

**CALIFORNIA STATE UNIVERSITY, SAN MARCOS
COLLEGE OF EDUCATION**

EDUC 364: The Role of Cultural Diversity in Schooling. Spring 2005

**Section 01, CRN 41314
Monday, 1430-1715, ACD 305**

**AND
Section 02, CRN 41165
Monday, 1730-2015, Univ442**

**Professor: Dr. David M. Whitehorse, Professor Emeritus
Phone: 760.458.2255 (Cell/ Voice Mail/Pager)
E-Mail: davidw@csusm.edu
Office: UNIV 412
Office Hours: by appointment**

College of Education Mission Statement

The mission of the College of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research and on-going service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance. *(Adopted by COE Governance Community, October, 1997).*

Course Description

Required of all credential candidates. Principles of first and second language acquisition (e.g., historical and current theories, psychology, sociocultural, political and pedagogical factors) and issues related to notions of culture, interaction and communication in school and community contexts (e.g., the nature of culture, manifestations of cultural contact and cultural diversity in the United States and in California within a theoretical and applied context. *(CSUSM General Catalog 2004-2006, p. 246).*

Prerequisites: None

Objectives: The Catalog course description above is amplified in that this course explores cultural and linguistic diversity as critical variables in achieving educational equity for all students. Major units within the description above include intensive theoretical and practical articulation of culture and cultural pluralism; educational issues of race, class, gender, language, ethnicity, sexual orientation and exceptionality; social, structural, programmatic and curricular issues; and effective teaching for diverse populations. Therefore, candidates completing EDUC 464 will be able to demonstrate knowledge, skills and dispositions (e.g., attitudes and commitments) indicating:

1. mastery of the Teacher Performance Expectation, TPE 15;
 2. mastery of standards for English learners as indicated in the course alignment with SB 2042 (formerly CLAD);
 3. understanding of various concepts of culture and their applicability to learning, teaching, curricular development and educational reform;
 4. understanding of the historical and contemporary contexts for multicultural and multilingual education;
 5. familiarity with second language acquisition theory and the role of the primary language in developing second language fluency;
 6. ability to provide a safe environment for reflection on, and discussion of, the complex ways in which pluralism is a part of educational contexts;
 7. ability to provide support to all students who represent national, state, and regional diversity;
 8. gaining experience working with “at risk” children and/or young people;
 9. emerging positive attitudes, motivations and commitments to all diverse students (“race”, class, gender, language, ethnicity, sexual orientation and exceptionality) regardless of prior socialization patterns and life experiences;
 10. ability to report, interpret, analyze and synthesize complex information; and,
 11. university-level competence in information literacy, use of technology and oral and written communication.
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Required Texts

Gollnick, D.M. & Chinn, P.C. (2002). *Multicultural education in a pluralistic society*. 6th Ed. Merrill-Prentice Hall.

Spring, J. (2001). *Deculturalization and the struggle for equality: A brief history of the education of dominated cultures in the United States* (3rd. Edition). Boston: McGraw-Hill.

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. Students successfully completing this program receive a credential with authorization to teach English learners.

(Approved by CCTC in SB 2042 Program Standards, August 02)

Teacher Performance Expectation (TPE) Competencies

The course objectives, assignments, and assessments have been aligned with the CTC standards for all Credential programs offered by the CSUSM College of Education. This course is designed to help teachers seeking a California teaching credential to develop the skills, knowledge, and attitudes necessary to assist schools and district in implementing effective programs for all students. The successful candidate will be able to merge theory and practice in order to realize a comprehensive and extensive educational program for all students. You will be required to formally address the following TPE in this course:

TPE 15: Social Justice and Equity

Teacher candidates will be able to identify issues of social justice and equity in the classroom and can apply appropriate instructional strategies to ensure equal outcomes for diverse students. They will be familiar with ideas, definitions, and major theorists in the fields of multicultural education, social reconstruction, and democratic education. Pluralism and divergent perspectives on educating students will be the foundation of designing effective lessons and instructional practices for diverse students. Candidates will understand when and how to collaborate with others, especially curriculum specialists, community leaders, and parents on preparing relevant and appropriate instructional activities, curricular units, and school structures that would provide equitable outcomes for students from different linguistic, cultural, and social economic backgrounds.

Alignment of Teacher Education Standards to Foster Student Learning

In our preparation of professional educators, we have given extensive consideration to the alignment of professional standards and assessments as articulated by professional associations, certification agencies and learned societies. Emphasis is placed on learning outcomes (what you know and can demonstrate) rather than on inputs (putting in “seat time”, meeting minimum criteria for assignments, checking off tasks and activities), *and how these outcomes correspond to your potential to enhance student learning as a new teacher*. In particular, this course is informed by and aligned with the standards and principles of the:

- National Council for the Accreditation of Teacher Education (NCATE)
- Interstate New Teacher Assessment and Support Consortium (INTASC)
- National Board for Professional Teaching Standards (NBPTS)
- National Association for Multicultural Education (NAME); and the
- California Commission on Teacher Credentialing (CCTC)

College of Education Attendance Policy

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

Ability

Every student has the right to equitable educational consideration and appropriate accommodation. 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 the Writing Center, technology assistance in the computer labs, and other student support services available as part of reasonable accommodation for special needs students in addition to those of DSS (see below).

Students with Disabilities Requiring Reasonable Accommodations

Students 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 5205, 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.

Course Requirements

Please read these assignments in detail. You will note that I ask you for specific information to be addressed in each assignment. Completing all elements of the assignment will earn a passing grade, whereas missing elements may not allow a passing grade, depending on the magnitude of the omission. A grade of “C+” or higher requires you to exceed the minimum in substantive ways, as indicated in the grading requirements.

All assignments are due on the dates indicated. Written assignments must be word processed, double-spaced, paginated, and have 1” margins on all sides. Your name and the CRN for your section must appear at the top right of the first page, except as noted for the research paper assignment. Page limitations are not given as writing styles differ. You are expected to make your written assignments as long (or as short) as it takes you to respond to all elements of the assignment and make your point(s). It is expected that all assignments will reflect university-level composition and exposition (e.g., an average of more than one structural error per page means no higher than a “C” for that component). Use of electronic spelling and grammar checking is encouraged. All assignments address critical variables in meeting Teacher Performance Expectation 12.

1. Personal History	15 pts.	Due Week 6
2. World Language Acquisition	15 pts.	Due Week 9
3. Group Research Paper/Presentation	45 pts.	Due Week 13
4. Outcome Assessment	15 pts.	Due Week 15
5. Attendance and Participation	10 pts.	Due Week 15

Personal History. (15 points).

The purpose of this assignment is to provide you the opportunity to examine your own background, culture, community and the development of your cultural world view. Write a narrative essay about your own life, describing the experiences that have shaped your views of “race”, culture, and issues of diversity. Reflect on your own experiences in terms of your cultural reference, your family background, your interactions with others unlike yourself, and other factors determined by your own circumstances and your upbringing. In this assignment, you will explore within yourself, and commit to written form:

- (1) your identity as a learner (e.g., impact of learning style, multiple intelligence, how you see your role, obligations and status in your learning experiences)
- (2) your identity as a member of a particular cultural/racial/ethnic group, and
- (3) how these two factors individually and collectively affect your potential as a teacher. What do you think you should reinforce and what do you think you should change in your knowledge, skills, and attitudes in order to be an effective teacher?

Include SPECIFIC examples of events and situations that you feel shaped your views on these issues. Be sure to situate your examples in the context of assumptions about schooling and education. To the extent possible, relate your experiences to the theory and praxis in readings,

class discussions and activities. Be prepared to share your paper in small group and larger class discussions during Session 6 on 10/10.

World Language Acquisition. (15 points).

Watch at least one hour of film/video/TV presented in a language of which you have ***no*** knowledge. In a written report of your experience, present a synopsis of what you viewed/heard, and articulate in detail (A) How did the different language make you feel? (e.g., curiosity, anger, frustration, humor); (B) What helped you comprehend in this new language? (non-verbal communication, music, background knowledge, other cultural “cues”); (C) From what strategies might ELL students benefit in order to make material comprehensible in a new language? Due Session 9 on 10/31.

Group Research Paper and Presentation. (30 points written/15 points oral).

In heterogeneous groups, you will develop, as a group, a research paper on an issue of *significance* in the field of multicultural education, which you will formally present to the class. The topic must be approved by the professor. Your research must include at least 3 sources from the ERIC database, at least 3 sources from the Internet, at least 3 print media sources, and at least one of the texts used in class. References must be exclusive of one another. These are the minimum requirements for an acceptable grade therefore superior grades require greater breadth and depth of research.

The group’s paper will include:

1. a cover page listing the title, a 2-3 paragraph/200 word abstract, and full names of all group members,
2. a narrative that describes the issue, including its historical context,
3. a description of why the issue is significant in the field of education, especially (but not exclusively) as it relates to diverse students observed in school or community research,
4. your position on the issue and why you have taken that position,
5. a defense (rationale) for taking the position with appropriate references,
6. a conclusion regarding the issue, with recommendations for action,
7. an annotated bibliography of all references consulted, and
8. attachments such as your visual aids for the presentation, graphic organizers, or any supplementary material developed to enhance student learning.

The length of the paper is determined by the degree to which you articulate the requirements outlined above. Depth of analysis is more important than providing in-depth description. In other words, your paper should answer WHY and HOW, more importantly than WHO, WHAT, WHEN, or WHERE. The paper should be stapled together, and not placed in any kind of binder. Please put your effort into articulating the issues, not developing a time-consuming, computer-generated cover. All papers are due Week 13 on 11/28, regardless of the day of your scheduled presentation.

Your panel presentation will be 20 minutes in length. You will present a synopsis of your issue, accompanied by appropriate learning aids. The mode of presentation may include skits, simulations, debate, Socratic dialogue, or some other form of multi-modal presentation (PowerPoint, as example). You are cautioned NOT to read from the text of your paper. In addition to the 20 minute presentation, you will plan to respond to questions for no more than 10 minutes. Therefore, your group should be prepared to be “on” for 1/2 hour. It is a group responsibility to practice and time the presentation and Q & A session: presentations which are more than 3 minutes long or short of these parameters will have the grade reduced

appropriately. At the time of your presentation, you will provide each classmate and the professor with a stapled handout, which includes Items 1, 7 and 8, above.

Outcome Assessment. (15 points).

This is your opportunity to examine your own learning. You will select the most important learning or **closely related** set of learning you have acquired during the course. You will write in detail:

- (1) what you learned,
- (2) how you knew you were learning something of significance (assessing your own learning),
- (3) how this learning is meaningfully connected to your experiences while tutoring foster children or conducting observation research
- (4) how this will shape your attitudes and behaviors as a teacher or in future intercultural interaction, and
- (5) how you will demonstrate overall “cultural competence” (as this definition is developed in class)

Emphasis is placed on your ability to synthesize data around the topic you select, your depth of reflective analysis, your ability to articulate the cognitive, behavioral and affective domains of your learning, and the relationship of this topic to your future growth and professional practice. Final outcome assessments are due on the last class day. Due Session 15, 12/12

Attendance and Participation. (10 points).

Daily reflections, Quickwrite activities, participation in dialogue and other in-class assignments are counted as part of the participation points as are attendance, punctuality and active engagement in class dynamics. Assessed Session 15, 12/12

Grading Standards

Grading Scale: A=93+, A-=90-92, B+= 87-89, B=83-86, B-= 80-82, C+=77-79, C=73-76, C-= 70-72, D+=67-69, D=63-66, D-= 60-62, F=59 or lower Students taking EDUC 364 as a prerequisite for teacher credential and graduate programs are reminded that the College requires completion of this course with a C+ or higher.

Submission Schedule: Work submitted late, but within one week of the due date will be reduced by one letter grade. Work received over one week late will receive no credit.

Grading Emphasis: Each written assignment will be graded approximately 85% on content and context (detail, logic, professional reflection, synthesis of information, depth of analysis, etc.), and 15% 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 other guides to citation such as www.apastyle.org/index.html

Summative Assessment Rubric

A=Exceeds Expectations: The student consistently performs and participates in an exemplary manner. Each assignment receives in-depth exploration and reflection based upon research, observations and classroom implementation, when possible. All work is submitted in a professional manner using APA style when appropriate. Presentations are consistent with professional expectations, providing appropriate visual aids, appropriate handouts, and are well

prepared. Professional and responsible behavior, including timely attendance and submission of assignments, are practiced in a consistent manner.

B=Adequately Meets Expectations: The student meets outcomes expectations in a satisfactory manner. Each assignment is based upon research, observations and classroom implementation, when possible. Generally, work is submitted in a professional manner using APA style when appropriate. Generally, presentations are consistent with professional expectations, providing appropriate visual aids, appropriate handouts, and are well prepared. Most of the time, professional and responsible behavior, including timely attendance and submission of assignments, are practiced in a consistent manner.

C=Minimal Performance: The student's skills are weak and do not meet expectations. Each assignment is based upon opinion rather than research, theory, and best practices. Reflection is shallow. Assignments are submitted without APA style, thorough proofreading and organization. The student needs a great deal of guidance. The student is consistently late with work and has classroom attendance problems.

“D” or “F” students fail to meet the minimum requirements of a “C.” The specific grade will be computed from rate of assignment completion, attendance, etc.

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. For the latter, consult the Interim Associate Dean, Dr. Peggy Kelly.

All University Writing Requirement

The university writing requirement is 2500 words, or approximately 7 pages of double-spaced text averaging 15 words per line in a document with one inch margins. In order to achieve a passing grade, the five writing assignments (Personal History, Journal/Individual Research, Language Acquisition Assignment, Group Research Paper and Outcome Assessment) will exceed that minimum requirement. A minimum page requirement for each assignment is not given, as candidates' writing styles are different. To specify a limit or a range for written assignments might privilege (or penalize) a candidate, according to her/his written communication style. The emphasis in all written communication in this course is **effectiveness** in presenting one's point, position, perspective, knowledge, understanding, empathy and/or meaning-making. . . not the lengths to which one does that.

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 written work and oral 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.”

Schedule/Course Outline

Candidates are reminded that the schedule is tentative and subject to change. All classes differ in candidate composition, ability levels and background preparation. Some topics may require additional articulation in order for credential candidates to make meaning of specific topical material. It is more important to build understanding and meaning-making than it is to cover all chapters and all topics. Therefore, the professor reserves the academic freedom to modify this calendar of topics to enhance the learning process.

Date	Topic	Assignment
Session 1 8/29	Introduction and course overview. The nature of culture.	None. NOTE There will be no class on 9/5 due to Labor Day.
Session 2 9/12	Context for culture, cultural contact and intercultural interaction	Gollnick/Chinn, Chapt. 1,2,3 NOTE: 9/13 is the last schedule adjustment day w/o admin. Penalty.
Session 3 9/17	Topic continues Views of religion & exceptionality	Gollnick/Chinn, Chapt. 5,6
Session 4 9/26	Historical perspectives in multicultural education. Development of multicultural education as a discipline.	None
Session 5 10/3	Education of dominated cultures in the USA. In-class processing of <i>Deculturalization</i>	Spring, entire text
Session 6 10/10	Gender/gender identification in classroom. In class discussion of personal histories	Gollnick/Chinn, Chapt. 4. Personal History paper due
Session 7 10/17	Topic continues	None
Session 8 10/24	Ageism. Summarize cultural construct.	Gollnick/Chinn, Chapt. 8
Session 9 10/31	White privilege.	Handouts/exercises in class. World Language assignment due
Session 10 11/7	Language acquisition-Primary language in L2 acquisition	Gollnick/Chinn, Chapt. 7. Handouts
Session 11 11/14	Language acquisition-ELD and SDAIE	Handouts
Session 12 11/21	Education reform agenda: curricula, pedagogy, and community	Gollnick/Chinn, Chapt. 9.
Session 13 11/28	Research presentations Groups 1-3	All research papers due
Session 14 12/5	Research presentations, Groups 4-6	None
Session 15 12/12	Final assessments, course summary and evaluations	Outcome assessments due
Final Exam	None	None

ATTACHMENT 1

SB 2042 - AUTHORIZATION TO TEACH ENGLISH LEARNERS COMPETENCIES

PART 1: LANGUAGE STRUCTURE AND FIRST- AND SECOND-LANGUAGE DEVELOPMENT	PART 2: METHODOLOGY OF BILINGUAL, ENGLISH LANGUAGE DEVELOPMENT, AND CONTENT INSTRUCTION	PART 3: CULTURE AND CULTURAL DIVERSITY
I. Language Structure and Use: Universals and Differences (including the structure of English)	I. Theories and Methods of Bilingual Education	I. The Nature of Culture
A. The sound systems of language (phonology)	A. Foundations	A. Definitions of culture
B. Word formation (morphology)	B. Organizational models: What works for whom?	B. Perceptions of culture
C. Syntax	C. Instructional strategies	C. Intra-group differences (e.g., ethnicity, race, generations, and micro-cultures)
D. Word meaning (semantics)	II. Theories and Methods for Instruction In and Through English	D. Physical geography and its effects on culture
E. Language in context	A. Teacher delivery for <u>both</u> English language development <u>and</u> content instruction	E. Cultural congruence
F. Written discourse	B. Approaches with a focus on English language development	II. Manifestations of Culture: Learning About Students
G. Oral discourse	C. Approaches with a focus on content area instruction (specially designed academic instruction delivered in English)	A. What teachers should learn about their students
H. Nonverbal communication	D. Working with paraprofessionals	B. How teachers can learn about their students
I. Language Change		C. How teachers can use what they learn about their students (culturally responsive pedagogy)
II. Theories and Factors in First- and Second-Language Development	III. Language and Content Area Assessment	III. Cultural Contact
A. Historical and current theories and models of language analysis that have implications for second-language development and pedagogy	A. Purpose	A. Concepts of cultural contact
B. Psychological factors affecting first- and second-language development	B. Methods	B. Stages of individual cultural contact
C. Socio-cultural factors affecting first- and second-language development	C. State mandates	C. The dynamics of prejudice
D. Pedagogical factors affecting first- and second-language development	D. Limitations of assessment	D. Strategies for conflict resolution
E. Political factors affecting first- and second- language development	E. Technical concepts	IV. Cultural Diversity in U.S. and CA.
		A. Historical perspectives
		B. Demography
		C. Migration and immigration

Attachment 2: Race Literacy Quiz

1. Humans have approximately 30,000 genes. On average, how many genes separate all members of one race from all members of another race?

- A. None
- B. 1
- C. 23
- D. 142
- E. 1008
- F. We don't know

2. Which characteristic did the ancient Greeks believe most distinguished them from "barbarians"?

- A. Religion
- B. Skin color
- C. Language
- D. Dress
- E. Hairiness

3. In Medieval Europe (circa 1300-1400), Ethiopians were looked upon as:

- A. Savages
- B. Saviors
- C. Barbarians
- D. Infidels
- E. Negroes

4. Members of a race can be identified by their:

- A. Blood group
- B. Skin color
- C. Ancestry
- D. Genes
- E. None of the above
- F. All of the above

5. Skin color correlates most closely with:

- A. Hair form
- B. IQ
- C. Risk for sickle cell, Tay Sachs and other genetic diseases
- D. Geographic latitude
- E. Continent of ancestral origin
- F. Jumping and sprinting ability

6. When Jamestown colonist John Rolfe and his new wife Pocahontas traveled to the Court of London in 1619, it caused a scandal because:

- A. An Englishman had married an Indian
- B. John Rolfe had cuckolded General John Smith, the leader of the colony
- C. Pocahontas, a princess, married beneath her station by wedding a commoner
- D. Londoners had never seen an Indian before
- E. A Christian had married a heathen

7. The rise of the idea of white supremacy was tied most directly to:

- A. Indian removal
- B. Slavery

- C. The Declaration of Independence
- D. The U.S. Constitution
- E. Ancient Greece

8. Which group has the most genetic variation?

- A. Humans
- B. Chimpanzees
- C. Penguins
- D. Fruit flies
- E. Elephants

9. Which two populations are most likely, on average, to be genetically similar?

- A. Italians and Ethiopians
- B. Senegalese and Kenyans
- C. Italians and Swedes
- D. Chinese and Lakota (Sioux)
- E. Saudi Arabians and Ethiopians

10. Most human genetic variation can be found:

- A. Within any local population, for example, among Zulus, or among Hmong
- B. Between two populations on the same continent, for example between Irish and Poles
- C. Between two populations on different continents, for example between Koreans and Zulus
- D. Between any two continents, for example, between Africa and Asia
- E. Between tall people and short people

11. Which continent has the greatest human genetic diversity?

- A. Europe
- B. Asia
- C. Africa
- D. North America
- E. South America

12. Who was the first American public figure to suggest, albeit "as a suspicion only," that black people might be inherently inferior to whites?

- A. Thomas Jefferson
- B. Sir Walter Raleigh
- C. George Washington
- D. Robert E. Lee
- E. Capt. John Smith, founder of the Jamestown colony

13. Which of the following was NOT an important reason why African slavery first took root in North America:

- A. As non-Christians, they had no legal protections
- B. They were skilled semi-tropical farmers
- C. The supply of indentured servants from Europe was becoming unreliable
- D. They were deemed innately inferior
- E. They couldn't easily run away

14. Which was NOT introduced to Indians by whites?

- A. An Indian identity
- B. Democracy
- C. Identity by "blood quantum"
- D. Horses
- E. Measles

15. Of the \$120 billion in home loans underwritten by the federal government between 1933 and 1962, what percentage went to white homeowners?

- A. 45 percent
- B. 64 percent
- C. 75 percent
- D. 88 percent
- E. 98 percent

16. Which of the following is not a result of federal government policies?

- A. Redlining
- B. Urban renewal
- C. Deterioration of inner cities
- D. Affirmative action quotas
- E. The wealth gap between black and white families

17. Today, the net worth of the average white family is how much compared to the average black family?

- A. Three times as much
- B. Eight times as much
- C. Half as much
- D. Twice as much
- E. The same

18. When white and black families of similar incomes are compared, what is the difference in their net worth?

- A. No difference
- B. Black net worth is slightly greater
- C. White net worth is more than eight times greater
- D. White net worth is more than two times greater
- E. Black net worth is twice as great

19. According to a 1993 study, 86% of suburban whites lived in a community where the black population was:

- A. Less than 5%
- B. Less than 10%
- C. Less than 1%
- D. More than 10%
- E. More than 15%

20. Which is NOT an example of a government racial preference program?

- A. 1964 Civil Rights Act
- B. 1862 Homestead Act
- C. 1790 Naturalization Act
- D. 1934 Federal Housing Administration
- E. 1935 Social Security Act

Attachment 3

Multicultural shaping of teachers

Washington Times 12-15-2004

By Robert Holland

Most American parents would be outraged if they knew how the education world's multiculturalists are trying to shape new teachers before they go to work in public schools.

Surveys by the nonpartisan organization Public Agenda have shown that parents still believe in America as an overwhelmingly good country, and they want their children to believe that as well. A Public Agenda report a few years ago summarized parental attitudes this way:

"We found a clear-eyed patriotism among parents of all backgrounds; a deep belief that the United States is a unique nation, while acknowledging its faults. Parents want the schools to face those faults, but not to dwell on them — the parents we surveyed want history taught with fairness to all groups, but recoil from strategies that they feared might encourage divisiveness."

The multiculturalists, by stark contrast, do not see the United States at all as a good country with common values worth transmitting. They grossly divide Americans into "oppressors" (all whites of European descent) and the "oppressed" (all persons of color from minority cultures).

Howard Zinn's "A People's History of the United States," a 750-page screed that depicts America as a continuing centuries-old conspiracy of rich white men to exploit minorities, is their hornbook. Many use it in their classrooms to demean America's Founders.

They want to mold future teachers into agents of social transformation who will reject the continuing Anglo/Western influences on the core curriculum and denounce what they contend is a legacy of unrelenting oppression that should cause all white Americans to carry a heavy burden of guilt.

That much becomes clear when the National Association for Multicultural Education (NAME) convenes annually (as it did recently in Kansas City), and professors and teachers from all 50 states gather in more than 200 workshops to lay bare their agendas.

Veteran teacher-trainer G. Pritchey Smith of the University of North Florida, who co-conducted a day-long NAME institute on how schools of education should meet diversity standards for accreditation, argues for a "culturally responsible" pedagogy for teacher education that will enable teachers to carry a "social reconstructionist perspective" into the classroom.

His goal: "People who live multicultural lifestyles, live multicultural ways. We need a deep-rooted transformation of values and dispositions — the multicultural teacher."

This is how the National Council for Accreditation of Teacher Education (NCATE), a NAME partner, defines diversity: "Differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area."

At a small-group workshop this year, presenters from Central Missouri State University argued that teachers should be trained to rewrite a curriculum they view as oppressively Eurocentric.

In a prepared paper, they declared: "The silent but deadly oppressor of the ethnic minority child's spirit is a state of injustice that is imbedded in ... a one-sided truth espoused through the Eurocentric lens of American education." They concluded that the "only hope" for change "lies in the embrace of an educational system that can transform and restructure the political imbalance of curriculum practices in the American schools.

"Teachers must get educational training that empowers them with knowledge about their ethnic minority students so that they can feel committed and confident in unleashing the voices for social justice."

Their hearts bled in particular for English-language learners, the immigrant children who now constitute one-tenth of the U.S. school population. As did others at this conference, the presenters were bitter at inroads made in federal and state law to jettison so-called bilingual education in favor of English immersion.

At a general session, one California activist wailed that "[immigrant] families are torn apart by children who no longer share their language and culture." What to do? She said new teachers should be taught to "resist," to take back the curriculum.

Is that what parents who have come here to the land of opportunity from other lands really want? Public Agenda found that immigrant parents joined other parents in a strong belief that "the schools must teach immigrant children to speak English as quickly as possible, both as a survival skill and as a symbol of their intent to become Americans."

Clearly the multiculturalists care little about what the people who provide their schools with children and money — the parents and taxpayers — want from public education.

Robert Holland is a senior fellow at the Lexington Institute, an Arlington think tank.

<http://www.washtimes.com/commentary/20041214-090300-3736r.htm>

Attachment 4

AB 242 – Conference Committee Draft 5 to Legislative Counsel

August 23, 2004

THE PEOPLE OF THE STATE OF CALIFORNIA DO ENACT AS FOLLOWS:

SECTION 1. Section 44227.8 is added to the Education Code, to read:

44227.8. The Commission on Teacher Credentialing and, where appropriate, the State Department of Education, shall incorporate into licensure requirements for teacher candidates, professional development requirements for renewal of licenses, and accreditation requirements for preparation programs components to ensure that teachers are capable of teaching children with diverse needs, ethnicities, nationalities, and languages, of teaching children who bring particular challenges to the learning process, and of teaching in urban and rural settings.

SECTION 2. Section 44300 of the Education Code is amended to read:

44300. (a) Commencing January 1, 1990, the commission may issue or renew emergency teaching or specialist permits in accordance with regulations adopted by the commission corresponding to the credential types specified in paragraphs (1), (2), and (3) of subdivision (b) of Section 44225, provided that all of the following conditions are met:

(1) The applicant possesses a baccalaureate degree conferred by a regionally accredited institution of higher education and has fulfilled the subject matter requirements of Section 44301.

(2) The applicant passes the state basic skills proficiency test as provided for in Section 44252.

(3) The commission approves the justification for the emergency permit submitted by the school district in which the applicant is to be employed. The justification shall include all of the following:

(A) Annual documentation that the district has implemented in policy and practices a process for conducting a diligent search that shall include, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring the incentives included in the Teaching As A Priority Block Grant established pursuant to Section 44735, participating in the state and regional recruitment centers established pursuant to Sections 44751 and 90530, and participating in job fairs in this state, but has been unable to recruit a sufficient number of certificated teachers, including teacher candidates pursuing full certification through internship, district internship, or other alternative routes established by the commission.

(B) A declaration of need for fully qualified educators based on the documentation set forth in subparagraph (A) and made in the form of a motion adopted by the governing board of the district or the county board of education at a regularly scheduled meeting of the governing board or the county board of education. The motion may not be part of the consent agenda and shall be entered in the minutes of the meeting.

(b) The commission may deny a request for an emergency permit that does not meet the justification set forth in subparagraph (A) of paragraph (3) of subdivision (a).

(c) It is the intent of the Legislature that all of the following occur:

(1) The commission shall issue pre-intern certificates in place of emergency teaching permits as sufficient resources are made available to school districts to provide services pursuant to Article 5.6 (commencing with Section 44305) to pre-interns pursuing multiple subject or single subject teaching credentials.

(2) If the examination of the Pre-Internship Teaching Program required by this chapter demonstrates that the program should continue because it has been successful in better preparing and retaining pre-intern teachers than the emergency permit system, sufficient resources to fully fund the Pre-Internship Teaching Program shall be appropriated by July 2002. For purposes of this paragraph, two thousand dollars (\$2,000) in state funding per pre-intern shall be deemed to be sufficient resources.

(3) The commission shall continue to issue emergency teaching permits to individuals employed by school districts defined in regulations as remote from regionally accredited institutions of higher education.

(d) Commencing January 1, 1990, the commission may issue and reissue emergency permits corresponding to the credential types specified in paragraph (4) of subdivision (b) of Section 44225. The commission shall establish appropriate standards for each type of emergency permit specified in paragraph (4) of subdivision (b) of Section 44225.

(e) The exclusive representative of certificated employees, if any, as provided under Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code, may submit a written statement to the commission agreeing or disagreeing with the justification submitted to the commission pursuant to paragraph (3) of subdivision (a).

(f) Commencing January 1, 1990, a person holding an emergency teaching or specialist permit shall attend an orientation to the curriculum and to techniques of instruction and classroom management, and shall teach only with the assistance and guidance of a certificated employee of the district who has completed at least three years of full-time teaching experience, or the equivalent thereof. It is the intent of the Legislature to encourage districts to provide directed teaching experience to new emergency permit-holders with no prior teaching experience.

(g) The holder of an emergency permit shall participate in ongoing training, coursework, or seminars designed to prepare the individual to become a fully credentialed teacher or other educator in the subject area or areas in which he or she is assigned to teach

or serve. The employing agency shall verify that employees applying to renew their emergency permits are meeting these ongoing training requirements.

(h) Emergency permits for pupil personnel services shall not be valid for the purpose of determining pupil eligibility for placement in any special education class or program.

(i) This section shall not apply to the issuance of an emergency substitute teaching permit, or of an emergency permit to a teacher who has consented to teach temporarily outside of his or her field of certification, for which the commission shall establish minimum requirements.

(j) This section shall remain in effect until July 1, 2006, at which time it shall be repealed.

SECTION 3. Section 44300 of the Education Code is added to read:

44300. (a) The commission may issue or renew at the request of an employing agency an emergency teaching or specialist permits to accommodate short-term shortages that result from either an acute staffing need or anticipated staffing need.

(b) An acute emergency permit may be issued by the commission provided that all of the following conditions are met:

(1) The applicant possesses a baccalaureate degree conferred by a regionally accredited institution of higher education and has fulfilled the subject matter requirements of Section 44301.

(2) The applicant passes the state basic skills proficiency test as provided for in Section 44252.

(c) For purposes of this article, the following definitions apply:

(1) "Acute" staffing need is when an employer must fill a classroom immediately based on an unforeseen need.

(2) "Anticipated" staffing need is when a district is aware that an opening will occur and conducts a diligent search for a credentialed teacher, but is unable to recruit one.

(d) The commission shall establish criteria for the approval of the acute emergency permit.

(1) The criteria shall include, but are not limited to, all of the following:

(A) Demonstration of a local recruitment effort.

(B) Orientation and ongoing support to the permit holder.

(C) Written justification demonstrating the need for the permit.

(2) An acute emergency permit is valid for a period not to exceed one year.

(e) An anticipated emergency permit may be issued or renewed by the commission provided that all of the following conditions are met:

(1) The applicant possesses a baccalaureate degree conferred by a regionally accredited institution of higher education and has fulfilled the subject matter requirements of Section 44301.

(2) The applicant passes the state basic skills proficiency test as provided for in Section 44252.

(f) The commission shall establish criteria for the approval of an anticipated emergency permit. The criteria shall include, but not be limited to, all of the following:

(1) Specific information is provided regarding a diligent search for each permit.

(2) The quality of the preparation, support and assistance to be provided to the permit holder.

(3) Mentoring with an experienced educator.

(4) Assistance to obtain subject matter competency during the first year of employment

(5) A signed agreement between the permit holder and the district outlining the steps being taken to complete subject matter requirements and enroll in an accredited internship program.

(g) An anticipated emergency permit shall be valid for one year, but may be renewed for one additional year if the holder takes the appropriate subject matter examination required under Section 44282 or is enrolled in a subject matter program approved by the commission on the basis of standards of program quality and effectiveness pursuant to Article 6 (commencing with Section 44310).

(h) The commission may deny a request for a permit that does not meet the justification set forth in subdivisions (a) and (e).

(i) Notwithstanding the provisions in subdivisions (a) and (e), it is the intent of the Legislature that the commission shall continue to issue emergency teaching or specialist permits to individuals employed by school districts defined in regulations as remote from regionally accredited institutions of higher education.

(j) The commission may issue and reissue emergency permits corresponding to the credential types specified in paragraph (4) of subdivision (b) of Section 44225. The commission shall establish appropriate standards for each type of permit specified in paragraph (4) of subdivision (b) of Section 44225.

(k) The exclusive representative of certificated employees, if any, as provided under Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code, may submit a written statement to the commission agreeing or disagreeing with the justification submitted to the commission pursuant to subdivision (c).

(l) A person holding a teaching or specialist emergency permit shall, during the first year of teaching, attend an orientation to the curriculum and to techniques of instruction, classroom management, and cultural sensitivity, and shall teach only with the assistance and guidance of a certificated employee of the district who has completed at least three years of full-time teaching experience, or the equivalent thereof. It is the intent of the Legislature to encourage districts to provide directed teaching experience to new permit holders with no prior teaching experience.

(m) The holder of an emergency permit shall participate in ongoing training, coursework, or seminars designed to prepare the individual to become a fully credentialed teacher or other educator in the subject area or areas in which he or she is assigned to teach

or serve. The employing agency shall verify that employees applying to renew their permits are meeting these ongoing training requirements.

(n) Permits for pupil personnel services shall not be valid for the purpose of determining pupil eligibility for placement in any special education class or program.

(o) This section shall not apply to the issuance of a substitute teaching permit, or of a permit to a teacher who has consented to teach temporarily outside of his or her field of certification, for which the commission shall establish minimum requirements.

(p) The commission may issue an acute emergency permit, or issue or renew an anticipated emergency permit, to newly hired teachers serving in a school ranked in the bottom 3 deciles of the Academic Performance Index only in cases where there is no other alternative but to fill the position with a 30-day substitute teacher.

(q) This section is operative on July 1, 2006.

SECTION 4. Section 44830.4 is added to the Education Code, to read:

44830.4. It is the intent of the Legislature to eliminate waivers authorizing the assignment of a credential holder to a position not authorized by the credential of the holder and that they be authorized only in cases where there is no other alternative but to fill the position with a 30-day substitute teacher. It is further the intent of the Legislature that each teacher serving in a school ranked in the bottom 3 deciles of the Academic Performance Index possess a valid teaching credential and certificate where appropriate, authorizing the holder to provide the service to which the holder is assigned, including services provided to English learners.

SECTION 5. Section 45062 is added to the Education Code, to read:

45062. The governing board of each school district shall review its compensation policies and revise them as needed to ensure that the continuing professional education for which it grants salary credit is targeted to courses likely to yield clear benefit in terms of the pedagogical instructional leadership, management skills, or academic subject matter knowledge of its employees.

SECTION 6. Article 3.5 (commencing with Section 66026) is added to Chapter 2 of Part 40 of the Education Code, to read:

ARTICLE 3.5. MASTER PLAN FOR EDUCATION: HIGHER EDUCATION PROVISIONS

Professional Preparation for Educators

66026. It is the intent of the Legislature that:

(a) The state increase the capacity of California's postsecondary education system to prepare larger and more sufficient numbers of qualified educators, especially from among racial, ethnic, and linguistic groups, and the gender group, that are underrepresented in today's teaching workforce, for our public schools and preschools, particularly in regions where there are large numbers of teachers serving on emergency permits or where projected shortages of teachers are greatest.

(b) The state's postsecondary institutions continue to provide and support multiple pathways for candidates to earn credentials, in order to meet the need for qualified educators.

(c) The state provide sufficient resources to postsecondary educational institutions to meet the goal of producing sufficient numbers of qualified educators and the goal of providing and supporting multiple pathways for candidates to earn credentials.

66026.5 It is the intent of the Legislature to ensure that ten days of professional staff development eventually be provided at all public elementary and secondary schools. It is further the intent of the Legislature that additional resources to reach this goal be first provided to schools in the lowest three deciles of the Academic Performance Index.

Faculty in Public Postsecondary Institutions

66027. (a) The Board of Governors of the California Community Colleges and the Trustees of the California State University shall, and the Regents of the University of California are requested to, accomplish both of the following:

(1) Examine practices and adopt policies regarding the balance of temporary and permanent/tenure-track faculty characteristic of their respective systems.

(2) Report these practices and policies, and the rationales therefor, in written reports to the Legislature, to be submitted no later than January 1, 2006.

(b) It is the intent of the Legislature that the goal of the California Community Colleges to ensure that at least 75 percent of the hours of credit instruction be taught by full-time instructors remain a goal and should be achieved, pursuant to Section 87482.6. Nothing in this section shall relieve the California Community Colleges from achieving the goal of having at least 75 percent of the hours of credit instruction be taught by full-time instructors.

66027.3 The Board of Governors of the California Community Colleges and the Trustees of the California State University shall, and the Regents of the University of California are requested to, submit an annual report to the Legislature setting forth the ratio of permanent/tenure-track faculty to temporary faculty who are employed by their respective systems and how this ratio compares to their respective system-wide policies.

66027.5 (a) No later than January 1, 2006, the Board of Governors of the California Community Colleges and the Trustees of the California State University shall, and the Regents of the University of California are requested to, submit a report to the Legislature on the activities reserved for permanent/tenure-track faculty in their respective systems and the reasons why these activities are so designated.

(b) It is the intent of the Legislature that the Board of Governors of the California Community Colleges, the Trustees of the California State University, and the Regents of the University of California should provide pro rata compensation to temporary faculty. The Legislature recognizes that the determination of appropriate activities for temporary faculty for the purposes of pro-rata compensation is subject to negotiations at the district level in the California Community Colleges.

66027.7 It is the intent of the Legislature that the Trustees of the California State University, and the Regents of the University of California, respectively, should direct examinations of faculty promotion, tenure, and review policies and practices, and revise them, as needed, to ensure that teaching excellence is given significant weight in decisions regarding promotion and tenure and that affect the compensation awarded to faculty.

RN 0417289 Renumbers the following as Section 1 of the bill. Please identify an appropriate code section number, and codify this language:

SECTION 7.

Section XXXX is added to the Education Code, to read:

(codify) (a) It is the intent of the Legislature to establish professional development activities that reward exceptional teachers for continuing to render service in a classroom.

(b) (1) It is the intent of the Legislature that school districts, professional associations, and postsecondary educational institutions collaborate to develop and offer preparation and degree or credential programs that will prepare highly qualified elementary and secondary school educational leaders, particularly school principals, in numbers sufficient to meet the needs of schools and school districts.

(2) It is the intent of the Legislature that school districts, professional associations, and postsecondary educational institutions collaborate to identify and recruit candidates, including those from underrepresented groups and from a broad array of disciplines, to those preparation programs and to the educational leadership positions they serve.

(3) It is the intent of the Legislature that appropriate incentives, support, and assistance be made available to attract well-qualified educational leaders to administrative positions in schools ranking in the lowest 3 deciles of the Academic Performance Index and to retain them in those schools, or district positions that directly serve these schools.

(4) It is the intent of the Legislature that the California State University and the University of California develop technologically delivered professional development and coursework for teachers in geographically isolated areas.

(c) (1) It is the intent of the Legislature that the California State University and University of California develop and offer preparation and professional development programs for community college leadership, including the establishment of a center devoted to community college leadership development, that will prepare college leaders in numbers sufficient to meet the needs of community colleges and districts. It is further the intent of the Legislature that existing programs, including public-private partnerships that provide these leadership programs, continue to provide programs to meet the needs of colleges and districts. It is further the intent of the Legislature that the California State University and the University of California partner with the California Community Colleges in the development of those programs to ensure that they meet the needs of colleges and districts.

(2) It is the intent of the Legislature that the California Community Colleges improve the terms and conditions of administrative employment in community colleges, by providing a qualified administrator with the right to be reinstated to a permanent faculty position at the campus at which he or she is employed as an administrator, if the administrator previously held a tenured faculty position with the California Community Colleges and has not held a faculty position for less than six years, as an incentive to attract outstanding professionals to community college leadership positions.

(d) (1) It is the intent of the Legislature to provide every pupil attending public school in California the benefits of effective, results-based school counseling programs designed to meet their academic, career, personal, and social needs at all grade levels. Because the realization of these benefits for every pupil entails the hiring of additional school counselors and pupil services personnel and the provision of quality staff development programs designed to address new educational demands and expanding pupil needs effectively, it is further the intent of the Legislature that school districts and postsecondary educational institutions collaborate to develop and offer preparation and professional development programs that will prepare fully credentialed counselors and pupil support services personnel to provide academic, psychological, and career guidance to pupils and students, in numbers sufficient to meet the needs of California's schools and colleges.

(2) It is the intent of the Legislature that school districts and postsecondary educational institutions collaborate to identify and recruit candidates to those counseling preparation programs and to employment in the counseling profession.

SECTION 8. Notwithstanding Section 17610 of the Government Code, if the Commission on State Mandates determines that this act contains costs mandated by the state, reimbursement to local agencies and school districts for those costs shall be made pursuant to Part 7 (commencing with Section 17500) of Division 4 of Title 2 of the Government Code. If the statewide cost of the claim for reimbursement does not exceed one million dollars (\$1,000,000), reimbursement shall be made from the State Mandates Claims Fund.