participate actively on the Blackboard 9.1 discussion board, and take part in all on-line activities.

- Use a personal computer for preparing course requirements and teaching materials and for engaging in research through the Internet [GMU has computer labs available for instructional, training and drop-in use including one in GSE].

Candidates must use their MASONLIVE email account to receive important University information, including messages related to this class. See http://masonlive.gmu.edu

Candidates 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).

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EDUC 537-B01 Requirements

Assignment	Due Date	Grading	Goal
1.- Participation & In-class presentations	Weekly	20%	Candidates are expected to complete all readings and participate actively and thoughtfully in every class session: Includes weekly class presentations. In class activity: Every class, a group of one or two candidates will present, analyze, and lead a +/- 30 minute class discussion of the required weekly readings Presentations should include visual (transparency) media as well as handouts for candidates. • NCATE TESOL Standards 2a, 2b, 5a, 5b • ACTFL NCATE Standards: 3a, 4a, 6a
Session Two: (June 7, 2012) Each candidate discusses with the Professor her or his theme/ topic for both: • *Bridging the Cultural Divide* project • Final project: Making Choices for Multicultural Education: Carrying the Message			
2.- Autobiographical Paper [Reflective Personal Development] The paper should be approximately 1,500 to 2,000 words in length –	Session 4, June 14, 2012	20 %	*Autobiographical paper*. Each candidate will write a reflective autobiographical paper where s/he examines their cultural roots, highlights their cultural identity, and explores their dimensions of race, ethnicity, language, religion, gender and other aspects of their identity and socialization. Some personal issues and/or question to explore are: • *How have I come to be who I am? [*Consider the influence of broad

roughly 6 pages or more, a cover page and a works cited page.			factors such as race, ethnicity, social class, gender, sexual orientation, religion, geographic location, as well as personal factors] • *How have my experiences of diversity influenced my identity*? • To what extent have I experienced privileges of the dominant culture or marginalization based on some aspect of my identity? • How have my cultural identity and experiences with differences such as race, culture, class, gender and sexual orientation influenced my teaching? • NCATE TESOL Standards: 2a, 2b, 5a, 5b • ACTFL NCATE Standards: 3a, 4a, 6a
VA Requirement **(Candidates keeps her/ his certificate, to be included in final portfolio)**	Session 9, July 3, 2012	State Requirement	All candidates seeking initial licensure – as well as license renewal – are required to complete *a Child Abuse Recognition and Intervention Training for Initial Licensure and License Renewal* that meets VA Board of Education approved guidelines. *See: http://www.doe.virginia.gov/teaching/licensure/child_abuse_training.shtml*
3.-*Bridging the Cultural Divide* Project: Culturally Diverse Families in Our Schools Candidates are expected to submit a final *Bridging the Cultural Divide* report. It should be approximately 5,000 to 7,000 words in length – roughly 12-15 pages, written in correct	Session 10, July 05, 2012	30 %	This is an NCATE assessment of candidates' • Knowledge, understanding and ability to use the major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct learning environments that support ESOL/ Foreign Language students' cultural identities, language and literacy development, and content-area achievement; • Knowledge, understanding and ability to use knowledge of how cultural groups and students' cultural identities affect language learning and school achievement. One of two candidates will visit and interview a family from a racial, linguistic, socioeconomic, and cultural background different from their

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APA format. a cover page and a works cited page.			own. During the final weeks, candidates will present to the class a critical analysis of the qualitative interview and home/ family visits. • NCATE TESOL Standards: 2a, 2b, • ACTFL NCATE Standards: 3a, 4a, 6a
4. **Final Project: Making Choices for Multicultural Education: Carrying the Message**	EXAM WEEK Sessions 13 & 14	30 %	Professional conference proposal (e.g., NAME, TESOL, ACTFL) PowerPoint with detailed speaker notes and handout with annotated references inspired by Sleeter & Grant (2009). You may want to use as guidelines TESOL's Boston 2010 Conference) Conference Proposal Writing and Presentation Skills as guidelines. NCATE TESOL Standards: 2a and 2b
Detailed information and examples for each assignment are available electronically.			

ADDITIONAL INFORMATION

A. Performance-based assessments

All GMU-CEHD licensure courses have a required *Performance Based Assessment* (PBA). In EDUC 537, all assignments must be posted to *Blackboard 9.1*, where they will be reviewed and graded.

B. Criteria for Evaluation

Criteria for evaluation includes attendance in class, active participation in class and on-line discussions and in small group activities, completion of all readings, exercises, and papers, active and ongoing engagement with journaling as a growth of reflective practice.

All assignments must be completed in MSWord, should reflect APA style (6th edition) and be e-mailed as an attachment to the instructor prior to class. Late assignments will not be accepted without making prior arrangements with me.

Graduate Grading Scale
http://catalog.gmu.edu/content.php?catoid=19&navoid=4068#gradgrading

At George Mason University, course work is assessed 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	TESOL ESL Standards	GRADING	Grade Points	Graduate Courses
A+	Substantially Exceeds Standard	98 - 100	4.00	Satisfactory /Passing
A	Meets Standard	93 – 97.49	4.00	Satisfactory /Passing
A-	Meets Standard	90 – 92.49	3.67	Satisfactory /Passing
B+	Partially Meets Standard	88 – 89.49	3.33	Satisfactory /Passing
B	Partially Meets Standard	83 – 87.49	3.00	Satisfactory /Passing
B-	Partially Meets Standard	80 – 82.49	2.67	Satisfactory* /Passing
C	Attempts Standard	70 – 79.49	2.00	Unsatisfactory /Passing
F	Does not Meet Standard	Below 70%	0.00	Unsatisfactory /Failing

 Note: GSE candidates are advised that, although a B- is a satisfactory grade for a course, they must maintain a 3.0 average in their degree program and present a 3.0 GPA on the courses listed on the graduation application. Candidates' performance will be evaluated using letter grades.

GEORGE MASON UNIVERSITY POLICIES
AND RESOURCES FOR CANDIDATES

The University Catalog, http://catalog.gmu.edu is the central resource for university policies affecting candidate, faculty, and staff conduct in university academic affairs. . Other policies are available at http://universitypolicy.gmu.edu/. All members of the university community are responsible for knowing and following established policies.

CEHD Core Values

In the context of an enduring college-level and university-level commitment to teaching, research and service, the College of Education and Human Development holds the following five core values:

- **Collaboration**
- **Ethical Leadership**
- **Innovation**
- **Research-based practice**
- **Social justice**

STATEMENT OF EXPECTATIONS

CEHD candidates must abide by the following:

Academic Integrity

GMU is an Honor Code university; please see the University Catalog for a full description of the code and the honor committee process (cf. http://academicintegrity.gmu.edu/honorcode/).

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.

Professional Behavior and Dispositions.

See http://gse.gmu.edu/facultystaffres/profdisp.htm for a listing of these dispositions.

Responsible use of Computing

http://universitypolicy.gmu.edu/1301gen.html

GMU STUDENT RESOURCES ON CAMPUS

Office Of Disability Services

Candidates with disabilities who seek accommodations in a course must be registered with the GMU Office of Disability Services (ODS) and inform the instructor, in writing, at the beginning of the semester. See http://www2.gmu.edu/dpt/unilife/ods/ or call 703-993-2474 to access the ODS.

 If you are a candidate with a disability and you need academic accommodations, please see me and contact the Office of Disability Services (ODS) at 993-2474. All academic accommodations must be arranged through the ODS. http://ods.gmu.edu

Writing Center (Optional resource):

A114 Robinson Hall; (703) 993-1200; http://writingcenter.gmu.edu

University Libraries (Optional resource):

 "Ask a Librarian" http://library.gmu.edu/mudge/IM/IMRef.html

Counseling and Psychological Services (CAPS)

(703) 993-2380; http://caps.gmu.edu

TENTATIVE COURSE SCHEDULE FOR EDUC 537 - B01
Summer 2012

Tuesday & Thursday, 4:30 – 7:10 p.m.
(Fourteen sessions, 2hrs 40 minutes' each)

Week/ Date	Topics, and Activities
Session One (06/05/2012)	**Introductions** **Syllabus overview.** **Purpose & Framework.** **Theme or Topic: Rationale and goals of multicultural education.**
Session Two (06/07/2012))	**Theme or Topic:** Why multicultural education is critical for all students in U.S. society. **Readings**: Merchant, A. & Osterling, J.P. (2008). Immigration, education and the search for our national identity. *Bilingual Research Journal* 31(1-2), 7-22. Cole: Moll: Mobilizing Culture, Language, and Educational Practices ***Discussion session***: From the Moll and Cole's articles. FYI: Readings are posted in the course's Blackboard 9.1 site. **Time for questions about syllabus and requirements.**

Session Three (06/12/2012)	**Theme or Topic:** *Introduction To Critical Multicultural Education.* **Readings:** Kubota, R. (2006). Unfinished knowledge Moll, Amanti, Neff & Gonzalez (1992), Funds of knowledge **Discussion session:** • What skills, abilities, ideas and practices do students bring from home that you can apply to the classroom? • What *funds of knowledge* do they already have from their home life?
Session Four (06/14/2012))	**Theme or Topic:** Section One: Conceptual Frameworks & Racism. **Readings :** Textbook: Sections One (i.e., Conceptual frameworks, pp. 1-58) **Due today: Reflective Personal Development Paper** [Electronic copy must be uploaded to Blackboard 9.].] Each student is required to write an autobiographical sketch ("your worldview paper") describing the development of his or her identity in each of the following five reference group identities: race, ethnicity, gender, social class, religion. Most multicultural/ intercultural educators contend that an in-depth, personal understanding of our own culture is the foundation of our ability to work effectively with culturally, linguistically and ability diverse groups. Drawing from knowledge about yourself, experiences in today's global society and in your academic readings please describe and critically analyze your personal cultural identity development. Paper should include information such as:

		What are your underpinnings and foundations? How will your cultural self-understanding enable you to be a culturally effective teacher in today's increasingly diverse global society? What are some personal biases and limitations that may hinder you? Describe the cultural competencies that reflect your sense of cultural identity. Because the goal of this assignment is to increase self-understanding, students may complete multiple revisions of this assignment, after receiving feedback from the Professor.
Session Five (06/19/2012))		***Theme or Topic:*** Race and racism in the quest for educational equity. **Readings:** Textbook: Section Two: (i.e., Racism, pp. 59 - 140) **Discussion session:** McIntosh's *While Privilege* paper. • What is white privilege • Is *White Privilege* a simple or complex issue? Explain. • How does *White Privilege* influence me?
Session Six (06/21/2012)		***Theme or Topic:*** Social class in education and society. **Readings:** Textbook: Section Three: (i.e., Classism 141 – 226) **Discussion session**: Choose and discuss one context, one voices and one next steps
Session Seven (06/26/2012)		***Theme or Topic:*** Religious diversity and educational equity. **Mid-Term evaluation and self-assessment.** Please complete the feedback form and return it to the instructor. **Readings:** Textbook, Section Four (i.e., Religious Oppression, pp. 227 – 313. **Discussion session:** Choose and discuss a few typical instances of oppression within and

	between religions, and oppression of individuals because of their beliefs or practices.
Session Eight (06/28/2012)	*Theme or Topic:* Gender and sexual orientation in schools and education. **Readings:** Textbook, Sections five, six and seven (pp. 315 – 456)
Session Nine (07/03/2012)	*Theme or Topic*: Child abuse, neglect and intervention [Training for Initial Licensure and License Renewal] All individuals seeking initial licensure – as well as license renewal – are required to complete a child abuse recognition and intervention course that meets Board of Education approved guidelines. http://www.doe.virginia.gov/teaching/licensure/child_abuse_training.shtml Verification of training completion is noted on individual licenses and sent to school division human resources directors and school division licensure specialists. School divisions may design their own training or utilize other training opportunities to fulfill this requirement. Please keep one copy of the course completion certificate. Finalize the Bridging the Cultural Divide project paper, which is due next class. **Due today: Completion of online course [candidate keeps certificate].**
**Independence Day** **No Classes**
Session Ten (07/05/2012)	**Theme or Topic:** Understanding and serving students and families from culturally and linguistically diverse background. **Due Today:** Bridging the Cultural Divide Project

	Presentations: Groups of EDUC 537-B01 candidates will make their class presentations.	
	Time	**Group Presenting**
	4:40 – 4:55	
	Break	
	5:00 – 5:15	
	Break	
	5:20 – 5:35	
	Break	
	5:40 – 5:55	
	Break	
	6:00 – 6:15	
	Break	
	6:20 – 6:35	
	Break	
	6:40 – 6:55	
Session Eleven (07/10/2012)	<u>*Theme or Topic:*</u> Exceptionality and educational equity. **Readings:** Textbook, Sections eight, nine and ten. **Discussion session**: There is a variety of ways to understand what "*oppressio*n" is. There has to be some comparison between different models. Address ableism, ageism and adultism as forms of oppression. Examine stereotypes, violence and institutionalized mistreatment as well as the effects of these forms of oppression.	

Session Twelve (07/12/2012)	**Theme or Topic:** Transforming education and society for the common good.
	Readings: Textbook, Sections ten (pp. 587 – 640)
	• "How to Teach Controversial Content and Not Get Fired" by *Kelley Dawson Salas* at ***http://www.rethinkingschools.org/publication/newteacher/NTFired.shtml***
	• *"What does it mean to teach for social justice?" by Pat Russo.* **(Handout)**
	Things to think about when reading these two articles and preparing for class discussion:
	• How do the two author's definitions of social justice compare and contrast? Using both interpretations as well as your own, how would you define social justice?
	• Why do you think that teaching with a social justice perspective is so controversial in the K-12 community?
	• Do you think a social justice perspective fits your teaching "stance?" Why or why not?
	If you plan to teach with a social justice perspective during your internship:
	• What problems do you think might arise?
	• What ideas did you find in these articles about how you might overcome such problems?
	• Which of Russo's cycles do you think would be the easiest **and** most difficult for you to integrate into your historical content – race, class, gender, disability, and sexuality?
	• *"The Big One" by Bill Bigelow - read the article (**http://www.rethinkingschools.org/archive/23_04/big234.shtml**) and review the curriculum materials (**http://www.rethinkingschools.org/climate/**).*
	Things to be thinking about when reading the article and reviewing the curriculum materials:
	• *What are the strengths and weaknesses of this approach to teaching for social justice?*
	• *How and why is the content of this unit controversial?*
	• *What types of teaching* **methods** *used in this unit would you be most likely to use? How*

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	and why? • *How might you adapt and integrate some or all of the* **content** *in this teaching unit into the courses you will be teaching in the future.*	
Session Thirteen **(07/17/2012)**	**Individual Presentations of Final Project: Fifteen minutes per candidate**	
	Time	**Presenter**
	4:40 – 4:55	
	Break	
	5:00 – 5:15	
	Break	
	5:20 – 5:35	
	Break	
	5:40 – 5:55	
	Break	
	6:00 – 6:15	
	Break	
	6:20 – 6:35	
	Break	
	6:40 – 6:55	
Session Fourteen **(07/19/2012)**	**Individual Presentations of Final Project: Fifteen minutes per candidate**	
	Time	**Presenter**
	4:40 – 4:55	
	Break	
	5:00 – 5:15	
	Break	
	5:20 – 5:35	
	Break	
	5:40 – 5:55	
	Break	
	6:00 – 6:15	

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	Break	
	6:20 – 6:35	
	Break	
	6:40 – 6:55	
	Course Evaluation Forms. Feedback Forms. **Materials Release Forms.** **PLEASE UPLOAD IN Blackboard 9.1 YOU FINAL MATERIA*L***	

Detailed Assignment Guidelines EDUC 537-B01

Assignments, Requirements and Rubrics

Also, please see posted rubrics in

EDUC 537-B01 *Blackboard 9.1* site.

PARTICIPATION
CLASSROOM, ONLINE-PARTICIPATION & PRESENTATIONS

20% of Final Grade
(June 05, 2012 – July 26, 2012)

Discussion Questions over the Main Readings:

Each session there will be three main readings for the class. Your assignment is to do all the assigned readings and come to class prepared to discuss them. You are required to come to each class with a written-out discussion question ---a query, puzzle, or issue about the readings you would like to have discussed in class. At the beginning of each session, I will ask you to turn in to me those written questions (with your name attached) for use during the class discussion.

Your active contributions to the discussions, questions, and comments in class will account for one-fifth of your grade and academic credit. Please arrive on time. Late arrivals and/or absence from class are considered lapses in participation. Please see posted rubric in *Blackboard 9.1* site.

In-Class Presentations:

During the first session, I plan to form the candidates into subgroups of two or three candidates who will work together in advance to prepare class presentations. The in-class presentation will consist of the candidates within such subgroups briefly presenting (20 minutes) the gist and main points of the required readings for that session, and then leading a discussion (additional twenty minutes) of the articles.

Each subgroup should meet with me privately the preceding class to plan their presentations for the coming week. You and your subgroup will be asked to do one of these presentations throughout the summer semester, and volunteers will be sought for specific topics. Your group's assignment is to present the readings clearly and creatively

and explain their main ideas. (Please see attached rubrics). Please see posted rubric in
Blackboard 9.1 site.

Schedule for In-Class Presentations		
(Readings for Diversity and Social Justice)		
Session	**Theme or Topic (Readings**	**Two or Three Candidates**
Session Three (06/12/2012)	Kubota's Unfinished knowledge & Moll et al. Funds of Knowledge.	
Session Four (06/14/2012)	Section One: Conceptual Framework	
Session Five (06/19/2012)	Section Two Racism	
Session Six (06/21/2012)	Section Three Classicism	
Session Seven (06/26/2012)	Section Four Religious Oppression	
Session Eight (06/28/2012)	Sections 5, 6,7 Sexism, heterosexism,	
Section Nine (07/03/2012)	Child abuse, neglect and intervention	[Discussion – Hypothetical cases, scenes]
Independence Day National Holiday		
Session Ten (07/05/2012)	Special Theme: Bridging the Cultural Divide Presentations	[Special *Bridging the Cultural Divide* Presentations]]
Session Eleven (07/10/2012)	Sections Eight and Nine Ableism, ageism,	

	adultism)	
Session Twelve (07/12/2012)	Section ten: Social Justice	
Session Thirteen (07/17/2012)	Final Presentations	
Session Fourteen (07/19/2011)	Final Presentations	

RUBRIC
Presentation/ Facilitator
Class presentations

Each candidate must make two class presentations: (1) first, describes the key issues contained in the readings for topic as given in the course calendar. A presentation should be 30-40 minutes in length. The power point slides for the presentation should be given to the course instructor no later than the day of the presentation in class. (2) Final Project: Making choices for multicultural education --Professional conference proposal.

RUBRIC -- PRESENTATION

Levels of Achievement				
Criteria	UNACCEPTABLE	BEGINNING: Does not adequately meet expectations	DEVELOPING: Meets expectations adequately	ACCOMPLISHED: Strongly meets expectations
Organization	Candidates cannot understand presentation: -- There is not sequence of information; --Logic of arguments is not made clear because	Candidates have difficulty following presentation; Organization seems haphazard (presenter jumps around).	Information is presented in logical sequence, which candidates can follow.	Presentation is clear, logical and organized. Candidates can follow line of reasoning.
Subject Knowledge	Presenter does not have grasp of information nor can s/he answer questions about subject.	Presenter is uncomfortable with information and is only able to answer rudimentary questions.	Presenter is at ease with expected answer to all questions. However, fails to elaborate.	Presenter demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration.
Style	Presentation is too elementary or too	Much of the information is read. Aspects of	Level of presentation is generally appropriate.	Level of presentation is appropriate for the class.

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	Levels of Achievement			
Criteria	**UNACCEPTABLE**	**BEGINNING: Does not adequately meet expectations**	**DEVELOPING: Meets expectations adequately**	**ACCOMPLISHED: Strongly meets expectations**
	sophisticated for the EDUC 537.	presentation are too elementary or too sophisticated for EDUC 537. Presenter seems uncomfortable and can be heard only if listener is very attentive.	Pacing is sometimes too fast or slow. Presenter seems slightly uncomfortable at times, and candidates occasionally have trouble hearing her/him.	Presentation is a planned conversation/ dialogue, paced for audience understanding. It is NOT a reading of a paper.
Aids	No communication aids are used -- (e.g., power point slides, handouts-- or they are so poorly prepared that they detract from the presentation.	Communication aids are poorly prepared or used inappropriately. Font is too small to be easily seen. Too much information is included. Unimportant material is highlighted. Candidates may be confused.	Communication aids contribute to the quality of the presentation. Font size is appropriate for reading. Appropriate information is included. Some material is not supported by visual aids.	Communication aids enhance the presentation. They are prepared in a professional manner. Font on visuals is large enough to be seen by all. Information is organized to maximize candidates understanding. Details are minimized so that main points stand out.

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Levels of Achievement				
Criteria	UNACCEPTABLE	BEGINNING: Does not adequately meet expectations	DEVELOPING: Meets expectations adequately	ACCOMPLISHED: Strongly meets expectations
Responsiveness	Avoids or discourages active audience participation. Body language reveals a reluctance to interact with candidates.	Reluctantly interacts with audience. Responds to questions inadequately. Body language reflects some discomfort when interacting with candidates.	Generally responsive to comments and needs from EDUC 537 classmates. Most of the time, clarifies, restates, and responds to questions, and summarizes when needed. Misses some opportunities for interaction. Body language reflects comfort when interacting candidates.	Highly responsive to candidates comments and needs. Consistently clarifies, restates, and responds to questions. Summarizes when needed. Body language reflects confidence and ease when interacting with classmates.

CULTURAL AUTOBIOGRAPHY
20% of Final Grade
Session Four – June 14, 2012

What is my Culture? What cultures/ subcultures/ generations do I belong to?

The paper should be approximately 1,500 to 2,000 words in length, roughly 6 pages or more, an APA style cover page and a works cited page. Please see posted rubric in Blackboard 9.1 site.

The purpose of this multicultural autobiographical assignment is to increase of your cultural identity as a step in better understanding students who come from a wide variety of backgrounds. As you look at your life and begin to articulate your beliefs about education, consider your experiences through a cultural - historical lens. In this autobiographical narrative, you will explore your own personal history, including the formation of your identity, beliefs and perspectives on education. In doing so, you may consider identifying some key events and key people in your life that have served to shape how you currently interact in relationships and social/workplace encounters. This exercise challenges each candidate to critically unravel her or his cultural assumptions by reflecting on the events and life experiences that have shaped their cultural premises Focus your narrative on the aspects of your experience including individual, interpersonal, and cultural influences, which lead to your current interest in teaching culturally, linguistically and ability diverse students.

One candidate, for example, began her autobiographical essay commenting that:

> "There are a tremendous number of factors that have made me who I am. My family, friends, religion, and experiences have all had a hand in helping me form my ideas and opinions on everything in life. I know that my experience thus far in life have been unlike that of anyone else."

RUBRIC -- CULTURAL AUTOBIOGRAPHY
(Reflective Personal Development Paper)

Candidates identify their cultural heritage, explore such questions as what cultural groups do they identify with, and discuss their family background and family culture in terms of values, beliefs, and goals about life success/failures. They will also describe/ narrate their parent's grandparents, and great-grandparents culture, history and

Levels of Achievement				
Criteria	**UNACCEPTABLE**	**BEGINNING: Does not adequately meet expectations.**	**DEVELOPING: Meets expectations adequately.**	**ACCOMPLISHED: Strongly meets expectations.**
Family background and world view	Personal life details and descriptions are limited or unclear; the length is not adequate for development. No evidence of exploring her/ his family cultural, ethnic, and linguistic background or worldview.	Some personal life details and descriptions loosely connected; ineffective transitions, seems random. Little evidence of exploring her/ his family cultural, ethnic, and linguistic background or worldview.	Some personal life details and descriptions present from candidate's life. Adequately explores her/ his family cultural, ethnic, and linguistic background and worldview	Paper contains relevant and meaningful personal life details and descriptions about the candidate. Thoroughly engages and explores socio-historical implications of one's family cultural, ethnic, and linguistic background, while linking concepts to self-identification.
Content	Many details are not in a logical or expected order. There is little sense that the writing is organized.	Some details are not in a logical or expected order, and this distracts the reader. Included information on all required topics	Details are placed in logical order, but the presentation style sometimes makes the writing less interesting. Included information on all required topics	Details are placed in logical order and the way they are presented effectively keeps the reader. Included information on all required topics.
Quality of analysis	Essay is superficial and/or with very little analysis.	Essay is thoughtful, but lacks depth or	Essay shows thoughtful, analysis	Essay reflects thoughtful analysis that shows

Levels of Achievement				
Criteria	UNACCEPTABLE	BEGINNING: Does not adequately meet expectations.	DEVELOPING: Meets expectations adequately.	ACCOMPLISHED: Strongly meets expectations.
		complexity	that communicates sincere grappling with the questions	complexity of thinking, and a well-constructed argument. Analysis is highly provocative. "Wow" factor
Mechanics: language, grammar usage, APA style	Many misspellings or grammatical errors and/or paper does not follow APA 6th ed. formatting requirements.	Although only some formatting requirements are followed and a significant number of misspelled words or poorly constructed sentences exist, the main ideas can still be	Most of the formatting requirements are met fairly consistently, the layout used is easy to read and follow, grammar, mechanics and spelling used are basically correct, and there are only a few misspelled	All format requirements are met consistently, required sections are in the correct order; the essay is easy to read and understand; and all sentences are grammatically correct with only a few spelling or mechanical errors.

BRIDGING THE CULTURAL DIVIDE PROJECT
(30 % of Final Grade)

Session Ten
(July 05, 2012)

MME'S NCATE TESOL ASSESSMENT 2
ASSESSMENT OF CONTENT KNOWLEDGE

Project Guidelines

NCATE-TESOL Assessment 2

Assessment of Content Knowledge
Bridging the Cultural Divide Project

Description of NCATE-TESOL Assessment (Bridging the Cultural Divide) and Its Use in GMU-GSE's MME Program

This assessment addresses TESOL Domain 2*, Culture;* Standard 2, *Culture as it affects English language learning.* This semester-long case-study project is required in *EDUC 537, Foundations of Multicultural Education.*

The overall goals of this assessment are for candidates:

- To demonstrate their knowledge, understanding and use of major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct supportive learning environments for English language learners (ELLs).;
- To explain how they can take advantage of professional growth opportunities;
- To understand that language acquisition and development are affected by age, previous education, and personal experience. They develop awareness that linguistic structures are often acquired by implicit means rather than explicit direction, particularly with younger learners.
-

Therefore, the assessment addresses the extent to which the candidate knows, understands and applies knowledge concerning:

a. Cultural values and beliefs in the context of teaching and learning (Standard 2.a).
b. Communication between home and school to enhance ESL teaching and build partnerships with ESOL families (Standard 2.d).
c. The interrelationship between language and culture (Standard 2.e).

Who scores this assessment?

The instructors of EDUC 537, following an established scoring rubric, score this assessment. Because more than one instructor taught this foundations course, at the end of the Fall 2011 semester this revised rubric was checked for inter-rater reliability. Consequently, the instructors scoring this project identified two high, two low, and two mid-level scores of this project, and met to compare scores in order to ensure consensus on expectations.

Inter-rater reliability checks were conducted by program faculty in a faculty meeting to help reduce rater bias and increase the clarity of the language in the rubric itself.

•
Objectives of the *Bridging the Cultural Divide Project*

This performance assessment requires ESOL licensure candidates to:
•
  a. Conduct home visits and interview parents or guardians of an English language learner from an ethnic, linguistic, racial or socioeconomic background different from the candidate's, using the guidelines included in the syllabus and provided in class.
  b. Increase intercultural competence by becoming familiar with the student's linguistic and sociocultural background.
  c. Examine the concept of bilingualism —additive and subtractive—held by the ESOL student and her or his family, and reflect on their classroom implications.
  d. Critically analyze how the ESOL student's cultural identities affect language learning and school achievement.
  e. Demonstrate the effective use of a wide range of standard-based materials, resources and technologies to learn about the cultures of their students particularly how an ESOL student's cultural identity affects their ESL learning and how levels of cultural identity vary widely among students.
  f. Examine the strengths in ESOL students' home discourses, including multiple literacies, and learn about the funds of knowledge, which they can use to enhance second language teaching and learning.

Alignment of MME'S ASSESSMENT 2 with TESOL Standard 2

TESOL Standard 2: Culture as it affects student learning	How *Assessment 2* meets TESOL Standard 2
Standard 2.a. Understands and applies knowledge about cultural values and beliefs in the context of teaching and learning.	Candidates understand and apply knowledge about: • Cultural values and beliefs in the context of teaching and learning ESOL; • Home/school communication to enhance ESOL teaching;
Standard 2.d. Understands and applies knowledge about communication between home and school to enhance ESL teaching and build partnerships with ESOL families.	Candidates understand and apply knowledge to communicate in a culturally respectful and linguistically appropriate manner with students' families.
Standard 2.e. Understands and applies concepts about the interrelationship between language and culture.	Candidates act as advocates to support students' home culture and heritage language.

PROCEDURES FOR CANDIDATES
(Assessment Documentation)

Guidelines for final report

Candidates are expected to submit a final *Bridging the Cultural Divide* report. It should be approximately 5,000 to 7,000 words in length – roughly 12-15 pages, written in correct APA format. The final project report should contain many, if not all or more, of the following topics: introduction, project/ issue background, theoretical considerations, statement of purpose and objectives, detailed outline of accomplishments, timeline, outcomes, and a conclusion. A presentation to the class and a final report will be expected of each candidate as scheduled in the syllabus.

Each project report is assessed using the criteria specified in the new 2012 scoring rubric included both in the course syllabus as well as on its *Blackboard 9.1* website.

Procedures for candidates: Meeting a non-native English speaking family with an ELL child

Candidates will make an appointment to visit a non-native English speaking family with an ELL child enrolled in a private or public school, at a mutually agreeable time and location. The family should always be consulted in choosing the location of the visit to ensure that the location is both convenient and comfortable for them.

Prior to visiting the family.

- Candidates develop, with the instructor's assistance, ESOL family visit guidelines and/ or an interview protocol.
- Candidates, using secondary sources, find out about the cultural, educational, linguistic background of the household s/he will visit (e.g., who? what? when? where?).
- Candidates explore the neighborhood where the ESOL family lives by visiting it:
    - o To gather information on the linguistic, sociocultural and economic variables in the community;
    - o To search for "cultural artifacts" (e.g., community centers, libraries, storefronts, places of worship, signs, and spaces) and analyze what they represent to the ESOL family;
    - o To record and critically analyze this data in a journal.
- Candidates will set specific goals or objectives for the family visit.

During the home
.

- Candidates will set the tone of the visit (e.g., warm introduction, thanking family for their time and participation) and establish rapport.
- Candidates will be good listeners and will respect the host family's cultural, ethnic and linguistic values.
- When and if appropriate, candidates with his/her host's permission may take notes, photographs or record the visit.
- Candidates will include in the interview all family members who would like to participate.

After the visit

- Candidates will document and evaluate the visit by reviewing and discussing with colleagues their field notes, photographs, tape recordings and any other relevant material.
- Candidates will reflect on the impact that this experience has had on his/her understanding of and views on second language acquisition, family involvement in schools, and working with culturally, linguistically, and ability diverse students.

Writing the final report.

- Candidates will author and carefully edit a written report, of which the last section must include a personal reflection (250 words) written by each candidate (in case of collaborative projects and report).

Scoring the assessment

The *Bridging the Cultural Divide Project* will be scored with an analytic scoring rubric. Categories selected for this assessment are taken directly from Standard 2 – Culture as it affects English language learning—upon which this task is based.

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RUBRIC – BRIDGING THE CULTURAL DIVIDE

TESOL Standard Performance Indicators	Does not meet Standard (Score 1)	Approaches Standard (Score 2)	Meets Standard (Score 3)	Exceeds Standard (Score 4)
Standard 2.a. Candidate understands and applies knowledge about cultural values and beliefs in the context of teaching and learning ESOL.	Candidate neither understands nor applies knowledge about cultural values and beliefs in the context of teaching and learning ESOL. No discussion of the way cultural values and beliefs impact ESOL student learning	Candidate demonstrates a developing understanding of the way cultural values and beliefs impact ESOL student learning. Superficial discussion of the way cultural values and beliefs impact ESOL student learning.	Candidate demonstrates an adequate understanding of a variety of concepts about culture, including acculturation, assimilation, accommodation, biculturalism, the additive nature of culture, and the dynamics of prejudice, including stereotyping. Accurate and detailed discussion of the differences between fundamental concepts is detailed and accurate (e.g., acculturation, assimilation, accommodation, biculturalism, the additive nature of culture).	Candidate demonstrates a sophisticated understanding of a variety of concepts about culture, including acculturation, assimilation, accommodation, biculturalism, the additive nature of culture, and the dynamics of prejudice, including stereotyping and of the ways that cultural groups and students' cultural identities affect language learning. Reflective and critical discussion of the ESOL family's cultural values

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				and beliefs and their impact in ESOL learning.
Standard 2.d. Candidate understands and applies knowledge about communication between home and school to enhance ESL teaching and build partnerships with ESOL families.	Candidate neither understands nor applies knowledge about communication between home and school. No discussion of home/school communication in a culturally responsive manner.	Candidate demonstrates a developing understanding of the relevance between home and school communication to enhance ESL teaching and build partnerships with ESOL families. . Superficial discussion of the relevance of home/school communication with an ESOL family in a culturally responsive manner.	Candidate demonstrates an adequate understanding of the relevance between home and school communication to enhance ESL teaching and build partnerships with ESOL families. Accurate and detailed discussion of the relevance of home/school communication with an ESOL family in a culturally responsive manner.	Candidate demonstrates a sophisticated understanding of the relevance between home and school communication to enhance ESL teaching and build partnerships with ESOL families. Reflective and critical discussion of the relevance of home/school communication with an ESOL family in a culturally responsive manner.
Standard 2.e. Candidate understands and applies knowledge about the interrelationship between language and culture.	Candidate neither acknowledges nor understands the interrelationship between language and culture. No discussion of the interrelationship between language	Candidate demonstrates awareness of interrelationship between language and culture Superficial discussion of the relevance of the interrelationship	Candidate operates with the knowledge that a student's first language and culture influence how well she or he understands the new language and observes culturally appropriate new behaviors as they are modeled.	Candidate recognizes that a student's first language and culture influence how well she or he understands the new language and observes culturally appropriate new behaviors as they are modeled and that the

	and culture	between language and culture	Accurate and detailed discussion of the ways that student's first language and culture influence how well she or he understands the new language and the ways that culturally appropriate new behaviors are modeled.	first language and culture of ESOL students continue to play an important role in their overall education. Reflective and critical discussion of how well she or he understands the new language, how she/he observes culturally appropriate new behaviors as they are modeled, and the fact that the first language and culture of ESOL students continue to play an important role in their overall education.

FINAL PROJECT
MAKING CHOICES FOR MULTICULTURAL EDUCATION:
CARRYING THE MESSAGE

(30% of Final Grade)

Sessions 13 – 14
July 17 & July 19, 2012

In lieu of a final paper, *each* EDUC 537-B01 candidate will:

a) Draft a scholarly conference proposal for an assumed peer-reviewed professional conference (e.g., AERA, NABE, NAME, and TESOL). Conference theme: *Making Choices for Multicultural Education: Carrying the Message*

b) Make a 15-minute presentation on her/ his chosen theme to the EDUC 537-B01 class, using handouts and Power Point slides on the *Making Choices for Multicultural Education* theme.

c) Submit a detailed and informative handout about the presentation to classmates.

FYI only: The following TESOL Proposal Guidelines —many hundreds of proposal guidelines are available in the web— may provide you some guidelines as of the best way to prepare a proposal:

http://tesolarabia.org/conference/proposals/TipsForWritingProposals2012.ppt
http://www.tesolmedia.com/docs/convention2010/tesol2009prez.ppt

Main Objectives

a. Encourage candidates in using the conceptual frameworks and theories of critical multicultural education to explain teaching behaviors and policy-making that either encourages or hinders educational equity and social justice throughout the educational process.

b. Assist candidates in relating critical multicultural education theories and research to their own professional practice.

    c.   Help candidates reflect on the applicability and implications of the politics of equity and social justice for individual practice, educational organizations, and policy.

    d.   Guide candidates in understanding of the multiple, often competing, goals of public schooling, how these goals have evolved historically, and how they presently impact our democratic society.

Each Conference proposal" should address the hypothetical conference's overall theme — *Making Choices for Multicultural Education: Carrying the Message*—from a variety of vantage points, including:

- Linking multicultural education with evidence of student learning
- Examining education policies through an equity lens
- Examining approaches that invigorate student learning and support students in viewing themselves as powerful learners
- Recognizing outstanding programs, strategies and resources
- Synthesizing, analyzing, and critiquing existing research
- Examining the concept of educational leadership for multicultural education
- Developing strategies that can open lines of communication and improve school-family relationships

Guidelines for Preparing a Proposal for a Scholarly Conference [paper presentation]

Good scholarly proposals:

- Describe clearly and accurately the presentation content and format
- Fit the theme of the conference as well as it can (e.g., *Making Choices for Multicultural Education: Carrying the Message*

- Describe who would benefit from attending this session
- Give a clear statement of the outcomes participants may expect of this presentation
- List what materials—slides, handouts, web links—will be provided during the presentation, posted on the conference web site, or submitted to the conference proceedings
- Should be the required length (i.e., max 15 minutes)
- Focus your paper (and thus your proposal) on one or two key issues that illuminate the problems in your larger paper (or in that part of you dissertation). You are providing the audience with a taste of your ideas, not the whole thing.

Presentation Schedule for Last Two Sessions **Twenty Candidates** **Three documents:** 1. **Conference proposal** 2. **Conference Handout** 3. **Conference Power Point Presentation** 4.					
Session Thirteen **(July 17, 2012)**			**Session Fourteen** **(July 19, 2012)**		
Sequence 4:30 – 7:10	**Candidate**	**Proposal/ Presentation Title**	**Sequence 4:30 – 7:10**	**Candidate**	**Proposal/ Presentation Title**
1			**11**		
2			**12**		
3			**13**		
4			**14**		
5			**15**		
6			**16**		
7			**17**		
8			**18**		
9			**19**		
10			**20**		

Per your (i.e., candidates) request:

FYI -- Titles from previous EDUC 537 academic semesters

- Americanization at the expense of preserving individual culture: Parents and Teachers responsibility."
- Bridging the Korean and U.S. Educational Cultural Divide
- Culture of poverty
- Deaf Bilingual Education: An Important Sector of Multicultural Education
- Disability or Difference? Accommodating the Needs of English Language Learners
- *E pluribus unum*, strengthened by bilingual education: How to provide nonnative English speaking students in mainstream classrooms with an education that upholds principles of Social justice while allowing them to keep their mother tongue language?
- Exploring English language learning through interactive media programs.
- Homosexual students: How they deal with school and other factors
- Inequalities on standardized testing
- I-Pad for empowerment
- Math/ cultural
- Meaningful education for multicultural education students
- Once upon a time
- Racism and white supremacy in U.S. music education
- See the light! How Teachers Can Improve the Imbalance of Power Between Minority Parents and School
- Shoeboxes, Shelters, and Teachers' Sensitivity about Homelessness
- Social Justice
- Social Justice and L1 Usage in Elementary Classrooms
- Strategies to teach social justice
- Teaching patriotism from a multicultural perspective
- The Classroom to Prison Pipeline
- The power of labeling in the classroom & its influence on student success.
- The Psychological and Educational Consequences of Family Separation and Reunification in Immigrant Children in the United States
- When the teacher becomes the student: Learning to Build Communities through Life Stories & Empathetic Comprehension
- Why don't my students look like me: Teaching as equitable social practice

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RUBRIC -- PROFESSIONAL ACADEMIC CONFERENCE PROPOSAL
Final Project

Each candidate must prepare an academic proposal for a hypothetical 2012 summer conference/ workshop session on critical multiculturalism of the organization's annual conference. This activity should be done individually. A copy of the hypothetical *Call for Papers* and final proposal that would have been mailed to the conference organizers should be submitted to the EDUC 537 professor. The proposal will be graded based on the requirements outlined in the Call for Papers.

Levels of Achievement				
Criteria	UNACCEPTABLE	BEGINNING: Does not adequately meet expectations	DEVELOPING: Meets expectations adequately	ACCOMPLISHED: Strongly meets expectations
Proposal title	The title is vague or uninteresting, does not describe the topic well, and reflects a minimal attempt to attract conference participants.	The title does not attract proposal evaluator, but generally describes what the session will be about.	The title is likely to gain the interest of the reader and clearly describes the session.	The title is clear, catchy, successful in attracting the proposal evaluator, and succinctly describes the session
Relevance of Topic to Conference Theme	The topic has no detectible relevance to either current issues or the conference's critical multicultural education theme.	The proposal focuses on out-of-date materials and/or practice and is only indirectly relevant to the conference theme.	The topic of the proposal is for the most part timely and relevant to the conference's critical multicultural education theme.	The topic of the proposal is directly relevant to current issues outlined by the conference theme: carrying the message.
Importance and	The topic's focus is	The topic is related	The topic is timely and	The topic is of immediate

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Levels of Achievement				
Criteria	**UNACCEPTABLE**	**BEGINNING: Does not adequately meet expectations**	**DEVELOPING: Meets expectations adequately**	**ACCOMPLISHED: Strongly meets expectations**
appropriateness of topic	irrelevant and of no importance to the critical multicultural education field. [I would not attend this session].	to the critical multicultural education field. [I would probably not attend this session].	appropriate to the critical multicultural education field. [I would probably attend this session].	relevant and importance to the critical multicultural education field. [I would definitively attend this session].
Clarity of proposal abstract	The proposal abstract needs work on sentence structure and fails to give outcomes.	The proposal abstract gives some ideas about outcomes, but needs to specify how they will be reached during the presentation.	The language of the proposal abstract is somewhat problematic or the abstract provides little information about the session's message/ objective(s)/ format.	The proposal abstract is clearly and succinctly written in English and provides a clear statement of the message/objective(s) /format of the session as well as an explicit statement of the participant outcomes and how they will be achieved.
Timeliness: how current is this topic	This topic has been covered for years and is not current.	This topic is not very current but not outdated either.	This topic is timely and can use some coverage.	It is a hot topic today.
Theory/ practice research contribution to the conference and to the field	The topic is applicable to a very small number of the candidates (less than (5%). There is no mention of theory/ practice/ research in the abstract.	A fair group of candidates (around 30%) can benefit from it. The abstract mentions some theory/ practice/ research, which were used but it not specific.	Most candidates (over 505) can benefit from this topic. The abstract cites the theory/ practice/ research on which it is based in an understandable fashion and gives helpful information.	The topic is applicable to a large number of the audience (over 90%). The abstract cites the theory/practice/ research on which it is based and shows a clear connection to the content in a way that will be more memorable and useful.

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