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***EDUC 3301 TEACHING DIVERSE LEARNERS***

***Fall 2018***

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**Office Hours:** By Appointment ONLY

**Section Information:** EDUC 3301.001

**Class Meeting Time:** MWF 10AM-11:00AM

**Time and Place of Class Meetings:** Science Hall 330

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**Description of Course Content:** A survey course that focuses on effective differentiated instruction, assessment, and management strategies for working with diverse learners to build capacity for constructing a culturally responsive learning environment. Designed to provide increased self-awareness and insight into issues of diversity. Additionally, students will examine education law and models related to diverse learners as well as strategies for working with parents and families of diverse learners. Students will evaluate multicultural context, demographics, and practices at a local school. This course requires students to spend a minimum of 20 hours a semester in a K-12 classroom.

**Student Learning Outcomes:** The learner will:

* *study the research on race, ethnicity, culture, socioeconomic status, gender, language, religion, exceptionality, age, individual difference/ability and analyze related instructional connections*
* *demonstrate knowledge of the diversity present in the community, school, and nation, noting demographic shifts*
* *profile and analyze local school and classroom demographics noting issues related to race, ethnicity, culture, socioeconomic status, gender, language, religion, exceptionality, age, individual difference/ability*
* *identify terms and concepts related to diversity in educational settings*
* *demonstrate knowledge of issues and trends in curriculum and instruction related to the accommodation and modification of environment and instruction for diverse populations*
* *demonstrate knowledge of legal issues and school responsibilities in relation to differing ability levels and exceptional populations (gifted and talented, learning disabled, speech/vision/hearing impaired, physical/emotional disability), inclusion, language diversity (bilingual education and English as a Second Language), gender issues (i.e., Title IX), religion in the schools (school prayer, tuition tax credits, censorship), and instructional responsibility in relation to special language needs of students*
* *identify verbal and nonverbal communication behaviors that might vary across different language/cultural groups and discuss how these can lead to communication difficulties in the classroom;*
* *demonstrate the ability to modify and accommodate instruction, assessment, and curricular materials to meet the needs of diverse populations in classrooms*
* *increase awareness and appreciation of the diversity in society with a particular emphasis on diversity of students, classrooms, and school environments*
* *research and discuss diversity from the perspective of a classroom teacher through immersion into a school environment and work with diverse student populations*

**Required Textbooks and Other Course Materials:**

Gollnick, D. M., & Chinn, P. C. (2002). *Multicultural education in a pluralistic society (10th Edition)*. Upper Saddle River, N.J: Merrill (eText with Loose-Leaf Version/Access Card Package)

**Course Readings:**

1. Ladson-Billings, G. (1995). But that’s just good teaching! The case for culturally relevant pedagogy. *Theory Into Practice, 34*(3), 159-165.
2. Judge, S., Puckette, K., and Bell, S.M. (2006). Closing the digital divide:  Update from the early childhood longitudinal study.  *The Journal of Education Research*, 100(1), 52-60. <http://abrill.wiki.usfca.edu/file/view/Closing%20DD%20(elementary).pdf>
3. Scieszka, J. (1995). *The true story of the three little pigs*. New York, NY: Viking Press.
4. McIntosh, P. (1989), White privilege: unpacking the invisible knapsack. *Peace and Freedom, 49*, 10-12.
5. Aksu, B. (2005, April). Barbie against Superman, Retrieved from <http://dergipark.ulakbim.gov.tr/jlls/article/viewFile/5000084126/5000078226>
6. Pollock, M. (2006). Everyday Antiracism in Education, Retrieved from <http://www.understandingrace.org/resources/pdf/rethinking/pollock.pdf>

Videos:

1. “The Danger of The Single Story” TED Talk by Chimamanda Ngozi Adichie <https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story>
2. The Freedom Writers <http://www.youtube.com/watch?v=DcvsWXrS2PI>
3. “I have a dream” speech: <https://www.youtube.com/watch?v=1UV1fs8lAbg>
4. (3) It’s Elementary: Talking About Gay Issues in School <https://www.youtube.com/watch?v=EzrznSpf8V4&list=PL26179B5217BD52B9> (parts 1-5)
5. Gender gaps in STEM Education Section 1-- <http://www.youtube.com/watch?v=fW49eH9yg7E>  and Section 2 --<http://www.youtube.com/watch?v=KHBffQCUMSk>
6. Skin Color Experiment: <http://www.youtube.com/watch?v=JcAuO0PNnrs>
7. "Race: The Power of Illusion" Clip 1: <https://www.youtube.com/watch?v=Y8MS6zubIaQ>
8. Clip 2: <https://www.youtube.com/watch?v=GyuKJAG11Cw>
9. How Racist Are You? Jane Elliot’s Blue Eyes/Brown Eyes Exercise: <https://www.youtube.com/watch?v=Nqv9k3jbtYU>

**Assignments:**

* Assignments: 20% (120 pts)
* Peer Collaboration and Activities--Attendance and class activities 15% (90 pts)
* Quizzes: 10% (60 pts)
* Midterm: 20% (120 pts)
* Final: 20% (120 pts)
* School Profile Project: 15% (90 pts)

*Total: 100% (600 pts)*

**Reading Assignment (For Directions and Rubric, See Appendix E and F)**

      5 Terms/Concepts:  Select five terms/concepts from the readings whose meanings are important to an understanding of the author's ideas and/or the concepts presented in the chapter. List the term, the page number on which it appears, and a definition (from an online dictionary or as your textbook author defines it). Cite the source of the definition.

      4 Passages: As you read, you should underline or highlight key passages (a few sentences or phrases) that you think are important to understanding the reading.  Select four of the passages that you think are most important. Copy the passages into your Countdown paper along with the page numbers. Write a 2-3 sentence explanation about why you selected each passage as important.

      3 Main Ideas:  What do you think the author wants you to remember after having read these chapters? Think of three key points or main ideas that the author is attempting to get across through his or her writing. Write a sentence or two for each main idea. These main ideas should *synthesize* the reading in your own words.  They should *not* consist of *direct quotes* from the reading.

      2 Connections: In 3-5 sentences each, make two connections between this reading and something else you’ve read or experienced. For example, respond to one or more of the following questions: How does this reading relate to any of the other assigned readings for this class? Did this reading remind you of something else you’ve read in another class?  Have you had an experience that relates to something the author discusses?

      1 Question: Write a question that you would like to ask the author or your classmates.  This should be a question in which you seek to extend or clarify your thinking about the content of the chapter.  We will discuss the questions in class.

**Differentiated Instruction Assignment (See Appendix E)**

* For this assignment, you will create a differentiated lesson plan that demonstrates your knowledge for differentiating instruction to improve student learning, including making accommodations and modifications for students with exceptionalities (i.e., learning disabilities, English Learners, and other). Instructions will be provided in class.

**School Profile Assignment (See Appendices C & D) – (NOTE: This is a TK20 Assignment)**

* This major assignment will require you to observe actions of administrators, faculty, and students to understand diversity in todays’ schools. Your analysis will be large scale (e.g., school) and small scale (e.g., classroom). Based on what you have learned during class this semester and what you observed at your field placement, you will analyze your findings, provide recommendations, and share your reflections. More details will be provided in class.

**Tk20:** You will be using Tk20, a comprehensive data management system, and you must purchase it. The College of Education has adopted Tk20 to provide us with powerful tools to manage our growth and streamline our processes to enable us to meet your needs more efficiently and effectively. The set of Tk20 tools that is required as a course text is called Tk20 HigherEd. We understand that textbooks and materials can be expensive, and we strive to not create an unnecessary financial burden when we select textbooks for courses. Tk20 is a purchase that you will use throughout your program, but you purchase it once. The following listing provides key details about the use of Tk20 in your program of study.

* Tk20 will be the place where you submit key performance artifacts and build your academic performance portfolio.
* Tk20 also serves as the centralized location for submitting program forms and field placement documents.
* Tk20 will help ensure continuous quality of programs and preparation, which will result in a better experience for you and increase the value of the degrees and certifications you complete here.
* For designated key assessment assignments, you must submit your work in both Tk20 and in Blackboard to receive credit.
* It is best to purchase Tk20 during the initial weeks of your first course so that you have access to Tk20 for submitting work on time.
* You will not be penalized for any Tk20 technical problems that cannot be avoided, but you must have access to TK20 so that you can submit work once any technical delays are addressed.
* On-line tutorials and training materials have been organized to orient you to the Tk20 system, and information is provided to address questions you have and how to purchase Tk20: <https://www.uta.edu/coed/academics/tk20/index.php> .​

**Professional Dispositions:** Each student/candidate in the College of Education at UTA will be evaluated on Professional Dispositions by the faculty and staff in each professional education course per semester. These dispositions are identified as essential for a highly-qualified professional. Instructors and program directors will work with students/candidates rated as “unacceptable” in one or more stated criteria. The student/candidate will have an opportunity to develop a plan to remediate any digressions. If digression(s) are not, or cannot be successfully remediated as in the case of an egregious digression, a determination will be made by Committee on continuation or dismissal from the College of Education. <https://www.uta.edu/coed/_downloads/Policy_and_Guidelines_for_Professional_Dispositions_Approved_2-7-2017.pdf>

**The College of Education Conceptual Framework** serves as a guide for our professional education programs. It highlights our commitment to excellence across courses and clinical experiences and reflects current research and alignment to professional standards. This document describes how we are dedicated to the development of highly skilled and ethical education professionals who are also intellectual and educational leaders. The UTA College of Education Conceptual Framework may be found at this link: <http://www.uta.edu/coed/about/conceptual-framework.php>

**Attendance:** At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. Each faculty member is free to develop his or her own methods of evaluating students’ academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section. While UTA does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients “begin attendance in a course.” UTA instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Blackboard. This date is reported to the Department of Education for federal financial aid recipients. As the instructor of this course, attendance is mandatory and attendance will be taken each time class meets. Every three absences could reduce your grade by one letter grade, unless you can produce a valid excuse for the absences.

**Grading**: Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels; see “Student Support Services,” below.

Breakdown of grading for the course:

* Assignments: 20% (120 pts)
* Peer Collaboration and Activities--Attendance and class activities 15% (90 pts)
* Quizzes: 10% (60 pts)
* Midterm: 20% (120 pts)
* Final: 20% (120 pts)
* School Profile Project: 15% (90 pts)

*Total: 600*

**Make-up Exams**: At the discretion of the instructor.

**Expectations for Out-of-Class Study**: Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional 3 hours per week of their own time in course-related activities, including reading required materials, completing assignments, preparing for exams, etc.

**Grade Grievances**: Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current University Catalog. Every school or college must create his/her/its own grade grievance policy. For undergraduate courses, see <http://catalog.uta.edu/academicregulations/grades/#undergraduatetext>; for graduate courses, see <http://catalog.uta.edu/academicregulations/grades/#graduatetext>. For student complaints, see <http://www.uta.edu/deanofstudents/student-complaints/index.php>.

**Drop Policy:** Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance**. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://wweb.uta.edu/aao/fao/)>.

**Disability Accommodations:** UTA is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including *The Americans with Disabilities Act (ADA), The Americans with Disabilities Amendments Act (ADAAA),* and *Section 504 of the Rehabilitation Act.* All instructors at UTA are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of **a letter certified** by the Office for Students with Disabilities (OSD).Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting: **The Office for Students with Disabilities, (OSD)** [www.uta.edu/disability](http://www.uta.edu/disability) or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability).

Counseling and Psychological Services (CAPS) [www.uta.edu/caps/](http://www.uta.edu/caps/) or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

**Non-Discrimination Policy:** *The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit*[*uta.edu/eos*](http://www.uta.edu/hr/eos/index.php)*.*

**Title IX Policy:** The University of Texas at Arlington (“University”) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated.*For information regarding Title IX, visit* [www.uta.edu/titleIX](http://www.uta.edu/titleIX) or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or [jmhood@uta.edu](file:///C:\Users\hannabas\AppData\Local\Microsoft\Windows\Temporary%20Internet%20Files\Content.Outlook\697W32M3\jmhood@uta.edu).

**Academic Integrity:** Students enrolled all UTA courses are expected to adhere to the UTA Honor Code:

*I pledge, on my honor, to uphold UTA’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

UTA faculty members may employ the Honor Code in their courses by having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents’ Rule* 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University. Additional information is available at <https://www.uta.edu/conduct/>. More information, including tutorials related to plagiarism can be found at the following links: http://libguides.uta.edu/copyright/plagiarism and <http://library.uta.edu/plagiarism/>.

**Electronic Communication:** UTA has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

**Campus Carry:** Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit <http://www.uta.edu/news/info/campus-carry/>

**Student Feedback Survey:** At the end of each term, students enrolled in face-to-face and online classes categorized as “lecture,” “seminar,” or “laboratory” are directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback via the SFS database is aggregated with that of other students enrolled in the course. Students’ anonymity will be protected to the extent that the law allows. UTA’s effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit <http://www.uta.edu/sfs>.

**Final Review Week:** for semester-long courses**,** a period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

**Emergency Exit Procedures:** Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, which is located [insert a description of the nearest exit/emergency exit]. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

Evacuation plans may be found at <http://www.uta.edu/campus-ops/ehs/fire/Evac_Maps_Buildings.php>. In the case that you are unable to ascertain this information in time for your syllabus, you must be sure to explain to your students on day one how best to exit the building. Inclusion of this verbiage as well as a brief discussion on the matter with your students at the beginning of the term is mandated by UTA Procedure 7-6: Emergency/Fire Evacuation Procedures ([http://www.uta.edu/police/Evacuation Procedures.pdf](http://www.uta.edu/police/Evacuation%20Procedures.pdf)). Please subscribe to the MavAlert system at <https://mavalert.uta.edu/> or <https://mavalert.uta.edu/register.php>. The University of Texas at Arlington has prepared a tutorial about what to do in the case of an active threat on the UTA campus. This tutorial can be found at <http://police.uta.edu/activeshooter>.

**Student Support Services**:UTA provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include [tutoring](http://www.uta.edu/universitycollege/current/academic-support/learning-center/tutoring/index.php), [major-based learning centers](http://www.uta.edu/universitycollege/resources/college-based-clinics-labs.php), developmental education, [advising and mentoring](http://www.uta.edu/universitycollege/resources/advising.php), personal counseling, and [federally funded programs](http://www.uta.edu/universitycollege/current/academic-support/mcnair/index.php). For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to [resources@uta.edu](mailto:resources@uta.edu), or view the information at <http://www.uta.edu/universitycollege/resources/index.php>.

**University Tutorial & Supplemental Instruction** (Ransom Hall 205): UTSI offers a variety of academic support services for undergraduate students, including: 60 minute one-on-one [tutoring](http://www.uta.edu/universitycollege/current/academic-support/learning-center/tutoring/index.php) sessions, [Start Strong](http://www.uta.edu/universitycollege/current/academic-support/learning-center/tutoring/start-strong.php) Freshman tutoring program, and [Supplemental Instruction](http://www.uta.edu/universitycollege/current/academic-support/learning-center/si/index.php). Office hours are Monday-Friday 8:00am-5:00pm. For more information visit [www.uta.edu/utsi](http://www.uta.edu/utsi) or call 817-272-2617.

**The IDEAS Center (**2nd Floor of Central Library) offers **FREE** tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UTA. Students can drop in, or check the schedule of available peer tutors at www.uta.edu/IDEAS, or call (817) 272-6593.

**The English Writing Center (411LIBR)**: The Writing Center offers **FREE** tutoring in 15-, 30-, 45-, and 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Register and make appointments online at https://uta.mywconline.com. Classroom visits, workshops, and specialized services for graduate students and faculty are also available. Please see [www.uta.edu/owl](http://www.uta.edu/owl) for detailed information on all our programs and services.

The Library’s 2nd floor Academic Plaza offers students a central hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the library’s hours of operation. <http://library.uta.edu/academic-plaza>

**Emergency Phone Numbers**: In case of an on-campus emergency, call the UTA Police Department at **817-272-3003** (non-campus phone), **2-3003** (campus phone). You may also dial 911. Non-emergency number 817-272-3381

Faculty members should feel free to incorporate any of the following information into your course syllabus or other course materials.

**LIBRARY** [**library.uta.edu**](http://library.uta.edu/)

**RESOURCES FOR STUDENTS**

**Research or General Library Help**

Academic Plaza Consultation Services [library.uta.edu/academic-plaza](http://library.uta.edu/academic-plaza)

Ask Us [ask.uta.edu/](http://ask.uta.edu/)

Library Tutorials [library.uta.edu/how-to](http://library.uta.edu/how-to)

Subject and Course Research Guides [libguides.uta.edu](http://libguides.uta.edu/)

Librarians by Subject [library.uta.edu/subject-librarians](http://library.uta.edu/subject-librarians)

Research Coaches <http://libguides.uta.edu/researchcoach>

**Resources**

A to Z List of Library Databases [libguides.uta.edu/az.php](http://libguides.uta.edu/az.php)

Course Reserves [pulse.uta.edu/vwebv/enterCourseReserve.do](http://pulse.uta.edu/vwebv/enterCourseReserve.do)

FabLab [fablab.uta.edu/](http://fablab.uta.edu/)

Scholarly Communications (info about digital humanities, data management, data visualization, copyright, open educational resources, open access publishing, and more) <http://library.uta.edu/scholcomm>

Special Collections [library.uta.edu/special-collections](http://library.uta.edu/special-collections)

Study Room Reservations [openroom.uta.edu/](http://openroom.uta.edu/)

**Teaching & Learning Services for Faculty**

Copyright Consultation [library-sc@listserv.uta.edu](http://library-sc@listserv.uta.edu)

Course Research Guide Development, Andy Herzog [amherzog@uta.edu](http://amherzog@uta.edu) or your subject librarian

Data Visualization Instruction, Peace Ossom-Williamson [peace@uta.edu](http://peace@uta.edu)

Digital Humanities Instruction, Rafia Mirza [rafia@uta.edu](http://rafia@uta.edu)

Graduate Student Research Skills Instruction, Andy Herzog [amherzog@uta.edu](http://amherzog@uta.edu) or your subject librarian

Project or Problem-Based Instruction, Gretchen Trkay [gtrkay@uta.edu](http://gtrkay@uta.edu)

Undergraduate Research Skills Instruction, Gretchen Trkay [gtrkay@uta.edu](http://gtrkay@uta.edu) or your subject librarian.

**OTHER RESOURCES**

Environmental Health & Safety (<http://www.uta.edu/ehsafety>)

**Assignment Calendar**

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| **Week** | **Topic** | **Readings** | **Assignments** |
| Week  1  August 22, 2018 | Introduction  Foundations of Multicultural Education | Ch. 1 Foundations of Multicultural Education  Sign up for TK20  Video: The Danger of the Single Story (TED Talk)  by Chimamanda Ngozi Adichie  1. What is your positionality? 2. Are you woke? |  |
| Week  2  August 27, 2018 | Foundations of Multicultural Education  Race and Ethnicity  Assign School Profile Project | Ch. 2 Race and Ethnicity  Watch:  Freedom Rider video  *Other Readings as assigned*  Article: Navigating STEM-worlds: Applying a lens of intersectionality to the career identity development of underrepresented female students of color.”  <https://www.emeraldinsight.com/doi/abs/10.1108/JME-12-2015-0049> | *Quiz--Chapters 1-2*  Assign School Profile Project |
| Week  3  Sept 3, 2018 | Race/Ethnicity  Cultural Responsiveness  Understanding Cultural Background | Ch. 11 Education That is Multicultural  Readings: Cultural Responsiveness  Video: MLK “I have a dream” Speech  Write cultural background before class; post  *Other Readings as assigned* | *Reading Assignment Ch. 1-2, 11* |
| Week  4  Sept 10, 2018 | Class & Socioeconomic Status | Chapter 3:  Class and Socioeconomic Status  Article: Closing the Digital Divide  *Other Readings as assigned* |  |
| Week  5  Sept 17, 2018 | Gender & Sexual Orientation | Chapter 4: Gender  Chapter 5: Sexual Orientation | *Reading Assignment Ch. 3 - 5*  *Quiz--Chapter 3, 4, 5*  *Reminder:  Collect School Profile Data* |
| Week  6  Sept 24, 2018 | Religion & Language  Progress on School Profile | Chapter 7: Language  Chapter 8: Religion | *Reminder:  Collect & Analyze School Profile Data* |
| Week  7  Oct 1, 2018 | Applying What We’ve Learned: Cultural Responsiveness & Review | Ch. 11 Education That is Multicultural  Resource: <https://www.tolerance.org/>  Article: Green, A. L., & Stormont, M. (2018). Creating culturally responsive and evidence-based lessons for diverse learners with disabilities. *Intervention in School and Clinic*, *53*(3), 138-145. <http://journals.sagepub.com/doi/pdf/10.1177/1053451217702114>  Article: Kourea, L., Gibson, L., & Werunga, R. (2018). Culturally Responsive Reading Instruction for Students With Learning Disabilities. *Intervention in School and Clinic*, *53*(3), 153-162. <http://journals.sagepub.com/doi/pdf/10.1177/1053451217702112>  Quiz: Ch. 7 & 8 | *Reading Assignment Ch. 7-8 and provided resources and articles* |
| Week  8  Oct 8, 2018 | **Mid-Term Exams** |  | **Mid-Term Exams** |
| Week  10  Oct 15, 2018 | Geography & The Youth Culture | Chapter 9: Geography  Chapter 10: The Youth Culture | *Reading Assignment Ch. 9-10* |

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| **Week** | **Topic** | **Readings** | **Assignments** |
| Week  11  Oct 22, 2018 | Exceptionality  School Profile Draft--In class editing  Data Driven Decisions  Assistive technology and other tools for exceptionalities | Chapter 6: Exceptionality  *Other Readings as assigned*  *Exceptionalities:* [*https://www.teachervision.com/students-exceptionalities*](https://www.teachervision.com/students-exceptionalities)  *IRIS:  Exceptionalities:* [*https://iris.peabody.vanderbilt.edu/module/div/cresource/q2/p05/*](https://iris.peabody.vanderbilt.edu/module/div/cresource/q2/p05/)  [*https://www.teachingchannel.org/videos/differentiating-instruction*](https://www.teachingchannel.org/videos/differentiating-instruction)  [*https://www.edweek.org/tm/articles/2013/04/08/fp\_armstrong.html*](https://www.edweek.org/tm/articles/2013/04/08/fp_armstrong.html)  *Understanding Assistive Technology:* [*https://www.edutopia.org/blog/film-festival-assistive-technology*](https://www.edutopia.org/blog/film-festival-assistive-technology)  [*https://www.ctdinstitute.org/library/2017-10-05/intro-assistive-technology-video*](https://www.ctdinstitute.org/library/2017-10-05/intro-assistive-technology-video)  The Difference Between IEPS and 504 Plans", originally from the National Center for Learning Disabilities  <https://www.understood.org/en/school-learning/special-services/504-plan/the-difference-between-ieps-and-504-plans?gclid=EAIaIQobChMI6cajqpzS2AIVRbXACh20ZgZxEAAYASAAEgKu-PD_BwE>  Assistive Technology  Ok, M.W. and K. Roa. (2017) Using a digital pen to support secondary students with learning disabilities. Intervention in School and Clinic, 53(1):36-43. <http://journals.sagepub.com/doi/pdf/10.1177/1053451217692567>  Example of Assistive Technology (story): <https://www.edutopia.org/video/assistive-technology-makes-difference-lukas-bratcher> | *Quiz--Chapters 9-11* |
| Week  12  Oct 29, 2018 | Differentiation  Special Education Laws  504 v. IEP  Tiered Instruction  Response to Intervention (RTI) | Introducing: Differentiation, Tiered instruction  Readings; 504 v. IEP; Laws for special education  **Tiered Instruction**:  Edutopia, Tiered Instruction--select one to watch: <https://www.edutopia.org/practice/reaching-all-high-school-students-multi-tiered-approach> (high school) and <https://www.youtube.com/watch?v=khzkNRjsPBE> (elementary)  **Differentiating Instruction**:  Differentiation: <http://www.diffcentral.com/videos.html>  (Blue links for short Dr. Carol Tomlinson (Differentiation expert) 1 - 4 min. videos:  “What is differentiation instruction?” And “Two misconceptions about DI…”)  Multiple Intelligences: <https://www.edutopia.org/multiple-intelligences-research>*(Note:  There is a link for assessing your own multiple intelligences, for fun!)*  Article: Conderman, G., & Hedin, L. (2017). Differentiating study guides. *Intervention in School and Clinic*, *53*(1), 19-27. <http://journals.sagepub.com/doi/pdf/10.1177/1053451217692799>  **Choose 1 of the videos below:**  Differentiation & Instruction:  <https://www.youtube.com/watch?v=mVRYSC8YyYA>  New Teacher Survival Guide:  Differentiating Instruction: <https://www.teachingchannel.org/videos/differentiating-instruction> | *Reading Assignment Ch. 9 – 10, Ch. 6*  ***SCHOOL PROFILE DUE***  *Differentiated Instruction Assignment* |

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| **Week** | **Topic** | **Readings** | **Assignments** |
| Week  13  Nov 5, 2018 | Behavior & Emotional Disorders  English Learners | *Other Readings as assigned.*  Article:  *Examining the influence of Teacher Behavior and Classroom Context on the Behavioral and Academic Outcomes for Students with Emotional or Behavioral Disor*ders by Kevin S. Sutherland, Teri Lewis-Palmer, Janine Stricter, and Paul L. Morgan. <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.331.7142&rep=rep1&type=pdf>  Reading p. 1- 13:  T*eaching Students with Severe Emotional and Behavioral Disorders:  Best Practices Guide to Intervention* <http://www.k12.wa.us/SpecialEd/Families/pubdocs/bestpractices.pdf>  Article: Ysseldyke, J., Scerra, C., Stickney, E., Beckler, A., Dituri, J., & Ellis, K. (2017). Academic growth expectations for students with emotional and behavior disorders. *Psychology in the Schools*, *54*(8), 792-807. https://onlinelibrary.wiley.com/doi/pdf/10.1002/pits.22030  Article: Withey, K. L. (2018). Interventions for Young Children With and at Risk for Emotional and Behavioral Disorders. *Intervention in School and Clinic*, *53*(3), 183-187. http://journals.sagepub.com/doi/pdf/10.1177/1053451217702110  Article: Smith, C. R., Katsiyannis, A., & Ryan, J. B. (2011). Challenges of serving students with emotional and behavioral disorders: Legal and policy considerations. *Behavioral Disorders*, 185-194. https://search.proquest.com/docview/886556356/fulltextPDF/9529A0E679FD4195PQ/1?accountid=7117  Article: Cheatham, G. A., & Hart Barnett, J. E. (2017). Overcoming common misunderstandings about students with disabilities who are english language learners. *Intervention in School and Clinic*, *53*(1), 58-63. <http://journals.sagepub.com/doi/pdf/10.1177/1053451216644819>  Article: Bradley, R., Doolittle, J., & Bartolotta, R. (2008). Building on the data and adding to the discussion: The experiences and outcomes of students with emotional disturbance. *Journal of Behavioral Education*, *17*(1), 4-23. https://link.springer.com/article/10.1007/s10864-007-9058-6 |  |

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| **Week** | **Topic** | **Readings** | **Assignments** |
| Week  14  Nov 12, 2018 | Learning Disabilities  and Dyslexia  Inclusion | *Other Readings as assigned*  Access <http://iris.peabody.vanderbilt.edu/>.  (Click on the "Resources" and then IRIS Resource Locator.  Select the "Disability" topic. Click on "Information Briefs" for 2 readings--1. " IDEA 2004 Close-Up Evaluation and Eligibility for Specific Learning Disabilities" and 2. "Dyslexia Basics" or another disability of your choosing.  **Learning Disabilities: (video)**  PBS:  <http://www.pbs.org/video/2213494486/>  The National Center for Learning Disabilities:  <https://www.youtube.com/watch?v=yG_xSBsFMPQ>  **Dyslexia**:  TED Ed Talk:  Video:  inside the Dyslexic Brain:  <https://www.understood.org/en/learning-attention-issues/child-learning-disabilities/dyslexia/video-inside-the-dyslexic-brain>  The Power of Dyslexia:<http://thepowerofdyslexia.com/dyslexia-video/>  Understanding Dyslexia: <http://dyslexiahelp.umich.edu/dyslexics/learn-about-dyslexia/what-is-dyslexia/video-about-dyslexia>  Yale Center for Dyslexia & Creativity: <http://dyslexia.yale.edu/whatisdyslexia.html>  What could a Dyslexic look like in the classroom:<http://dyslexia.yale.edu/Edu_dyslexicsinclassroomvideo.html>  *Other resource (Optional):* The National Center for Learning Disabilities, What is Dylexia? (A reading focus):  <https://www.youtube.com/watch?v=yKsjfnCMuYY> | *Differentiated Instruction Assignment  Rough Draft* |
| Week  15-16  Nov 26, 2018- Dec 3, 2018 | Crafting Instruction to Meet Students’ Needs  Class Presentations | TBA  Article: Da Fonte, M. A., & Barton-Arwood, S. M. (2017). Collaboration of general and special education teachers: perspectives and strategies. *Intervention in School and clinic*, *53*(2), 99-106. http://journals.sagepub.com/doi/pdf/10.1177/1053451217693370 | *Differentiated Instruction Assignment* |
| Week  17  Dec 10, 2018 | **Semester Exams** | Time and Data TBA | **Semester Exams** |

***As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. – Dr. David Sparks***

**APPENDIX A—Texas Education Agency Teaching (PPR) Standards**

**1) Standard 1--Instructional Planning and Delivery.** Teachers demonstrate their understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students, makes appropriate use of technology, and makes learning relevant for today's learners.

(C) Teachers design lessons to meet the needs of diverse learners, adapting methods when appropriate.

(i) Teachers differentiate instruction, aligning methods and techniques to diverse student needs, including acceleration, remediation, and implementation of individual education plans.

(ii) Teachers plan student groupings, including pairings and individualized and small-group instruction, to facilitate student learning.

(iii) Teachers integrate the use of oral, written, graphic, kinesthetic, and/or tactile methods to teach key concepts.

**(2) Standard 2--Knowledge of Students and Student Learning**. Teachers work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student's educational and developmental backgrounds and focusing on each student's needs.

(A) Teachers demonstrate the belief that all students have the potential to achieve at high levels and support all students in their pursuit of social-emotional learning and academic success.

(i) Teachers purposefully utilize learners' individual strengths as a basis for academic and social-emotional growth.

(iii) Teachers accept responsibility for the growth of all of their students, persisting in their efforts to ensure high levels of growth on the part of each learner.

(B) Teachers acquire, analyze, and use background information (familial, cultural, educational, linguistic, and developmental characteristics) to engage students in learning.

(ii) Teachers understand the unique qualities of students with exceptional needs, including disabilities and giftedness, and know how to effectively address these needs through instructional strategies and resources.

(iii) Teachers understand the role of language and culture in learning and know how to modify their practices to support language acquisition so that language is comprehensible and instruction is fully accessible.

**3) Standard 3**--**Content Knowledge and Expertise**. Teachers exhibit a comprehensive understanding of their content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lessons and their ability to match objectives and activities to relevant state standards.

(C) Teachers demonstrate content-specific pedagogy that meets the needs of diverse learners, utilizing engaging instructional materials to connect prior content knowledge to new learning.

(ii) Teachers make appropriate and authentic connections across disciplines, subjects, and students' real-world experiences.

**(4) Standard 4--Learning Environment**. Teachers interact with students in respectful ways at all times, maintaining a physically and emotionally safe, supportive learning environment that is characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximizes student learning.

(A) Teachers create a mutually respectful, collaborative, and safe community of learners by using knowledge of students' development and backgrounds.

(i) Teachers embrace students' backgrounds and experiences as an asset in their learning environment.

(ii) Teachers maintain and facilitate respectful, supportive, positive, and productive interactions with and among students.

(B) Teachers organize their classrooms in a safe and accessible manner that maximizes learning.

(i) Teachers arrange the physical environment to maximize student learning and to ensure that all students have access to resources.

(ii) Teachers create a physical classroom set-up that is flexible and accommodates the different learning needs of students.

**(5) Standard 5--Data-Driven Practice.** Teachers use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed.

(C) Teachers regularly collect, review, and analyze data to monitor student progress.

(i) Teachers analyze and review data in a timely, thorough, accurate, and appropriate manner, both individually and with colleagues, to monitor student learning.

(ii) Teachers combine results from different measures to develop a holistic picture of students' strengths and learning needs.

(D) Teachers utilize the data they collect and analyze to inform their instructional strategies and adjust short- and long-term plans accordingly.

(i) Teachers design instruction, change strategies, and differentiate their teaching practices to improve student learning based on assessment outcomes.

**(6) Standard 6--Professional Practices and Responsibilities**. Teachers consistently hold themselves to a high standard for individual development, pursue leadership opportunities, collaborate with other educational professionals, communicate regularly with stakeholders, maintain professional relationships, comply with all campus and school district policies, and conduct themselves ethically and with integrity.

(A) Teachers reflect on their teaching practice to improve their instructional effectiveness and engage in continuous professional learning to gain knowledge and skills and refine professional judgment.

(i) Teachers reflect on their own strengths and professional learning needs, using this information to develop action plans for improvement.

(iii) Teachers engage in relevant, targeted professional learning opportunities that align with their professional growth goals and their students' academic and social-emotional needs.

(D) Teachers model ethical and respectful behavior and demonstrate integrity in all situations.

(i) Teachers adhere to the educators' code of ethics in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators), including following policies and procedures at their specific school placement(s).

(iii) Teachers serve as advocates for their students, focusing attention on students' needs and concerns and maintaining thorough and accurate student records.

**Appendix B—InTASC Standards**

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| **InTASC Standards** | **InTASC Sub-standards** |
| **Standard 1: Learner Development**  The teacher candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. | Sub-standards:  1. e., g., h., i., j., k.  Essential Knowledge:  1(e) The teacher understands that each learner’s cognitive, linguistic, social, emotional, and physical development inﬂuences learning and knows how to make instructional decisions that build on learners’ strengths and needs.  (g) The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.  Critical Dispositions:  1(h) The teacher respects learners’ differing strengths and needs and is committed to using this information to further each learner’s development.  (i) The teacher is committed to using learners’ strengths as a basis for growth, and their misconceptions as opportunities for learning.  (j) The teacher takes responsibility for promoting learners’ growth and development.  (k) The teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner’s development. |
| **Standard 2: Learning Differences**  The teacher candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. | Sub-standards:  2.b, d., g., h., j., k., l., m., o.  Performances:  2(b) The teacher makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs  (d) The teacher brings multiple perspectives to the discussion of content, including attention to learners’ personal, family, and community experiences and cultural norms.  Essential Knowledge:  2(g) The teacher understands and identiﬁes differences in approaches to learning and performance and knows how to design instruction that uses each learner’s strengths to promote growth.  (h) The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.  (j)The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values.  (k) The teacher knows how to access information about the values of diverse cultures and communities and how to incorporate learners’ experiences, cultures, and community resources into instruction.  Critical Dispositions:  2(l) The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.  (m) The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.  (o) The teacher values diverse languages and dialects and seeks to integrate them into his/her instructional practice to engage students in learning. |
| **Standard 3: Learning Environments**  The teacher candidate works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. | Sub-standards:  3.f., l., n., o., p.  Performances:  3(f) The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.  Essential Knowledge:  3(l) The teacher understands how learner diversity can affect communication and knows how to communicate effectively in differing environments.  Critical Dispositions:  3(n) The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.  (o) The teacher values the role of learners in promoting each other’s learning and recognizes the importance of peer relationships in establishing a climate of learning.  (p) The teacher is committed to supporting learners as they participate in decision-making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning. |

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| **InTASC Standards** | **InTASC Sub-standards** |
| **Standard 4: Content Knowledge**  The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. | Sub-standards:  4. b., m., o.  Performances:  4(b) The teacher engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.  Essential Knowledge:  4(m) The teacher knows how to integrate culturally relevant content to build on learners’ background knowledge.  Critical Dispositions:  4(o) The teacher realizes that content knowledge is not a ﬁxed body of facts but is complex, culturally situated, and ever evolving. S/he keeps abreast of new ideas and understandings in the ﬁeld. |
| **Standard 5: Application of Content**  The teacher candidate understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. | Sub-standards:  5. g.  Performances:  5(g) The teacher facilitates learners’ ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems. |
| **Standard 7: Planning for Instruction**  The teacher candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. | Sub-standards:  7. j., n., q.  Essential Knowledge:  7(j) The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.  Critical Dispositions:  7(n) The teacher respects learners’ diverse strengths and needs and is committed to using this information to plan effective instruction.  (q) The teacher believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances. |
| **Standard 8: Instructional Strategies**  The teacher candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. | Sub-standards:  8. k., l., n., o., p., q., r., s.  Essential Knowledge:  8(k) The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.  (l) The teacher knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.  (n) The teacher knows how to use a wide variety of resources, including human and technological, to engage students in learning.  (o) The teacher understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness.  Critical Dispositions:  8(p) The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.  (q) The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.  (r) The teacher is committed to exploring how the use of new and emerging technologies can support and promote student learning.  (s) The teacher values ﬂexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs. |

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| **InTASC Standards** | **InTASC Sub-standards** |
| **Standard 9: Professional Learning and Ethical Practice**  The teacher candidate engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. | Sub-standards:  9. d., e., i., j., m.  Performances:  9(d) The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.  (e) The teacher reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.  Essential Knowledge:  9(i) The teacher understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.  (j) The teacher understands laws related to learners’ rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, conﬁdentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse).  Critical Dispositions:  9(m) The teacher is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families. |
| **Standard 10: Leadership and Collaboration**  The teacher candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. | Sub-standards:  10. b., q.  Performances:  10(b) The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.  Critical Dispositions:  10(q) The teacher respects families’ beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals. |

**APPENDIX C—School Profile Project Directions**

*A job for savvy, skilled super sleuths!*

Word has gotten out about your super sleuthing skills and your fine observation abilities. You are given a quest to spot diversity near and far and send a report back to headquarters with recommendations for improving interaction and engagement with and among diverse student groups, teachers, and the school. Your assignment: Observe, record, and analyze diversity in action in a classroom and school in the area surrounding Arlington, TX. To help, specific categories of data are provided with a list of questions to answer, all of which will also help you with your final recommendations (report). You may also ask additional, professional questions as you think of them. Be sure to plan ahead for what you might need! Good luck!

**The objective for this assignment is to:**

* Observe concepts taught in EDUC 3301 in a school setting
* Analyze school and classroom diversity and cultural responsiveness
* Synthesize information to create new ideas for improving school structures for diversity
* Apply what is learned to future teaching

**Directions:** You will be assigned a field placement in a partnering school for a minimum of 20 hours. During this time you will:

* Make observations regarding the school and a classroom environment, interview people on campus, and analyze school data.
* Use this information to evaluate the school and one classroom (for one class period) to assess their approach to diversity and cultural responsiveness.
* Share recommendations based on evidence gathered in the field and provide examples to illustrate your suggestions.
* Explain how you will use what you learned when you teach in the future.

NOTE: For full credit, please support your statements with evidence (data) from your observations and interviews. Be sure to use correct grammar, punctuation, etc.

**Gathering Data:**

The following is a general idea the requirements followed by specific questions to address to help ensure a thorough analysis. Observe by recording notes on different concepts of diversity learned in EDUC 3301 (See topics listed in the syllabus for ideas.) Observe diversity in general school spaces and classroom to answer given questions on the school’s learning environment.

1. *General School Diversity Data*
   * Observation in General School Spaces: (e.g., halls, cafeteria, gym, library, etc.)
     + Answer questions to questions with specific examples for each.
   * TAPR data (formerly AEIS data): Go to the library, school counselor, Texas Education Agency website to find data regarding the different sub-populations at the campus to which you are assigned. (See also <https://rptsvr1.tea.texas.gov/perfreport/tapr/2017/index.html>)
   * For information about parent organizations, discipline and school activities: Go to school counselors, vice principals, and/or teachers. Ask teachers directly if you cannot find information recorded.
   * Make sure your data (questions and answers) are professional. Be sure you have checked for grammar and mechanical errors.
   * *See guiding questions later in this document for more specific information.*
2. *Classroom Audit (Data)*

(It is recommended to observe a traditional classroom, as it may be easier for data collection. However, other classroom settings (PE, Music, etc.) are acceptable as well.)

* + *Seating Chart:*
    - Create a seating chart with all required designations identified in the directions and guiding questions later in this document.
    - Count the number of teacher interactions for each of type of contact listed in the directions (e.g., question, probing (follow up) question, proximity, compliment, etc.) Teacher interaction includes both contact that is made and contact that is not made. Look for patterns of who is called on, talked to, reinforced, disciplined, etc. Reflect on what impact that might have on the teaching and learning process in the classroom. Consider such things as: Who is being called on? Who isn’t? How is it happening? What is the outcome of these strategies? How could it be improved?
  + *Observed Questions:* Be sure to script questions that occur within a 15 minute part of your observation. Identify the levels of questioning using revised Bloom’s Taxonomy. (See the following for more information regarding the revised Bloom’s Taxonomy <https://thesecondprinciple.com/teaching-essentials/beyond-bloom-cognitive-taxonomy-revised/> .)
  + *Classroom Activities:*

Identify specific classroom activities observed, reflect on the teacher activities, and evaluate the effectiveness of the activities selected or lack of activities.

* + - Observed activities: Identify specific classroom activities observed in the classroom.  *Example:* Don’t just say that “students took notes”. Did the teacher lecture non-stop for 20 minutes? Did the teacher stop periodically to allow processing? What did that look like? What kind of notes (e.g., Cornell notes, Cloze, free form, etc.)?
    - Reflection: Reflect on the classroom activities the teacher uses. Include thoughts comparing what you observed to your personal teaching style/philosophy and why.
    - Evaluation: Evaluate the effectiveness of the teacher choices or lack of activity. Give specific examples and reasons for your findings. Include each activity as part of the flow of the lesson. Can you spot excellence or be able to suggest how to improve the activities?

1. *Analysis of Observation*

Use the data gained by your research (i.e., TABR data, school observations, school policies, and classroom observations) to analyze the multicultural environment in the school. Consider recommendations to offer for improvement and reason. Use the rubric to also guide analysis. Follow the instructions and use the guiding questions given later in this document as well as use the data you collected and researched in the school to:

* + School:
    - Describe the school as to its diversity and cultural responsiveness using your data.
    - Analyze the data and evaluate the school’s approach to diversity and cultural responsiveness.
  + Classroom:
    - Describe one class period using your data.
    - Analyze the data and evaluate the approach to diversity and cultural responsiveness observed in the classroom.
    - Discuss the effectiveness of the teacher’s choices and their potential usefulness to you as a future model for your teaching.
    - If the teacher did not do some part your guideline, discuss the impact that it has on the students. (Example: If a teacher does not ask questions to a certain group of students, what impact might that have?)
    - Use data that you observed and recorded, such as your seating chart, questions to the teacher, and other.
    - Analyze the classroom from each aspect (diversity group) observed.
  + Recommendations and Application
    - Offer recommendations based on observations with examples.
    - Apply what you learned to your future classroom.
    - The third section is your synthesis section where you will write your final essay demonstrating your analysis, evaluation and synthesis of the data

The following are questions to guide your observations and analysis of data in order to adequately evaluate the diversity at the school and classroom levels and to provide recommendations for ways the school can improve environment that supports diverse learners.

1. **General School Diversity Data**

Describe your overall observations about the level of diversity within the school. Consider each part of the Overall School Picture (environment, multicultural characteristics of the students/teachers/parent organizations, multicultural attitude in school activities, policies and discipline). Describe the school in these areas, based on your actual observations, AS IT IS.

School Facility

1. List the ethnic and religious references portrayed on bulletin boards, posters, and displays throughout the school.
2. Are books on ethnic diversity reflected in library books? Are books portraying ethnic diversity beyond holidays and heroes? Are books with protagonist and antagonist of varying ethnicities and gender? Are authors of varied ethnic groups represented? Are different religious authors/points of view in the library?
3. How do students from various ethnic groups congregate together in the halls, lunchroom, etc.? Segregated? Integrated?
4. Is the school equipped for physically impaired students (i.e., wheelchair bound students, blind students, etc.)? How?

TAPR (AEIS) Data (information will be in the office/library or on the TEA website)

1. What is the ethnic breakdown of the school? Give number and percent.
2. What is the ethnic breakdown of the faculty? Give number and percent.
3. What is the percentage of LEP?
4. What is the percentage of students receiving Special Education services?
5. What is the percentage of students receiving 504 services?
6. What is the ethnic breakdown of the students receiving Special Education services?
7. Rank the ethnicities according to passing the STAAR,
8. Are there more than 5 points between any groups (consider ethnicity, special education, general education)? Which ones?
9. What is the years of teaching experience breakdown for the faculty?
10. What is the percentage of students receiving “free/reduced” lunch?
11. How many students with physically disabilities are in the school?
12. What is the number/percentage of gifted/talented classes? IB? Honors? AP? Pre-AP?
13. What is the /number/percentage of technology classes?

School Activities

1. Are all notices sent home in the parent’s language? Which ones are and which ones are not? How does the school promote “multilingualism”? (Think about the entire program)
2. What school-wide “special events, programs” reflect diversity? Are these events tied to once a year or held throughout the year?
3. What extracurricular activities provide for diverse interests, cultural backgrounds, and physical capabilities of students?
4. How are students who ride the bus accommodated in after school activities?
5. What accommodations are made for students receiving free/reduced lunch to be able to participate in extracurricular activities that have fees?

Parent Organizations

1. Is there a working PTA? How does it function?
2. Is there an obvious male influence in the parent organizations? How many males are involved?
3. Is the PTA involved in decision making? How? If not, how does the school meet the state mandate?
4. What does the school do to include parents of lower socioeconomic class, ethnic background, or non-English speakers?

School Discipline / Policies

1. How do discipline policies/procedures treat all students equally? Look at percentages of students in AEP and In-School Suspension. (Gender, ethnicity, etc) Are there any patterns?

2. What are two problems the school faces in AEP?

**II. CLASSROOM AUDIT**

This part of your research is to observe a classroom situation, track the interaction between teacher/student on the seating chart and complete an analysis. Describe your observations of the classroom observation. Describe what you observed about the questioning, high expectations/reinforcement techniques, discipline techniques (observe colors), learning strategies, gender issues, and multicultural displays/curriculum.

*Seating Chart:*

1. Draw a seating chart, marking **each boy/girl** in the class
2. As the teacher teaches, mark each contact made with a student

“q” question “x” for tease, sarcastic remark

“p” proximity “h” for request for help

“t” touch

“r” reinforcement

“c” compliment

“d” discipline comment

1. Ask the teacher after the lesson to designate on the seating chart which students fall into these categories. Mark their classifications on the chart.

Gifted/Honors

Special Ed

LEP

At Risk

504

Repeating students

Attendance problems

*Observed Questions:* Chart the level of the questions asked for a 15 minute period (early class period usually works best). Use Bloom’s Taxonomy. Count the number of questions in the allotted time for each l level. Include the chart with your profile. Reflect on the level of thinking in the classroom and its effectiveness in student learning.

*Classroom Activities*

1. To what extent are instructional materials inclusive of people who differ by race, sex, class, handicap in a nonstereotypic manner? How could you improve this?
2. To what extent do teaching activities and instructional practices reflect diversity?
3. To what extent do the visuals in the classroom reflect diversity?
4. Ask the teacher what criteria, if any, are used to select multicultural curriculum.
5. How are strategies used to teach students with different learning styles, skill levels, physical impairments, and different first languages?
6. Ask the teacher how he/she maintains high expectations for such diverse classroom. List two things you would add.
7. Ask to look at the lesson plan for the day. Does it reflect diversity? Different ability levels? Various instructional strategies (e.g., video, hands-on activities)?
8. Keep track of when students are interrupted. Who gets interrupted and who does the interrupting, a girl or a boy? Do you see any pattern?
9. ANALYSIS OF OBSERVATION

Analyze and apply what you have learned. What did you learn that you might use when teaching? Not use? Why? Also include the following in your final essay:

Recommendations:

* 5 ways the school is multicultural in its approach to learning
* 3 ways the school is not multicultural in its approach
* 3 things you see that the school at large could do to increase multiculturalism

Application:

* 5 things you as a teacher would do to increase multiculturalism in the classroom
  + 3 ways that you would adapt instruction to differentiate for different learning needs.
  + 2 ways you would plan relevant instruction that reflects your ability to be responsive to student needs (strengths/weaknesses, culture, etc.), content, and pedagogy.
* 2 ways you would improve professional practice.
* 1 way you would plan for a leadership role and collaborate to improve student learning and inclusiveness.

**APPENDIX D—School Profile Rubric**

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| --- | --- | --- | --- | --- |
|  | **Criteria** | **Target** | **Acceptable** | **Unacceptable** |
| **School Observation and Data Collection** | School Learning Environment  *The candidate describes the learning environment observed at the school and from discussions with various school personnel.*  InTASC 1  TEA PPR S4 | The candidate examines the school environment and provides evidence from his/her observation experience that explains how responsibility is taken to promote learner growth and development. The candidate thoroughly discusses each of the following: influences on learning, role of language and culture, respect for differences, and understanding of strengths and challenges of learners. The candidate explains how these factors are used to modify instruction. | The candidate examines the school environment and provides some evidence from the observation experience that explains how responsibility is taken to promote learner growth and development. Most of the following is discussed: influences on learning, role of language and culture, respect for differences, and understanding of strengths and challenges of learners. How these factors are used to modify instruction is mentioned. | The candidate describes the school environment and provides limited evidence from his/her observation experience that explains how responsibility is taken to promote learner growth and development. The candidate discusses at least one of the following: influences on learning, role of language and culture, respect for differences, and understanding of strengths and challenges of learners. |
| Learning Differentiation  *The candidate describes how the school environment respects diverse learners and supports differentiation and culturally relevant instruction.*  InTASC 2  TEA PPR S2 | Using evidence from the observation experience and discussions with school personnel, the candidate explains how the school works to make learning relevant with appropriate and timely provisions for all learners. Evidence is provided regarding the belief that all students can learn, understanding and differentiation for students with different learning needs and exceptionalities, multiple perspectives during discussion, culturally relevant instruction, and understanding different approaches to promote growth. | Using some evidence from the observation experience and discussions with school personnel, the candidate explains how the school works to make learning relevant with appropriate and timely provisions for all learners. Some evidence is provided regarding the belief that all students can learn, understanding and differentiation for students with different learning needs and exceptionalities and culturally relevant instruction. | Using limited evidence from the observation experience and discussions with school personnel, the candidate explains how the school works to make learning relevant with appropriate and timely provisions for all learners. |
| **Classroom Observation** | Classroom Learning Environment  *The candidate describes the learning environment of a classroom that was observed during the early field experience.*  InTASC 3  TEA PPR S2A | The candidate describes the classroom learning environment using evidence from observations and discussions with the cooperating teacher to describe how the teacher communicates to demonstrate each of the following: responsibility for and responsiveness to diverse backgrounds, how learners are valued in promoting each other’s learning, how high levels of teaching strategies are used to promote collaboration and thinking, and the commitment to working with learners, professionals, families, and the community to build a supportive environment. | The candidate describes the classroom learning environment using some evidence from observations and discussions with the cooperating teacher to describe how the teacher communicates most of the following: responsibility for and responsiveness to diverse backgrounds, how learners are valued in promoting each other’s learning, how high levels of teaching strategies are used to promote collaboration and thinking, and the commitment to working with learners, professionals, families, and the community to build a supportive environment. | The candidate describes the classroom learning environment using limited evidence to describe how the teacher communicates at least one of the following: responsibility for and responsiveness to diverse backgrounds, how learners are valued in promoting each other’s learning, how high levels of teaching strategies are used to promote collaboration and thinking, and the commitment to working with learners, professionals, families, and the community to build a supportive environment. |

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|  | **Criteria** | **Target** | **Acceptable** | **Unacceptable** |
|  | Lesson Content  *The candidate explains how the teacher’s pedagogical and content knowledge is structured to teach a meaningful lesson for all learners.*  InTASC 4  TEA PPR S5 | The candidate uses evidence from the observation to explain how the cooperating teacher makes instruction culturally relevant through varied learning experiences that examines issues from multiple perspectives that encourages to understand, question, and analyze concepts to master the content. | The candidate uses some evidence from the observation to explain how the cooperating teacher makes instruction culturally relevant using some examples of learning experiences that examines issues from multiple perspectives that encourages mastering the content. | The candidate uses limited evidence from the observation to explain how the cooperating teacher makes instruction culturally relevant using at least one example of learning experiences that examines issues from multiple perspectives that encourages mastering the content. |
| Content Connections  *The candidate explains how the teacher taught the content in ways that connects to students from multiple backgrounds using a variety of strategies.*  InTASC 5  TEA PPR S3 | Based on observations, the candidate explains how cooperating teachers connected concepts and uses different perspectives to engage learners in high order thinking from local to global scales. | Based on some observations, the candidate explains how cooperating teachers connected concepts and/or uses different perspectives to engage learners in high order thinking from local to global scales. | Based on limited observations, the candidate explains how cooperating teachers connected concepts. |
| **Recommendations** | \* Recommendations  *The candidate will analyze the schools’ multicultural approach and offer recommendations for improvement.* | The candidate clearly analyzes data (observations, interviews) to evaluate the schools’ approach to multicultural education (diversity, cultural responsiveness, etc.). All statements are clearly supported with evidence from the data (5 ways multicultural and 3 ways not multicultural) and examples of suggested recommendations. | The candidate analyzes data (observations, interviews) to evaluate the schools’ approach to multicultural education (diversity, cultural responsiveness, etc.). Statements are somewhat supported with evidence from the data, but may lack some data and examples of suggested recommendations. | The candidate poorly analyzes data (observations, interviews) to evaluate the schools’ approach to multicultural education (diversity, cultural responsiveness, etc.). Statements lack support from the data with few or no examples of suggested recommendations. |
| **Analysis & Conclusion** | Planning Instruction  *The candidate describe what he or she would do to plan for instruction of the lesson observed to demonstrate the ability to plan for diverse learners and culturally relevant instruction.*  InTASC 7  TEA PPR S | The candidate describes what he or she would do to plan relevant instruction that is responsive to students’ strengths and weakness as well as reflects knowledge of the content, curriculum, cross-disciplinary skills, pedagogy, and culturally responsiveness. | The candidate describes what he or she would do to plan relevant instruction that is responsive to students’ strengths and weakness and somewhat reflects knowledge of the content, curriculum, cross-disciplinary skills, pedagogy, and culturally responsiveness. | The candidate describes what he or she would do to plan relevant instruction that is responsive to students’ strengths and weakness. |

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|  | **Criteria** | **Target** | **Acceptable** | **Unacceptable** |
| **Analysis & Conclusion (continued)** | Instructional Strategies  *The candidate describe what he or she would do to plan for instruction of the lesson observed to demonstrate candidates’ understanding for the use of a variety of strategies to encourage deep learning and development of skills to apply knowledge in meaningful ways.*  InTASC 8  TEA PPR S1 | The candidate describes how he or she could adapt instruction to demonstrate flexibility and reciprocity when teaching. Using the observed lesson, the candidate explains ways the lessons were and could be differentiated to engage all learners. This includes a discussion regarding resources to use, application of media and technology (common and emerging), and uses of communication and technologies to promote learning. | The candidate describes how he or she could adapt instruction to demonstrate flexibility and reciprocity when teaching. Using the some evidence from the observed lesson, the candidate explains ways the lessons could be differentiated to engage all learners. This includes a discussion of some of the following: resources to use, application of media and technology (common and emerging), and uses of communication and technologies to promote learning. | The candidate poorly describes how he or she could adapt instruction. Using the limited evidence from the observed lesson, the candidate explains ways the lessons could be differentiated to engage all learners. This includes a discussion at least one of the following: resources to use, application of media and technology (common and emerging), and uses of communication and technologies to promote learning. |
| Professional Practices  *The candidate describe what he or she would do to improve professional practices.*  InTASC 9  TEA PPR S4 | The candidate describes in detail what he or she would do to improve professional practice and states how he/she will continually evaluate their practice, choices, and actions. The candidate explains how his/her practice will be adapted to differentiate instruction. The candidates discusses how they will seek professional, community, and technological resources to improve their practice and learner experience. | The candidate describes what he or she would do to improve professional practice and states how he/she will continually evaluate their practice, choices, and actions. The candidate provides some examples to explain how his/her practice will be adapted to differentiate instruction. The candidates discusses how they will seek professional, community, and/or technological resources to improve their practice and learner experience. | The candidate poorly describes what he or she would do to improve professional practice and states how he/she will continually evaluate their practice, choices, and actions. Limited examples of differentiation and use of  professional, community, or technological resources to improve their practice and learner experience. |
| Community Professional  *The candidate describe what he or she would do to plan for leadership roles and collaboration to take responsibility for student learning and collaboration with others.*  InTASC 10  TEA PPR S6 | The candidate describes in detailed how he or she would work with school professionals, learners, families, and community to ensure learner growth and the advance the teaching profession. | The candidate describes how he or she would work with school professionals, learners, families, and/or community to ensure learner growth and the advance the teaching profession. | The candidate provides a limited description on how he or she would work with school professionals, learners, families, and community to ensure learner growth and the advance the teaching profession. |
|  | \* Grammar, Punctuation, and Mechanics  *The candidate will provide their written responses free of errors.* | The candidate’s written response is free of grammar, punctuation, or other errors. | The candidate’s written response has a few grammar, punctuation, or other errors. | The candidate’s written response has many grammar, punctuation, or other errors. |

Note: Rubric criteria indicated with an asterisk (\*) is counted for the final grade on Blackboard that will be part of the overall class average, but will not appear on the rubric in TK20.

**APPENDIX E—Planning for Differentiation in the Classroom**

**Overview:**

Often we think of differentiation only for English Learners, also referred to as English Language Learners, or those with a learning disability (i.e., 504 or IEP). However, it encompasses *all learners* and the best ways to teach and assess a given topic, including content knowledge and skills. For this assignment you will differentiate a lesson by editing one provided by the instructor or a lesson found on the Internet.

**Directions:**

Using readings and class discussion, edit a lesson plan to demonstrate your ability to create accommodations for English Learners, modifications for a student with a learning disability that could be identified by a 504 or IEP, extensions for advanced learners, differentiated instruction or assessment that considers all learners, and instruction that is culturally relevant in some way.

*Note:* Lessons will be edited throughout the course (after each of the above topics are discussed) and partial grading may occur. The final product will be due towards the end of the semester.

*The basic lesson structure includes:* A lesson overview, TEKS, national standards, ELPS, learning objectives (aligned with TEKS), language objectives (aligned with ELPS), materials for lesson, procedures (hook, main instruction, activities, & assessments, and closure), accommodations, modifications, and extensions.)

*Other information:* Demonstration of differentiation and culturally relevant teaching occurs within the procedures and/or assessment. Lessons may be differentiated by content, process, products, or the learning environment (i.e., ongoing assessment and flexible grouping). It is important to make the lesson relevant to your students (i.e., connections, examples, guiding questions, hook, closure, etc.). English Learners and students with exceptionalities may receive either accommodations or modifications. However, for this assignment, in the accommodation section state how the lesson accommodates a beginner or low intermediate English learner; in the modification section state how the lesson is modified for someone with a learning disability such as those found on a 504 or IEP. Finally, identify extensions to the lesson for advanced learners as well as ways the lesson was differentiated for all learners, which is written into the lesson procedures.

*Note:* There are a number of types of disabilities. State only one or two examples demonstrating your ability to accommodate and modify instruction appropriately. Example: if the lesson is about writing do not differentiate for a presentation. Align English Language Proficiency Standards (ELPS), Language Objectives, and Accommodations; and add them to the lesson if missing. Finally, challenge yourself to provide a lesson extension that is not simply “more work” for the advanced learner, but a true extension to the learning experience.

Terms:

|  |  |
| --- | --- |
| Differentiation | Tailoring instruction to meet individual needs. Whether teachers differentiate content, process, products, or the learning environment, the use of ongoing assessment and flexible grouping makes this a successful approach to instruction. (Carol Ann Tomlinson, <http://www.readingrockets.org/article/what-differentiated-instruction>) |
| Accommodation | A service or support that allows a student to access the general education curriculum without changing the content or curricular expectations (e.g., audio books for students who have difficulty reading). Iris Center (<https://iris.peabody.vanderbilt.edu/>) |
| Modification | A service or support that allows a student to access the general education curriculum but that fundamentally alters the content or curricular expectations (e.g., a sixth-grade student is given a third-grade science text about the solar system that covers the same content but not at the same depth). (Iris Center <https://iris.peabody.vanderbilt.edu/> ) |
| Exceptionalities | The term *exceptionalities* in K–12 schooling refers to both disabilities and giftedness. The Individuals with Disabilities Education Act ’04 (IDEA ’04), the national law that guarantees an appropriate education to students with disabilities, recognizes fourteen disability categories. (Iris Center <https://iris.peabody.vanderbilt.edu/> ) |

**APPENDIX F—Reading Assignment Rubric**

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| **Terms/Concepts** | **Points** | | |
| **Target** | **Acceptable** | **Unacceptable** |
| Passages | Five terms/concepts selected from the readings whose meanings are important to an understanding of the author's ideas and/or the concepts presented in the chapter. The term, the page number on which it appears, and a definition are listed. The source of the definition is cited.  **4-5 Points** | 3-4 terms/concepts selected from the readings whose meanings are important to an understanding of the author's ideas and/or the concepts presented in the chapter. The term, the page number on which it appears, and a definition are listed (but some are missing). The source of the definition is cited, but some incorrectly.  **2-3 points** | 1-2 terms/concepts selected from the readings whose meanings are important to an understanding of the author's ideas and/or the concepts presented in the chapter. Most of the page numbers are missing. The sources of the definitions are cited.  **0-1 points** |
| Main Ideas | What do you think the author wants you to remember after having read these chapters? Think of three key points or main ideas that the author is attempting to get across through his or her writing. Write a sentence two sentences for each main idea. These main ideas should *synthesize* the reading in your own words.  **5-6 Points** | What do you think the author wants you to remember after having read these chapters? Think of two key points or main ideas that the author is attempting to get across through his or her writing. Main ideas not completely in your own words.  **4-2 points** | What do you think the author wants you to remember after having read these chapters? One or zero key points or main ideas from the author. Main ideas not in your own words or missing.  **0-1 points** |
| Connections | Make two connections between this reading and something else you’ve read or experienced. Respond to all three of the following questions: How does this reading relate to any of the other assigned readings for this class? Did this reading remind you of something else you’ve read in another class?  Have you had an experience that relates to something the author discusses?  **5-6 Points** | Make one or two connections between this reading and something else you’ve read or experienced. Respond to two out of three of the following questions: How does this reading relate to any of the other assigned readings for this class? Did this reading remind you of something else you’ve read in another class?  Have you had an experience that relates to something the author discusses?  **4-2 points** | Make one connection between this reading and something else you’ve read or experienced, but leave out detailed responses. Respond to one or none of these questions: How does this reading relate to any of the other assigned readings for this class? Did this reading remind you of something else you’ve read in another class?  Have you had an experience that relates to something the author discusses?  **0-1 points** |
| Question | Detailed Question Covering Relevant Material from the Chapter  **3 points** | Simply Question; unclear the relevance to the Material from the Chapter  **2 point** | Question missing or does not relate to the chapter  **0-1 points** |