



Course Syllabus

EDUC 3150.02	EDUCATION IN A DIVERSE SOCIETY	SP 06
WEBG	Rebecca Barnes	4 Credit hours

COURSE DESCRIPTION:

1. This course enables preservice teachers to explore values and beliefs about learning and teaching in a multicultural setting. Typically held in a local K-12 school, the course includes a one credit hour field experience.

2. LEARNING OUTCOMES:

Learning Outcomes	SOE Goals, SOE Dispositions, and Standards Addressed
describe the interrelationship between teaching and learning in light of learning theory	SOE 1.4 MO-STEP 2.4
design individualized instruction based on prior experience, learning styles, strengths, and needs	SOE 2.1, 4.1, 4.2, 4.3 MO-STEP 3.1, 3.2
describe how instruction is connected to students' prior experiences and family, culture, and community	SOE 3.2, 4.2 MO-STEP 3.4
use a variety of sources to research and present information on the impact of student diversity and local communities on school culture.	SOE 4.1, 4.2 MO-STEP 3.4, 7.1, 7.2, 7.4, 10.3, 10.4
identify and critique different classroom management styles	SOE 4.2 MO-STEP 6.1
develop a personal philosophy of education which addresses the role of schools, students, teachers, curriculum, instruction and assessment, classroom organization and management, diversity, and school culture	SOE 1.4, 3.1, SOE Dispositions 1, 2, 3 MO-STEP 3.1, 3.4, 4.2, 6.1, 8.3
analyze and reflect on observed educational practice and one's own interactions with students	SOE 3.1, SOE Dispositions 1, 2, 3 MO-STEP 9.1

3. SCHEDULE OF REQUIRED READINGS, CLASS PREPARATIONS AND ASSIGNMENTS, LECTURES, DISCUSSIONS, STUDENT PRESENTATIONS, OUT-OF-CLASS ASSIGNMENTS AND EXAMS.

WEEK 1: Overview of course

What I know about myself as a learner

Southeast Forest Park Tour

Orientation to School

Read: Human Diversity in Education--Chapters 1, 2 pp 3 - 54

Assignment: Q card #1

WEEK 2: Culture and cultural learning

Me Bag activity Tuesday

Read: Human Diversity in Education--Chapter 3 , pp 57 - 91

Assignment: Question1, due Week 3; Q card #2

WEEK 3: Schools as cultural crossroads

Read: Human Diversity in Education--Chapters 4, pp 95 - 124

Assignment: Q card #3; **Question 1 due**

WEEK 4: Issues and Principles of Curriculum

Explanation of the School-Community Project

Read: Human Diversity in Education--Chapter 5, pp 127 - 147

Assignment: Q card #4; Question 2, due week 5

WEEK 5: Classroom to address social justice issues

Read: Human Diversity in Education--Chapter 6, pp. 151 - 174

Assignment: Q card #5; **Question 2 due;** Question 3, due week 6

WEEK 6: Assessing Progress

Read: Human Diversity in Education--Chapter 14 pp. Pp. 373 - 401

Assignment: Q card #6; **Question 3 due;** Question 4, due week 9

WEEK 7: Understanding poverty

Read: Frameworks for Understanding Generational Poverty, Chapters 1 - 4

Assignment: Q card #7

WEEK 8: Understanding poverty

Read: : Frameworks for Understanding Generational Poverty, Chapters 5 - 9

Assignment: **Forms 1-4 due;** Q card #8

Break Week

WEEK 9: Social Status

Read: Human Diversity in Education--Chapter 13, pp. 353 - 370

Assignment: Q card #9; **Question 4 due**

WEEK 10: Language and learning style

Read: Human Diversity in Education--Chapter 8, pp. 209 - 240

Assignment: Q card # 10

WEEK 11: Religious pluralism; The Philosophy Paper

Read: Human Diversity in Education--Chapter 9, pp. 243 - 268

Assignment: Draft of Philosophy Paper due Week 13

WEEK 12: Gender and sexual orientation

Read: Human Diversity in Education--Chapter 10, pp. 271 - 300

Assignment: Q card # 10

WEEK 13: Age and developmental status; **Peer Review of Philosophy Papers**

Read: Human Diversity in Education--Chapter 11, pp. 314 - 323

Assignment: **Forms 5 – 6 due**

WEEK 14: Ability and disability

Read: Human Diversity in Education--Chapter 12, pp. 325 – 350

Assignment: **Philosophy Papers due Thursday**

WEEK 15: **School-Community Study reports**

WEEK 16: Finals Week: one class: **Portfolio Party and Setting of Professional Goals**

4. RESOURCES:

Cushner, K., McClelland, A., & Safford, P. (2003). Human diversity in education. (5th ed.) Boston: McGraw-Hill.

Payne, R. K. (1998). A framework for understanding poverty. (Rev. ed.) Highlands, TX: RFT Publishing.

5. **EVALUATION: (basis of evaluation with explanation regarding the nature of the assignment and the percentage of the grade assigned to each item below)**

Assessments	Links to Course Outcomes	Points
Personal philosophy of education paper (3-5 pages) ****	develop a personal philosophy of education which addresses the role of schools, students, teachers, curriculum, instruction and assessment, classroom organization and management, diversity, and school culture	50 points
5 directed observations with analysis and reflection	describe how instruction is connected to students' prior experiences and family, culture, and community identify and critique different classroom management styles analyze and reflect on observed educational practice and one's own interactions with students	20 points
10 Q cards	describe the interrelationship between teaching and learning in light of learning theory describe how instruction is connected to students' prior experiences and family, culture, and community analyze and reflect on observed educational practice and one's own interactions with students	40 points
4 philosophy questions	describe the interrelationship between teaching and learning in light of learning theory describe how instruction is connected to students' prior experiences and family, culture, and community identify and critique different classroom management styles	40 points
Participation in a small group class presentation on school culture and community	use a variety of sources to research and present information on the impact of student diversity and local communities on school culture.	30 points
Classroom Participation	design individualized instruction based on prior experience, learning styles, strengths, and needs	20 points
		200 points total

6. **GRADING SCALE :**

A 200-186

A- 185-180

B+ 179-176	B 175 - 166	B- 165-160
C+ 159-156	C 155-146	C- 145-140
D+ 139-136	D 135-126	D- 125-120
F 119 and below		

Note: ALL PAPERS/PROJECTS MAY BE RETURNED VIA A SELF-ADDRESSED, STAMPED ENVELOPE. PAPERS ARE NOT AVAILABLE FOR PICK-UP IN THE SOE OFFICE.

7. ACADEMIC HONESTY POLICY:

Students at Webster University are expected to practice academic honesty.

Plagiarism is intentionally claiming that another person's work is his/her own or implying that another person's work is his/her own (through inadequate or inaccurate citations of reference material.)

Students:

- Should not copy whole portions of text from another source as a major component of papers or projects.
- Should identify the title, author, page number/webpage address, and publication date of works when directly quoting small portions of texts, articles, interviews, or websites.
- Should appropriately identify the source of information when paraphrasing (restating) ideas from texts, interviews, articles, or websites.
- Should follow the guidelines of the American Psychological Association Style Guide when referencing all research sources.

8. ACCESSIBILITY/ACCOMODATIONS POLICY

If you have a disability, please see me as soon as possible to discuss your accommodation needs.

9. OTHER

Class participation is expected. Non-participation during class discussions and in small group activities will affect your participation grade. If you miss a class, you are responsible for contacting the instructor for a make-up assignment. No more than 2 make-up assignments will be available per student. Make-up assignments must be turned in within two weeks of the missed class.

Students who do not complete the requirements of the course must contact the instructor prior to the end of the course to complete an Incomplete Course form; otherwise, an F will be issued.

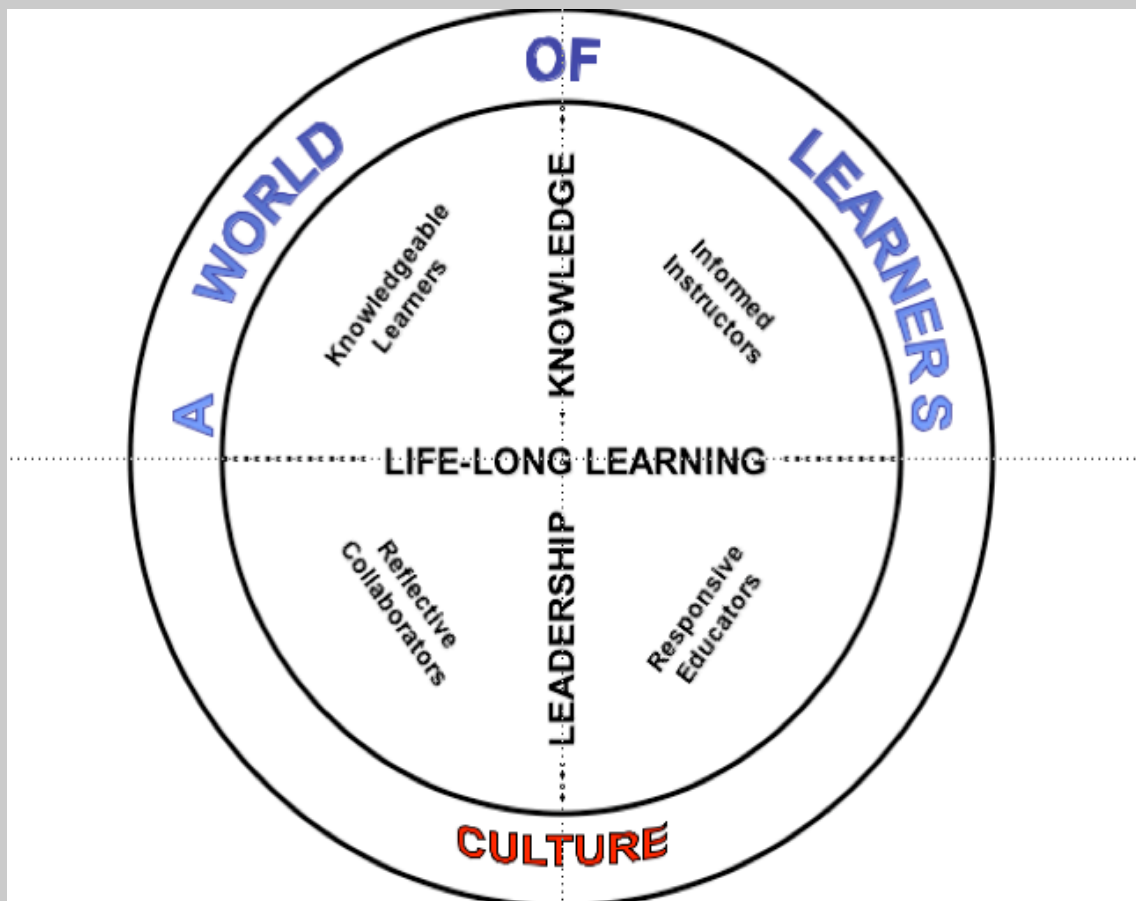
Assignments which are not handed in by the deadlines listed will be penalized for each class period they are late unless previous arrangements have been made with the instructor.

SCHOOL OF EDUCATION

Vision: " . . . We all must work to make this world worthy of its children." (Casals, 1970)

Mission: The School of Education at Webster University provides its students with the knowledge, experiences, and practical tools that help them guide both themselves and others toward lifelong learning. The School of Education is a community of educator-scholars who apply critical reflections and creative energies to enhance learning in schools and other educational settings. The faculty strives to support this community by modeling effective teaching practices based on sound theory and research. Personalized approaches create a challenging, yet supportive environment that permits the risk-taking necessary for learning and growth. The School of Education encourages its faculty and students to work actively toward this end, keeping in mind that action must be rooted in visionary, yet realistic, thinking. This thought and action process underscores the development of an inner-directed self-understanding, an outer-directed global perspective, and an appreciation of human diversity that arises from both.

Theme: Developing a world of learners through knowledge, leadership, and life-long learning.



The mandala is a universal design that represents meaning. It appears in children's early drawings in many cultures and seems a fitting symbol to represent the conceptual schema of the School of Education. The outer circle is the "world of learners" in cultural settings. Each quadrant represents one of the school's four goals for its candidates: to develop knowledgeable learners, informed instructors, reflective collaborators, and responsive educators. The two axes represent the theme components of knowledge, leadership, and life-long learning. These lines are broken to emphasize the fluid relationship of the goals and integrated concepts.

SCHOOL OF EDUCATION GOALS

1. Education candidates will demonstrate knowledge of the subject matter, knowledge of the learner, and knowledge of pedagogy based on inquiry and scholarship.

The knowledgeable learner:

- 1.1 knows content that supports conceptual understanding;
- 1.2 applies tools of inquiry to construct meaningful learning experiences;
- 1.3 identifies developmental factors in student learning; and
- 1.4 understands theoretical principles of effective instruction to plan learning experiences.

2. Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory.

The informed instructor:

- 2.1 designs curriculum based on students' prior knowledge, learning styles, strengths, and needs;
- 2.2 understands and uses a range of instructional strategies;
- 2.3 uses a variety of communication modes, media, and technology to support student learning; and
- 2.4 employs a variety of formal and informal assessments to monitor learning and modify instruction.

3. Education candidates will reflect on the roles educators take as leaders of change through collaboration with colleagues, students, and families in schools and communities.

The reflective collaborator:

- 3.1 values and integrates reflection to grow as a professional;
- 3.2 promotes communication and collaboration with colleagues, families, and community leaders;
- 3.3 seeks relationships with families and students to support student learning; and
- 3.4 initiates change that benefits students and their families.

4. Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences.

The responsive educator:

- 4.1 understands and responds appropriately to issues of diversity
- 4.2 acknowledges social and cultural contexts to create effective teaching and learning environments;
- 4.3 adapts instruction to the learner's knowledge, ability, and background experience; and
- 4.4 identifies resources for specialized services when needed.

Dispositions:

There are various definitions of dispositions. The dictionary suggests that dispositions are the combination of traits revealed by one's habitual ways of behaving or thinking. NCATE defines dispositions as "the values, commitments and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth. " (Professional Standards, p. 53) Interpreting and assessing dispositions is often more intuitive than it is descriptive and measurable. Regardless of the difficulty of assessment, there is significant value in focusing attention on qualities that make an effective teacher.

Understands and Respects Self

- 1.1 Understands and respects that s (he) may be different from others
- 1.2 Embraces an openness to change (adaptability, flexibility)
- 1.3 Exhibits curiosity
- 1.4 Engages in reflection

2. Understands and Respects Others

- 2.1 Understands, respects, and responds appropriately to diversity in a variety of settings
- 2.2 Exhibits empathy
- 2.3 Commits to fairness and honesty
- 2.4 Listens respectfully to other points of view

3. Understands and Respects Professional Communities

- 3.1 Commits to professional behavior in university and school cultures
- 3.2 Practices informed decision-making in university and school cultures
- 3.3 Communicates and collaborates in university and school cultures
- 3.4 Accepts academic rigor (willingness to work/ high expectations)
- 3.5 Affects change with courage and confidence

Missouri Standards for Teacher Education Programs (MoSTEP)

MoSTEP Standards	Performance Indicators
<p>The pre-service teacher understands the central concepts, tools of inquiry and structure of the disciplines(s) within the context of a global society and creates learning experiences that make these aspects of subject matter meaningful for students.</p>	<p>1.2 presents the subject matter in multiple ways 1.3 uses students' prior knowledge 1.4 engages students in the methods of inquiry used in the discipline 1.5 creates interdisciplinary learning</p>
<p>Standard 2. The pre-service teacher understands how student learn and develop, and provides learning opportunities that support the intellectual, social, and personal development of all students.</p>	<p>2.1 knows and identifies child/ adolescent development 2.2 strengthens prior knowledge with new ideas 2.3 encourages student responsibility 2.4 knows theories of learning</p>
<p>Standard 3. The pre-service teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.</p>	<p>3.1 identifies prior experience, learning styles, strengths, and needs 3.2 designs and implements individualized instruction based on prior experience, learning styles, strengths, and needs 3.3 knows when and how to access specialized services to meet students' needs 3.4 connects instruction to students' prior experiences and family, culture, and community</p>
<p>Standard 4. The pre-service teacher recognizes the importance of long-range planning and curriculum development and develops, implements, and evaluates curriculum based upon student, district, and state performance standards.</p>	<p>4.1 selects and creates learning experiences that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction (e.g. encourages exploration and problem solving, building new skills from those previously acquired) 4.2 creates lessons and activities that recognize individual needsof diverse learners and variations in learning styles and performance. 4.3 evaluates plans relative to long and short-term goals and adjust them to meet student needs and to enhance learning</p>
<p>Standard 5. The pre-service teacher uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.</p>	<p>5.1 selects alternative teaching strategies, materials, and technology to achieve multiple instructional purposes and to meet student needs 5.2 engages students in active learning that promotes the development of critical thinking, problem solving, and performance capabilities</p>
<p>Standard 6. The pre-service teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.</p>	<p>6.1 knows motivation theories and behavior management strategies and techniques 6.2 manages time, space, transitions, and activities effectively 6.3 engages students in decision making</p>

MoSTEP Standards	Performance Indicators
<p>Standard 7. The pre-service teacher models effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.</p>	<p>7.1 models effective verbal/ non-verbal communication skills 7.2 demonstrates sensitivity to cultural, gender, intellectual, and physical ability differences 7.3 supports and expands learner expression in speaking, writing, listening, and other media 7.4 uses a variety of media communication</p>
<p>Standard 8. The pre-service teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.</p>	<p>8.1 employs a variety of formal and informal assessment techniques (e.g. observations, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, authentic assessments, and standard tests) to enhance and monitor her or his knowledge of learning, to evaluate student progress and performance, and to modify instructional approaches and learning strategies 8.2 uses assessment strategies to involve learners in self-assessment activities, to help them become aware of their learning behaviors, strengths, needs and progress, and to encourage them to set personal goals for learning 8.3 evaluates the effect of class activities on both individual and the class as a whole, collecting information through observation of classroom instructions, questioning, and analysis of student work 8.4 maintains useful records of student work and performances and can communicate student progress knowledgeably and responsibly, based on appropriate indicators, to student, parents, and other colleagues</p>
<p>Standard 9. The pre-service teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. This reflective practitioner actively seeks out opportunities to grow professionally and utilizes the assessment and professional growth to generate more learning for more students.</p>	<p>9.1 applies a variety of self-assessment and problem-solving strategies reflecting on practice, their influences on students' growth and learning, and the complex interactions between them 9.2 uses resources available for professional development 9.3 practices professional ethical standards</p>

MoSTEP Standards	Performance Indicators
<p>Standard 10. The pre-service teacher fosters relationships with school colleagues, parents, and educational partners in the larger community to support learning and well-being.</p>	<p>10.1 participates in collegial activities designed to make the entire school a productive learning environment</p> <p>10.2 talks with and listens to students, is sensitive and responsive to signs of distress, and seeks appropriate help as needed to solve students' problems</p> <p>10.3 seeks opportunities to develop relationships with the parents and guardians of students, and seeks to develop cooperative partnerships in support of student learning and well-being</p> <p>10.4 identifies and uses the appropriate school personnel and community resources to help students reach their full potential</p>

MoSTEP Standards	Performance Indicators
<p>Standard 11. The pre-service teacher understands the theory and application of technology in educational settings and has technological skills to create meaningful learning opportunities for all students.</p>	<p>11.1 demonstrates continual growth in the uses and troubleshooting of current and emerging computer technologies to run software; to access, generate, and manipulate data; and to publish results.</p> <p>11.2 applies current research on teaching and learning with technology to plan and deliver developmentally appropriate learning opportunities that integrate a variety of software, applications, and learning tools (e.g., graphing calculators, languages translators, scientific probe-ware, musical composition software, electronic maps, etc.) to support the diverse needs of learners.</p> <p>11.3 identifies, locates, explores, and evaluates for accuracy and suitability, computer / technology resources including applications, tools, educational software, and associated documentations. Designs and utilizes technology-enhanced, learner-centered classroom strategies and activities (including teaming and/or small group collaboration) to address the diverse needs of students. Facilitates technology-enhanced learning experiences that develop students' higher-order thinking skills, creativity, and problem-solving skills; content standards; and student technology standards.</p> <p>11.4 uses technology resources in assessing student learning of subject matter using a variety of assessment techniques to collect and analyze data, to interpret results, and to communicate findings to improve instructional practice and maximize student learning (including the use of technology resources for learning, communication, and productivity).</p> <p>11.5 uses technology resources to engage in ongoing professional development and lifelong learning. Continually evaluates and reflects on professional practice to make informed decisions regarding the use of technology in support of student learning. Uses technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning and to conduct research and to solve problems.</p> <p>11.6 models and teaches legal and ethical practice related to technology, information, and software resources, as well as the safe and healthy use of technology resources. Applies technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities, including facilitating equitable access to technology resources for all students.</p>

EDUC 3150 Philosophy Questions

1. Awareness of Self

Reflect upon and describe several experiences you had growing up that may have influenced your understanding of the concept of culture. Explain how your cultural identity affects your ideas about teaching and learning.

2. Awareness of Others

Our society is changing rapidly. Cities and schools are becoming increasingly integrated, the international business community continues to expand, and immigrant and refugee populations swell national borders. As a result of increased contact with others whose cultural background, attitudes, actions that are different than ours, it is critical for us as teachers to interact effectively with students of diverse backgrounds. Based on your reading of the text and handouts, identify obstacles to working with those who are different than you. Discuss specific relationships between family, community, and school that you will seek to foster.

3. Teaching and Learning

Given what we know about how children learn, how will you design instruction to provide support to students? Also, knowing that all children can learn, but not necessarily the same thing in the same way on the same day, how will you meet the needs of students of varying abilities and differing experiential backgrounds? Consider this question in light of student differences.

4. Curriculum and Assessment

A teacher is responsible for making decisions about the curriculum taught in the classroom and the methods of assessing student learning. These decisions are affected by the teacher's background and his/her philosophy as well as the school district's guidelines and, increasingly, state and federal guidelines. How will you ensure that the curriculum and assessment you design for your classroom, while meeting these external mandates, promotes the understanding of multiple perspectives and the development of higher order thinking necessary to prepare empowered citizens for a diverse and democratic society?

Feedback Form: Question 1

Awareness of Self

Reflect upon and describe several experiences you had growing up that may have influenced your understanding of your cultural identity. Explain how your cultural identity affects your ideas about teaching and learning.

1. The entry describes personal experiences with clarity and enough detail for the reader to understand the context of the experiences and the elements of cultural identity that the writer bring out in his or her analysis.

Comments:

2. The entry clearly explains the writer's understanding of his or her cultural identity as an influence on how he or she views teaching and learning.

Comments:

3. This entry is well structured and free of mechanical error.

Comments:

Feedback Form: Question 2

Awareness of Others

Our society is changing rapidly. Cities and schools are becoming increasingly integrated, the international business community continues to expand, and immigrant and refugee populations swell national borders. As a result of increased contact with others whose cultural background, attitudes, and actions are different than ours, it is critical for us as teachers to interact effectively with students of diverse backgrounds. Based on your reading of the text and handouts, identify challenges to working with those who are different from you. Discuss specific relationships between family, community and school that you will seek to foster in order to overcome these challenges.

1. The entry clearly identifies significant challenges that could become obstacles in teaching or in teaching with others whose cultural background, attitudes and actions differ from one's own.

Comments:

2. The entry clearly explains the writer's plan to develop relationships among family, community and school which will help address those challenges.

Comments:

3. This entry is well structured and free of mechanical error.

Comments:

Feedback Form: Question 3

Teaching and Learning

Given what we know about how children learn, how will you design instruction to provide support to students? Also, knowing that all children can learn, but not necessarily the same thing in the same way on the same day, how will you meet the needs of students of varying abilities and differing experiential backgrounds? Consider this question in the light of student differences.

1. The entry clearly addresses the writer's plan for developing instruction that is differentiated to fit the needs of students of varying ability.

Comments:

2. The entry clearly addresses the writer's plan developing instruction that is differentiated to fit the needs of students of differing experiential background.

Comments:

3. The entry demonstrates that the writer understands the role cultural differences may play in children's learning needs.

Comments:

4. This entry is well structured and free of mechanical error.

Comments:

Feedback Form: Question 4

Curriculum and Assessment

A teacher is responsible for making decisions about the curriculum taught in the classroom and the methods of assessing student learning. These decisions are affected by the teacher's background and his or her philosophy as well as the school district's guidelines and, increasingly, state and federal guidelines. How will you ensure that the curriculum and assessment that you design for your classroom, while meeting these external mandates, promotes the understanding of multiple perspectives and the development of higher order thinking necessary to prepare empowered citizens for a diverse and democratic society?

1. The entry clearly addresses the writer's plan for promoting the understanding of multiple perspectives in order to prepare students as empowered citizens of a diverse and democratic society and describes how this can be accomplished at the level at which he or she will teach.

Comments:

2. The entry clearly addresses the writer's plan for promoting the development of higher order thinking in order to prepare students as empowered citizens of a diverse and democratic society and describes how this can be accomplished at the level at which he or she will teach.

Comments:

3. The entry demonstrates that the writer understands the role of external mandates in guiding the development of curriculum and assessment.

Comments:

FORM 1

Analyzing the Instruction of Diverse Learners

Name of Observer: _____

Date and Time of Observation: _____

Teacher: _____

Grade Level and/or Subject: _____

Instructions to the Observer: Briefly complete the first two items. As you observe in the classroom, list the elements of the lesson under the categories below. A description of each category appears in italics. Then type a response to the Reflection Questions at the end of the form.

Description of the Setting: What characteristics of the classroom or setting are important to the lesson? (Physical set-up; number of students; environmental factors)

Description of the Learners: What do you know about the learners that should be an influence in the decisions made about this lesson? (Range of age, abilities; prior knowledge and skills; developmental levels; IEP goals)

Goals and Outcomes: What is the teacher trying to accomplish with these students? What are the students expected to know and be able to do?

Introduction: How does the teacher engage the learners?

Instructional Process: What do learners do to assure they will meet the outcomes of the lesson? Describe in detail what the teacher does and what the students do, including examples, questions and modeling used by the teacher. Describe the material used by the teacher as it is used. Note how the teacher provides for individual differences among the individuals in the class.

Assessment Procedures: How does the teacher determine what each child knows and can do? How is it recorded? How is it shared with the students?

Management Procedures: What procedures and/or rules are in place to assure a successful lesson? Describe behavior management, time management and transition management.

Show-Me Standards: What Show-Me Standards were addressed in the lesson?

Reflection: What have you learned from observing this lesson? Reflect on what worked in the lesson. Describe the way the teacher adjusted the lesson to meet the needs of the student. Reflect on what you learned about the students and about teaching by observing this lesson.

FORM 2 (Choice of 2 or 3) _____

Student-Teacher Interaction: The Basis of Cultural Understanding

Name of Observer: _____

Date and Time of Observation: _____

Length of Observation: _____

Person and/or Event Observed: _____

Grade level and/or Subject: _____

Instructions to the observer: Tally the number of times each interactive behavior occurs during an observation period. Try to record at least one example of each type of interaction. At the end of the observation period, total the number of all teacher-student interactions, and calculate the percentage of the total for each interaction. Then type a reflection using the prompt below.

Type of Interactive Behavior	Tally of Times Observed	Percentage
INDIRECT		
Accepts Feelings Example:		
Praises/Encourages Example:		

Accepts or Uses Student Ideas Example:		
Asks Questions Example:		

Type of Interactive Behavior

Observed

Percentage

DIRECT		
Lectures Example:		
Gives Directions Example:		
Criticizes or Justifies Authority Example:		
STUDENT TALK		
Student Talk: Response Example:		

Student Talk: Initiation Example:		
Totals		
Most Frequently Used Type of Interaction:		

Adapted from Ned Flanders, 1985

Reflection: What has your observation indicated to you about classroom interactions? What is the impact of the quality of student-teacher interactions on learning in the classroom? Are student-teacher interactions the same regardless of differences among students? What kind of student-teacher interactions will you strive for in your classroom and how do you hope to promote these, given the diversity of students in the classroom?

FORM 3 (Choice of 2 or 3)

Examining Questions in a Culturally Diverse Community

Name of Observer:

Date and Time of Observation:

Length of Observation:

Person Observed:

Grade level and/or Subject:

Instructions to the observer: On a separate sheet of paper, record all of the questions asked by the teacher, orally or in writing, for one lesson. Then place each question below at the appropriate level. Count the total number of questions asked and compute a percentage for each level (understanding that you may not have any questions asked at a given level). Finally, type a reflection on your findings.

Type of Question

**Total Number
of Questions**

1. Memory:	
2. Translation:	
3. Interpretation:	
4. Application:	

Type of Question

**Number
of Questions**

5. Analysis:	
6. Synthesis:	

7. Evaluation:	
Total number of Questions, all levels:	

Percentage of: Memory ____ Translation ____ Interpretation ____

Application ____ Analysis ____ Synthesis ____ Evaluation ____

Reflection: what has your observation indicated to you about classroom questioning? How will you promote higher level questioning in your classroom to diverse learners?

FORM 4

Providing Assessments for Diverse Learners

Name of Observer: _____

Date and Time of Observation: _____

Person and/or Observed: _____

Grade level and/or Subject: _____

Instructions to the observer: Assessment is designed to tell you what each child knows and how well he knows it. Observe the assessment tools used in the classroom, then ask the teacher about student assessment. Record the kinds of assessments used. Type a reflection using the prompt.

Type of Assessment

Observed

Interview

1. Commercial Workbooks in Content Areas ___ Reading ___ Mathematics ___ Science ___ Social Studies ___ Language Arts Others:		
2. Duplicated sheets		
3. Homework Assignments		
4. Oral presentations/reports		
5. Hands-on Performance ___ Computers ___ Science experiment ___ Construction project ___ Dramatic performances/skits ___ Chalkboard work ___ Art project ___ Musical Production ___ Classroom displays/bulletin boards ___ School displays Others:		

Type of Assessment**Observed****Interview**

6. Written Work ___ Reports ___ Research projects ___ Creative writing Others		
7. Teacher-made Tests		
8. Prepared Tests from Text		
9. Standardized Tests		
10. State Competency Tests		
11. Anecdotal Records ___ Writing journals and folders ___ Art folders ___ Cumulative record folders ___ Portfolios Other:		
12. Other:		

Reflection: Are classroom assessments rigorous enough to meet external standards? Are they broad enough to provide for different learners? Are the assessments used to determine instruction as well as document learning? How will you use assessment in the diverse classroom?

FORM 4

Reflection on a Teaching Experience

Name of Tutor: _____

Date and Time of Lesson: _____

Grade Level and/or Subject: _____

Objective of Lesson Taught: _____

Instructions to the Observer: On a separate sheet of paper, respond to the questions below after you have completed a session working with a student or students. Then reflect on the experience using the prompt below.

- 1. Description of the Setting:** What characteristics of the classroom or setting were important to the lesson? (Physical set-up; number of students; environmental factors)
- 2. Description of the Learners:** What do you know about the learner(s) that was an influence in the decisions made about this lesson? (Range of age, abilities; prior knowledge and skills; developmental levels; IEP goals)
- 3. Goals and Outcomes:** What were you trying to accomplish with this student(s)? What was the student(s) expected to know and be able to do?

Introduction: How did you engage the learners?

Instructional Process: What did the learners do to assure they meet the outcomes of the lesson? Describe in detail what you did and what the students did, including examples, questions and modeling you used. Describe the material you used. Note how you provided for individual differences among the individuals in the group.

Assessment Procedures: How did you determine what each child knows and can do? How was it recorded? How was it shared with the students?

Management Procedures: What procedures and/or rules were in place to assure a successful lesson? Describe behavior management, time management and transition management.

Show-Me Standards: What Show-Me Standards were addressed in the lesson?

Reflection: What have you learned from teaching this lesson? Reflect on what worked in the lesson. Describe the way you adjusted the lesson to meet the needs of each student. Reflect on what you learned about the students and about teaching by teaching this lesson.

FORM 5

Anecdotal Record Form for Observing Cultural Relevance

Name of Observer: _____

Date and Time of Observation: _____

Teacher: _____

Grade Level and/or Subject: _____

Instructions to the Observer: As completely and accurately as possible, respond to each of the prompts below. Then type a short reflection on the findings, using the reflection prompt at the end of the form.

School

Choose one length of hallway to observe. What evidence do you find reflecting the cultural climate, including the cultural diversity, of the school?

What events sponsored by the school reflect the cultural makeup of the school?

Classroom

Describe the visuals posted in the classroom (notices, bulletin boards, posters, etc). How do these reflect the cultural climate and diversity of the classroom?

Look at the instructional materials used by the students. How well do these reflect the cultural climate and diversity in the classroom? Do the students tend to react positively to the materials?

Is the teaching in the classroom culturally relevant, relating to the lives of the students?

Reflection: All schools, all teachers are expected to teach to common standards. Yet schools and classrooms must be designed so that students feel they belong. How can we do both of these in the school setting?

FORM 6

Reflections on Classroom Experience: Understanding Diversity in the Classroom

Name of Observer: _____

Person and/or Observed: _____

Grade level and/or Subject: _____

Instructions to the observer: This final form is designed to help you reflect on the experience of being in the classroom. **Attach a short typed open reflection on the experience.**

What were your feelings about being in a classroom for part of your class?

What were your initial feelings about the classroom to which you were assigned? Have your feelings changed in any way?

Of the activities with which you were involved, which was the most beneficial? Why?

What did you learn about the children with whom you worked?

What did you learn about the teacher with whom you worked?

What did you learn about the school, not as a result of studying it, but just through observation?

What did the teacher and students learn about you as a teacher?

And what did you learn about yourself?

School Culture and Community Project

Purpose

The School Culture and Community Project is designed to assist beginning pre-service teachers to understand the role of community in schools. The community is defined as the community of learners, both within and around the school, that support the mission of the school. The pre-service teachers will investigate the influence of a number of variables on the education of the children within that community. Pre-service teachers in Foundations of Education and Early Field Experience work in a partnership school. This school community and the neighborhood surrounding it are the focus of the School Culture and Community Project.

Process

Pre-service teachers will work together to define the scope of the study. Specifically they will: 1) determine the questions to be researched, 2) decide the organization of the class in pursuing the research and, 3) delineate presentation formats.

Questions to be studied will fit into the following five categories:

- * Community
 - School District
 - School history and philosophy
 - Families and Students

Pre-service teachers are encouraged to use the following methods of inquiry:

- Historical records
- Public information from the state and district
- Observation
- Newspaper reports

Also useful but requiring prior approval are:

- Surveys
- Interviews
- Use of children's work

Evaluation

The class will determine a scoring guide to be used for the project. Members of the group will evaluate one another.

DEVELOPING A PERSONAL PHILOSOPHY OF EDUCATION

Your beliefs influence your actions. Your personal belief system -- your philosophy of education -- will determine what values you emphasize, how you organize and manage your classroom, what content you stress, and which teaching methods you use.

In order to develop your personal philosophy of education, think about the following questions:

- (1) How do you view the role of school in society? What are the purposes of education? How do we assure that schools serve all students well?
- (2) How do you view the student? What is the student's role in his/her education? How do we assure that all students are prepared to assume that role?
- (3) How do you view the role of the teacher? How is this consistent with the above beliefs? What are the primary responsibilities of the teacher in a society that values diversity?
- (4) How will you design your curriculum, instruction and classroom management so that it will best maximize the learning of the very diverse population of students you can expect to find in your classrooms?
- (5) Given the diversity of families, how will you include them in the education of their children?

After considering these questions, develop an outline that describes your personal beliefs about teaching a particular grade level or subject. Do not write in generalities -- be specific, so that your philosophy reflects what you value and hold important. At the same time, be sure that all of your ideas support what you value in education. Consider your audience to be your future employer, so be genuine in expressing your personal beliefs.

Write a rough draft, specifying the age/grade/subject early in the paper. Check to see if there is a smooth transition from one idea to another. Determine a title that fits your educational philosophy. Include as a subtitle "My Philosophy of Education" (for example, "The Drill Sergeant: My Philosophy of Education"). If written communication skills are weak, seek help from the Writing Center.

Develop a working draft that incorporates the following guidelines (a three to five page double spaced document with one inch margins utilizing no larger than a 12 point font). This working draft will be reviewed by a peer during class on November 23. You should also ask someone outside of class to review your draft. I will schedule an individual conference with you outside of class time if you wish or you can ask another professor, a friend or family member to review your draft. Both reviews must be submitted when you turn in your final draft. Your final draft is due on or before December 9.

IDEAS EXPRESSED

5. Does the author avoid the use of jargon?
6. Are you clear about the age/grade/subject early in the paper?
7. What meaning do you make of the author's view of the purpose of education and the role of schools?
8. What meaning do you make of the author's view of the student? Is it consistent with the other ideas expressed?
9. What meaning do you make of the author's view of the role of the teacher? Is it consistent with the other ideas expressed?
10. What meaning do you make of the author's view of curriculum, instruction and management? Is it consistent with the other ideas expressed?
11. What meaning do you make of the author's view of the inclusion of families?
12. Do you have any suggestions that might help the author better communicate his/her ideas?

THE PERSONAL PHILOSOPHY OF EDUCATION PAPER
An Evaluation Rubric

The following will be used by the instructor to grade the final draft of the philosophy of education paper. The statement in **bold** is the *standard* to be met, with points assigned to levels of attaining that standard.

A. The paper expresses a strong, coherent set of values that permeate the author's views regarding the role of schools, students, teachers, curriculum, instruction and management.

- 10 All ideas work together to support the stated values.
- 8 Most ideas and examples support the stated values.
- 6 While many ideas support the stated values, others are in contradiction.
- 4 Values are not strong enough to support ideas; author has ideas but these do not seem to flow from values.
- 2 Values are implied in ideas and examples but there is no evidence that these values form the ideas.
- 0 No values stated or implied.

B. The paper uses specific, concrete examples to explain and illustrate the author's philosophy.

- 5 Relevant examples support all of the main ideas.
- 4 Relevant examples support most of the main ideas.
- 3 Relevant examples support a few of the main ideas.
- 2 Examples are given but these do not support the values of the philosophy.
- 1 The few examples that are given do not well support the philosophy.
- 0 Examples are not given; the paper relies on generalities.

C. The paper includes all of the relevant aspects of a philosophy of education: the role of schools, students, teachers, and curriculum, and the instruction, management and inclusion of families that support them.

- 10 All areas are covered clearly.
- 8 All areas are covered implicitly.
- 6 All critical areas but one are covered.
- 4 More than one critical area is not covered.
- 2 The author has made no attempt to systematically cover these aspects.
- 0 The paper does not cover any of these areas.

D. The paper gives evidence of deep personal thought and genuine expression.

- 10 The ideas are original and well developed, reflecting intense analysis over time.
- 8 The ideas are well developed and sincere, pulling from sources that support the author's thinking.
- 6 The ideas appear to be a genuine expression of the author's thinking, and reflect some critical thought.
- 4 The ideas borrow heavily from readings and discussion with some evidence that they have been internalized by the author.
- 2 The ideas borrow haphazardly from readings and discussion with little evidence that they have been internalized by the author.
- 0 The ideas show no reflection on the part of the author.

E. This paper engages the reader, stimulating thinking about teaching.

- 5 Most interesting reading, beginning to end; the reader converses with the paper.
- 4 Holds reader's interest to the end, leaving reader with several new ideas.
- 3 Reader maintains interest but is exposed to few new ideas.
- 2 Paper is interesting but offers no new ideas.
- 1 Parts of the paper hold the reader's interest.
- 0 Paper is boring.

F. This paper uses appropriate structures for communicating its ideas.

- 5 Paper is well written, with paragraphing , sentence structures and transitions supporting effective communication of ideas.
- 4 Paper is well written, with paragraphing , sentence structures and transitions for the most part supporting effective communication of ideas.
- 3. Paper has some structures that make the communication of ideas less clear.
- 2. Paper has a number of structural irregularities that interfere with clear communication of ideas.
- 1 Writing ability significantly interferes with clear communication of ideas.
- 0 Ideas cannot be discussed because writing is incoherent.

G. This paper uses appropriate conventions, including those specified for use in this assignment.

- 5 Paper is well written, with spelling, punctuation and formatting supporting effective communication of ideas.
- 4 Paper is well written, with spelling, punctuation and formatting for the most part supporting effective communication of ideas.
- 3. Paper has some errors in the use of conventions that make the communication of ideas less clear.
- 2. Paper has a number of errors that interfere with clear communication of ideas.
- 1 Use of conventions in writing significantly interferes with clear communication of ideas.
- 0 Ideas cannot be discussed because errors in the use of conventions impedes communication.

Total Points out of 50: _____

This Key Assessment is evaluated as:

___ Not Proficient

___ Nearing Proficiency

___ Proficient