COURSE OF STUDY

1. **Course Title and Number of Credits:** CISE 514. *Teaching Diverse Learners in Diverse Schools.* Two (2) Graduate Credits.

2. **Course Description:**
   *TEACHING DIVERSE LEARNERS IN DIVERSE SCHOOLS* interfaces theory with practice by introducing students to a variety of educational theorists and leaders from traditional and non-traditional schools of thought. This course explores and helps students define what it means to be a multicultural educator. Students will examine different strategies for working in K-12 schools and with students that differ in their ethnicities and social, economic, and educational circumstances. Students will be introduced to some of the political, social, economic, and cultural factors that determine the challenges, the possibilities, and the limits of educational reform and academic achievement in K-12 schools. We will examine theories of multicultural education and alternative theoretical frameworks, philosophies, curriculum, and assessments. Teacher candidates will also apply technology and different student learning theories in the field. As such, students must provide evidence of working with a K-12 student (or group of students) in their major area.

3. **Prerequisites:** SOC 540 or the equivalent
   **Co-Requisites:** CISE 505, CISE 512, CISE 510

4. **Course Objectives:**
   In this course teacher candidates will:
   1. Understand the dimensions of multicultural education and what it means to be a multicultural educator.
   2. Understand culture, cultural difference, and learner styles through readings and face-to-face tutorials.
   3. Understand and reflect on historical and current practices in American education as it relates to multicultural education.
   4. Examine issues of cultural diversity in the curriculum, in the classroom, and beyond
   5. Explore and apply theories of sexism, racism, and ethnocentrism to schools, and propose remedies for these problems.
   6. Explore the social and economic backgrounds of students, teachers, and administrators, understand the effects of these factors on school life, and propose remedies for problems that arise from these factors.
   7. Design instructional activities and assessments which demonstrate respect for and support diversity of individual differences in ethnicity, race, language, culture, and gender.

5. **Student Learning Outcomes:**
   1. Students will understand the dimensions of multicultural education and what it means to be a multicultural educator through readings, discussion, and by reflecting on their own K-12 educational experiences.
2. Students will understand student diversity issues and differences in learning styles by reading and discussing text chapters and journal articles, by reflecting on their own schooling experiences, through discussion and class reflections, and through presentation of activities that reflect understanding of various aspects of diversity.

3. Students will understand and reflect on historical and current practices in American education, as it relates to multicultural education, and comprehend the impact of American politics, economics, social issues and technology on the educational system through reading text chapters and journal articles, through discussion and class reflections, and through working with a K-12 student.

4. Students will examine issues of cultural diversity in the curriculum, in the classroom, and beyond through readings, reflections, and developing a case study.

5. Students will explore and apply theories of sexism, racism, and ethnocentrism to schools, and propose remedies for these problems through readings, class discussions, and reflections.

6. Students will explore the social and economic backgrounds of students, teachers, and administrators, understand the effects of these factors on school life, and propose remedies for problems that arise from these factors through readings, class discussion, reflection, and via working with a K-12 student.

7. Students will design instructional activities and assessments which demonstrate respect for and support diversity of individual differences in ethnicity, race, language, culture, and gender by preparing individual and collective lesson plans that require teacher candidates to examine, evaluate, and select multicultural curriculum resources and materials that support the teaching of their content area.

<table>
<thead>
<tr>
<th>SLO</th>
<th>NJ Teaching Standards</th>
<th>NJCCCS</th>
<th>COE Competencies</th>
<th>NCATE Standards</th>
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<tbody>
<tr>
<td>Multicultural Lesson Plan</td>
<td>1,3,4,5,7,8</td>
<td>6.1.D, 6.2.D</td>
<td>1 – 7, 12,14, 16, 18</td>
<td>1, 4</td>
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<td>Case Study Report</td>
<td>2,3,4,5,6,7,8,10</td>
<td>3.1.H, 3.2.D, 3.3.D, 8.1.A</td>
<td>10, 12, 18</td>
<td>1, 3, 4</td>
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<tr>
<td>(including two lesson plans)</td>
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<tr>
<td>Critical Reflections</td>
<td>8, 11</td>
<td>3.1.G, 3.2.B</td>
<td>10, 12</td>
<td>1</td>
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Visit the above site to access NJ Professional Teaching Standards, NCATE SPA Standards, NJ Core Curriculum Content Standards, and WPU College of Education Competencies.

Student Learning Outcome Descriptions:

- **Multicultural Lesson Plan:**
  In pairs, select (from a website or a lesson you previously taught) a high quality lesson plan in your content area. Modify the lesson to make sure it is in the program’s lesson plan format and that it explicitly fits with three or more goals in a multicultural curriculum development model which are:
  1. To develop multiple historical perspectives
  2. To develop cultural consciousness
  3. To increase intercultural competence
  4. To combat racism, sexism, and all forms of prejudice and discrimination
5. To develop awareness of the state of the planet and global dynamics
6. To develop social action skills

- Case Study Report (Including two lesson plans): (Please see attached rubrics)
  Construct a case study based on working with and/or tutoring a K-12 student, or group of students. The case study report should include at least two lesson plan(s) (rubrics attached) used showing modification for learning, student work, and a 1-2 page discussion of students’ school context, demographics, implications for planning. Present your case study to the class as a power point.

- Reflections:
  Create five two-page reflections based on course readings. Reflections should provide evidence of your thinking about a particular topic or theme of the readings. They should not be a summary, but instead a critique based on your experiences in education. (2 pages).

6. Course Content:
   1. What is Diversity?
      A. The roots of diversity
      B. The social construction of race
      C. The dynamics of culture
      D. Affirming and fostering diversity
   2. Diverse Multicultural Educational Theorists and Paradigms
      A. Prominent multicultural theorists
      B. Multicultural Education Paradigms
      C. Multicultural Ideology
      D. Characteristics of a Multicultural Teacher
      E. Teaching for a democratic and pluralist society
      E. Teaching for empowerment and transformative curriculum
   3. Teaching Diverse Learners
      A. Race
      B. Learning Differences
      C. Gender
      D. Gender Gaps
      E. Language Minorities
      F. English-Language Ethnocentrism
      G. Reducing bias and prejudice in students
      H. Cross-cultural teaching
   4. Understanding Diverse Schools
      A. The role of school
      B. The impact of social and racial attitudes
      C. Culture and Curriculum decisions and delivery
      D. Who are the teachers?
      E. Curriculum reform and transformation
      F. Cultural responsive assessment
   5. Planning for Instruction
      A. Lesson planning
      B. Unit planning
      C. Motivation techniques
      D. Teaching methods

7. Teaching/Learning Methods:
   1. Collaborative Learning Groups
   2. Lecture
3. Discussion
4. Workshops and/or Guest Lectures
5. Demonstration of Teaching Strategies
6. Course readings
7. Reflective writing
8. Field, library, and internet research
9. Films

8. Evaluation Methods:
   1. Design lesson plans and unit plans that incorporate multicultural approaches (theory to practice) to teaching diverse learners. – Student learning outcome #1
   2. Complete a case study report that includes student, school and community demographics, and school context, curriculum and history. Create a power point that reflects your understanding of the teaching and learning relationship and your ability to compare it with text and course knowledge. Permission from all participating parties is required. (Rubrics attached). – Student learning outcome #2
   3. Create critical reflections based on course readings. – Student learning outcome #3

9. Recommended Texts:

10. Preparers’ Name and Date: Dr. Burton Weltman, July 2005.

11. Department Approval Date: July 2005

12. Revisers name and Date: Dr. Djanna Hill, February 2011.

13. Department Revision Approval Date: Spring 2011

14. Bibliography:

**Texts, Articles, Movies:**


**Websites:**
New Jersey Department of Education: http://www.state.nj.us/education/

http://www.pbs.org/teachers/

http://www.dailycal.org/article/110939/program_seeks_to_improve_understanding_of_diversity (college level multicultural education)


http://nyunews.com/news/2010/10/19/20dream/ (an article discussing the DREAM Act, Development, Relief and Education for Alien Minors Act)


Draft of One Day Lesson Plan Format
Based on Teacher Work Sample Methodology (TWS)

Lesson Plan Prompts

1. Contextual Factors:
Explicitly discuss the relevant contextual factors which might include community, district, school, or classroom factors or student characteristics and the possible instructional implications of these factors on the teaching-learning process with regard to this specific lesson plan. Describe how knowledge of contextual factors impacted your lesson planning as well as any adaptations that will need to be made to the lesson based on community, school, and specific students’ individual needs.

2. Learning Goals and Objectives:
List the learning goals and objectives (not the activities) of this lesson. The objectives should define what you expect students to know and be able to do by the end of the lesson. Align the goals to New Jersey Core Curriculum Standards (NJCCS) and note the level (Bloom’s Level) of learning for each.

3. Assessment Plan
Describe how you have (in a previous lesson or lessons) or will (in this lesson) pre-assess and formatively assess your goals. Will you formally or informally assess your goals? Also, describe in detail how and when you will give a post-assessment of the goals you are teaching in this lesson.

4. Design for Instruction
Methodology and Activities
Provide an overview of your lesson. What teaching methodologies are you, the teacher candidate, utilizing throughout the lesson. For example, are you using direct instruction, lecture, discussion, cooperative learning, or problem-based learning, or a combination of these? Specifically reference your teaching methods and attach all relevant notes, questions, lecture materials, etc… related to your teaching methods.

The activities section relates to the methodology section in that it is what the students will be doing during the lesson. Recall that activities are not goals nor are they “teaching methodologies.” For example, “Student will read p. 46 – 50” is an activity.

Make sure that every objective in your lesson is addressed.

Remember to explicitly describe how you will assess students during your lesson. How will you know if students are indeed meeting the objectives of the lesson? Will your formally (individually and for a grade) or informally (perhaps orally and in groups) assess students’ progress in terms of the stated objectives?

5. Technology
Describe how you will use technology (a computer, audio and / or visual device, or lab equipment) in your planning (for example, did you use the Internet for research when planning this lesson) and/or instruction. If you do not use technology in any form, provide your clear rationale for its omission.
<table>
<thead>
<tr>
<th>Contextual Factors:</th>
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<tr>
<th>Learning Goals and Objectives:</th>
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<th>Assessment Plan:</th>
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<tr>
<th>Teaching Methodologies:</th>
<th>Activities:</th>
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<th>Technology Utilized:</th>
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<tr>
<td>Rating Indicator</td>
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<tr>
<td>CONTEXTUAL FACTORS</td>
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<td>CLARITY OF GOALS</td>
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<td>ALIGNMENT AND LEVEL OF GOALS</td>
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<td>ASSESSMENT PLAN</td>
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<td>LESSON DESIGN</td>
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<td>CONTENT</td>
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<tr>
<td>TECHNOLOGY</td>
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<tr>
<td>IMPACT OF CONTEXTUAL FACTORS ON LESSON PLANNING</td>
</tr>
</tbody>
</table>
Case Study: Contextual Factors of School Where Student (to be tutored) Attends

TWS Standard
The teacher-candidate uses information about the learning-teaching context and student individual differences to set learning goals and plan instruction and assessment.

Task
Discuss relevant factors and how they may affect the teaching-learning process. Include any supports and challenges that affect instruction and student learning.

Prompt
In your discussion, include:

• **Community, district and school factors.** Address geographic location, community and school population, socio-economic profile and race/ethnicity. You might also address such things as stability of community, political climate, community support for education, and other environmental factors.

• **Classroom factors.** Address physical features, availability of technology equipment and resources and the extent of parental involvement. You might also discuss other relevant factors such as classroom rules and routines, grouping patterns, scheduling and classroom arrangement.

• **Student characteristics.** Address student characteristics you must consider as you design instruction and assess learning. Include factors such as age, gender, race/ethnicity, special needs, achievement/developmental levels, culture, language, interests, learning styles/modalities or students’ skill levels. In your narrative, make sure you address student’s skills and prior learning that may influence the development of your learning goals, instruction and assessment.

• **Instructional implications.** Address how contextual characteristics of the community, classroom and students have implications for instructional planning and assessment. Include specific instructional implications for at least two characteristics and any other factors that will influence how you plan and implement your unit.

**Suggested Page Length:** 1-2
<table>
<thead>
<tr>
<th>Case Study Rubric: Contextual Factors</th>
<th>3 Indicator Met</th>
<th>2 Indicator Partially Met</th>
<th>1 Indicator Not Met</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowledge of Community, School and Classroom Factors</strong></td>
<td>Teacher-candidate displays a comprehensive understanding of the characteristics of the community, school, and classroom that may affect learning.</td>
<td>Teacher-candidate displays some knowledge of the characteristics of the community, school, and classroom that may affect learning.</td>
<td>Teacher-candidate displays minimal, irrelevant, or biased knowledge of the characteristics of the community, school, and classroom.</td>
</tr>
<tr>
<td><strong>Knowledge of Characteristics of Students</strong></td>
<td>Teacher-candidate displays general &amp; specific understanding of student differences (e.g., development, interests, culture, abilities/disabilities) that may affect learning.</td>
<td>Teacher-candidate displays general knowledge of student differences (e.g., development, interests, culture, abilities/disabilities) that may affect learning.</td>
<td>Teacher-candidate displays minimal, stereotypical, or irrelevant knowledge of student differences (e.g. development, interests, culture, abilities/disabilities).</td>
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<tr>
<td><strong>Knowledge of Students’ Varied Approaches to Learning</strong></td>
<td>Teacher-candidate displays general &amp; specific understanding of the different ways students learn (e.g., learning styles, learning modalities) that may affect learning.</td>
<td>Teacher-candidate displays general knowledge about the different ways students learn (e.g., learning styles, learning modalities).</td>
<td>Teacher-candidate displays minimal, stereotypical, or irrelevant knowledge about the different ways students learn (e.g., learning styles, learning modalities).</td>
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<tr>
<td><strong>Knowledge of Students’ Skills And Prior Learning</strong></td>
<td>Teacher-candidate displays general &amp; specific understanding of students’ skills and prior learning that may affect learning.</td>
<td>Teacher-candidate displays general knowledge of students’ skills and prior learning that may affect learning.</td>
<td>Teacher-candidate displays little or irrelevant knowledge of students’ skills and prior learning.</td>
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<tr>
<td><strong>Implications for Instructional Planning and Assessment</strong></td>
<td>Teacher-candidate provides specific implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics.</td>
<td>Teacher-candidate provides general implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics.</td>
<td>Teacher-candidate does not provide implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics OR provides inappropriate implications.</td>
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