OAKLAND CITY UNIVERSITY
SCHOOL *of* EDUCATION

*EDUC 610 Culturally Responsive Instruction in the 21st Century

Term: Fall 2019
Dates: 8/24/19 to 11/2/19
Time: Arranged
Location: Arranged

Professor Contact Information

Name: Dr. Nancy Miller
Title: Director, Graduate Studies, Associate Professor
E-mail: nmiller@oak.edu
Phone: 812-749-1378
Office Hours: M-F 8am to 4pm
Method of Contact: Email or Phone

COURSE DESCRIPTION   (3 hours)

In this research-based courses, students will recognize the value of evidence based research, inclusive of neuroscience research, that encourages classroom instruction rooted in college and career readiness, national testing, deeper 21st century learning, 21st century skills, technology, new instructional models, and new school models. Participants explore their own assumptions about race, class, and culture; and learn strategies for creating classrooms that are culturally inviting to all.

Prerequisite Studies

None.

Diversity in the Oakland City University School of Education

The School of Education is committed to a core set of values that are reflected in a culture that promotes development of personal and professional integrity and engagement for the benefit of our society. As an academic community, the faculty and staff of the School of Education values:

- Diversity in all of its manifests
- Respect for the individual and deviating perspectives that challenge us
- Collaboration

*Key Assessment

- Creativity in thought and action

To further the mission of diversity in the School of Education, SOE has a primary goal that:

Encourages and supports an environment which presents and values diversity defined in accordance with The Council for the Accreditation of Educator Preparation (CAEP) as differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographic area.

Course Objectives

The course is designed to lead the student through the steps necessary to build a culturally responsive classroom and/or school. Upon successful completion of this course students should be able to:

- Develop a comprehensive understanding of multicultural education by leading all students to deeper learning, grounded in critical thinking, creative problem solving, communication, collaboration—and the "5th C," cultural awareness which recognizes that every child has a birthright to an equitable education that prepares him or her in 21st century knowledge, skills and dispositions.

Instructional Design

Students will explore curriculum theory through course readings, lectures and presentations, group discussions, independent research, and simulations.

Barger-Richardson Learning Resource Center

The Barger-Richardson Learning Resource Center is the student gateway to library resources at Oakland City University through www.oak.edu/library/Discover.html or coming to campus (605 W. Columbia Street, Oakland City, IN 47660). To ask questions or make comments about library services please call (812) 749-1269 or visit www.oak.edu/library/Ask.html.

Required Course Materials

Rodriguez, E. R., Bellanca, J. A., Esparza, D.R (2017). *What is it About Me You Can't Teach?: Culturally Responsive Instruction in Deeper Learning Classrooms.* (Third edition.). Thousand Oaks, Calif.: Corwin Press.

Tentative Course Outline

The topics in this course will be explored according to the following learning schedule.

Week	Lesson Title and Topics
1	Chapters 1, 2, 3
2	Chapters 4, 5, 6
3	Chapters 7, 8, 9
4	Chapters 10, 11, 12
5	Chapter 13

Course Assignments and Assessments

Assignments and Program Assessments	Grade Value
Assignments	80 points
1. Write four (4) annotated reviews from current scholarly articles on Cultural Diversity, Multicultural Education or Cultural Responsive Classrooms	
2. Takeaways from Chapters (Ch. 2-13)	170 points
3. Final Reflective Paper	150 points
Total points	**400 points**

Assignments

1. Annotated Reviews   (80 points)

Complete Annotated Bibliography of four (4) current scholarly Culturally Responsive Classroom and Instruction or multicultural education articles.   (500 words each).   Include in each review the following information: (With the exception of the citation, use each bullet as a heading)
- Use a title page
- Explanation of textbook (Key concepts of text)
- Analysis and evaluation of strengths
- Identification, analysis, and evaluation of weaknesses
- How information can contribute to your leadership praxis
- Quotes Placed at end of Review (Minimum of 5 quotes you deem important to remember).

Note: An annotated review is a critical reflection of the reading. It is more than just a book review or a "I like the entire book." You must show reflection, critical thinking, and interaction with the contents of the book.

2. *Take Aways from This Chapter*

Answer the questions in the chapter section *Take Aways from the Chapters* (170 Points)

3. *Final Project* <mark>*Key Assessment*</mark> *(150 points)*

Reflective Practitioner Paper "A large part of the problem [of the achievement gap] is that many educators do not understand what it means to engage in educational practices that promote equity. Equity involves more than simply ensuring that children have equal access to education. Equity also entails a focus on outcomes and results" (Boykin & Noguera, 2011, p. viii) In consideration of the above quote, this assignment will offer you an opportunity to expand your understanding of public education as a system that both expands and diminishes equity.

For this assignment, you will explore the following question: *What are the tensions within efforts to reform public education and how do these debates shape your thinking and actions as a teacher?*

Follow the steps below to successfully write this scholarly paper.

1. Pick an educational initiative/idea introduced through class (readings, discussion, materials). This should be one of interest to you and one that you see as benefitting your own understanding.

2. Research who this initiative/idea is designed to benefit (a group of students targeted by the initiative).

3. Find peer-reviewed research articles and review class readings that address the initiative/idea and its impact on students. Take notes as you read.

4

Grading Scale

The University grading system consists of letter grades and grade points. The grading system for graduate programs is as follows:

Graduate Grading System			
Points	**Grade**	**Value**	**Definition**
389-400	A	4.0	Superior
373-388	A-	3.7	Excellent
357-372	B+	3.3	High Average
341-356	B	3.0	Average
325-340	B-	2.7	Low Average
308-324	C+	2.3	Below Average, Counting as Graduate Credit
292-307	C	2.0	Below Average, Counting as Graduate Credit
Below 292	F	0.0	Failure
	I		Incomplete
	WE		Instructor Withdrawal Excessive Absences
	AU		Audit
	EC		Education Continuing, Ed. D
	GP		Graduate in Progress 3-years limit, Ed. D
	W		Withdrawal Official Approval

Graduate Grading System			
Points	Grade	Value	Definition

Course Policies

The following polices apply to anyone participating in this course.

- **Academic Honesty** – Students are expected to respect and uphold accepted standards of honesty in writing examinations or submitting written work to instructors. Plagiarism, though occurring in many forms, in essence involves the presentation of another person's work as if it were the work of the presenter. The results of research must be properly documented, and quoted material must be so designated. Students guilty of plagiarism or cheating may be suspended from the course and receive a failing grade.

- **Accommodations for Students with Special Needs** – Oakland City University actively supports the Americans with Disabilities Act which protects qualified individuals with disabilities from discrimination. Oakland City University will work with students and other associates to provide reasonable accommodations as provided in the Act. If a student or another associate believes he/she needs accommodations for **class** , he/she should contact Karen Nasseri, the 504 coordinator at 812-749-1483 or by email: knasseri@oak.edu.   Her office is located in the Kennedy Center, room 203. If unavailable, Academic Affairs can be reached at (812) 749-1238. All **other** accommodations, please contact Student Life at (812) 749-1421.

- **Bad Weather Policy** – Oakland City University uses the Nixle Emergency Notification System to contact staff, students, and members of the community about upcoming events, class cancelations due to severe weather, and on-campus emergencies. Students are encouraged to register for Nixle (www.nixle.com) to receive e-mail notifications about campus emergencies. The latest alerts also can be followed on Twitter at **@OaklandCityU**). Students may also check the following radio stations: WBIW-13.40 AM, WQRK-105.5 FM, or WPHZ-102.5 FM.

- **Respect for Divergent Viewpoints and Diversity** – Students and faculty are to show appropriate respect for each other, and for divergent viewpoints expressed in the classroom. Such respect does not require agreement with or acceptance of divergent viewpoints.

- **Use of Inclusive Language** – Students are expected to use non-sexist inclusive language as appropriate in the completion of course assignments and participation in classroom discussions. The use of male gender terms to describe individuals, groups, titles, or roles that can include the female gender should be rewritten to more accurately reflect that both genders are being addressed. In cases where only one gender is clearly intended, language should be used that reflects that gender.

Targeted Standards of Course Learning

The following mission statements and attached document, Standards for Reference, are to be applied in the teaching of the course as appropriate to the school and degree program enrolled in taking the course.

OCU Vision Statement

To become a leading faith-based university that provides a Christian learning environment preparing students for service.

OCU Mission Statement

Oakland City University is a Christian faith-based learning community dedicated to the enhancement of intellectual, spiritual, physical and social development for positive leadership.

OCU School of Education Mission Statement

The School of Education at OCU is a collaborative learning community dedicated to:

- The preparation for gainful employment through academic excellence
- The promotion of Christian ethical and moral values
- The enhancement of each student practitioner's intellectual, physical, spiritual, and social development
- Community service through positive leadership

School of Education – Graduate Programs Conceptual Framework and Objectives

The purpose of the Conceptual Framework (CF) as it relates to graduate studies in the School of Education (SOE) is to provide a foundation and organizational system through which candidates accomplish the primary objective of the program.

This objective is to advance the knowledge, skills, and disposition of those serving in leadership positions in the educational and business communities.

The OCU School of Education promotes development of effective educators who master knowledge, skills, and dispositions which enable servant leaders to positively impact the next generation of learners. The learning outcomes that flow out of the primary objective are to develop a student that:

- has advanced skills in one's specialized content area(s) and has the knowledge of and uses the tools of inquiry as part of the on-going educational process while demonstrating ethical leadership in creating positive working or learning environments for employers and students;
- has advanced knowledge of human development and uses the information to support the advancement of humankind's intellectual, social, and personal development within a business or educational community environment;
- has an in-depth understanding of diversity issues in life and their inherent value;
- models a variety of current leadership skills that assist employees/students to become critical thinkers and analytical problem solvers;
- guides, facilitates, and supports the success of all learners by providing leadership in curriculum development learning assessment, instructional supervision, and program

evaluation conducive to student learning, personnel professional growth, and district and organizational accountability;

- uses collaboration within a positive organizational or learning environment with his or her employees, students, and work community;
- effectively uses a variety of communication techniques that foster inquiry and collaboration within the work environment;
- develops a leadership style that incorporates technological delivery systems with colleagues that enhance business and educational communication and community support;
- reflects on his or her leadership techniques and styles and experiences and adapts them to meet business, education, or community needs as he or she flourishes professionally through active participation in professional organizations, community organizations, and community service activities; and
- serves the community and assists as a community resource person in the community in which he or she is employed.
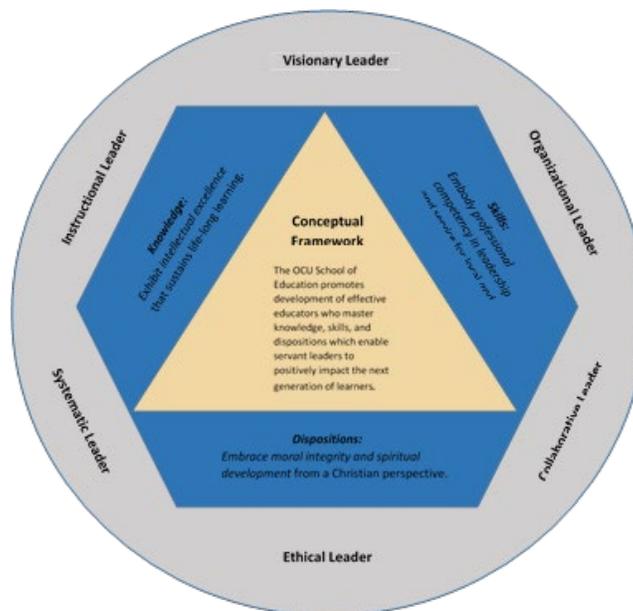
Goals and Standards for EDUC 610

The goals of OCU's School of Education, Elementary Education Master of Arts in Teaching/Transition to Teach Programs are set forth by meeting those standards and expectations provided by InTASC, ACEI and the Indiana Department of Education.

Addressed in this course

CAEP

1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s) in the following categories: the learner and learning; content; instructional practice; and professional responsibility.

1.2 Providers ensure that candidates use research and evidence to develop an understanding of the teaching profession and use both to measure their P-12 students' progress and their own professional practice.

3.1 The provider presents plans and goals to recruit and support completion of high-quality candidates from a broad range of backgrounds and diverse populations to accomplish their mission. The admitted pool of candidates reflects the diversity of America's P-12 students. The provider demonstrates efforts to know and address community, state, national, regional, or local needs for hard-to-staff schools and shortage fields, currently, STEM, English-language learning, and students with disabilities.

InTASC

Standard 1: The teacher 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.

Standard 2: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 5: The teacher 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.

Standard 7: The teacher 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.

Standard 9: The teacher 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.

ACEI

1.0 Development, Learning, and Motivation--Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.

3.1 Integrating and applying knowledge for instruction—Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community;

3.2 Adaptation to diverse students—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students;

3.4 Active engagement in learning—Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self-motivation, and positive social interaction and to create supportive learning environments;

3.5 Communication to foster collaboration—Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom**.**

5.1 Professional growth, reflection, and evaluation—Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally.

Indiana Department of Education Developmental and Pedagogical Standards

Standard 1: Student Development and Diversity Elementary education teachers have a broad and comprehensive understanding of student development and diversity and demonstrate the ability to provide instruction that is responsive to student differences and that promotes development and learning for all students.

Standard 5: Learning Environment Elementary education teachers have a broad and comprehensive understanding of student learning environments and demonstrate the ability to establish positive, productive, well-managed, and safe learning environments for all students.

Standard 6: The Professional Environment Elementary education teachers have a broad and comprehensive understanding of professional environments and expectations and demonstrate the ability to collaborate with others to improve student learning, to engage in continuous professional growth and self-reflection, and to adhere to legal and ethical requirements of the profession.

Bibliography

Ballenger, Cyntia (2009). P*uzzling Moments, Teachable Moments: Practicing Teacher Research in Urban Classrooms (The Practitioner Inquiry Series)*. NY: Teachers College Press. (ISBN-13: 978-0807749937) Conroy,

Delpit, L. (2014). Ebonics and culturally responsive instruction. In W. Au (Ed.), *Rethinking multicultural education: Teaching for racial and cultural justice* (pp. 167-174). Milwaukee, WI: Rethinking Schools.

Elnour, A. & Basihir-Ali, K. (2003). Teaching Muslim girls in American schools. *Social Education*, 67(1), 62-64.

Gandara, P. (2012). Meeting Students Where They Are: The Latino Education Crisis. In Evers, R. B. (Ed.), *Education 12/13* (39th ed., pp. 138-143). New York, NY: McGraw-Hill.

Gorski, P. C. (2013). What works (when adapted to your specific context, of course): Instructional strategies that are effective, equitable, and even data-driven. In Banks, J. A. (Ed.), *Reaching and teaching students in poverty: Strategies for erasing the opportunity gap* (pp. 117-131). New York, NY: Teachers College.

Joshi, K. Y. (2012). "Because I had a turban." In N. P. Gallavan (Ed.), *Multicultural education* (16th ed., pp. 181-183). New York, NY: McGraw-Hill.

Mayo, C. (2013). Queer lessons: Sexual and gender minorities in multicultural education. In Banks, J. A., & Banks, C. A. (Ed.), *Multicultural education: Issues and perspectives* (8th ed., pp. 161-175). Hoboken, NJ: John Wiley & Sons

Miner, B., & Peterson, B. (2014). Diversity vs. white privilege: An interview with Christine Sleeter. In W. Au (Ed.), *Rethinking multicultural education: Teaching for racial and cultural justice* (pp. 39-46). Milwaukee, WI: Rethinking Schools.

Ortega, M. I. (2014). Your struggle is my struggle. In W. Au (Ed.), *Rethinking multicultural education: Teaching for racial and cultural justice* (pp. 111-114). Milwaukee, WI: Rethinking Schools.

Smitherman, G. (2014). Back English/Ebonics: What it be like? In W. Au (Ed.), *Rethinking multicultural education: Teaching for racial and cultural justice* (pp. 159-166). Milwaukee, WI: Rethinking Schools.

Sensory, Ozlem & DiAngelo Robin (2011). Is Everyone Really Equal? An Introduction to Key Concepts in Social Justice Education. NY: Teachers College Press. (ISBN-13: 978-0807752692)

Tissington, L. & LaCour, M. (2012). Strategies and Content Areas for Teaching English Language Learners. In Evers, R. B. (Ed.), *Education 12/13* (39th ed., pp. 148-151). New York, NY: McGraw-Hill.

Varghese, M. M., & Stritikus, T. T. (2013). Language diversity and schooling. In Banks, J. A., & Banks, C. (Ed.), *Multicultural education: Issues and perspectives* (8th ed., pp. 219-239).

Annotated Bibliography Rubric (80 points)

Student: _____

Annotated Bibliography	Highly Effective 3.75, 4	Effective 3 , 3.25, 3.5	Improvement Necessary 2, 2.5, 2.75	Ineffective 1, 1.25, 1.5, 1.75
Depth of Annotation	Responses formulate an in-depth and **advanced** annotation of assigned content the topic Annotations show insightfulness and are well documented.	Responses formulate an in-depth and **yet general** annotation of assigned content the topic Annotations show insightfulness.	Responses formulate a **minimal** annotation of assigned content the topic Annotations are unsupported with flawed documentation	Response **lacks** annotation of assigned content the topic Annotations are inappropriate and/or unsupported.
Required Component: Eight topics from the listing in the syllabus to provide insight into the candidate's knowledge of student population diversity (cultural, economic, linguistic, gender, religion, family structure, etc.) *InTASC 1(e) ACEI 3.2*	Bibliography addresses in **detail** an understanding 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.	Bibliography addresses in **partial detail** an understanding 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.	Bibliography addresses in an understanding 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.	Bibliography **lacks detail** in providing an understanding 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.

Required Component: The bibliography shows 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. *InTASC 1(g) ACEI 3.2*	The bibliography provides **in-depth** insight into the teacher's understanding of second language acquisition, exceptional needs, and/or learners' background knowledge. .	The bibliography provides **various aspects of** insight into the teacher's understanding of second language acquisition, exceptional needs, and/or learners' background knowledge. .	The bibliography provides **minimal** insight into the teacher's understanding of second language acquisition, exceptional needs, and/or learners' background knowledge.	The bibliography **lacks depth** insight into the teacher's understanding of second language acquisition, exceptional needs, and/or learners' background knowledge.
Required Component: The bibliography shows 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. *InTASC 2 (j) ACEI 3.2*	The bibliography provides **comprehensive insight to** individual and groups of learners to identify specific needs and responds with individualized support, flexible grouping, and varied learning experiences.	The bibliography provides **some comprehension** of individual and groups of learners to identify specific needs and responds with individualized support, flexible grouping, and varied learning experiences.	The bibliography **lacks comprehensive understanding to** individual and groups of learners to identify specific needs and responds with individualized support, flexible grouping, and varied learning experiences.	The bibliography **does not provide comprehensive understanding** individual and groups of learners to identify specific needs and responds with individualized support, flexible grouping, and varied learning experiences.
Required Component: The bibliography shows 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. *InTASC 2 (k) ACEI 3.2*	The bibliography includes **multiple** perspectives in the presentation and discussion of content that include learners' personal, family, community, and cultural experiences and norms.	The bibliography includes a **less than two perspectives** in the presentation and discussion of content that include learners' personal, family, community, and cultural experiences and norms..	The bibliography includes **lacks** perspectives in the presentation and discussion of content that include learners' personal, family, community, and cultural experiences and norms.	The bibliography includes **multiple perspectives are not included** in the presentation and discussion of content that include learners' personal, family, community, and cultural experiences and norms.

Required Component: The bibliography shows 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 *InTASC 9 (i)* *ACEI 5.1*	The bibliography provides **in-depth understanding** regarding collaboration with colleagues and others to give, receive and analyze feedback on the effects of their actions on learners, colleagues and community members and to apply it to improve practice.	The bibliography provides **some understanding** regarding collaboration with colleagues and others to give, receive and analyze feedback on the effects of their actions on learners, colleagues and community members and to apply it to improve practice.	The bibliography provides **basic understanding** regarding collaboration with colleagues and others to give, receive and analyze feedback on the effects of their actions on learners, colleagues and community members and to apply it to improve practice.	The bibliography **does not support understanding** regarding collaboration with colleagues and others to give, receive and analyze feedback on the effects of their actions on learners, colleagues and community members and to apply it to improve practice.
Required component: The bibliography shows the teacher understands basic 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) *InTASC 9 (i)* *ACEI 5.1*	The bibliography offers **detailed information on** structured individual and group professional learning opportunities to reflect on, identify, and address improvement needs and to enable him/her to provide all learners with engaging curriculum and learning experiences.	The bibliography offers **some information on** structured individual and group professional learning opportunities to reflect on, identify, and address improvement needs and to enable him/her to provide all learners with engaging curriculum and learning experiences	The bibliography provides **minimal information** structured individual and group professional learning opportunities to reflect on, identify, and address improvement needs and to enable him/her to provide all learners with engaging curriculum and learning experiences	The bibliography **lacks detailed information on** structured individual and group professional learning opportunities to reflect on, identify, and address improvement needs and to enable him/her to provide all learners with engaging curriculum and learning experiences
Writing Structure and Conventions	Proper, standard writing conventions are used with highly effective sentence and paragraph construction. Thoughts expressed are coherent and logical. Flow of the paper is excellent. Errors in grammar, spelling, and syntax are minimal.	Proper, standard writing conventions are used with effective sentence and paragraph construction. Thoughts expressed are coherent and logical. Minor flaws in the flow of the paper. Errors in grammar, spelling, and syntax are a minimal.	Proper, standard writing conventions lacking with poor sentence and paragraph construction. Thoughts expressed lack coherence and logic. Flaws in the flow of the paper. Errors in grammar, spelling, and syntax are problematic.	Proper, standard writing conventions lacking with poor sentence and paragraph construction. Thoughts expressed lack coherence and logic. Paper is disjointed with numerous error in grammar, spelling, and syntax.

Chapter Takeaways (170 points)

Candidate: _____

Chapters 2-13 Takeaways	Highly Effective 3.75, 4	Effective 3 , 3.25, 3.5	Improvement Necessary 2, 2.5, 2.75	Ineffective 1, 1.25, 1.5, 1.75
Depth of understanding of chapters	Responses formulate an in-depth and **advanced** understanding of the chapters; insightful and are well documented.	Responses formulate an in-depth and **yet general** of assigned content the topic Takeaways of the chapters show insightfulness.	Responses formulate a **minimal** understanding of the chapters and are unsupported with flawed documentation	Response **lacks** understanding of the chapters assigned content the topic Takeaways are inappropriate and/or unsupported.
Required Component: The takeaways show 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 *InTASC 9 (i)* *ACEI 5.1*	The takeaways provides **in-depth understanding** regarding collaboration with colleagues and others to give, receive and analyze feedback on the effects of their actions on learners, colleagues and community members and to apply it to improve practice.	The takeaways provides **some understanding** regarding collaboration with colleagues and others to give, receive and analyze feedback on the effects of their actions on learners, colleagues and community members and to apply it to improve practice.	The takeaways provides **basic understanding** regarding collaboration with colleagues and others to give, receive and analyze feedback on the effects of their actions on learners, colleagues and community members and to apply it to improve practice.	The takeaways **does not support understanding** regarding collaboration with colleagues and others to give, receive and analyze feedback on the effects of their actions on learners, colleagues and community members and to apply it to improve practice.
Required component: The takeaways show the teacher understands basic 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) *InTASC 9 (i)* *ACEI 5.1*	The takeaways offer **detailed information on** structured individual and group professional learning opportunities to reflect on, identify, and address improvement needs and to enable him/her to provide all learners with engaging curriculum and learning experiences.	The takeaways offer **some information on** structured individual and group professional learning opportunities to reflect on, identify, and address improvement needs and to enable him/her to provide all learners with engaging curriculum and learning experiences	The takeaways provide **minimal information** structured individual and group professional learning opportunities to reflect on, identify, and address improvement needs and to enable him/her to provide all learners with engaging curriculum and learning experiences	The takeaways **lack detailed information on** structured individual and group professional learning opportunities to reflect on, identify, and address improvement needs and to enable him/her to provide all learners with engaging curriculum and learning experiences

Writing Structure and Conventions	Proper, standard writing conventions are used with highly effective sentence and paragraph construction. Thoughts expressed are coherent and logical. Flow of the paper is excellent. Errors in grammar, spelling, and syntax are minimal.	Proper, standard writing conventions are used with effective sentence and paragraph construction. Thoughts expressed are coherent and logical. Minor flaws in the flow of the paper. Errors in grammar, spelling, and syntax are a minimal.	Proper, standard writing conventions lacking with poor sentence and paragraph construction. Thoughts expressed lack coherence and logic. Flaws in the flow of the paper. Errors in grammar, spelling, and syntax are problematic.	Proper, standard writing conventions lacking with poor sentence and paragraph construction. Thoughts expressed lack coherence and logic. Paper is disjointed with numerous error in grammar, spelling, and syntax.

Final Reflective Paper (100 points)   <mark>Key Assessment Assignment</mark>

Reflective Practitioner Paper "A large part of the problem [of the achievement gap] is that many educators do not understand what it means to engage in educational practices that promote equity. Equity involves more than simply ensuring that children have equal access to education. Equity also entails a focus on outcomes and results" (Boykin & Noguera, 2011, p. viii) In consideration of the above quote, this assignment will offer you an opportunity to expand your understanding of public education as a system that both expands and diminishes equity.

For this assignment, you will explore the following question: *What are the tensions within efforts to reform public education and how do these debates shape your thinking and actions as a teacher?*

Follow the steps below to successfully write this scholarly paper.

1. Pick an educational initiative/idea introduced through class (readings, discussion, materials). This should be one of interest to you and one that you see as benefitting your own understanding.

2. Research who this initiative/idea is designed to benefit (a group of students targeted by the initiative).

3. Find peer-reviewed research articles and review class readings that address the initiative/idea and its impact on students. Take notes as you read.

4. Write your paper. Include the following as headings so that you and the reader [your instructor] will know exactly where you are headed and whether you have addressed all of the content requirements.

FORMAT:

Introduction (this is where you introduce your topic, establish its significance (hook), Consider this an advanced organizer for the paper

Part One (Titled: *Initiative/Idea*)

• Description of the initiative/idea

• Background and historical information of initiative/idea

• Strengths of the initiative/idea

• Weaknesses of/challenges to the initiative/idea

• Implications for teachers (What does this initiative/idea mean for teachers? You will want to think about what is essential for teachers to consider, know, and do within this initiative/idea)

Part Two (Titled: *The students*)

• Background of the student population targeted by the initiative (may include US, VA, DC demographics)

• Classroom/school implications for young learners in this population (How has this population of students historically experienced education? How do identity characteristics of this population intersect with characteristics of school?)

• Implications for teachers such as yourself (compare/contrast your background) teaching this population of students (You must first deconstruct and then describe relevant aspects of your identity. Then you must analyze how these pieces of your identity potentially intersect with teaching this student population. Use first person here to then generalize to a broader population of teachers like you.)

Part Three (Titled: *Conclusions)*

• Conclusions: Based on what you have presented in your paper, the conclusion is where you analyze how the research would make an impact students. Who is benefitted and how? Who is disadvantaged and how? What does that mean for the group of students targeted by the initiative?

Tips

While you are writing the paper make sure that you are:

• Integrating concepts from readings. You CANNOT make a claim without evidence to support it. That evidence comes from your readings and research. Each section needs multiple (2 or more different) sources. I will be looking for breadth and depth in your references.

• Integrating class discussions and integrating experiences and/or personal reflection (especially in Part 2: Implications for teachers such as yourself.

Clarity of writing

• It is logically organized

• Has an introduction that includes the goals/purpose of the paper

• Has points representing strengths and weaknesses of the initiative

• Has smooth transitions between ideas

• Ends with a conclusion that restates the main points of the paper (without introducing new ideas) and draws conclusions about the initiative's outcomes on intended students.

• Information is presented clearly within the page limits (8-10 pages)

• The paper has NO grammar or spelling errors.

• Be sure that your writing would be considered Masters level writing.

APA format

• title page, headings, and page numbers

• proper use of in-text citations and appropriately formatted reference list

• Do NOT include anything in your reference list that you do not cite in your paper.

Rubric: Final Reflective Paper <mark>Key Assessment Assignment</mark>

Candidate_____

Reflective Practitioner Rubric	Highly Effective 3.75, 4	Effective 3, 3.25, 3.5	Improvement Necessary 2, 2.5,2.75	Ineffective 1, 1.5, 1.75
Description of the education initiative *InTASC 9* *ACEI 5.1*	Presents appropriate and complete description of the education initiative, and includes multiple and different supporting references	Presents appropriate description of the education initiative, but is incomplete and/or includes only some supporting references	Presents some description of the education initiative, but is not sufficient and/or lacks supporting references	Lacks description of the education initiative
Significant historical background information regarding the education initiative *InTASC 9* *ACEI 5.1*	Presents appropriate and complete significant historical and background information of the education initiative, and includes multiple and different supporting references	Presents appropriate significant historical and background information on the education initiative, but is incomplete and/or include only some supporting references	Presents some significant historical and background information on the education initiative, but is not sufficient and/or lacks supporting references	Lacks significant historical and background information on the education initiative
Strengths and weaknesses of the education initiative *InTASC 9* *ACEI 5.1*	Presents appropriate and complete discussion of strengths and weaknesses of the education initiative, and includes multiple and different references	Presents appropriate strengths and weaknesses of the education initiative, but is incomplete and/or includes only some supporting references	Presents some strengths and weaknesses of the education initiative, but is not sufficient and/or lacks supporting references	Lacks strengths and weaknesses of the education initiative
Implications of the education initiative for teachers *InTASC 9* *ACEI 5.1*	Presents appropriate and complete implications of the education initiative for teachers, and includes multiple and different supporting references	Presents appropriate implications of the education initiative for teachers, but is incomplete and/or includes only some supporting references	Presents some implications of the education initiative for teachers, but is not sufficient and/or lacks supporting references	Lacks implications of the education initiative for teachers in the identified population
Background information about the targeted population of students *InTASC 5* *ACEI 3.2*	Presents appropriate and complete background information about the targeted population of students and includes multiple and different supporting references	Presents appropriate background information about the targeted population of students, but is not complete and/or includes some supporting references	Presents some background information about the targeted population of students, but is not sufficient and/or lacks supporting references	Lacks background information about the targeted population of students
Classroom/school implications for students in this population *InTASC 5* *ACEI 3.2*	Presents appropriate and complete implications for students in the targeted population; includes multiple and different supporting references	Presents appropriate implications for students in the targeted population, but it is not complete and/or includes only some supporting references	Presents some implications for students in the targeted population, but it is not sufficient and/or lacks supporting references	Lacks implications for students in the targeted population

Implications for teachers such as yourself teaching this population of students *InTASC 5* *ACEI 3.2*	Presents appropriate and complete background information about the culture, knowledge, and attitudes of the identified preservice teacher and includes multiple and different supporting references	Presents appropriate background information about the culture, knowledge, and attitudes of the identified preservice teacher, but is not complete and/or includes some supporting references	Presents some background information about the culture, knowledge, and attitudes of the identified preservice teacher, but is not sufficient and/or lacks supporting references	Lacks background information about the culture, knowledge, and attitudes of the identified preservice teacher
Conclusions regarding the impact of the initiative on students *InTASC 5* *ACEI 3.2*	Presents appropriate and complete conclusions regarding the impact of the initiative; includes multiple and different supporting references	Presents appropriate conclusions regarding the impact of the initiative but it is not complete; includes some supporting references	Presents some conclusions regarding the impact of the initiative but conclusions may be vague, and/or lacks supporting references	Lacks conclusions or conclusions presented are illogical based on the rest of the paper, and/or lacks any supporting references

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