California State University
SAN MARCOS

SCHOOL OF EDUCATION

Engaging diverse communities through leading and learning for social justice.

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Course Number	**Education 602**
Course Title	**Schooling in a Multicultural Society**
CRN Number	**41001**
Days	**Tuesdays**
Time	**5:30 – 8:15**
Course Location	**University Hall 444**
Semester / Year	**Fall 2015**
Instructor	**Dr. Grace P. McField**
Phone	**760-750-8511** Email is the best way to reach me!**
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Office	**University Hall 428**
Hours	**Tues., Wed. or Thurs. by Appointment**

SCHOOL OF EDUCATION MISSION & VISION STATEMENT
(Adopted by SOE Governance Community, January 2013)

Vision
To serve the educational needs of local, regional, and global communities, the School of Education advances innovative practice and leadership by generating, embracing, and promoting equitable and creative solutions.

Mission
The mission of the School of Education community is to collaboratively transform education. We:
- Create community through partnerships
- Promote and foster social justice and educational equity
- Advance innovative, student-centered practices
- Inspire reflective teaching and learning
- Conduct purposeful research
- Serve the School, College, University, and Community

BASIC TENETS OF OUR CONCEPTUAL FRAMEWORK

- Student centered education
- Research and theory specific to the program field inform practice
- Connections and links between coursework and application
- Strong engagement between faculty and candidates
- Co-teaching clinical practice
- Culturally responsive pedagogy and socially just outcomes

TABLE OF CONTENTS

COURSE DESCRIPTION

This course focuses on an introduction to issues of schooling in a multicultural society. It includes an overview of multicultural education and addresses areas of study such as culture and cognition, the psychology of personal prejudice, diversity and exceptionality, intercultural communication, cross-cultural competence, and curriculum and teaching in multicultural contexts.

Course Objectives

The objectives of this course are to:
- Expand and nuance students' knowledge about the diversity represented in today's schools and the communities in which we live;
- Provide a safe environment for reflection on, and discussion of, the complex ways in which pluralism is a part of educational contexts;
- Prepare educators to provide equitable educational opportunities to all students;
- Provide support to all students who represent national, state, and regional diversity.

Course Prerequisites
- For all 600-level School of Education courses, admission to the MA program or a specific certificate program is a prerequisite.

Credit Hour Policy Statement

Per the University Credit Hour Policy:
- All students are expected to spend a minimum of two hours outside of the classroom each week for each unit of credit engaged in learning or **a total of at least six hours outside of the classroom each week**.
- This is a hybrid course, with mostly face-to-face sessions and occasional independent on-line work sessions. The combination of these two types of sessions will total at least 45 hours per unit of credit for a total of 135 hours of work for this 3-unit class. See the course schedule for which sessions will be online.

REQUIRED TEXTS, MATERIALS AND ACCOUNTS

The required books for this class are listed in order of when they will be used this semester. The material marked with a ** is available at the university bookstore for your convenience. All books are available online.

**Taylor, L. S. & Whittaker, C. (2009). *Bridging multiple worlds: Case studies of diverse educational communities.* New York: Pearson.

Pang, V. O. (2005). *Multicultural education: A caring-centered, reflective approach.* Second Edition. Boston, MA: McGraw Hill. ISBN 0-07-282788-2

Krashen, S. D. (1999). *Condemned without a trial: Bogus arguments against bilingual education.* Portsmouth, NH: Heinemann. ISBN: 0-325-00129-4

A few additional required readings will be made available electronically on the course website (Cougar Courses).

COURSE LEARNING OUTCOMES

Upon successful completion of this course, students will (be able to):

- Identify issues of social justice related to students' social, cultural, and linguistic diversity that impact students' opportunities to develop and learn in school, classroom, home and community contexts;
- Collaborate with key stakeholders to advocate for and advance differentiated learning, home-school partnerships, and initiatives that build on all students' and parents' funds of knowledge.

MA IN EDUCATION PROGRAM STUDENT LEARNING OUTCOMES (PSLO)

The Master of Arts in Education Program assesses four (4) Program Student Learning Outcomes (PSLO).

PSLO 1: Professional Dispositions (EDUC 602, 622 & prior to enrollment in EDUC 698)

PSLO 2: Leadership Skills (EDUC 602)

PSLO 3: Analyze Research (EDUC 622)

PSLO 4: Integrate Research (EDUC 698)

EDUC 602 addresses Program Student Learning Outcomes 1 and 2:

PSLO 1: Professional Dispositions

Demonstrate interaction and communication skills that reflect professional dispositions and ethics, such as respect for diversity, educational equity, collaboration, and social justice. In the General Option MA Program PSLO 1 is assessed using a Professional Disposition Rubric in EDUC 602, 622 and prior to enrollment in EDUC 698. The General Option Master of Arts Program assesses candidates' professional dispositions six times over the course of the program. The assessments include self-assessment as well and course instructor ratings. Candidates must complete this PSLO before advancing to candidacy and enrolling in EDUC 698. See instructions in syllabus.

PSLO 2: Leadership Skills

Apply leadership skills to advance the profession. In the General Option MA Program, PSLO 2 is assessed in EDUC 602's Social Justice Action Plan Assignment using a rubric provided in the course syllabus.

Assessment of Professional Dispositions

Assessing a candidate's dispositions within a professional preparation program is recognition that teaching and working with learners of all ages requires not only specific content knowledge and pedagogical skills, but positive attitudes about multiple dimensions of the profession. The School of Education has identified six dispositions – social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning — and developed an assessment rubric. For each dispositional element, there are four levels of performance at the Master's level - *unacceptable*, *approaches target, meets target*, and *advanced target*. The description and rubric for the four levels of performance offer measurable behaviors and examples.

The assessment is designed to provide candidates with ongoing feedback for their growth in professional dispositions and includes self-assessments by the candidate. The dispositions and rubric are presented, explained and assessed in at least two designated courses (EDUC 602 and 622) in the General Option Master of Arts in Education Program and again prior to advancement to candidacy and enrollment in EDUC 698. Based upon assessment feedback candidates will compose a reflection and an action plan for improvement. Candidates are expected to meet the level of *advanced target*. Candidates who have fulfilled or will fulfill the Professional Disposition requirement as part of Education Specialist or Administrative Services credential coursework are exempt from the assessment of professional dispositions EDUC 602 and EDUC 622. For these candidates, verification of this requirement will still be required prior to advancement to candidacy.

GENERAL CONSIDERATIONS

School of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all candidates (course participants) are expected to attend all classes and participate actively. At a minimum, candidates (course participants) must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the candidate (course participants) have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the COE Governance Community, December, 1997).*

*FOR THIS CLASS: **1. If you miss three (3) class sessions or 8 hours of class you cannot receive a passing grade for the class. 2. Do strive for punctuality, and be mindful of late arrivals and early departures. Each tardy or early departure beyond 5 minutes will result in minus 5 points.***

These measures are intended to encourage responsibility for one's own learning in a democratic, collaborative and reciprocal learning environment.

CSUSM Academic Honesty Policy

Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All assignments must be original work, clear and error-free. All ideas/material that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated accordingly.

Academic Honesty and Integrity: Students are responsible for honest completion and representation of their work. Your course catalog details the ethical standards and penalties for infractions. There will be zero tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty, in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.
Refer to the full Academic Honesty Policy at:
http://www.csusm.edu/policies/active/documents/Academic_Honesty_Policy.html

Plagiarism

As an educator, it is expected that each candidate (course participant) will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website http://library.csusm.edu/plagiarism/index.html. If there are questions about academic honesty, please consult the University catalog.

Students with Disabilities Requiring Reasonable Accommodations

Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

All University Writing Requirement

This course meets the All-University Writing Requirement (850 words for a 1-unit course, 1700 words for a 2-unit course, and **2500 words for courses of 3 or more units**). The main papers through which this requirement is met are the Initial and Final Social Justice and Equity papers, and Action Plans.

Course Format

This course uses a hybrid (HY) format.

Necessary Technical Competency Required of Students

Keyboarding skills, familiarity with Cougar Courses or a similar course website / management system, using the World Wide Web, Microsoft Office Suite programs such as Word, PowerPoint and Excel or equivalent (e.g., Pages, Numbers and Keynote by Mac), collaboration via GoogleDrive or similar web-based programs, accessing or publishing video files using YouTube or similar sites.

Contact Information for Technical Support Assistance

For assistance regarding technology, the CSUSM Help Desk can be reached at 760-750-4790.

Use of Technology

Candidates (Course participants) are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, course website use, use of the Internet, and/or multimedia presentations). Specific requirements for course assignments with regard to technology are at the discretion of the instructor. Keep a digital copy of all assignments for use in your teaching portfolio. All assignments will be submitted in paper and needs to be in 14-point font, due to the professor's visual disability. Only presentation files will be submitted electronically on the course website. Details will be given in class.

Electronic Communication Protocol

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the School of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.
Things to consider:
- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS

Note: I reserve the right to change, add to, or delete any material or assignment from the course.

Assignments

(775 - 850 points total possible)
1. Attendance and Participation (Discussions and Activities)   **150 points**
2. Weekly Reading Progress Reports (RPRs) x 10   **100 points**
3. Readings Discussion Leader   **50 points**
4. Initial Social Justice Reflection   **50 points**
5. Multicultural Resources / Annotated Bibliography   **100 points**
6. Individual Action Plan No. 1*   **75 points**
7. Individual Action Plan No. 2* (optional)   **75 points**
8. Group Action Plan Guide   **100 points**
9. Group Action Plan Guide Presentation   **50 points**
10. Final Social Justice Reflection   **100 points**

1. Attendance and Participation (150 points)
It is expected that you will attend and participate actively in all class sessions including class discussions and activities. Your discussions should be analytical, not just descriptive, and address or include issues, experiences, ideas, discussions, readings, and current events, related to the weekly readings and topics.

Each absence equals minus 50 points. *If you miss eight or more hours, you cannot receive a passing grade for the class.* (See School of Education Attendance Policy.)

2. Weekly Reading Progress Reports (RPRs) x 10 - 100 points
Overview of RPRs: Your reports will include what you accomplished in the past week and plans for what you will do in the coming week, as well as comments, challenges, and questions that you are grappling with.

Details of RPR: See the RPR form that includes a daily log, reward / reinforcer of choice you are working toward, reflection of issue or question, and **summary of progress (required)**, as well as a snapshot/visual of where you are in the course and/or MA program this week, any automatic thoughts, and a professional writing narrative snapshot.

DUE: Weekly RPRs are to be submitted any 10 weeks of student choice beginning week 2.

3. Readings Discussion Leader - 50 points
Individually or in pairs, you will have an opportunity to consider and reconcile others' diverse points and viewpoints on topic readings and facilitate further exploration of the topics. The in-class discussion can include an activity, presentation, and related discussion and application exercises. The discussions will be approximately 30 minutes in length.

Note: You are welcome to use the questions or activities outlined by the text authors if you wish.

You are encouraged to make connections between the readings, discussions, and current issues or "hot topics." Some ideas for identifying hot topics include the following websites:

California Department of Education www.cde.ca.gov	New York Times www.nytimes.com	CSUSM College of Education, Health and Human Services blog https://coehhs.wordpress.com
Education Week www.edweek.com	The Economist www.economist.com	TED (Technology, Entertainment and Design) www.ted.com
Rethinking Schools www.rethinkingschools.com	The Washington Post www.washingtonpost.com	Teaching Tolerance www.tolerance.org

DUE: Throughout the semester per signups.

4. Initial Social Justice Personal Reflection - 50 points

In the initial paper, reflect on what social justice means to you.
A. Describe your past experience with issues of diversity, highlighting one positive and one challenging experience you have encountered in your personal or professional life.
B. Reflect on social justice as articulated in the **course description** and **course objectives** (p. 3 above), and reflect on what you hope to get out of this class. Be sure to address each of the 4 objectives.
The recommended length of a Personal Reflection is 4 - 5 pages, double spaced, 14-pt font. You may use a narrative or matrix format. The matrix format will be modeled in class.

5. Multicultural Resources / Annotated Bibliography - 100 points

You will work individually or in pairs to collect multicultural resources related to your area of emphasis. The multicultural resources you collect can be used as a basis for your MA thesis or project, or explore a specified topic for use in your classrooms, schools, and communities.

You will write an annotated bibliography for **5 resources (minimum)**, using **APA-style reference format**, and include a brief summary for each reference. Be sure to use diverse resources including professional journal articles, government / public education sources, general newspapers, videos, or professional conference presentations.

You will prepare a 15-minute poster presentation for the class based on the selected resources, and share the bibliography with everyone in the class (either electronically or in paper copy format).

6. and 7. Individual Action Plan No. 1* and No. 2* (optional) - 75 points

You will have the opportunity to develop an individual social justice action plan that specifically addresses your new understanding of critical pedagogy in relation to schooling in a multicultural society. Our discussions throughout the semester should help you identify issues about your classroom, your students, your school, your district, the community and/or your overall professional work.

You will submit an Action Plan on any one or two topics covered in this course. You may include artifacts from your teaching such as samples of student writing, tests, etc. as applicable. Sample action plans may be available in class.
See Schedule for ideas on Action Plan topics.
Example: You may document your process of selecting anti-bias materials for your classroom *(see Anti-Bias Curriculum, p.15)*.
Example: You may develop and implement anti-bias stories for use in particular content areas for the classroom (see *Anti-Bias Curriculum, pp. 18-19)*.
Example: You may plan for and coordinate a parent literacy night at your school or community setting.

DUE: Throughout the semester, generally within two weeks after a topic is discussed.

8. Group Action Plan Guide - 100 points
You will work in groups of about four to five members.

The purpose of this assignment is threefold:
A) to have you reflect on the action plan(s) you have prepared during this semester;
B) to allow for the study, reflection, and discussion of your own and your colleagues' action plans with attention to application and review of implementation components; and
C) to facilitate the implementation of additional action plans in the future.

Be sure to include the following sections in your Action Plan Guide:
A) a rationale, B) purpose, C) goals and D) overview for the Action Plan that describes the populations and issues addressed in the set of action plans.

Each member will contribute at least one action plan of his/her choice from previous individual action plans. The group members need to 1. sequence; 2. combine and extend; 3. format; 4. edit and revise individual action plans into one streamlined and final Anti-Bias Action Plan Guide.

Final product: Your group Action Plan Guide needs to include at least three different major topics from the semester. The # of group members needs to equal <u>at least</u> the # of Action Plans in the Guide.

For samples, see paper samples circulated in class. Limited or select samples may also be available on the course website, but will vary by semester.

You will share these guides with the class as a presentation.

9. Group Action Plan Guide Presentation - 100 points
Your group will prepare a 30-minute PowerPoint presentation for the class. The group will provide a brief overview of the various action plans in your group plan, but just pick one to present in depth. The group will present with appropriate visual guides for the audience.

Your group's presentation may include artifacts and evidence from the classroom in which an Action Plan was or will be implemented, if applicable.

All groups agree to distribute the PowerPoint outline of their Comprehensive Action Plan on the course website for access by all members of the class, and by educators at large, pursuant to review and approval for dissemination by the professor.

Note: all authors will be given appropriate credit unless anonymity is expressly requested.

10. Final Social Justice Personal Reflections - 100 points
In the final social justice reflection paper, focus on the impact of the course on your personal and/or professional identity and work, with attention to the role and responsibility you have in facilitating social justice in the classroom (or beyond). You need to include the following <u>two</u> sections:

A. Address explicitly how you met the <u>four course objectives.</u> Include what you learned about each topic, and explicitly state what led to your learning (e.g., a particular reading, event, discussion, reflection writing, assignment, etc.).

B. Address how you meet the 6 components of the caring-centered multicultural education. The readings for the caring-centered multicultural education model is in Pang, pp. 427-443 and the summary of the model is in Pang, pp. 428, 430-1.

**YOUR GRADED INITIAL REFLECTION NEEDS TO BE SUBMITTED TOGETHER WITH YOUR FINAL REFLECTION.

Final reflections will be turned in at the end of the semester <u>and will not be returned</u>, so do keep copies of all your work.

Submission of Assignments

Assignments should be typed in 14-pt font and single-spaced. ALL assignments need to be submitted in paper format. Presentation files such as Readings Discussion presentations and Group Action Plan Guide presentations also need to be submitted electronically online.

Grading Emphasis

All work needs to reflect university level composition. All written assignments will be graded approximately 80% on structure, content and analysis (detail, logic, synthesis of information, depth of analysis, etc.), and 20% on mechanics (grammar, syntax, spelling, format, uniformity of citation, etc.). All citations, where appropriate, will use APA format. Consult Library Services for the *Manual of Citation of the American Psychological Association*, or www.apastyle.org/index.html.

Be sure to use the APA6 Cheat Sheet and the Assignment Checklist to carefully prepare and review each assignment prior to submission.

Grading Standards

A=93+, A- =92-90, B+=89-88, B = 87-83, B- = 82 – 80, C+=79-78, C=77-73, C-=72-70, D+=69-68, D=67-63, D-=62-60, F=59 or lower.
Students must receive a C+ or higher in all coursework in order to be eligible for or remain in Education programs.

Policy on Late/Missed Work

I will allow up to two (maximum) makeup assignments for absences due to unreschedulable professional obligations, illnesses, emergencies, etc. on a case by case basis. Do talk to me at the earliest opportunity if you plan to / need to make up absences.

Student Collaboration Policy

Select assignments include student collaboration on a required or optional basis, depending on the assignment. In general, presentations will be collaborative, while select written assignments will allow for candidates to choose whether to collaborate or work independently to complete them.

Class Structure

This course is structured as a graduate-level seminar. The success of a seminar course is dependent upon each and every participant being well prepared. My role will be to "facilitate" and to intervene or redirect class discussions as necessary, rather than to exclusively lecture on a weekly basis, or be the main focus of the class. You will work to develop your knowledge base through the readings, discussions, presentations and assignments.

Multiple approaches, methods, and teaching experiences are necessary strategies to accommodate various learning styles. Class formats and learning structures will vary and include whole and small group discussion, pair work (e.g., weekly Readings Discussion Leader(s)), and online work.

Final Exam Statement

There will be no final in-class exam. The 1) Group Action Plan Guide and Presentation, and 2) the Final Social Justice Reflection will serve as the final key assignments in the course used to evaluate candidates in the 6 professional disposition areas (see rubric for MA Professional Disposition Self-Assessment herein). These two assignments are due during the final three weeks of semester, as specified in the Schedule. See the tentative Schedule (item 10) or the Course Grading Standards (item 11) for more information on these two assignments.

Name _____   Date _____   Assessment # ____

MA PROFESSIONAL DISPOSITION SELF-ASSESSMENT INSTRUCTIONS

A. Carefully consider the descriptions provided for each level of the "General Option MA in Education Professional Disposition Advanced Rubric."
B. Score yourself for each of the 6 professional disposition areas from 1-4.
C. For each area provide two examples of behaviors that exemplify each disposition.
D. Identify at least one area that needs improvement and describe an action plan for improvement with two examples of behaviors that exemplify each dispositional area(s) in the action plan.
E. You will review the feedback you receive on the 6 professional dispositions from your EDUC 602 and EDUC 622 instructors.
F. Prior to enrollment in EDUC 698, you will review the EDUC 602 course instructor and EDUC 622 course instructor ratings and revise your professional disposition self-assessment entries (i.e., self-ratings and two examples).

General Option MA in Education Professional Dispositional Advanced Rubric

Disposition	Unacceptable 1	Approaches Target 2	Meets Target 3	Meets Advanced Target 4
1. Social Justice and Equity Candidates appreciate the languages, communities, and experiences learners bring to the classroom. Candidates advocate for and support marginalized communities and individuals.	Behaves in a manner that is discriminatory, intolerant, or close- minded. Resists working with some groups or individuals, makes derogatory remarks, or rejects views based on factors such as gender, exceptionalities, race, culture, religion, or socioeconomic background. Selects materials, designs activities, or interacts in ways that promotes stereotypes or demeans others. Does not take appropriate initiative to understand and identify student needs and/or	Usually models respect and concern for equitable effort for all learners and responds to feedback on how to improve. Usually demonstrates understanding of diversity (race, gender, culture, exceptionalities) in written work and other expressions and revises according to feedback. Usually selects materials, designs activities and interacts with students in ways that demonstrate appreciation of diversity and demonstrates improvements based on constructive feedback.	Consistently models respect for all learners. Behaves in ways that reflect concern and equitable effort on behalf of all. Written work and other expressions reflect understanding of diversity (race, gender, culture, exceptionalities). Consistently selects materials, designs activities, and interacts in ways that demonstrate appreciation of diversity (e.g., includes models from diverse backgrounds in learning	Consistently models respect for all learners. Behaves in ways that reflect concern and equitable effort on behalf of all. Written work and other expressions reflect understanding of diversity (race, gender, culture, exceptionalities). Consistently selects materials, designs activities, and interacts in ways that demonstrate appreciation of diversity (e.g., includes models from diverse backgrounds in learning experiences and provides opportunities for students to hear, consider, and discuss different viewpoints). Consistently advocates for inclusion and consideration of

Disposition	Unacceptable 1	Approaches Target 2	Meets Target 3	Meets Advanced Target 4
	provide learning experiences that meet the needs of all students. Fails to provide extra assistance or alternative learning experiences when needed. Repeatedly excludes some students from learning experiences. Gives preferential treatment to some students.		experiences and provides opportunities for students to hear, consider, and discuss different viewpoints). Consistently advocates for inclusion and consideration of diverse perspectives. Consistently interacts in ways that consider individual differences and life experiences. Takes care to provide appropriate experiences for all students.	diverse perspectives. Consistently interacts in ways that consider individual differences and life experiences. Takes care to provide appropriate experiences for all students. *Works to influence others' provision of services for those beyond those in his/her immediate setting. Seeks forums or leads efforts to advocate for inclusion and consideration of diverse perspectives.*

Disposition	Unacceptable 1	Approaches Target 2	Meets Target 3	Meets Advanced Target 4
2. Collaboration Candidates practice the skills of collaboration in their professional interactions with instructors, advisors, students, colleagues, parents/guardians/caregivers and those in the wider community.	Interacts with others (students, parents, colleagues) in ways that do not communicate respect. Uses destructive criticism, derogatory remarks, threats, physical coercion, or inappropriate language or behavior. Does not reasonably allow others to express ideas. Discourages or undermines the work of others.	Usually interacts with others (students, parents, colleagues) in ways that communicate respect such as being courteous, demonstrating impartiality and responds positively to feedback for improving. Usually encourages and supports participation and success for all and is responsive to constructive feedback.	Consistently interacts with others (students, parents, colleagues) in ways that communicate respect such as being courteous, demonstrating impartiality, and providing opportunities for others to express or demonstrate their needs and viewpoints. Clearly values and builds relationships. Consistently encourages and supports participation and success for all.	Consistently interacts with others (students, parents, colleagues) in ways that communicate respect such as being courteous, demonstrating consistency and impartiality, and providing opportunities for others to express or demonstrate their needs and viewpoints. Clearly values and builds relationships. Consistently encourages and supports participation and success for all. *Advocates for the expression of diverse perspectives. Seeks forums and leads efforts to assist others in developing understanding and skills in being supportive of others (e.g., students, parents, colleagues).*

Disposition	Unacceptable 1	Approaches Target 2	Meets Target 3	Meets Advanced Target 4
3. Critical Thinking Candidates analyze various professional contexts, resulting in more informed decision-making about professional practice.	Does not gather, analyze or use data to make informed decisions. Behaves in ways that reflect a belief that others should provide what is needed. Does not ask appropriate questions or take initiative to work toward achieving goals or solving dilemmas.	Usually analyzes professional contexts by appropriately seeking information to make decisions about practice and responds to constructive feedback. Usually seeks a variety of perspectives in exploring issues. Usually asks questions and takes action to achieve goals or solve dilemmas. Usually anticipates needs and assists others in obtaining resources.	Consistently analyzes professional contexts, by a) seeking information from a variety of sources to analyze student needs and b) planning and implementing appropriate decisions about professional practice. Consistently seeks a variety of perspectives in exploring issues. Consistently asks questions and takes action to achieve goals or solve dilemmas. Consistently anticipates needs and assists others in obtaining resources.	Consistently analyzes professional contexts, by a) seeking information from a variety of sources to analyze student needs and b) planning and implementing appropriate decisions about professional practice. Consistently seeks a variety of perspectives in exploring issues. Consistently asks questions and takes action to achieve goals or solve dilemmas. Consistently anticipates needs and assists others in obtaining resources. *Provides leadership in solving dilemmas involving the procurement or distribution of resources. Actively seeks or leads opportunities to select or create appropriate new forums to advocate for students or the profession.*

Disposition	Unacceptable 1	Approaches Target 2	Meets Target 3	Meets Advanced Target 4
4. Professional Ethics Candidates make and act on well-reasoned, principled judgments.	Fails to consistently honor the needs and best interests of students, the work setting (school, district, university) or profession. Demonstrates a pattern of unprofessional behavior such as absence, tardiness, failure to complete tasks, inappropriate dress or personal behavior, violation of confidentiality, academic dishonesty (e.g., plagiarism, cheating), or imposition of personal, religious, or political views upon others.	Usually honors the needs and best interests of students, the work setting and the profession and responds positively to feedback on how to improve. Usually makes well - reasoned, principled judgments regarding professional behaviors such as promptness, task completion, maintaining confidentiality, academic honesty, and appropriate separation of personal and professional domains.	Consistently honors the needs and best interests of students, the work setting (school, district, university), and the profession. Consistently makes well-reasoned, principled judgments regarding professional behaviors such as promptness, task completion, maintaining confidentiality, academic honesty, and appropriate separation of personal and professional domains.	Consistently honors the needs and best interests of students, the work setting (school, district, university), and the profession. Consistently makes well-reasoned, principled judgments regarding professional behaviors such as promptness, task completion, maintaining confidentiality, academic honesty, and appropriate separation of personal and professional domains. *Actively seeks or leads forums to advocate for professional conditions and resources that will improve learning outcomes for students or the profession.*

Disposition	Unacceptable 1	Approaches Target 2	Meets Target 3	Meets Advanced Target 4
5. Reflective Teaching and Learning Candidates critically review their professional practice and the impact it has on student success.	Does not critically evaluate own professional practice or performance (e.g., interactions, written work, assessments) and the impact on student success. Fails to see the need for positive change. Does not provide substantive suggestions for positive self-improvement. Rejects suggestions from others directly or by failing to act. Offers excuses and/or assigns blame for negative results to students, parents, colleagues, or supervisors.	Usually demonstrates understanding of the relevant teaching/learning standards while being responsive to feedback. Usually evaluates own professional performance and the impact on student success. Usually generates ideas for potential improvements. Is usually open-minded and positive when receiving feedback, acting upon suggestions and feedback.	Consistently demonstrates understanding of the relevant teaching/learning standards. Consistently evaluates own professional practice and performance (e.g., interactions, written work, formal and informal assessments) and the impact on student success. Consistently generates ideas for potential improvements or revisions and applies them to future professional practice and performance. Is consistently open-minded and positive when receiving feedback from others. Consistently acts upon suggestions.	Consistently demonstrates understanding of the relevant teaching/learning standards. Consistently evaluates own professional practice and performance (e.g., interactions, written work, formal and informal assessments) and the impact on student success. Consistently generates ideas for potential improvements or revisions and applies them to future professional practice and performance. Is consistently open-minded and positive when receiving feedback from others. Consistently acts upon suggestions. *Actively seeks further information and perspectives from others to evaluate own performance and demonstrates in depth analysis and synthesis of viewpoints. Applies relevant teaching/learning standards in their work.*

Disposition	Unacceptable 1	Approaches Target 2	Meets Target 3	Meets Advanced Target 4
6. Life-Long Learning Candidates recognize the need for and are committed to actively seeking new knowledge, skills and experiences.	Does not regularly demonstrate intellectual engagement with material or others (e.g., peers, instructors, students). Verbal and written contributions do not demonstrate familiarity with required material. Fails to ask questions or make thoughtful references to concepts of study. Fails to meet professional standards in written work and participation. Argues point of view in terms of personal experience or hearsay rather than understanding of theory, research, or data-based evidence.	Verbal and written contributions usually demonstrate familiarity with required material and intellectual engagement with material and others (e.g., peers, instructors, students). Has taken advantage of some learning opportunities to stay professionally current and acquire new knowledge. Usually meets professional standards in written work and participation. Usually makes connections between concepts, experiences, and content. Positions represent theory, research, and/or data-based evidence rather than personal experience or perspectives.	Consistently demonstrates intellectual engagement with material and others (e.g., peers, instructors, students). Consistently seeks and takes advantage of learning opportunities to stay professionally current and acquire new knowledge, skills, and experiences. Is clearly familiar with relevant professional organizations, current research, and interdisciplinary practices. Consistently makes connections between concepts, experiences, and content. Consistently seeks and uses contemporary theory, research, and data-based evidence to inform instruction.	Consistently demonstrates intellectual engagement with material and others (e.g., peers, instructors, students). Consistently seeks and takes advantage of learning opportunities to stay professionally current and acquire new knowledge, skills, and experiences. Is clearly familiar with relevant professional organizations, current research, and interdisciplinary practices. Consistently makes connections between concepts, experiences, and content. Consistently seeks and uses contemporary theory, research, and data-based evidence to inform instruction. *Seeks further information and engages others in intellectual discussions. Creates learning opportunities for self and others. Is actively involved in professional groups and associations, or other professional decision-making bodies. Analyzes, synthesizes and evaluates material in order to provide professional development for others.*

SCHEDULE/COURSE OUTLINE

Date	Topic	Assignments Note: CC = Available on Cougar Courses class website
Session 1 9/1	Introduction to Course • Course Objectives and Goals • PSLOs • CLOs Introduction to Colleagues	Get books! Read articles for next week. Plan Weekly 6 Study Hours Try the Weekly Reading Progress Report (RPR)
Session 2 9/8	Current Status of Our Multicultural Communities and Schools Application / Resource Idea: CDE DataQuest and Census data, ARCGIS data	Taylor & Whittaker, Ch. 1 - The Changing Pattern of Immigration Taylor & Whittaker, Ch. 2 - The Current State of Education for Diverse Students in the United States CC: Ogbu article Readings Discussion Leader(s) _____
Session 3 9/15	Cultural Connections Addressing Cultural Diversity in Schools	Pang, Ch. 2 – Why is Culture Important? The Power of Culture. Readings Discussion Leader(s) _____ Pang, Ch. 6 – How can I Look Beneath the Surface for Prejudice in Schools? Readings Discussion Leader(s) _____

Date	Topic	Assignments Note: CC = Available on Cougar Courses class website
Session 4 9/22	Culturally Relevant Teaching Application / Resource Idea: Testing	Pang, Ch. 10 What is Culturally Relevant Teaching? CC: Testing article Readings Discussion Leader(s) _____ **DUE WEEK 4: INITIAL SOCIAL JUSTICE REFLECTION**
Session 5 9/29	Parental Partnerships Application Idea: LCAP	Taylor & Whittaker, Ch. 3 - Building Partnerships with Diverse Families and Communities Readings Discussion Leader(s) _____
Session 6 10/6 Tentative Online Session	Religion	Taylor & Whittaker, Ch. 12 – Religion CC: Religion and Holiday Decorations Readings Discussion Leader(s) _____
Session 7 10/13	Case Studies Application Idea: Your own case study	Taylor & Whittaker, Ch. 4 – The Development and Use of Cases in Teacher Education Readings Discussion Leader(s) _____ Taylor & Whittaker, Ch. 5 – Putting it All Together: Analyzing and Discussing a Case Readings Discussion Leader(s) _____ **DUE: Multicultural Resources / Annotated Bibliography and Poster Session**

Date	Topic	Assignments Note: CC = Available on Cougar Courses class website
Session 8 10/20	Culturally Meaningful Curriculum Application Idea: Review your school curriculum	Pang, Ch. 11 How Can I make the Curriculum Culturally Meaningful? Readings Discussion Leader(s) _____
Session 9 10/27	Culture and Language Application Idea: Proposition 227 and Your district's EL program policy including Seal of Biliteracy options	Taylor & Whittaker, Ch. 7 – Culture and Language Readings Discussion Leader(s) _____ CC: McField – The Miseducation of English Learners – Ch. 1 and Ch. 10 Readings Discussion Leader(s) _____
Session 10 11/3	Exceptionality Application Idea: Special education video	Taylor & Whittaker, Ch. 9 – Exceptionality CC: Friend and Bursuck excerpt article Readings Discussion Leader(s) _____
Session 11 11/10	Language Outside and Inside the Classroom Language in Math, Social Studies and Science	CC: Rickford on African American Vernacular English; Fought on Chicano English; Chen on How language shapes thinking CC: McField (2015) California's Opportunity Readings Discussion Leader(s) _____

Education 602, Schooling in a Multicultural Society

Date	Topic	Assignments Note: CC = Available on Cougar Courses class website
Session 12 11/17	Language Policy for a Multicultural California	Krashen (1999). Condemned without a trial: Chs. 1 - 6 CC: McField (2008) Ten Years of Proposition 227: History, Practice, Research, and Policy Implications CC: Krashen and McField (2006) What Works for English Learners? Reviewing the Latest Evidence Readings Discussion Leader(s) _____
Session 13 11/24 ONLINE SESSION	Independent Work – Online Class Session Gender and Sexual Orientation Bias Application Idea: FAIR Act	Taylor & Whittaker, Ch. 10 - Gender Taylor & Whittaker, Ch. 11 – Sexual Orientation CC: DeJean: Gay Male High School Teacher Readings Discussion Leader(s) _____
Session 14 12/1	Socioeconomic Status and Poverty	Taylor & Whittaker, Ch. 8 – Poverty and Socioeconomic Status Readings Discussion Leader(s) _____ **DUE: GROUP ACTION PLAN GUIDE AND PRESENTATIONS, Part 1**
Session 15 12/8	Remaining an Effective Teacher	Pang, Ch. 12 – How Can I Remain Effective in My Teaching? Readings Discussion Leader(s) _____ **DUE: GROUP ACTION PLAN GUIDE AND PRESENTATIONS, Part 2**
Final Papers Due 12/15	Final papers are due electronically on Cougar Courses.	**DUE: FINAL SOCIAL JUSTICE REFLECTION**