California State University
SAN MARCOS

School of Education

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EDUC 644
Multicultural Students and Families in Public Schools
CRN #41161
Mondays
5:30 pm – 8:15 pm
CSUSM University Hall 444
Fall 2013

Conceptual Framework Theme: Engaging diverse communities through leading and learning for social justice.

Professor:	Dr. José Manuel Villarreal
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Hours:	Mondays before class by appointment OR after class

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

COURSE DESCRIPTION

Examines subjects which allow students to increase their level of awareness, knowledge, and skills that will render them effective teachers with culturally diverse students and families. Students will understand how families function and interact with schools. Students will consider how mainstream society defines/describes families and the ways families define and describe themselves. Finally, students will consider specific ethnic groups as well as interracial families, and inter-ethnic and intra-ethnic relations.

Course Objectives

The objectives of this course are as follows:

- Examine the meaning of home-school connections in a Multicultural Society through the lens of a theoretical framework and application for families and students with various backgrounds.
- Understand and develop empathy for students and families different from your own.
- Apply real world analysis of data on the concept of the Achievement Gap and how the home-school connections may explain such student outcomes.
- Examine critically how teachers, classrooms, and schools can meet the needs of students and parents.
- Create a portfolio of strategies built on knowledge, awareness and skills for developing partnerships with diverse families successfully.
- Establish a role of "agent of change" in local schools that directly increases access and understanding of diverse learning communities.

Required Texts

- Create Success!: Unlocking the Potential of Urban Students, Association for Supervision & Curriculum Development (February 21, 2011)
- Publication Manual of the American Psychological Association, 6th Ed. (2009)
- Dantas, M.L. & Manyak, P.C. (2009). Home-School Connections in a Multicultural Society Learning From and With Culturally and Linguistically Diverse Families. New York: Routledge. ISBN-10: 0415997577
- **Moodle Readings: Assigned by Instructor**

Authorization to Teach English Learners

This credential program has been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach English learners is met through the infusion of content and experiences within the credential program, as well as additional coursework. Candidates successfully completing this program receive a credential with authorization to teach English learners.
(Approved by CCTC in SB 2042 Program Standards, August 02)

STUDENT LEARNING OUTCOMES

California Teacher Performance Assessment (CalTPA)

Beginning July 1, 2008 all California credential candidates must successfully complete a state-approved system of teacher performance assessment (TPA), to be embedded in the credential program of preparation. At CSUSM this assessment system is called the CalTPA or the TPA for short.

To assist your successful completion of the TPA, a series of informational seminars are offered over the course of the program. TPA related questions and logistical concerns are to be addressed during the seminars. Your attendance to TPA seminars will greatly contribute to your success on the assessment.

Additionally, SoE classes use common pedagogical language, lesson plans (lesson designs), and unit plans (unit designs) in order to support and ensure your success on the TPA and more importantly in your credential program.

The CalTPA Candidate Handbook, TPA seminar schedule, and other TPA support materials can be found on the SoE website: http://www.csusm.edu/education/CalTPA/ProgramMaterialsTPA.html

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 three levels of performance - *unacceptable*, *initial target*, and *advanced target*. The description and rubric for the three 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 a self-assessment by the candidate. The dispositions and rubric are presented, explained and assessed in one or more designated courses in each program as well as in clinical practice. Based upon assessment feedback candidates will compose a reflection that becomes part of the candidate's Teaching Performance Expectation portfolio. Candidates are expected to meet the level of *initial target* during the program.

School of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all candidates are expected to attend all classes and participate actively. At a minimum, candidates 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 have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the COE Governance Community, December, 1997).*

This course deals with complex material processed in a variety of ways. Structured interactions, group processes, oral presentations, guided discussion of readings, and self-disclosure exercises are the norm. Given the fast-paced and highly interactive nature of the course, and given that teaching and learning is difficult (if not impossible) without regular attendance and full engagement in class, the above College Policy is amplified as follows:
Your attendance and participation are basic to your learning and my evaluation of your learning in this class. You are expected to establish appropriate personal, academic and career priorities to facilitate said attendance and participation in this class.
*Your grade will be negatively affected by absences and positively affected by regular attendance. **You will lose 10 points for each tardy or early departure, and 50 points for each absence, explained or unexplained.** One absence may be made up with approval.
**Illness and emergency circumstances will be negotiated on a case-by-case basis.
These measures are intended to encourage responsibility for one's own learning in a democratic, collaborative and reciprocal-learning environment.

Students with Disabilities Requiring Reasonable Accommodations

Candidates with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disable 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. Candidates 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

Writing requirements for this class will be met as described in the assignments. Every course at the university, including this one, must have a writing requirement of at least 2500 words.

Graduate Writing Requirements

The California State University maintains a Graduation Writing Assessment Requirement (GWAR) for master's students, to be completed before Advancement to Candidacy can be approved. A student may satisfy the graduate writing requirement in one of two ways: an acceptable standardized test score or a paper that receives a passing score as described in the GWAR rubric. Toward the goal of providing opportunity for graduate students in the School of Education to satisfy the writing requirement, all papers in all graduate classes must adhere to the rules of style (for writing and format style) detailed in the Publication Manual of the American Psychological Association, 6th Ed. (2009). This is a required textbook for all CSUSM COE graduate courses.

"Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral presentation assignments must be original work. All ideas/materials 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 with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no 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.

Appeals:
Every student has the right to appeal grades, or appeal for redress of grievances incurred in the context of any course. Disputes may be resolved informally with the professor, or through the formal appeal process.

Plagiarism:
As an educator, it is expected that each candidate 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.

Use of Technology:
Candidates are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, Moodle, 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 online, and some will be submitted in hard copy as well. Details will be given in class.

Ability:
Every student has the right to an equitable education and appropriate accommodations. Students having differing ability (mobility, sight, hearing, documented learning challenges, first language/English as a second language) are requested to contact the professor at the earliest opportunity. Every effort will be made to accommodate special needs. Students are reminded of the availability of Disabled Student Services, the Writing Center, technology assistance in the computer labs, and other student support services available as part of appropriate accommodations for special needs students. Students may be required to use the Writing Center or similar resource for all written assignments, based on performance on the first writing assignment.

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.

Assignments
All students are expected to participate in class activities and demonstrate reflective learning. It is important that students are well prepared for course sessions by completing the readings and assignments scheduled BEFORE each class session.

All assignments are to be submitted on the due date. **Assignments not handed in on the due date will lose 10% of earned credit per day.** Assignments should adhere to APA style (see above Graduate Writing Requirement) submitted electronically on Moodle AND in submitted in paper format in class.
• Attendance and Participation (Moodle Discussions) **200 points**
• Language and Culture Presentation **200 points**
• Resource Review **200 points**
• Ethnographic interview or School Family Event **300 points**
• Reflections **100 points**

Assignments
Note: Please note that all of your assignments will need to be submitted twice - once electronically on Moodle, and once in person in paper format. All grading is done on the paper format.

A. (Attendance and) Active Participation
– both online (Moodle Discussion Board) and in class Regular Preparation and Participation
This course is intended to be highly interactive and participatory with the expectation that students will be able to have deep conversations that matter about topics related to home-school connections in a multicultural society. As a class, we will establish norms in how we will communicate. The class will strive to establish and maintain an environment of open and honest conversations about issues related to multicultural families in schools. Of the grade, 25% earned in the class will depend on the degree to which students participate actively in class activities and conversations (both online and in class).
Students will post comments on readings. The postings may also include current issues as they relate to each session's topic on Moodle PRIOR TO each session. **Your comments need to directly quote, reflect on, and analyze your readings. In other words, your opinions and application statements need to be preceded by an explicit analysis of the text and response.**

B. Written Assignments and Presentations
1. Culture Expert Assignment [Presentations]
DUE – SEE CALENDAR
You may work in groups of up to 2 students (3 with approval) for this assignment.
You will be responsible for presenting one culture in a dynamic, interactive way to the class. Some presentation components may include a case study of a student and family (together), songs, poetry, traditional story, an audio-visual of the culture / language group, current community and school issues faced by this group, and considering the merits of a legal case that would involve the class in determining an equitable resolution of the case. IMPORTANT: Please be mindful of the distinction between primary and secondary cultural characteristics and EXPLICITLY SIGNPOST the difference in your work and presentations. For example, presenting a Chinese folktale is very different from presenting a story about a Chinese American experience.

2. Resource Review – Home-School Connections in American Schools [SUBMIT] DUE SESSION 10
Research a current issue in education and/or society related to families that will likely have an impact on your educational practice. Choose a resource (articles, book, film, community center, community program, websites, other – see the SDCOE Parent Resource Guide on the SDCOE website or on Moodle Resources module for examples) you wish to review related to an issue of interest to you. Then, examine and analyze the resource to prepare a 2 to 3-page (maximum) review and accompanying 5-slide (maximum) PowerPoint presentation (i.e. PREZI), extrapolating social / personal implications for your own professional goals as an educator in a diverse society, as well as policy and legal considerations. Some issues you might consider are the legal rights of parents (e.g., program selection for parents of English Learners under Proposition 227 or the Categorical Program Monitoring process established by the State), and language and literacy resources for parents. Your review should include the following:

a) A discussion of the resource reviewed. (e.g., 2 articles or 1 book or 1 center or…)
b) Why is this issue important?
c) How does it relate to your passion about education?
d) How can addressing this issue have a positive impact on education or society?
e) What might happen if schools do make changes to address the issue?
f) What can you, as an educational leader, do to have an impact in transforming schools or society to address the issue?

3. Reflections on Essential Questions [SUBMIT]– DUE SESSION 14

At the beginning of each class there will be an Essential Question which will be the base for your reflection as we begin each class. Class time will be provided to allow for reflection before and at the end of class. Please keep a composition book or journal with your reflections. I will ask to review them periodically during the class in order to establish progress in your reflections.

In Moodle, read at least three other reviews posted by your colleagues and post a brief reflection (1 – 2 paragraphs maximum) about each review. Reflections need to be uploaded and posted on Moodle under "Assignments" AND the "Discussion Board." In your reflections, please include the following for each:
a) How does this issue resonate with you?
b) Do you see a connection with the issue your colleague addressed and the issue you selected and examined?
c) What are your recommendations for making a difference or having an impact as it relates to this issue?
d) How can addressing this issue have a positive impact on education – on BOTH of the following groups: CLD students, families and communities? For ALL students and society at large?

4. Ethnographic interview with a Principal or Assistant Principal [PRESENTATION]- SEE CALENDAR

You may work in groups of up to 2 (3 with my approval) for either assignment.

In this assignment, you will conduct an interview of a Principal or Assistant Principal to discuss what has worked in building successful home-school connections. The purpose of the interview is to conduct an extensive analysis of the issues and topics discussed in class, and gain insight into how theory is placed into practice for educators.

To the degree possible, you should be able to identify if a home-school connection has been established and whether it is sustainable.

A digital video of the interview needs to be prepared and submitted (permission from the interviewee needs to be secured – see the permission form on Moodle / Resources). You will be responsible for compiling a portfolio that contains the following four components:
a) the interview questions and transcript of responses to the questions,
b) a video (DVD),
c) a summary and analysis of the interview (focus on the interviewee), and
d) your own reflections about the interview (focus on impact on your thinking).

The reflection should, minimally, address your impressions of, relate the information obtained from class discussions and describe what you learned from this experience. All students will give class presentations of the interviews.

OR

School Family Event [SUBMIT] - DUE SESSION 9-14

You will need to plan and implement a special school event (family science night; "Cuéntame un cuento," etc.) to encourage family and community involvement in school. For the assignment, you are to submit all the artifacts:
a) invitations or notices,
b) agenda
c) photos or video,
d) a 2 to 4-page reflection MAX in response to the following questions:
   a. How did the event incorporate families' strengths?
   b. How did the event incorporate the diverse families' languages and cultures?
   c. Describe the essential ambience and climate that emerged during the event.
   d. What did you learn from the event?
   e. What would you improve next time you implement a similar event?
   f. Final words of wisdom you would like to share with other educators.

Grading Standards

<u>**Grading**</u>

94 – 100 = A;	80–83 = B-
90 – 93 = A-;	77-79 = C+
87 - 89 = B+;	73-76 = C
84 – 86= B;	70-73 = C-

Grading Emphasis: Each written assignment will be graded approximately 80% on content and writing (detail, logic, synthesis of information, depth of analysis, etc.), and up to 20% on mechanics (grammar, syntax, spelling, format, uniformity of citation, etc.). You are expected to write at or above the minimum competency level for writing. All citations need to use APA format.

Course Schedule

This course schedule is tentative and may change to accommodate topics that arise during the discussions and conversations.

Date	Activity/Topic – In Class	Readings/Assignments – Prep BEFORE Class DL = Discussion Leaders – 1 or 2 per session
Session 1 8/26/13	Syllabus Introductions Education and the world today Syllabus details and signups	Recent Topics regarding Home-School Connections and diverse communities
Session 2 9/2/13	**HOLIDAY**	**HOLIDAY**
Session 3 9/9/13 **MOODLE**	API/AYP Discussion	Dantas & Manyak (2010) **Chapter 14:** Home-School-Community Collaborations in Uncertain Times – Francisco Rios
Session 4 9/16/13	Theory to Practice in building Home-School Connections Personal experiences with diverse families in schools	Dantas & Manyak (2010) **Chapter 5:** Discontinuities and Differences among Muslim Arab-Americans: Making It at Home and School Rajagopal (2011) Chapter 1. Culturally Responsive Instruction
Session 5 9/23/13	Parents' Motivations for Involvement in Their Children's Education **Culture Expert Presentation Group #1**	Dantas & Manyak (2010) **Chapter 7:** Fostering Academic Identities among Latino Immigrant Students: Contextualizing Parents' Roles – Lilia D. Monzó Rajagopal (2011) Chapter 2. Rigorous Expectations and Rewards **REFLECTIONS DUE**
Session 6 9/30/13	Influences and Challenges to Better Parent-School Collaborations **Culture Expert Presentation Group #2**	Dantas & Manyak (2010) **Chapter 3:** The Impact of Social Dynamics on Immigrant Children's Language and Literacy Practices: Learning from Asian Families – Guofang Li Rajagopal (2011) Chapter 3. Essentials-focused Planning
Session 7 10/7/13	African American Families and Social Change	Dantas & Manyak (2010) **Chapter 8:** Do You Hear What I Hear?: Using the Parent Story Approach to Listen to and Learn from African American Parents – Patricia A. Edwards and Jennifer D. Turner Rajagopal (2011) Chapter 5. Test Models
Session 8 10/14/13 **MOODLE**	Intercultural Considerations in School-Family Partnerships **Ethnographic interview with a Principal or Assistant Principal Group #1**	Moodle : Articles/Reflections Moodle: Hartman (2010): School connectedness and Cultural Dynamics (pp. 80-85) Rajagopal (2011) Chapter 4. Assessing for Mastery During Class'
Session 9 10/21/13	Parental Involvement and Children's School Success **Ethnographic interview with a Principal or Assistant Principal Group #2**	Dantas & Manyak (2010) **Chapter 6:** Building Connections between Homes and Schools – Melissa M. Schulz

Session 10 10/28/13	Federal Education Initiatives	Dantas & Manyak (2010) **Chapter 13:** Respecting Children's Cultural and Linguistic Knowledge: The Pedagogical Possibilities and Challenges of Multiliteracies in Schools – Maria José Botelho, Sarah L. Cohen, Lisa Leoni, Patricia Chow, and Padma Sastri **Resource Review Home-School Connections in American Schools - DUE SESSION**
Session 11 11/4/13 **MOODLE**	Culture and school	Dantas & Manyak (2010) **Chapter 12:** How Knowledge Counts: Talking Family Knowledge and Lived Experience into Being as Resource for Academic Action – Elizabeth Yeager and Ralph A. Córdova, Jr
Session 12 11/11/13	**HOLIDAY**	**HOLIDAY**
Session 13 11/18/13	The State's Role in Family-School Partnerships	Dantas & Manyak (2010) **Chapter 9:** Home Visits: Learning from Students and Families – Maria Luiza Dantas and Michelle Coleman
Session 14 11/25/13 **MOODLE**	Applied culture knowledge	Moodle: Articles/Reflections Chapter 6. Extra One-on-One Tutoring for Struggling Students **DUE: Reflections with Essential Questions**
Session 15 12/2/13	The State's Role in Family-School Partnerships	Moodle: Articles/Reflections