

Alternative Assignment for Meeting Diversity Competencies in Field Placements for Advanced Programs

The written assignment for documenting your experiences in a 10-hour placement in a diverse school setting is as follows.

After observing in the school, identify an issue that you noted in which some inequity in opportunities to learn may be operating and limiting achievement for some students. For example,

- What kinds of special education or language differences may impact on students' opportunities and access to learning in the classroom?
- How much technology is available to students in school and at home?
- Do all students have the same opportunities for parental support at home?
- How do teachers' content and pedagogical preparation and competence affect equity in the classroom?
- How current is the curriculum?
- How might achievement history be affecting individual students' motivation to learn?

Whatever specific aspect of equity you decide upon, think about how classroom practices, curriculum, assessment methods, or professional development might be modified to create a more equitable learning environment for all students. Then develop a plan for changing something in the school environment that will increase the equity of learning opportunities for some or all students. Use the outline below to write-up this report in about 5 double-spaced pages.

1) Purpose of Plan: Description of the Inequity in Opportunity Your Plan Will Be Addressing:

- In one paragraph, describe the particular aspect of the equity issue that you will be trying to correct.
- In a couple of paragraphs describe how the equity issue you selected contributes to inequities in student learning, student performance, student motivation, and students' likelihood of success in school.

2) Description of Your Plan for Change in Practices and Their Expected Outcomes: For this part, you should note:

- What will you change in school practices in terms of what the teachers do?
- What will you change in terms of what the students do?
- Indicate any other changes in practice you are planning, e.g., communication with parents, professional development, etc.
- What do you expect to happen? What do you think the outcome will be in terms of students' learning, behavior, and performance?
- Assessment: How you will know if your efforts would actually result in changes in students' learning, behavior, or performance.

3) Hypothetical Implementation Results: What You Would Expect to Observe

Write about what changes you would expect to observe as a result of the implementation of your plan for decreasing the inequity you observed in the school. Include hypothetical reports of "evidence" you would gather to assess the impact of your plan implementation.

4) Discussion of Outcomes and Conclusions on Effects of Hypothetical Implementation of the Plan

Write about what the hypothetical results would mean in terms of correcting the observed inequity. What worked? What did not work? How might plan be changed?

5) **Potential for Follow-up**

End with a discussion about how the school might follow-up on reducing the observed inequity based on the hypothetical results of your plan implementation.

Report on Equity Plan for Alternative 10-Hour Observation for Documenting Experience in Diverse School Settings for Advanced Programs: Scoring Rubric

	Target = 3	Acceptable = 2	Unacceptable = 1
1. Purpose of Plan-what is the inequity you observed that needs to be corrected	Clearly identifies the inequity to be addressed in terms of obstacles to equitable access to learning opportunities; then provides detailed and logical basis for doing the project	Provides some identification of the inequity to be addressed in terms of obstacles to equitable access to learning opportunities; then provides some details and a logical basis for doing the project	Does not identify the inequity to be addressed in terms of obstacles to learning opportunities; provides vague or incomplete basis for doing the project
2. Description of Plan for correcting inequity including relationship of change in inequity and plan for assessment of outcomes	Provides comprehensive and accurate description of what will be done, how the action is related to the inequity, and how it will impact on target students	Provides accurate description of what will be done, how the action is related to the inequity, and how it will impact on target students	Provides partial, incomplete, or inaccurate accurate description of what will be done, how the action is related to the inequity, and how it will impact on target students
3.Hypothetical implementation results including “assessment” data or evidence	Provides complete and comprehensive description and hypothetical evidence of what was done and how it impacted on students and/or teacher behaviors	Provides substantial description and evidence of what was done and how it impacted on students’ and/or teacher’s behaviors	Provides limited description and evidence of what was done and how it impacted on students’ and/or teacher’s behaviors
4. Discussion of outcomes and conclusions on effects of hypothetical plan implementation	Discusses outcomes of plan implementation in relation to assessments and what was expected to happen in connection with original plan	Discusses outcomes of plan implementation in terms of assessments but may be missing connection to original plan	Discussion of outcome not linked to assessments or original equity plan
5. Potential for Follow-Up	Provides detailed plan for follow-up based on hypothetical results of implementation addressing original equity concern	Provides some direction for follow-up related to original equity concern and some reference to hypothetical results	Provides vague direction for follow-up not related to original equity concern or hypothetical results

Rubric Key

1. Purpose
2. Plan
3. Implementation and assessment
4. Discussion (outcomes)
5. Follow-up