GEORGE MASON UNIVERSITY | College of Education and Human Development

Division of Advanced Professional Teacher Development & International Education

Multilingual/ Multicultural Education Program

EDUC 537-X01 Syllabus — CRN 40390 —Summer 2014
FOUNDATIONS OF MULTICULTURAL EDUCATION

COURSE AND INSTRUCTOR INFORMATION

Class meeting day & time:	**MTWR, 4:00pm-8:00pm**
Class meeting location:	**Innovation Hall 209**
Semester dates:	**May 19- June 5, 2014**
Instructor:	**Professor Elavie Ndura**
Office phone:	**703-993-9424**
Office location:	**Thompson Hall 1501, Fairfax**
Office hours:	**Wednesday, 1:00 pm – 3:00 pm or by appointment**
E-Mail address:	**endura@gmu.edu**

Blackboard 9.1 web-based course management   **https://mymasonportal.gmu.edu**

COURSE DESCRIPTION FROM GMU 2011-2012 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), which is also a required Performance-Based Assessment.**

SCOPE

1. 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 highlight 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 prejudices and assist them in becoming empowered through their explorations.

2. 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.

3. EDUC 537 focuses more on developing dispositions than on developing skills although in developing critical multicultural education awareness and knowledge we will develop and enhance the competencies we need to effectively work with diverse populations.

IMPORTANT NOTICES

1. EDUC 537-001 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. Candidates are advised to participate in one of the Blackboard 9.1 training workshops offered by the university (see. http://ittraining.gmu.edu/workshops.cfm?function=calendar\).

2. Every student registered for any MME course with a required performance-based assessment (PBA), such as EDUC 537, is required to submit this assessment, Bridging the Cultural Divide project to TaskStream (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor.) Evaluation of your performance-based assessment will also be provided using TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete (IN). Unless this grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

3. 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.

4. 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 (Mason catalog).

COURSE DELIVERY: Face- to- face

1. 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 a variety of in-class, on-line, and individualized instructional strategies.

2. EDUC 537 will engage participants in cooperative learning, small group discussions, whole class discussions, peer feedback, short lectures, and candidate-led presentations, guest speakers, peer feedback, videos, multimedia, and reflection.

3. 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 respond regularly to the class discussions on the *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 ways in which 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 course and in their 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* and TaskStream) including online discussion and chat.

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

3. Ability to create Power Point documents and produce quality presentations.

COURSE OBJECTIVES

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

2. 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.

3. 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 culturally, linguistically, and ability diverse backgrounds.

4. 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.

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

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

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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 and Domain 5, Professionalism:

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

REQUIRED TEXT

Adams, M., Blumenfeld, W.J., Castañeda, C., Hackman, H., Peters, M., & Zúñiga, X. (2013). *Readings for Diversity and Social Justice* (3rd 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 may be assigned throughout the semester as determined 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).

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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 May 11, 2011, 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. (2008) Critical paradigm shifts for multicultural education. Retrieved May 11, 2011, 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

Haynes, Charles (2004). Religious liberty in public schools. Electronically available at the Freedom Forum's Web site, first amendment section. Retrieved May 11, 2011 from: http://www.firstamendmentcenter.org/rel_liberty/publicschools/overview.aspx

Human Rights Campaign. (2009). Working for lesbian, gay, bisexual and transgendered rights. Retrieved May 11, 2011, from http://www.hrc.org/

Jones, R. (1999). I don't feel safe here anymore. Retrieved May 11, 2011, 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 May 11, 2011, from www.iub.edu/~tchsotl/part2/McIntosh%20White%20Privilege.pdf

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 May 11, 2011 from http://www.sonoma.edu/users/f/filp/ed415/moll.pdf

Ndura, E. (2013). Fostering a culture of nonviolence through multicultural education. In R. Amster & E. Ndura (Eds.). *Exploring the power of nonviolence: Peace, politics, and practice for the 21st century and beyond* (pp. 206-218). Syracuse, NY: Syracuse University Press.

Ndura, E. & Dogbevia, M. K. (2013). Re-envisioning multicultural education in diverse academic contexts. *Procedia-Social and Behavioral Sciences*, 93, 1015-1019. Available at http://www.sciencedirect.com/science/journal/18770428/93

Ndura, E. (2009).Diversity, oppression, and the challenging quest for sustainable peace. In E. Ndura & R. Amster (Eds.). *Building cultures of peace: transdisciplinary voices of hope and action* (pp.184-193). Newcastle Upon Tyne, UK: Cambridge Scholars Publishing.

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.

Pennington, J. L., Brock, C.H., Abernathy, T., Bingham, A., Major, E.,Wiest, L. & Ndura, E. (2012). Teacher educators' dispositions: Footnoting the present with stories from our pasts. *Studying Teacher Education*, 8(1), 69-85.

Ponton, L. (2008). What does gay mean? [Read about the age group relevant to your work]. Retrieved May 11, 2011, 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 May 11, 2011, from http://undergroundundergrads.com/

US Department of Justice, National Institute of Justice. Helping to Prevent Child Abuse. Retrieved May 11, 2011, 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.

- If you must miss a class session, please inform the instructor ahead of time by email to discuss class make-up options. Consistent tardiness will be counted as an absence.

- All assignments must be completed and submitted on time. Assignments submitted past the deadline will earn a maximum grade of "C".

- Inform the instructor in writing via email prior to assignment due dates of any difficulties that may result in delayed assignment submission.

- All written assignments must be submitted both electronically into Blackboard and as hard copies to the instructor. In addition, the Bridging the Cultural Divide paper, this EDUC 537 course's performance-based assessment, must be submitted into TaskStream.

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

- Actively participate in 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].

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EDUC 537-001 Requirements

Assignment	Due Date	Grading	Goal
1.- Participation & In-class presentations	Daily	20%	Candidates are expected to complete all readings and participate actively and thoughtfully in every class session: Includes class presentations. In class activity: Every class, candidates will work in groups of 2 or 3, or individually to present, analyze, and lead a +/- 30 minute class discussion on the required readings Presentations should include visual (transparency) media and/or handouts for candidates. • NCATE TESOL Standards 2a, 2b, 5a, 5b • ACTFL NCATE Standards: 3a, 4a, 6a
2.- Autobiographical Paper [Reflective Personal Development] The paper should be approximately 1,500 to 2,000 words in length – roughly 6 pages or more, and a works cited page.	Thursday 5/22/2014	20%	*Autobiographical paper.* Candidates will write a reflective autobiographical paper where they examine their cultural roots, highlight their cultural identity, and explore 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 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 and/or interactions with others? • NCATE TESOL Standards: 2a, 2b, 2e, 2f, 2g • ACTFL NCATE Standards: 3a, 4a, 6a
VA Requirement **(Candidates keeps her/ his certificate, to be included in final portfolio)**	Wednesday 5/28/2014	State Require-ment	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. Child Abuse and Neglect: Recognizing, Reporting, and Responding for Educators

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3. *Bridging the Cultural Divide* **Project: Culturally Diverse Families in Our Schools** The paper should be approximately 5,000 to 7,000 words in length – roughly 12-15 pages, and a works cited page.	Monday 6/02/2014	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. Candidates will visit and interview a family from a racial, linguistic, socioeconomic, and cultural background different from their 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, 2c,2d,2e,2f,2g • ACTFL NCATE Standards: 3a, 4a, 6a
4. Final Project: A professional conference proposal: **Theme: Making Choices for Multicultural Education: Carrying the Message of Social Justice.**	Thursday 6/05/2014	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 guidelines outlined for TESOL Conference in the section labeled as *Conference Proposal Writing and Presentation Skills* **for helpful ideas.** • NCATE TESOL Standards: 2a,,2e, 2f, 2g • NCATE TESOL Standards: 2a and 2b
Detailed information about each assignment will be provided electronically and in class.		

Additional Information

A. Performance-Based Assessments

Every student registered for any MME course with a required performance-based assessment (**PBA**), such as EDUC 537, is required to submit this assessment, **Bridging the Cultural Divide** project to TaskStream (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor.) Evaluation of your performance-based assessment will also be provided using **TaskStream.** Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete (IN). Unless this grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.
Candidates will also submit this PBA into **Blackboard** as well as a **hard copy** to the instructor.

B. Graduate Grading Scale
http://catalog.gmu.edu/content.php?catoid=17&navoid=1277&hl=graduate&returnto=search
http://catalog.gmu.edu/content.php?catoid=5&navoid=104 - grad_poli

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	87 – 89.49	3.33	Satisfactory /Passing
B	Partially Meets Standard	80 – 86.49	3.00	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 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 Students

a. Students must adhere to the guidelines of the George Mason University Honor Code [See http://oai.gmu.edu/the-mason-honor-code/].

b. Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/

c. Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.

d. The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See http://caps.gmu.edu/].

e. Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See http://ods.gmu.edu/].

f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

g. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See http://writingcenter.gmu.edu/].

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

Core Values Commitment: The College of Education and Human Development 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/].

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

Tentative Course Schedule for EDUC 537 – X01
Summer 2014
MTWR, 4:00 pm – 8:00 pm

Day/ Date	Topics and Activities
Monday 5/19/2014	**Introductions; Syllabus overview** **Themes/Topics:** Rationale and Goals of Multicultural Education; Understanding Culture and Cultural Identity **Readings***: (1) Cole: <u>What's culture got to do with it?</u> (2) Moll: <u>Mobilizing Culture, Language, and Educational Practices</u>
Tuesday 5/20/2014	**Themes/ Topics:** Introduction to Critical Multicultural Education; Conceptual Frameworks for Understanding Diversity and Social Justice **Readings:** (1) Kubota, R. (2006). <u>Unfinished knowledge</u> (2) Moll, Amanti, Neff & Gonzalez (1992), <u>Funds of knowledge</u> (3)Textbook, Section One (Conceptual Frameworks, pp. 1-58)
Wednesday 5/21/2014	**Themes/ Topics:** Race and Racism in the Quest for Educational Equity **Readings:** Textbook, Section Two: (Racism, pp. 59 - 140); McIntosh's White privilege article
Thursday 5/22/2014	**Themes/ Topics:** Social Class in Education and Society **Readings:** Textbook, Section Three: (Classism, pp. 141 – 226) ***Due today: <u>Reflective Autobiographical Paper</u>** [electronic copy must be uploaded to Blackboard 9.1, and hardcopy submitted to instructor.]
Monday 5/26/2014	**Themes/ Topics**: Exceptionality and Educational Equity **Readings**: Textbook, Sections eight and nine (Ableism; Ageism and Adultism, pp. 457-584).
Tuesday 5/27/2014	**Themes/Topics:** 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. 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.

Child Abuse and Neglect: Recognizing, Reporting, and Responding for Educators − This online course was produced by the Virginia Commonwealth University (VCU) School of Social Work's Virginia Institute for School Services Training Activities (VISSTA) Program.

Access and complete this online course at http://www.dss.virginia.gov/family/cps/mandated_reporters/cws5691/

- *Please keep one copy of the course completion certificate, and submit another copy to the instructor tomorrow.*
- *Work on the Bridging the Cultural Divide project paper*

Wednesday 5/28/2014	**Themes/Topics:** Gender and Sexual Orientation in Schools and Society **Readings:** Textbook, Sections five, six, and seven (pp.315-456) ****Due Today: Child abuse, neglect and intervention online course completion certificate***
Thursday 5/29/2014	**Themes/ Topics:** Religious Diversity and Educational Equity; Teaching from a Multicultural Perspective **Readings:** Textbook, Section Four (Religious Oppression, pp. 227 – 313.)
Monday 6/02/2014	**Theme or Topic:** Understanding and Serving Students and Families from Culturally and Linguistically Diverse Backgrounds ****Due Today: Bridging the Cultural Divide Project paper and presentation***
Tuesday 6/03/2014	**Themes/Topics:** Transforming Education and Society for the Common Good **Readings:*** Textbook, Sections ten (Working for social justice: Visions and strategies for change, pp. 587 – 640)
Wednesday 6/04/2014	**Themes/Topics:** Articulating and Sharing Messages of Social Justice and Equity Within the Professional Community: Preparing Professional Conference Proposals
Thursday 6/05/2014	**Themes /Topics:** Articulating and Sharing Messages of Social Justice and Equity Within the Professional Community; Conclusions and Next Steps ****Due Today:*** ***(1) Final project (professional conference proposal) paper and presentation; (2)Course Evaluation Forms; (3) Feedback Forms; (4) Materials Release Forms***

PARTICIPATION
CLASSROOM, ONLINE-PARTICIPATION & PRESENTATIONS

20% of Final Grade

<u>Discussion Questions over the Main Readings:</u>

Each session there will be assigned 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 may 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 *in this syllabus.*

<u>In-Class Presentations:</u>

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 presentations will consist of the candidates within such subgroups briefly presenting (about 30 minutes) the gist and main points of the required readings for that session, and then leading a discussion based on the readings. Copies of relevant handouts and Power Point slides should be given to the instructor no later than the day of the presentation in class.

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RUBRIC: CLASS PRESENTATIONS OF READINGS AND FINAL PROJECT

	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 no 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 sophisticated for the EDUC 537.	Much of the information is read. Aspects of presentation are too elementary	Level of presentation is generally appropriate. Pacing is	Level of presentation is appropriate for the class. Presentation is a planned conversation/ dialogue, paced for

	Levels of Achievement			
Criteria	**UNACCEPTABLE**	**BEGINNING: Does not adequately meet expectations**	**DEVELOPING: Meets expectations adequately**	**ACCOMPLISHED: Strongly meets expectations**
		or too sophisticated for EDUC 537. Presenter seems uncomfortable and can be heard only if listener is very attentive.	sometimes too fast or slow. Presenter seems slightly uncomfortable at times, and candidates occasionally have trouble hearing her/him.	audience understanding. It is NOT a reading of a paper.
Instructional 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.
Responsiveness	Avoids or discourages active	Reluctantly interacts with	Generally responsive to	Highly responsive to candidates comments

	Levels of Achievement			
Criteria	**UNACCEPTABLE**	**BEGINNING: Does not adequately meet expectations**	**DEVELOPING: Meets expectations adequately**	**ACCOMPLISHED: Strongly meets expectations**
	audience participation. Body language reveals a reluctance to interact with candidates.	audience. Responds to questions inadequately. Body language reflects some discomfort when interacting with candidates.	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.	and needs. Consistently clarifies, restates, and responds to questions. Summarizes when needed. Body language reflects confidence and ease when interacting with classmates.

DETAILED ASSIGNMENT GUIDELINES

Cultural Autobiography/ Reflective Personal Development Paper
20% of Final Grade

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

The paper should be approximately 2,500 to 3,000 words in length, roughly 5-6 pages, an APA style cover page and a works cited page (if applicable). Please see posted rubric in in this syllabus.

The purpose of this multicultural autobiographical assignment is to increase awareness 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."

In a nutshell, Candidates identify their cultural heritage, explore such questions as what cultural groups they identify with, and discuss their family background and family culture in terms of values, worldviews, beliefs, and goals, as well as how their culture shapes their life experiences, successes, and challenges.

RUBRIC -- CULTURAL AUTOBIOGRAPHY
(Reflective Autobiographicl/Personal Development Paper)

Criteria	UNACCEPTABLE	BEGINNING: Does not adequately meet expectations.	DEVELOPING: Meets expectations adequately.	ACCOMPLISHED: Strongly meets expectations.
	Levels of Achievement			
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 complexity	Essay shows thoughtful, analysis that communicates	Essay reflects thoughtful analysis that shows complexity of

		Levels of Achievement		
Criteria	**UNACCEPTABLE**	**BEGINNING: Does not adequately meet expectations.**	**DEVELOPING: Meets expectations adequately.**	**ACCOMPLISHED: Strongly meets expectations.**
			sincere grappling with the questions	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.

<u>DETAILED ASSIGNMENT GUIDELINES</u>

Bridging the Cultural Divide Project
(30 % of Grade)
MME'S NCATE TESOL Assessment 2:
Assessment of Content Knowledge

<u>Description of NCATE-TESOL Assessment (*Bridging the Cultural Divide* Project) and Its Use in GSE's MME Program</u>

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 goal of this assessment is 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 ELLs.

Therefore, the assessment addresses the extent to which candidates know, understand and apply knowledge about:
- Cultural values and beliefs in the context of teaching and learning (Standard 2.a).
- The effects of racism, stereotyping, and discrimination on teaching and learning (Standard 2.b).
- Cultural conflicts and home events that can have an impact on ELLs' learning (Standard 2.c).
- Communication between home and school to enhance ESL teaching and build partnerships with ESOL families (Standard 2.d).
- The interrelationship between language and culture (Standard 2.e)
- Using a range of resources, including the Internet, to learn about world cultures and specifically the cultures of students in their classrooms and apply that learning to instruction (Standard 2.f).
- Concepts of cultural competency, particularly knowledge about how an individual's cultural identity affects their learning and academic progress and how levels of cultural identity will vary widely among students (Standard 2.g).

<u>Objectives of the *Bridging the Cultural Divide* Case Study</u>

This performance assessment requires ESOL licensure candidates to:

a. Conduct home visits and interview parents or guardians of English language learners from an ethnic, linguistic, racial and 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 students' linguistic and sociocultural background.

c. Examine the concept of bilingualism —additive and subtractive—held by ESOL students and their families, and reflect on their classroom implications.

d. Critically analyze how ESOL students' 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 in their classrooms and to apply that learning to instruction.

f. Discover 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.

g. Articulate informed and meaningful recommendations for using ELL's funds of knowledge to enhance their language acquisition and academic performance.

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 explain the nature and impact of cultural values and beliefs in the context of teaching and learning ESOL; and articulate ways to improve home/school communication to enhance ESOL teaching and learning.
2.b. Understand and apply knowledge about the effects of racism, stereotyping, and discrimination to teaching and learning.	Candidates critically analyze how ESOL students' racial and cultural identities affect language learning and school achievement.
2.c. Understand and apply knowledge about cultural conflicts and home events that can have an impact on ELLs' learning.	Candidates examine the concept of bilingualism —additive and subtractive— held by ESOL students and their families, and reflect on their classroom implications.
Standard 2.d. Understands and applies knowledge about communication between home and school to enhance ESL teaching and build partnerships with ESOL families.	Candidates 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.
2.f. Use a range of resources, including	Candidates use a wide range of standard-

the Internet, to learn about world cultures and specifically the cultures of students in their classrooms and apply that learning to instruction.	based materials, resources and technologies to further their understanding of ELL students and families' cultures and funds of knowledge
2.g. Understand and apply concepts of cultural competency, particularly knowledge about how an individual's cultural identity affects their learning and academic progress and how levels of cultural identity will vary widely among students.	Candidates discover the strengths in ESOL students' home discourses, including multiple literacies, and learn about the funds knowledge, which they can use to enhance second language teaching and learning and ELLs' academic performance.

Procedures for Candidates

2.1. 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 **maximum**, double spaced, and 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. **In addition**, candidates will develop a **lesson plan** (1 page) and one detailed **instructional activity** (1 page) to demonstrate how they integrate their cultural perspectives with content to create inclusive classroom and facilitate ELL's learning.
Candidates will present their case study project to the class in addition to submitting the final written report/paper.

Each project report is assessed using the criteria specified in the scoring rubric included both in the course syllabus as well as in TaskStream.

2.2 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 convenient and comfortable for them.

2.2.1. 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, finds 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:

- To gather information on the linguistic, sociocultural and economic variables in the community;
- 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;
- To record and critically analyze this data in a journal.
- Candidates will set specific goals or objectives for the family visit.

2.2.2. During the visit.

- Candidates will set the tone of the visit (e.g., warm introduction, thanking family for time and participation) and will 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.

2.2.3. After the visit

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

2.2.4. Writing the final report.

Candidates will author and carefully edit a written report, of which the last section must include a personal reflection (at least 250 words) and recommendations for enhancing ESOL teaching and learning, and overall ELL's academic performance (at least 250 words). In addition, candidates will develop a lesson plan (1 page) and one detailed instructional activity (1 page) to demonstrate how they integrate their cultural perspectives with content to create inclusive classroom and facilitate ELL's learning.

2.3 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 TESOL/NCATE Standard 2 – *Culture as it affects English language learning*—upon which this task is based.

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 and beliefs and their impact in ESOL learning.
2.b. Understand and apply knowledge about the effects of racism,	Candidate neither understands nor applies knowledge	Candidate demonstrates a developing understanding of the ways racism	Candidate demonstrates an adequate understanding of the ways racism	Candidate demonstrates a sophisticated understanding of the ways racism

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stereotyping, and discrimination to teaching and learning.	about how racism and discrimination affect teaching and learning. No discussion of the ways racism and discrimination impact ESOL student learning.	and discrimination affect teaching and learning. Superficial discussion of the ways racism and discrimination impact ESOL student learning.	and discrimination affect teaching and learning. Accurate and detailed discussion of the ways racism and discrimination impact ESOL student learning. Candidate consistently demonstrates the capacity to use an antibias curriculum and materials that promote an inclusive classroom climate, enhancing students' skills and knowledge to interact with each other.	and discrimination affect teaching and learning. Reflective and critical discussion of the ways racism and discrimination impact ESOL student learning. Candidate demonstrates the capacity to design and deliver instruction that includes antibias materials and develop a classroom climate that purposefully addresses bias, stereotyping, and oppression.
2.c. Understand and apply knowledge about cultural conflicts and home events that can have an impact on ELLs' learning.	Candidate neither understands nor Applies knowledge about cultural conflicts and home events that can have an impact on ELLs' learning.	Candidate demonstrates a developing understanding of how cultural conflicts and home events affect interpersonal classroom relationships and ELL's learning.	Candidate demonstrates an adequate understanding of how cultural conflicts and home events affect interpersonal classroom relationships and ELL's learning. Candidate demonstrates the capacity to teach cross-cultural appreciation by addressing cross-cultural conflicts	Candidate demonstrates a sophisticated understanding of how cultural conflicts and home events affect interpersonal classroom relationships and ELL's learning. Candidate demonstrates the capacity to design and deliver instruction that allows students to

| | | | and establishing high expectations of ELLs' interactions across cultures. | participate in cross- cultural studies and cross- cultural extracurricular opportunities.

Candidate demonstrates the capacity to integrate conflict resolution techniques into their instruction. |
|---|---|---|---|---|
| **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 interrelationshi** | Candidate neither acknowledges nor understands the interrelationship between | Candidate demonstrates awareness of interrelationship between language and culture | Candidate operates with the knowledge that a student's first language and culture influence how well she or he understands the | Candidate recognizes that a student's first language and culture influence how well she or he understands the |

p between language and culture.	language and culture. No discussion of the interrelationship between language and culture	Superficial discussion of the relevance of the interrelationship between language and culture	new language and observes culturally appropriate new behaviors as they are modeled. 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.	new language and observes culturally appropriate new behaviors as they are modeled and that the 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.
2.f. Use a range of resources, including the Internet, to learn about world cultures and specifically the cultures of students in their classrooms and apply that learning to	**Candidate does not use a range of resources, including the Internet, to learn about world cultures and specifically the cultures of students in her/his project.**	Candidate has a general understanding of major cultural groups and begins to identify resources to increase her/his knowledge and understanding.	Candidate uses a range of resources about major cultural groups to inform his/her understanding of his/her project participants. Candidate demonstrates the capacity to	Candidate consistently demonstrates the capacity to design activities that are based on her/his knowledge of cultural groups and incorporate them

			integrate different ways of learning and different cultural perspectives into her/his curriculum and instruction.	into her/his teaching.
2.g. Understand and apply concepts of cultural competency, particularly knowledge about how an individual's cultural identity affects their learning and academic progress and how levels of cultural identity will vary widely among students.	**Candidate neither understands nor applies knowledge about ELL's cultural identities affect their learning.**	Candidate demonstrates developing understanding of how ELLs' cultural identities will affect their learning.	Candidate demonstrates the capacity to plan and deliver instruction that values and adapts to students' different cultural perspectives.	Candidate consistently demonstrates the capacity to design in-class activities and opportunities for students and families to share and applies their cultural perspectives to learning objectives.

DETAILED ASSIGNMENT GUIDELINES

Final Project: A Conference Proposal

Making Choices for Multicultural Education:
Carrying the Message of Social Justice

(30% of grade)

In lieu of a final paper, *each* EDUC 537-001candidate will:
  a) Draft a scholarly conference proposal for an assumed peer-reviewed professional conference (e.g., AERA, NABE, NAME, TESOL). The proposal shall address the conference theme *listed by the selected professional organization in its Call for Papers.*
  b) Give a 15-minute presentation on her/ his conference proposal using handouts and Power Point slides.
  c) Submit a detailed and informative handout about the presentation to classmates.

Main Objectives

  a.   Encourage candidates to use the conceptual frameworks and theories of critical multicultural education to explain teaching behaviors and policy-making that either encourage or hinder 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 listed in the relevant Call for Papers from a variety of vantage points, including:

  • Providing examples of compelling new collaborative research and programs that link universities with P-12 teachers
  • 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
- 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. You are providing the audience with a taste of your ideas, not the whole thing.

RUBRIC -- PROFESSIONAL ACADEMIC CONFERENCE PROPOSAL
Final Project

Each candidate must work individually to prepare an academic proposal for a professional conference/ workshop session in response to a past or current Call for Proposals/Papers published by a professional organization with a mission that is relevant to critical multicultural education. A copy of the *Call for Papers* and final proposal that would have been submitted to the conference organizers should be submitted to the EDUC 537 instructor. Candidates will also upload their proposal into Blackboard. The proposal will be graded based on the requirements outlined in the Call for Proposals/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 appropriateness of topic	The topic's focus is irrelevant and of no importance to the critical multicultural education field. [I would not attend this	The topic is related to the critical multicultural education field. [I would	The topic is timely and appropriate to the critical multicultural education field. [I would probably	The topic is of immediate relevant and importance to the critical multicultural education field. [I would definitively

Levels of Achievement				
Criteria	**UNACCEPTABLE**	**BEGINNING: Does not adequately meet expectations**	**DEVELOPING: Meets expectations adequately**	**ACCOMPLISHED: Strongly meets expectations**
	session].	probably not attend this session].	attend this session].	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.