

Course & Section Nos.	EDUC 602 (Sec. 2)
Course Title	Schooling in a Multicultural Society
Class Roster No.	42806
Course Day(s)	Session: August 29 – October 21, 2016 (8 weeks)
Time	Asynchronous - Modules available on Saturdays
Course Location	ONLINE
Semester / Year	Fall 2016
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WELCOME

I am very excited about our online community. I look forward to meeting you through our various activities in each of the modules. Each module has been carefully planned to allow for self-reflection and peer engagement. I am delighted to welcome you to the course and enjoy the journey together. I would like to begin our course with this quote, "We need to help students and parents cherish and preserve the ethnic and cultural diversity that nourishes and strengthens this community - and this nation." ~ Cesar Chavez

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

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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**.
- Because this is a fully-online 8-week course, you should plan on spending approximately 16 hours per week engaged with the learning activities, deliverables, and signature (homework) assignments

REQUIRED TEXTS, MATERIALS AND ACCOUNTS

Required Texts

Blankenstein, A. M. & Noguera, P. (2015). *Excellence through equity: Five principles of courageous leadership to guide achievement for every student*. Alexandria, VA: ASCD. ISBN 978-1-4166-2250-5

Wink, J. (2011). *Critical pedagogy: Notes from the real world*. 4th Edition. Boston, MA: Pearson / Allyn & Bacon. ISBN 13-978-0-13-702873-3

American Psychological Association (2009). *Publication Manual of the American Psychological Association*. ISBN: 978-1-4338-0561-5.

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 through Social Justice Action Plan and Annotated Bibliography.
- Analyze need to 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, equity, and leadership skills through readings, discussions, and Social Justice Action Plan.

Course Online Learning Goals

This course will be taught through online learning, students will:

1. Participate in online learning experiences that provide an opportunity to reflect and experience perspectives from various communities.
2. Experience active learning, interaction, participation and collaboration among students in the online environment.
3. Collaborate with colleagues to build an online community using respectful communication skills that reflect an awareness of self and others, along with an ability to convey ideas in a variety of contexts.
4. Utilize a variety of media and content to achieve content objectives in the online environment.
5. Understand how to utilize a safe, legal and ethical application of digital information and technology including respect for copyright, intellectual property and the appropriate documentation of resources.
6. Participate in projects and assignments that meet content objectives and measure student achievement of learning goals.

MA IN EDUCATION PROGRAM STUDENT LEARNING OUTCOMES (PSLO)

The Master of Arts in Education Program assesses four (4) Program Student Learning Outcomes (PSLOs):

- **PSLO 1: Professional Dispositions** (EDUC 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 Outcome 2:

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 & Equity 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: Completion of all tasks within each module constitutes “**attendance**” for that week. The learning activities in each module take the place of the time you would traditionally spend in class if this were a face-to-face course. The signature assignments are what traditionally constitute “homework.” Modules run from Saturday to Saturday, and all learning activities must be completed each Saturday by midnight. Students who leave two (2) modules incomplete cannot receive an A for the course. Students who leave three (3) modules incomplete cannot receive a B. To be considered “present” for class each week, students must respond to the discussion forums posted by instructor, provide feedback to at least two peers’ responses, submit work to be completed that week online, and either present or respond to a presentation.

Each weekly module is equivalent to 2 weeks of instruction in a regular semester. ***Not participating on an online session will be considered an absence from class.*** Emergencies are considered on a case-by-case basis. However, notifying the instructor does NOT constitute an excuse. All assignments must be turned in on due dates even in case of an absence. Unless extraordinary circumstances are made known, this is NOT negotiable.

These measures are intended to encourage responsibility for one’s own learning in a democratic, presence in class, 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 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.

All work in this course must be the original work of the credential candidate. Scanning of student work via Turnitin™ software may be used to verify student authorship and accurate citation of copyrighted materials or thoughts, ideas, and/or work of others. The instructor may require that some assignments in the course be submitted using the built in Turnitin™ software feature. Students making unauthorized copies of copyrighted materials or microcomputer software will receive a failing grade.

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.

Graduate Writing Assessment Requirement

The California State University maintains a Graduation Writing Assessment Requirement (GWAR) for Master's candidates. This requirement must be achieved prior to Advancement to Candidacy. A Master's candidate will satisfy the graduate writing requirement in EDUC 622 by receiving a passing score on a written product as assessed with the GWAR rubric. Toward the goal of providing opportunity for graduate students in the School of Education to satisfy the writing requirement, papers in graduate classes are expected to adhere to writing and format style guidelines described in the sixth edition of the Publication Manual of the American Psychological Association (aka, APA Manual). This manual is a required across all graduate-level (600-level) courses.

Course Format

Per the CSUSM Online Instruction Policy, EDUC 602 is considered to be online instruction. All course learning experiences will be communicated via the Internet, and students should plan on spending approximately 16 hours per week on course activities. Each module begins with a box on Cougar Courses called "Step-By-Step Instructions," which detail the guiding questions and learning outcomes, explain the learning activities in which students will engage, and describe what deliverables must be submitted to earn credit for completing that module.

Necessary Technical Competency Required of Students

Candidates are required to have the technical expertise to use online browsers (e.g., Firefox) to access information, use the Cougar Courses platform to access and download course content posted at Cougar Courses and submit assignments, and use various forms of technology (e.g., word processing, CSUSM electronic mail, presentation tools such as PowerPoint) to produce course assignments and instruct others for assignments requiring in-class instruction by candidates. The following link:

<https://cc.csusm.edu/mod/page/view.php?id=27208>; details the technical requirements necessary for online learning and identifies resources for support and technical assistance as necessary.

Please save a digital copy of 1-2 signature assignments for your use in your comprehensive evaluation portfolio (CEP). All signature assignments are submitted online at Cougar Courses; deliverables for the learning activities are submitted electronically in a variety of formats as described by each modules "Step-By-Step Instructions."

Contact Information for Technical Support Assistance

For technical support assistance, please contact the CSUSM Help Desk - can be reached at 760-750-4790. See information on the various ways in which students may get technical support at <http://www.csusm.edu/sth/support/index.html>

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.

Expected Dispositions for the Education Profession

Education is a profession that has, at its core, certain dispositional attributes that must be acquired and developed. 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 that must be evident in teacher candidates: social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning. These dispositions have observable actions that will be assessed throughout the preparation program. 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.

COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS

Professor reserves the right to change, add to, or delete any material or assignment from the course.

Submission of Assignments

Assignments should be typed in 12-pt font and double-spaced with appropriate headings/subheadings, name, course, date and title, APA format. All work will be submitted electronically online on due dates.

Student Collaboration Policy

This online course requires student collaboration, depending on the assignment. In general, discussions, peer feedback, and presentations will be collaborative.

Class Structure

This course is structured as a graduate-level online course. 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.

Final Exam Statement

There will be no final in-class exam.

Class Participation and Assignment Points

• Attendance, Participation, & Professional Disposition for online classes at instructor's discretion	10 points
• Discussion Leader / Online Reading Discussions	15 points
• Online Classroom Activities	20 points
• Multicultural / Social Justice "Hot Topics"	10 points
• Multicultural Resources / Annotated Bibliographies	20 points
• Critical Pedagogy/Social Justice Action Plan	25 points
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Total 100 points	

Grading Standards and Policy on Late/Missed Work

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 the class meeting. Assignments should be typed and double-spaced. Students who wish to revise an assignment must negotiate the requirements of the revision with the instructor. It is expected that work will be turned in on time. Please discuss individual issues with the instructor. **Points will be deducted if assignments are submitted late (10% penalty per day late; no credit will be awarded if the assignment is one week late).** A minimum of a B- is required to pass this course, because it is a Master of Arts level course (600's).

93 –100 A	90 – 92 A-
87 - 89 B+	83 – 86 B
80 – 82 B- (minimal passing grade)	77 – 79 C+
73 – 76 C	70 – 72 C-

- Attendance/ Active Participation/Professional Dispositions** **10 points**
You are expected to attend all online class sessions and participate actively during all 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. In order to do so, you are expected to complete all required readings and assignments by the assigned date. *Please see attendance policy in this syllabus.* Your professional disposition is related to how you conduct yourself in class and in our online community.
- Discussion Leader / Online Reading Discussions** **15 points**
Individually or in pairs, students will lead a class discussion on assigned readings, choosing the aspects they wish to highlight in the readings for the discussion. **Each student or pair of students will write out 1-2 questions that reference the assigned reading to post to Cougar Course website to lead their discussion.** Students may be asked to be discussion leaders multiple times during the semester.
Discussion Leader: 5 points / Participation in On-Line Discussions: 10 points
DUE: Readings/Discussions throughout the course

3. Assignment 1 - Multicultural / Social Justice “Hot Topics” 10 points

Individually or in pairs, students will have the opportunity to present a “hot topic” in the area of multicultural education / social justice and equity of their choosing to the class. You might consider a hot topic that is going on at your school site (for example, the achievement gap) and look at what is being said about this topic from multiple perspectives. Information provided in your presentation may help class members clarify the direction of their annotated bibliography or impact their social justice action plans. Please submit a 1-2 page write-up of you topic to professor in our assignment submission section of our Cougar Course, and also post your topic for discussion in Module 3 – Week 3, so you can share topic with your peers.

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:

CA Dept. of Education www.cde.ca.gov	North County Times www.nctimes.com	San Diego Union Tribune www.signonsandiego.com
Education Week www.edweek.com	Rethinking Schools www.rethinkingschools.com	Teaching Tolerance www.tolerance.org
CHISPA – Dual Language Education http://www.scoop.it/t/dual-language-education	TED (Technology, Entertainment and Design) www.ted.com	New York Times www.nytimes.com

Posting an MCE / SJE “hot topic (with question):” 5 points / Participation in the On-line Discussion: 5 points DUE: Postings and discussions throughout the course

4. Assignment 2 - Multicultural Resources / Annotated Bibliographies 20 points

Each student will collect **4 peer-reviewed (minimum) multicultural resources** related to your area of emphasis. The multicultural resources you collect can be used as a basis for your thesis or project, or can focus on a specified topic which you can use in your classrooms, schools, and communities. You can also use the bibliography as part of your Social Justice and Equity Action Plan (Assignment 3), as part of your research for your topic. Use reputable educational journal articles of research studies that you will need for the literature review of your MA thesis/project, preferably from peer-reviewed journals. State topic researched in multicultural education as part of heading for this paper. Students will write an annotated bibliography (approximately half a page each) for each resource using APA-style reference format which includes:

- a) List reference in APA format
- b) Write a brief description of the study
- c) Explain participants, setting and procedures of the study
- d) Describe methods used to collect data
- e) Provide results of the study
- f) Write your analysis of the study

Each student will share his/her annotations with everyone in the class through our EDUC 602 course website. **DUE: See course schedule for date.**

5. Assignment 3 (PSLO 2) - Critical Pedagogy/Social Justice Action Plan 25 Points

Your final project is to develop an individual professional action plan that specifically addresses your new understandings of critical pedagogy in relation to schooling in a multicultural society that provides insightful analysis and reflection. Hopefully our readings of critical pedagogy will bring to the table new questions and concerns about your classroom, your students, your school, your district, or your overall professional work. Based on these questions, develop a specific Social Justice and Equity Action Plan that you could enact in your professional role that appropriately address anti-bias and social justice. 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. Based on the issue you “name,” you will develop a specific action plan that you can enact as a professional educator working towards social justice and equity.

Your final paper will consist of a minimum 3-4 page paper discussing the issue you have identified (to name), your thoughts, research, discussion on the issue (to reflect critically) and a detailed description of your action plan (to act).

DUE: Drafts will be peer-reviewed periodically, Final plans and presentations due on the last week of our course.

RUBRIC Discussion Leader / Online Reading Discussions – 15 pts.			
Criteria	Credit Range Minimal or None 0-9 pts.	Credit Range Approaching, 10-12 pts.	Credit Range Meets 13-15 pts.
Comprehensiveness (3 point)	Leader unprepared or minimal effort. Discussion participant response lacked reference to the required readings.	Leader prepared and implemented adequate questions for class discussion on assigned readings. Discussion participant response referenced some of the required readings.	Leader prepared and implemented excellent questions for class discussion on assigned readings. Discussion participant , response referenced all required readings and engaged peers in discussion.
Analysis (6 points)	Leader’s questions provided little or no opportunity for analysis of topic. Discussion participant response lacked an analysis of the readings.	Leader provided adequate questions for analytical dialogue. Discussion participant response included a partial analysis of the assigned readings.	Leader provided excellent questions for analytical dialogue. Discussion participant responses included a comprehensive analysis of the assigned readings.
Insightful Connections (3 point)	Leader did not monitor or provide minimal support to peers. Discussion participant provided no connections between the topic(s) and the candidate’s experiences. Responded to 1- 2 peers during discussion forum.	Leader monitored discussion and engaged peers in insightful connections. Discussion participant provided some connections between the topic(s) and the student’s experiences demonstrated some understanding of the reading topic(s) to practice. Responded to 1- 2 peers during discussion forum.	Leader monitored discussion and engaged peers in insightful connections. Discussion participant provided excellent connections between the topic(s) and the student’s experiences demonstrating application to practice. Responded to at least 2 peers during discussion forum.

Conventions (3 point)	Response written with various errors. Writing distracted the reader's comprehension. Leader and discussion participant followed none/limited directions on how to structure and submit reading reflection. Candidate demonstrated none/limited engagement & participation in group discussions.	Response well written without minimal errors. Leader and discussion participant followed directions on how to structure and submit reading reflection. Candidate demonstrated some engagement & participation in group discussions.	Questions, directions and response well written without errors. Leader and discussion participant followed all directions on how to structure and submit reading reflection. Candidate demonstrated full engagement & participation in group discussions.
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RUBRIC Multicultural / Social Justice "Hot Topics" 10 pts.

Criteria	Credit Range Minimal or None 0-5 pts.	Credit Range Approaching, 6-7 pts.	Credit Range Meets 8-10 pts.
Comprehensiveness (2 point)	Prepared and presented poor or unrelated hot topics for class discussion. Response lacked reference to the required readings.	Prepared and presented adequate hot topics for class discussion. Response referenced some of the required readings.	Prepared and presented excellent hot topics for class discussion. Response to hot topics referenced required readings and other class connections.
Analysis (4 points)	Hot topic inappropriate for analysis. Response lacked an analysis of the readings.	Hot topic adequate for analysis. Response included a partial analysis of the hot topics.	Hot topic excellent for analysis. Responses included a comprehensive analysis of the hot topic with connections to class readings and topics.
Insightful Connections (2 point)	No connections made between the hot topic(s) and the candidate's experiences. Responded to 1 peer during discussion forum.	Connections made between the hot topic(s) and the student's experiences demonstrated some understanding of the material presented. Responded to 1- 2 peers during discussion forum.	Connections were made between the hot topic(s) and the student's experiences demonstrating application to practice. Responded to at least 2 peers during discussion forum.
Conventions (2 point)	Response written with various errors. Writing distracted the reader's comprehension. Candidate followed none/limited directions. Candidate demonstrated none/limited engagement & participation in group discussions.	Response well written without minimal errors. Candidate followed directions. Candidate demonstrated some engagement & participation in group discussions.	Response well written without errors. Candidate has followed all directions. Candidate demonstrated full engagement & participation in group discussions.

RUBRIC Multicultural Resources / Annotated Bibliographies 20 points

Criteria	Developing – 14 pts. & below	Approaching – 15-17 points	Meets – 18-20 points
Content scope of the assignment with regard to producing an annotated bibliography (3 points)	Evidence of research of a multicultural education topic lacks depth . Narrow examination with little or no evidence of criteria being met from the annotated bibliography.	Some evidence indicating some research of multicultural resources in education for topic selection. Criteria met at superficial level through annotated bibliography.	In depth evidence indicating extensive research of resources related to a multicultural topic in education. Substantial evidence criteria met through annotated bibliography.
descriptions of the study: brief description of the study; participants, setting and procedures; methods used to collect data; results; and analysis. (8 points)	Little or no evidence indicating minimal or no descriptions of the study: brief description of the study; participants, setting and procedures; methods used to collect data; results; and analysis. Little or no evidence of criteria being met.	Some evidence indicating some explicit descriptions of the study: brief description of the study; participants, setting and procedures; methods used to collect data; results; and analysis. Criteria met at superficial level.	In depth evidence indicating extensive and explicit descriptions of the study: brief description of the study; participants, setting and procedures; methods used to collect data; results; and analysis. Substantial evidence criteria has been met.
APA format for annotated bibliography (5 points)	Little or no provision of an APA aligned annotated bibliography of 2-4 peer-reviewed sources. Little or no evidence of criteria being met.	APA aligned annotated bibliography of no fewer than 3-4 peer-reviewed sources. Criteria met at superficial level.	APA annotated bibliography of no fewer than 4 highly regarded peer-reviewed sources. Substantial evidence criteria has been met.
Presentation of annotated bibliography (4 points)	Evidence of presentation of annotated bibliography to peers lacks depth . Narrow examination with little or no evidence of criteria being met.	Some evidence indicating adequate presentation of annotated bibliography to peers. Criteria met at superficial level.	In depth evidence indicating excellent presentation of annotated bibliography to peers. Substantial evidence criteria has been met.

RUBRIC PSLO 2: Leadership – Critical Pedagogy / Social Justice Action Plan
25 points

	Advanced 25 points	Early Advanced 20 points	Intermediate 15 points	Early Intermediate 10 points	Beginning 5 points
Content/Structure and appropriately address Anti-Bias and Social Justice	The scope and focus of the topic is very clear. The content directly attends to issues related to social justice. The organization or structure demonstrates a clear objective, measurable outcome, or appropriateness to the particular grade level and subject and population being taught.	The scope and focus of the topic is clear. The content attends to issues related to social justice. The organization or structure demonstrates an objective, measurable outcome, or appropriateness to the particular grade level and subject and population being taught.	The scope and focus of the topic is somewhat clear. The content attends to issues related to social justice. The organization or structure somewhat demonstrate a clear objective, measurable outcome, or appropriateness to the particular grade level and subject and population being taught.	The scope and focus of the topic is somewhat unclear. The content attends somewhat to issues related to social justice. The organization or structure somewhat demonstrate a clear objective, measurable outcome, or appropriateness to the particular grade level and subject and population being taught.	The scope and focus of the topic is not very clear. The content does not or very minimally attends to issues related to social justice. The organization or structure does not demonstrate a clear objective, measurable outcome, or appropriateness to the particular grade level and subject and population being taught.
Analysis and effectiveness of plan	The sequence of the action plan is very feasible or appropriate to achieve the stated objectives and outcomes. Citations are thoroughly quoted from the course texts and/or are responded to clearly and cogently. Evidence from instruction, personal experience and discussions are provided in a coherent manner. The plan consistently demonstrates <u>remarkable</u> insightfulness, analysis and reflectiveness.	The sequence of the action plan is feasible or appropriate to achieve the stated objectives and outcomes. Citations are quoted from the course texts and/or are responded to clearly and cogently. Evidence from instruction, personal experience and discussions are provided. The plan demonstrates insightfulness and reflectiveness.	The sequence of the action plan is somewhat feasible or appropriate to achieve the stated objectives and outcomes. Citations are quoted from the course texts and/or are responded to clearly and cogently. Evidence from instruction, personal experience and discussions are provided. The plan somewhat demonstrates insightfulness and reflectiveness.	The sequence of the action plan is infeasible or inappropriate to achieve the stated objectives and outcomes. Citations may or may not be quoted from the course texts and/or are not responded to clearly and cogently. Evidence from instruction, personal experience and discussions may or may not be provided. The plan weakly demonstrates insightfulness and reflectiveness.	The sequence of the action plan is unfeasible or inappropriate to achieve the stated objectives and outcomes. Citations are not quoted from the course texts and/or are not responded to clearly and cogently. Evidence from instruction, personal experience and discussions are not provided. The plan does not demonstrate insightfulness and reflectiveness.
Mechanics	Grammar, spelling, punctuation, and use of citations are strong.	Grammar, spelling, punctuation, and use of citations are good.	Grammar, spelling, punctuation, and use of citations are acceptable.	Grammar, spelling, punctuation, and use of citations are weak.	Grammar, spelling, punctuation, and use of reference texts or citations are frequently weak.

RUBRIC for Professional Disposition

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
<p><u>1. Social Justice and Equity</u></p> <p>Candidates appreciate the languages, communities, and experiences learners bring to the classroom. Candidates advocate for and support marginalized communities and individuals.</p>	<p>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.</p> <p>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 provide learning experiences that meet the needs of all students. Fails to provide extra assistance or</p>	<p>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.</p>	<p>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</p>	<p>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 diverse perspectives. Consistently interacts in ways that consider individual differences and life experiences. Takes care to provide appropriate experiences for all students.</p> <p><i>Works to influence others'</i></p>

Disposition	Unacceptable 1	Approaches Target 2	Meets Target 3	Meets Advanced Target 4
	<p>alternative learning experiences when needed. Repeatedly excludes some students from learning experiences. Gives preferential treatment to some students.</p>		<p>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.</p>	<p><i>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.</i></p>
<p><u>2. Collaboration</u></p> <p>Candidates practice the skills of collaboration in their professional interactions with instructors, advisors, students, colleagues, parents/guardians/caregivers and those in the wider community.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p> <p><i>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).</i></p>

Disposition	Unacceptable 1	Approaches Target 2	Meets Target 3	Meets Advanced Target 4
<p><u>3. Critical Thinking</u></p> <p>Candidates analyze various professional contexts, resulting in more informed decision-making about professional practice.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p> <p><i>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.</i></p>
<p><u>4. Professional Ethics</u></p> <p>Candidates make and act on well-reasoned, principled judgments.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p> <p><i>Actively seeks or leads forums to advocate for professional conditions and resources that will improve learning outcomes for students or the profession.</i></p>

Disposition	Unacceptable 1	Approaches Target 2	Meets Target 3	Meets Advanced Target 4
<p><u>5. Reflective Teaching and Learning</u></p> <p>Candidates critically review their professional practice and the impact it has on student success.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p> <p><i>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.</i></p>
<p><u>6. Life-Long Learning</u></p> <p>Candidates recognize the need for and are committed to actively seeking new knowledge, skills and experiences.</p>	<p>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</p>	<p>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.</p> <p>Usually meets professional</p>	<p>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</p>	<p>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</p>

Disposition	Unacceptable 1	Approaches Target 2	Meets Target 3	Meets Advanced Target 4
	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>concepts, experiences, and content. Consistently seeks and uses contemporary theory, research, and data-based evidence to inform instruction.</p> <p><i>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.</i></p>

Tentative Course Schedule

The following page includes a tentative course schedule. Professor may adjust readings or assignments as dictated by the needs of the course.

TENTATIVE COURSE SCHEDULE

EDUC 602 - Schooling in a Multicultural Society Tentative Online Class Modules Fall 2016 Updated 8/16/2016			
Week Start Day	Module	Topics	Readings & Assignments
Week Prior to Course Starting Aug 22, 2016	0	Getting Started <ul style="list-style-type: none"> • Elements of online community • Preview our Cougar Course • Practice 	<u>Preview:</u> Text and syllabus <u>Schedule:</u> 18 hours per week to devote to the course
Week 1 Aug 29, 2016	1 released Saturday prior to start	Achieving Excellence through Equity <ul style="list-style-type: none"> • Introductions / Syllabus Overview • Conceptions / Misconceptions of Culture and Multicultural Education • Identity Exploration • Achieving Excellence through Equity for Every Student • Selecting "Hot Topics" & rubric (Assignment 1) 	Read textbook: <i>Introduction</i> and Ch 2 – <i>Path to Equity</i> (Blankstein & Noguera, 2015) See Cougar Course: <i>15 Misconceptions about Multicultural Education</i> (Aldridge, Calhoun & Aman, 2000) Complete module activities and weekly reading discussions.
Week 2 Sept. 5, 2016	2 released Saturday	Getting to the Core <ul style="list-style-type: none"> • Exploring Our Own Biases & Privileges • White Privilege • Teaching for Tolerance - Prejudices, Stereotypes and Discrimination • Introducing Critical Pedagogy • Transformative Power of Equity in Action • Selecting topic for annotated bibliography & rubric (Assignment 2) 	Read textbooks: Ch 3 – <i>Detracking</i> ; Ch 4 – <i>Voices & Hearts of Youth: Transformative Power of Equity in Action</i> ; (Blankstein & Noguera, 2015) <i>Ch 1 – CP Get into This?</i> (Wink, 2011) See Cougar Course: <i>White Privilege: Unpacking the Invisible Knapsack</i> (McIntosh, 1990) Complete module activities and weekly reading discussions.
Week 3 Sept. 12, 2016	3 released Saturday	Organizational Meaning <ul style="list-style-type: none"> • Examining Critical Pedagogy • Critical Examination of English Learners • Addressing Culturally and Linguistically Diverse (CLD) Students • Multicultural /Social Justice "Hot Topics" 	Read textbooks: <i>Ch 5 – Empowering Students and Teachers</i> ; <i>Ch 6 – Human Capital</i> ; <i>Ch 7 – Personalized Learning</i> ; (Blankstein & Noguera, 2015) <i>Ch 2 – CP What in the World?</i> (Wink, 2011) Complete module activities and weekly reading discussions. 9/17 Due Assignment 1 - "Hot Topics" Discussions
Week 4 Sept. 19, 2016	4 released Saturday	Journey Towards Equity <ul style="list-style-type: none"> • Theoretical frameworks for Critical Pedagogy • Emergent Bilinguals and Immigrants 	Read textbooks: Ch 9 – <i>Bilinguals & Immigrant Youth</i> ; Ch 11 – <i>Focusing on Equity</i> ; (Blankstein & Noguera, 2015)

		<ul style="list-style-type: none"> Funds of Knowledge Ensuring Excellence and Opportunities to Learn in Special Education – From Good to Great 	<p><i>Ch 3 – CP Where Did it Come From? (Wink, 2011)</i></p> <p><i>In CC please download: Family Stories Project (Dworin, 2006)</i></p> <p>Complete module activities and weekly reading discussions.</p>
Week 5 Sept. 26, 2016	5 released Saturday	<p>Building Sustainable Relationships</p> <ul style="list-style-type: none"> Problem Posing in Critical Pedagogy Redesigning Instruction to Increase Achievement - Closing the Gap Equity through Elementary Achievement and Expanded Learning Time Developing Social Justice Action Plans & rubric for Assignment 3 	<p>Read textbooks: <i>Ch 12 - Achievement in Elementary; Ch 13 – Excellence for All Students; Ch 14 – Expanded Learning;</i> (Blankstein & Noguera, 2015)</p> <p><i>Ch 4 – CP How do you do it? (Wink, 2011)</i></p> <p>Complete module activities and weekly reading discussions.</p> <p>10/1 Due Assignment 2 – Annotated Bibliography & Presentations</p>
Week 6 Oct. 3, 2016	6 released Saturday	<p>From Failure to New Vision</p> <ul style="list-style-type: none"> Restrictive Language Policies and Inequities for English Learners Teaching as a Political Act Social Justice Action Plan Discussions Effective Teacher Practices 	<p>Read textbooks Ch 15 – <i>Iniquities of Inequities</i> (Blankstein & Noguera, 2015)</p> <p><i>Online CC Readings: Moving from Failure to a New Vision of Language Policy (Gándara & Orfield, 2010)</i></p> <p>Complete other module readings and activities and weekly reading discussions.</p>
Week 7 Oct. 10, 2016	7 released Saturday	<p>Why in The World Does it Matter?</p> <ul style="list-style-type: none"> How to Teach for Social Justice Revisit Reflective Statements 5 Principles for Courageous Leadership Social Justice & Equity Action Plan – Drafts/Peer Analysis & Feedback PSLO 2 - Does your SJE Action Plan matter? Does it provide leadership in your community? How is Critical Pedagogy woven into your SJE Action Plan? See PSLO rubric. 	<p>See Cougar Course: <i>Teaching To and Through Cultural Diversity</i> (Gay, 2013); Literacy Instruction: Process of Praxis (Cardiero-Kaplan, 2008); & Read pp. 25-27 to reexamine the 5 Core Principles of Courageous Leadership outlined in our textbook(Blankstein & Noguera, 2015)</p> <p>Read textbook: <i>Ch 5 – CP Does it matter? (Wink, 2011)</i></p> <p>Complete module activities and weekly reading discussions.</p>
Week 8, Oct. 17, 2016 Course ends Friday, Oct. 21	8 released Saturday	<p>Social Justice and Equity in Action – Final Plans</p> <ul style="list-style-type: none"> Undocumented Latino Youth Critical Pedagogy / Social Justice Action Plans Who Are We As Teachers & Leaders...Now Course Evaluations 	<p>See Cougar Course: <i>Rethinking the American Dream</i> (Clark-Ibanez, 2015)</p> <p>Complete module activities and weekly reading discussions.</p> <p>10/21 Due Assignment 3 – Critical Pedagogy/Social Justice Action Plans</p>
Final Exam		There will be NO final exam for this course.	N/A

All assignments, requirements and due dates are available in our Cougar Course. Participants should check regularly for updates under Announcements and Modules. Professor has the right to alternate or make changes to the schedule.

CHECKLIST FOR ASSIGNMENTS

EDUC 602

DR. HERNÁNDEZ

Assignments	Possible Points	Points Earned	Upload assignment to...
Attendance, Participation & Personal Disposition	10 points	Professor's discretion	N/A
Discussion Leader / On-Line Reading Discussions	15 points		Cougar Course
Online Classroom Activities	20 points		Cougar Course
Assignment 1 – Multicultural / Social Justice “Hot Topics”	10 points		Cougar Course
Assignment 2 – Multicultural Resources / Annotated Bibliographies	20 points		Cougar Course
Assignment 3 – Critical Pedagogy/Social Justice Action Plan	25 points		Cougar Course
Total	100 points		

NOTES: