

# **Contemporary Issues Involving Diversity in the Classroom**

**EDUC 5213**



Version 1.0.0

Southern Wesleyan University

Central, Charleston, Columbia, Greenville, Greenwood, Spartanburg, North Augusta  
South Carolina

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## Mission

Southern Wesleyan University is a private, Christian, non-profit institution and is affiliated with The Wesleyan Church. The university is governed by a Board of Trustees and seeks to accomplish the following institutional mission:

**To help men and women become all God intends them to be through an excellent learning experience that promotes intellectual inquiry, fosters spiritual maturity, equips for service, and mobilizes leaders whose lives transform their world through faith, knowledge , love and hope as they serve Jesus Christ and others.**

## Accreditation

Southern Wesleyan University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate, baccalaureate, and masters degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097 or call 404-679-4500 for questions about the accreditation of Southern Wesleyan University.

The teacher education programs at Southern Wesleyan University are accredited by the National Council for Accreditation of Teacher Education (NCATE), [www.ncate.org](http://www.ncate.org). This accreditation covers initial teacher preparation programs and advanced educator preparation programs at the main campus in Central and all other learning centers operated by SWU. The university's teacher education programs are also approved by the South Carolina State Board of Education.



# **EDUC 5213**

## **Contemporary Issues Involving Diversity in the Classroom**

### ***Course Description***

This course is designed to offer students a thorough understanding of the many variances found in schools today—including differences in the ways students learn and approach the act of learning; the effects of cultural differences on learning; students of high ability; ADD and ADHD and other exceptionalities. The course includes assessment plans, interview techniques, and curriculum design.

The following topics will be addressed in this course:

- Personal Identity
- Diversity Issues in the Classroom
- Variations in Learning Styles
- Effects of Cultural Differences on Learning
- Exceptionalities
- Assessments to Evaluate Differences
- Curriculum Design to Address Diversity
- Individual Educational Plans
- Inclusion Programs
- Major Racial/Ethnic Populations

This course contributes to the National Board for Professional Teaching Standards (NBPTS) as shown below (complete list of standards in Appendix B). At the end of this course, students will be able to

- distinguish one's identity. (6A)
- explain contemporary issues of diversity in the classroom. (1B)
- demonstrate knowledge of, sensitivity to, and an appreciation for diversity in the classroom. (1A, 1B)
- exhibit an understanding of variations in learning styles across culture, ethnicity, gender, and individual development. (1B, 1C)
- identify the effects of cultural differences on learning. (1D)
- identify and develop assessments that evaluate differences among students. (3C)
- design inclusive curriculums. (3A)
- develop individual educational plans to address needs of exceptional students. (3A, 3B)
- explain why every educator has a moral responsibility to teach every student. (1A)
- develop and evaluate inclusive programs (3C, 3D)

### **Relationship to Conceptual Framework**

It is the strong belief among the faculty members of the School of Education that the professional educator should continue the development of knowledge, skills, and dispositions related to the education of all learners. To facilitate this development, teachers should be exposed frequently to practices in classrooms that reflect a diverse student population. These classrooms should include students who are characterized by differences in race, ethnicity, socioeconomic status, and abilities. This exposure is necessary in order for all advanced candidates to develop a disposition to be an "educator who demonstrates a Christian ethic of care" toward learners, colleagues, and the community. One of the requirements of this course is for the advanced student to observe a classroom with a diverse student population to determine best practices in assuring that all students are given equal opportunities to learn.

## ***Course Learning Outcomes***

- Describe contemporary issues of diversity in the classroom and school, and explain how they affect teaching and learning.
- Describe the effects of students' cultural differences on teaching and learning.
- Summarize, analyze, and share the content of professional articles related to diversity.
- Analyze and classify interactions among students and between the teacher and students. Evaluate the appropriateness of these interactions as they relate to diversity.
- Describe national laws that relate to diversity in the classroom.
- Compare and contrast an "old" (15-20 years ago) student textbook and a current one, pointing out cultural changes that have occurred over the years.
- Develop and use learning activities that encourage students to interact with students who are not like themselves.

### **TEXTBOOK**

Salend, S. J. (2008). *Creating inclusive classrooms: effective and reflective practices for all students*. (7th ed.). Upper Saddle River, NJ: Prentice Hall.

<http://www.prenhall.com/salend>

## ***Course Learning Assignments and Assessments***

This course includes a field experience component that requires you to spend a minimum of five hours in one classroom other than your own that is comprised of a diverse student population. The purpose of this observation is to determine how your colleague accommodates all learners. The Field Experience Observation Form is found in Appendix C and should be submitted to the faculty member during Session Six.

### **Grading Considerations**

The faculty member will take into consideration the following criteria when assigning a letter grade for the course:

- Individual homework
- Learning team homework
- Individual presentation(s)
- Learning team presentation(s)
- Quizzes and examinations
- Learning team evaluation(s)
- Other stated requirements, such as reports, term papers, book reports, and notebooks, as may be assigned by the faculty member

These factors represent a degree of mastery of the course. The specific course requirements are established by the faculty member along with the weights of each factor for the course. These will be distributed to you in Session One.

## EDUC 5213 – SESSION ONE

Objectives	Assignments to be Completed Prior to this Session
<p><b>Students will be able to</b></p> <ul style="list-style-type: none"> <li>• discover their own identity, culture, and beliefs and their impact on the diverse classroom.</li> <li>• identify the philosophy, major concepts, issues of diversity, multicultural education, and inclusion.</li> <li>• identify the importance of creating collaborative relations and promoting communication with school personnel, families, and community.</li> <li>• describe the concerns of working with culturally diverse student populations.</li> <li>• define the five dimensions of multicultural education.</li> </ul>	<p><b>Individual</b></p> <ol style="list-style-type: none"> <li>1. Read Chapter 1 and Chapter 4 in the textbook.</li> <li>2. Begin a journal of your reflections, experiences, readings, and discussions. Note insights gained and include questions for the class or learning team. Be honest and introspective. Your journal entries should address the materials prepared for each session, experiences during the week relevant to diversity issues, learning team work, classroom discussions, and any additional concerns that pertain to diversity, multiculturalism, inclusion, and so forth. Be sure to include your thoughts on each of the reflective notes that are marked with a star in the margins of your reading in the textbook. Separate your reflections from the assignment area in your journal.</li> <li>3. Examine your specific classroom and identify the diversity and the issues related to that diversity. Consider how the student population in your class compares to that of your school and of the state. Summarize your findings in a two-page paper and prepare to make a 5-minute report of your findings during Session One. Save your analysis for later activities. If you are taking this class during the summer when you do not have a class, use your class from the previous year.</li> <li>4. Write a paper on your identity to turn in during Session One. Be sure to include your gender, culture, race, and ethnicity. Examine areas that are a part of your culture, music, food, concepts of beauty, celebrations, clothing, styles, family traditions, customs, and values. In addition to the areas above, include your thoughts on the following questions:             <ol style="list-style-type: none"> <li>a. How do I define my identity?</li> <li>b. How do I see myself?</li> <li>c. How do I think that others identify me?</li> <li>d. What is my relationship with God, with others, and with myself?</li> </ol> </li> <li>5. Access and review inclusion example, Case 1, "Difficult Behavior," on the CD-ROM that accompanies your text. View all the video clips and reflect on the following question: What roles do teachers and paraprofessionals perform to implement the principles of early childhood inclusion programs?</li> <li>6. Plan to visit a colleague's classroom in your school or another school for the purpose of observing how all learners are included in the learning process. Prepare to state your plans to the class during the next session as well as describe the diversity of the classroom you plan to observe. This assignment will be submitted during Session Six. Complete the Field Experience Observation Form provided in Appendix G to document your observation.</li> </ol>

### **Session one, cont.**

#### **Learning Team**

- 1.** Review the reading assignment together and help each other with difficult issues or points.
- 2.** Discuss "Questions Teachers Have About Inclusion" in Figure 1.7, p. 36, in the text. Make notes and refer to these questions during the course.
- 3.** Have each member provide the following information to the team: full name and explanation of how he/she got that name and why. Describe any nicknames or abbreviations to a name. Describe any way others may have changed a name or teased about it. Identify each nationality background and family heritage. Share how each one feels about his/her name. If you would like to change your name, provide a preferred name. Tell them what name you would like the team to call you. After everyone has completed this task, determine the commonalities and differences among the members. Discuss how a person's name reflects a person's identity and how names provide impressions of people.
- 4.** Discuss Case 1, "Difficult Behavior," from the CD-ROM that you viewed as an individual assignment. Be sure to cover the question of roles of teachers and paraprofessionals in implementing early childhood inclusion programs.

## EDUC 5213 – SESSION TWO

Objectives	Assignments to be Completed Prior to this Session
<p><b>Students will be able to</b></p> <ul style="list-style-type: none"> <li>• develop strategies for creating a classroom environment that advocates diversity and learning for all students.</li> <li>• identify how teachers can promote positive interactions among students from diverse cultural backgrounds.</li> <li>• determine how the classroom environment can be organized to promote inclusion for all students.</li> <li>• promote positive classroom behavior.</li> <li>• distinguish between equity and equality in the culturally diverse school setting.</li> </ul>	<p><b>Individual</b></p> <ol style="list-style-type: none"> <li>1. Read Chapter 5 and Chapter 7 in the text.</li> <li>2. Continue writing your journal reflections on assignments, team discussions, classroom activities, and daily experiences and your thoughts related to diversity, multiculturalism, and inclusion. You will turn in your journal during Session Three. You should be developing a greater sensitivity to diversity issues and recording them in your journal.</li> <li>3. Interview a teacher and an administrator at your school concerning parental involvement. List all of the activities in which parents are involved. Determine which activities require active participation and which only require attendance. Determine the parental level of involvement in these activities and how schools obtain parental input and feedback. Include additional comments made by the interviewed individuals that you feel are important. Prepare to discuss, compare, and compile the responses with your learning team.</li> <li>4. Locate three articles in the library or on the Web on diversity issues in American schools, such as demographics, students with exceptionalities like ADD, assessments, curricula, or cultural differences in learning styles. Write a three- to five-page typed paper summarizing these articles and your reactions to them to be turned in during Session Two. Include copies of the articles with your paper. Follow the APA format, and use 12-point Times New Roman font.</li> </ol> <p><b>Learning Team</b></p> <ol style="list-style-type: none"> <li>1. Review the reading assignments together and help each other with difficult issues or points.</li> <li>2. Discuss "Reflecting on Professional Practices" on pp. 184 and 265 in the text.</li> <li>3. Compare and compile the school personnel responses to the interview questions posed individually by the learning team members. Make a matrix of all answers.</li> <li>4. Create an inclusive bulletin board for a classroom observing a special occasion or holiday.</li> </ol>

## EDUC 5213 – SESSION THREE

Objectives	Assignments to be Completed Prior to this Session
<p><b>Students will be able to</b></p> <ul style="list-style-type: none"> <li>• explain the identification and placement of exceptional students, such as those with disabilities like Attention Deficit Disorder (ADD) or the academically gifted.</li> <li>• identify the needs of students who challenge schools in their current structure.</li> <li>• identify societal changes and their impact on students and schools.</li> <li>• identify the educational needs of students with disabilities.</li> <li>• develop an Individualized Education Program (IEP) for a student with a disability.</li> </ul>	<p><b>Individual</b></p> <ol style="list-style-type: none"> <li>1. Read Chapter 2 and Chapter 3 in the textbook.</li> <li>2. Access and review all case examples in Chapters 2 and 3 on the CD-ROM that accompanies the text. The CD-ROM Disk icon in the margins identifies the specific case to examine for the section you are reading. Be sure to answer the accompanying case study questions.</li> <li>3. Obtain a sample of your school district's IEP and compare it to the sample IEP in Figure 2.4 on pp. 53–56 in the text. Record all significant differences.</li> <li>4. Continue writing your reflections on your experiences, readings, discussions, and assignments while including questions in your journals. You will turn in your journals during Session Three.</li> <li>5. Call the South Carolina Department of Education and request information on gifted/remedial classes. Try to obtain statistics on ethnicity. Analyze your findings. Compare these state statistics with those within your school and your classroom.</li> <li>6. Identify and interview a "shadow family" to explore their thoughts about their child's school. J. Belton-Owens (1993) defines "shadow family" as a term used to describe families in which the male parent is not openly acknowledged and does not live with the children but does have an active role in their lives; they are not the same as a family labeled "single parent" or "fatherless." Ask about their involvement in the schools and how they think the schools could involve them more. Explain to the parents that you are interested in learning more about various types of families to increase your effectiveness as an educator. Be sensitive to cultural issues and their feelings when you interview them. Do not ask questions that are offensive or imply disrespect for their family's values or lifestyles. If you cannot locate a shadow family, then reflect on this concept in your journal and think of ways schools can better reach them.</li> </ol> <p><b>Learning Team</b></p> <ol style="list-style-type: none"> <li>1. Review the reading assignment together and help each other understand the difficult points.</li> <li>2. Review the IEPs from the various school systems and discuss the commonalities and differences. Discuss "Strategies for Involving Students in the IEP process" on p. 60 in Figure 2.6 in the text.</li> <li>3. Discuss strategies to meet the needs of students with ADD.</li> <li>4. Discuss all the sections called "Ideas for Implementation" scattered throughout Chapters 2 and 3 in the text. Note the variations for different situations. Determine how many of these strategies you have personally implemented in your classroom.</li> <li>5. Discuss all of the case studies on the CD-ROM found in Chapters 2 and 3 in the text.</li> </ol>



## EDUC 5213 – SESSION FOUR

Objectives	Assignments to be Completed Prior to this Session
<p><b>Students will be able to</b></p> <ul style="list-style-type: none"> <li>• identify the many dynamics that contribute to student behavior and success.</li> <li>• develop skills in analyzing school curricula, textbooks, activities, and classes.</li> <li>• identify learning styles and how to meet diverse learning styles in the classroom.</li> <li>• describe issues relating to effective teaching in culturally diverse classrooms including curriculum, resources, and cultural identity.</li> <li>• explain how textbooks represent a measure of cultural uniformity to traditional classrooms.</li> </ul>	<p><b>Individual</b></p> <ol style="list-style-type: none"> <li>1. Read Chapter 10 and Chapter 11 in the text.</li> <li>2. Continue writing journal entries. Remember to include your reflections on reading assignments, discussions, projects, and experiences. During this week, record your reflections on a separate paper for later attachment to your journal.</li> <li>3. Compare a current edition of a science textbook to one that was published before 1975. Use the level of textbook for the grade level you teach. Note the differences between these two books in information presented about scientific contributions, inclusion of women's contributions, inclusion of contributions from people of color, etc. Determine if any inclusions are afterthoughts or effectively integrated throughout the book. Note whether the language is gender sensitive. Be sure to analyze the pictures in the book. List the changes needed to make the textbook more inclusive. Also, determine how you would supplement this textbook or adapt your instruction to reach diverse students if you could not replace the textbook. Prepare an outline, handouts, and overheads for a 5- to 10-minutes class presentation of your analysis during Session Four. Be sure to bring a copy of both textbooks to your learning team meeting.</li> </ol> <p><b>Learning Team</b></p> <ol style="list-style-type: none"> <li>1. Review and discuss the reading assignment and help each other understand the difficult points.</li> <li>2. Discuss "Reflecting on Professional Practices" on p. 442 and p. 484 in the text.</li> <li>3. Identify and explain your findings about your textbooks. Modify your analysis incorporating the learning team's appropriate input into your outline, handouts, and overheads. Prepare for your 10-minute presentation to the class.</li> </ol>

## EDUC 5213 – SESSION FIVE

Objectives	Assignments to be Completed Prior to this Session
<p><b>Students will be able to</b></p> <ul style="list-style-type: none"> <li>• use a variety of instructional techniques to differentiate instruction for diverse students.</li> <li>• successfully develop cooperative learning arrangements with students.</li> <li>• adapt large-team instruction for individual students.</li> <li>• identify the diversity issues of the Hispanic/Latino, African American, and Asian Pacific students.</li> <li>• identify the characteristics of teachers who are successful in working with Hispanic/Latino, African American, and Asian Pacific students.</li> </ul>	<p><b>Individual</b></p> <ol style="list-style-type: none"> <li>1. Read Chapter 8 and Chapter 9 in the text.</li> <li>2. Continue writing in your journal. Include any reactions you may have to the faculty member's comments in your journal. Note examples of how you have developed a higher level of diversity awareness, acceptance, and affirmation.</li> <li>3. Design two lesson plans in any content area illustrating adaptive strategies to meet the diverse needs of students in your classroom. Use the classroom you described in the individual assignment in Session One. One of the lesson plans will be uploaded to Chalk and Wire.</li> <li>4. Obtain and review one magazine that is designed for an African American reading audience. Be prepared to discuss its cultural themes and messages.</li> </ol> <p><b>Learning Team</b></p> <ol style="list-style-type: none"> <li>1. Review the reading assignments together and help each other understand the difficult points.</li> <li>2. Discuss "Reflecting on Professional Practices" in the textbook on p. 366 and p. 402.</li> <li>3. Critique each member's lesson plans and provide feedback for modification. Include the learning team's appropriate feedback and finalize your lesson plans before Session Five. Keep the lesson plans for a later assignment.</li> <li>4. Bring a selected magazine that is designed for an African American reading audience. Review these magazines and determine their cultural themes and messages.</li> </ol>

## EDUC 5213 – SESSION SIX

Objectives	Assignments to be Completed Prior to this Session
<p><b>Students will be able to</b></p> <ul style="list-style-type: none"> <li>• develop, implement, and evaluate transitional programs to help students become successful in inclusive settings.</li> <li>• develop strategies and resources for evaluations and assessments.</li> <li>• evaluate the effectiveness of diversity and inclusion programs.</li> <li>• evaluate the progress of students.</li> <li>• develop or modify assessments to address diversity.</li> <li>• identify the diversity issues of the Native American and white American students.</li> <li>• describe the characteristics of teachers who are successful in working with Native American and white American students.</li> </ul>	<p><b>Individual</b></p> <ol style="list-style-type: none"> <li>1. Read Chapter 6 and Chapter 12 in the text.</li> <li>2. In addition to recording your reflections in your journal, read what you have written up to this point. Note your reactions and determine to what extent you have developed a higher level of diversity awareness, acceptance, and affirmation during the course. Include in your journal entry the role that assessments have played in your life. How do you feel about standardized assessments? Have tests been accurate predictors of your accomplishments in school and in life? Have they had any control over your life? Have they created stress in your life?</li> <li>3. Design assessments for the two lesson plans you developed for Session Five to evaluate your diverse student population. Be sure to locate or develop different assessments for your students with exceptionalities. Prepare a presentation for Session Six which includes visual aids and handouts necessary for your presentation. Prepare to turn in your paper covering your classroom diversity statistics, lesson plans, and assessments during Session Seven after including relevant input from your learning team.</li> <li>4. Be prepared to submit the Field Experience Observation Form.</li> </ol> <p><b>Learning Team</b></p> <ol style="list-style-type: none"> <li>1. Review the reading assignments and help each other understand difficult points.</li> <li>2. Discuss "Reflecting on Professional Practices" on p. 484 and on p. 216 in the text.</li> <li>3. Critique each member's assessments and provide constructive feedback. Be sure that a variety of assessment strategies is included to meet the needs of a diverse class. Modify your assessments based on your learning team's appropriate feedback.</li> </ol>

## EDUC 5213 – SESSION SEVEN

Objectives	Assignments to be Completed Prior to this Session
<p><b>Students will be able to</b></p> <ul style="list-style-type: none"> <li>• identify personal growth that has occurred through becoming more aware of diversity and its issues.</li> <li>• demonstrate a satisfactory level in understanding issues of diversity in the classroom and strategies to meet the needs of all students as evidenced by the final exam.</li> <li>• recognize that the ways teachers react to diversity impact collegial relationships.</li> <li>• identify ways that interactions between teachers, other school leaders, and interested parties outside the school impact teaching techniques.</li> <li>• identify ways teachers, parents, and the community can prepare students for a diverse world.</li> </ul>	<p><b>Individual</b></p> <ol style="list-style-type: none"> <li>1. Finalize your paper covering classroom diversity, lesson plans, and assessments to meet the diverse needs in your specific classroom. Include copies of overheads and handouts you previously used in Session Six.</li> <li>2. Prepare for the final exam.</li> <li>3. Complete your journal reflections and prepare to hand them in during Session Seven. Summarize how you have grown during the course in the area of diversity and your reactions to that growth.</li> </ol> <p><b>Learning Team</b></p> <ol style="list-style-type: none"> <li>1. Discuss the personal growth and insights you gained during the course. You must be sensitive in your discussions, honest in your reflections, and open to other's comments. Include members' comments and your reactions to those comments in your journals.</li> <li>2. Critique each member's curriculum and assessment paper, providing feedback for modification.</li> <li>3. Study together for the final exam.</li> </ol>

## ***Course Policies and Miscellaneous Information***

### **Attendance Policy**

Sessions are held once a week for four hours, and attendance is mandatory. At these sessions, the entire class meets with the facilitator who maintains attendance records and submits the records to the AGS office. A pattern of absences is unacceptable and will be dealt with in the manner stated below. By agreement with the facilitator, one session during an individual course may be missed if work is made up. The absence must be reflected in the class participation portion of the student's final grade. There is no provision for a student to miss more than **25%** of the sessions in any one course. In most cases, missing more than one session exceeds the 25% limit. Any student who misses more than 25% of the sessions for any course will receive a grade of 0.0 or No Credit for that course and will be required to repeat the course at their expense.

### **Academic Integrity**

Honesty in all matters - including honesty in academic endeavors - is a valued principle at Southern Wesleyan University. Members of this community of learners (students, faculty, staff, and administrators) are expected to treat each other as honorable until this trust is betrayed. Any form of academic dishonesty (including cheating, plagiarism, and falsification of documents) constitutes a serious breach of trust. No form of academic dishonesty will be tolerated.

If a student has cheated, that student should voluntarily come forward and confess. If the student does so, the penalty is a failing grade of 0.0 on the work involved. If the student admits guilt only after being confronted, the penalty is both a grade of 0.0 on the work involved and a 10% grade reduction in the course. If a faculty member is convinced that a student has cheated and the student does not admit the offense, the faculty member may assess a grade of NC or 0.0 for the course. (See Grade Appeal Procedure of the AGS Handbook for additional information.) Plagiarism (the use of another's material, methods, or ideas without giving the originator proper credit) and fabrication (forging or inventing information) are special forms of cheating. It is the responsibility of each student and faculty member to properly follow the American Psychological Association (APA) style of documentation to avoid plagiarism. Any student found guilty of plagiarism or fabrication will receive a grade of 0.0 as outlined in the paragraph above. Academic dishonesty outside the context of a course will be dealt with in a manner appropriate to the situation. The penalty may include expulsion from the university, and, in cases of fraud, appropriate legal action. Appeals in these cases will be heard by the provost with final appeal to the Academic Council.

### **Accommodations for Students with Disabilities**

Accommodations are made for students with disabilities who document the disability and request accommodations. The documentation and a request for appropriate accommodations should be sent to the Associate Vice President for Student Services (AGS). The documentation and request are forwarded to Martha Mishoe ([mmishoe@swu.edu](mailto:mmishoe@swu.edu)) who coordinates services to students with disabilities for the university.

## ***Appendix A***

### **SUPPLEMENTAL MATERIALS**

- Banks, J. A. (2001). *Cultural diversity and education—foundations, curriculum and teaching*. Boston, MA: Allyn and Bacon.
- Banks, J. A. & Banks, C.A.M., Eds. (1997). *Multicultural education*. Boston, MA: Allyn and Bacon.
- Belton-Owens, J. (1993). *Blackbanks: an ethnographic study of child-centered (kindercentric) attitudes of fathers and community members in southern rural black shadow families*. Paper presented at the Annual Qualitative Research in Education Conference, Athens, GA, University of Georgia Ph.D. University of South Carolina.
- Boutte, G. (1999). *Multicultural education*. Belmont, CA: Wadsworth Publishing Company.
- Center for Teaching and Learning. (1997). *Teaching for inclusion—diversity in the college classroom*. Chapel Hill, NC: University of North Carolina at Chapel Hill, 1992. Accessed September 3, 2004 at <http://ctl.unc.edu/tfitoc.html>
- Felder, R. M. & Soloman, B.A. (2004). The *Index of Learning Styles* is an online instrument used to assess preferences on four dimensions (active/reflective, sensing/intuitive, visual/verbal, and sequential/global) of a learning style model formulated by Richard M. Felder and Linda K. Silverman. The instrument was developed by Richard M. Felder and Barbara A. Soloman of North Carolina State University. Accessed September 3, 2004 at <http://www.ncsu.edu/felderpublic/ILSpage.html> .
- Marshall, P. L. (2002). *Cultural diversity in our schools*. Belmont, CA: Wadsworth/Thomson Learning.

## ***Appendix B***

### **NATIONAL BOARD FOR PROFESSIONAL TEACHING STANDARDS**

#### **Proposition 1: Teachers are Committed to Students and Their Learning**

- A.** NBCTs are dedicated to making knowledge accessible to all students. They believe all students can learn.
- B.** They treat students equitably. They recognize the individual differences that distinguish their students from one another and they take account for these differences in their practice.
- C.** NBCTs understand how students develop and learn.
- D.** They respect the cultural and family differences students bring to their classroom.
- E.** They are concerned with their students' self-concept, their motivation and the effects of learning on peer relationships.
- F.** NBCTs are also concerned with the development of character and civic responsibility.

#### **Proposition 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students.**

- A.** NBCTs have mastery over the subject(s) they teach. They have a deep understanding of the history, structure and real-world applications of the subject.
- B.** They have skill and experience in teaching it, and they are very familiar with the skills gaps and preconceptions students may bring to the subject.
- C.** They are able to use diverse instructional strategies to teach for understanding.

#### **Proposition 3: Teachers are Responsible for Managing and Monitoring Student Learning.**

- A.** NBCTs deliver effective instruction. They move fluently through a range of instructional techniques, keeping students motivated, engaged and focused.
- B.** They know how to engage students to ensure a disciplined learning environment, and how to organize instruction to meet instructional goals.
- C.** NBCTs know how to assess the progress of individual students as well as the class as a whole.
- D.** They use multiple methods for measuring student growth and understanding, and they can clearly explain student performance to parents.

#### **Proposition 4: Teachers Think Systematically about Their Practice and Learn from Experience.**

- A.** NBCTs model what it means to be an educated person – they read, they question, they create and they are willing to try new things.
- B.** They are familiar with learning theories and instructional strategies and stay abreast of current issues in American education.
- C.** They critically examine their practice on a regular basis to deepen knowledge, expand their repertoire of skills, and incorporate new findings into their practice.

#### **Proposition 5: Teachers are Members of Learning Communities.**

- A.** NBCTs collaborate with others to improve student learning.
- B.** They are leaders and actively know how to seek and build partnerships with community teams and businesses.
- C.** They work with other professionals on instructional policy, curriculum development and staff development.
- D.** They can evaluate school progress and the allocation of resources in order to meet state and local education objectives.
- E.** They know how to work collaboratively with parents to engage them productively in the work of the school.

#### **(Additional standard added by Southern Wesleyan University School of Education):**

##### **Proposition 6: Teachers Uphold a Christian Ethic of Care.**

- A.** Teachers exhibit care for self.
- B.** Teachers exhibit care for learners.
- C.** Teachers exhibit care for colleagues.
- D.** Teachers exhibit care for the community.

## Appendix C

## Using Rickman Library

A Webpage specifically designed for **AGS Students** will help you

- 1) learn about the library.
- 2) learn how to evaluate the materials you find.
- 3) learn how to access research materials, books, periodicals, etc.
- 4) learn how to request materials you need.

The screenshot shows a web browser window with the URL <http://swu.edu/library/agsinformation.html>. The page is titled "LIBRARY > AGS Students" and "INFORMATION FOR AGS STUDENTS". A left sidebar contains a menu with links: CALENDAR, CONFERENCE SERVICES, DIRECTORY, FINANCIAL AID, GIVING, EMPLOYMENT, COMPUTING SERVICES, LIBRARY (highlighted), AGS Students, Databases by Subject, Databases by Title, Staff, NEWS, SPIRITUAL LIFE, STUDENT LIFE, MYCAMPUS LOG IN, and E-MAIL LOG IN. The main content area includes sections for "AGS Undergraduate" (with links to Master of Business Administration, Master of Science in Management, Master of Ministry, and Master of Education), "Getting Started With Research" (with a link to "Introduction to Rickman Library - A video overview of library services" labeled 1), "How to Evaluate Websites" (with links to "Powerpoint" and "Rubric" labeled 2), "Borrowing Library Materials" (with a list of instructions labeled 3 and 4), "Accessing Databases" (with a list of instructions), and "Research Assistance" (with contact information). At the bottom left, there are two award logos: "LISNews America's Best Colleges 2010" and "A Best Southeastern College".

**Need help? Ask one of your reference librarians:**

Erin Washington ([ewashington@swu.edu](mailto:ewashington@swu.edu)) or Anita Gray ([agray@swu.edu](mailto:agray@swu.edu))

June 2010



## ***Appendix D***

### **Instructions for Using Smarthinking**

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Smarthinking offers FREE online tutoring 24 hours a day, 7 days a week. You can connect with a highly qualified tutor in a live, interactive whiteboard environment to get help with writing, math, statistics, accounting, economics, biology, chemistry, physics, and more.

**Note:** To create your FREE account in Smarthinking, you must access MyCampus and follow the steps below.

#### **Getting Started**

1. Log on to <https://mycampus.swu.edu>.
2. Click on the **Tutoring** icon under Student Links to go to the Center for Transformational Learning (CTL) page.
3. Click the **Smarthinking** link in the blue sidebar on the left-hand side of the page.
4. Click on **New Smarthinking Web link** in the box on the bottom right-hand side of the screen.
5. When the Smarthinking page opens, create a personal account with your own login and password.
6. Use this login and password whenever you want to access Smarthinking.
7. Once you have created your own account, you may go directly to [www.smarthinking.com](http://www.smarthinking.com).

#### **Additional Information**

There are many tutoring options available on the Smarthinking Website. Each option has a “Tell Me How” feature. Use the dropdown menu next to each option to choose what you would like to do.

The “Submit your writing” option provides detailed feedback on your writing assignments. Assistance is available for all types of writing from a simple paragraph to a research paper. Use the dropdown menu to choose the appropriate option for your submission. Documents must be in a .doc, .rtf, or .txt format to upload. A tutor will read your paper and will send feedback to your Smarthinking inbox within 24 hours. Please note that the tutors will not edit or rewrite a paper for you.

If you need help using Smarthinking, click on the **SMARTHINKING Student Handbook** in the Customer Support & FAQ area of your homepage or contact Customer Support at [support@smarthinking.com](mailto:support@smarthinking.com) or (888) 430-7429 ext. 1 (Monday-Friday, 8am – 6pm ET). For on campus help, call Martha Mishoe at (864) 644-5327.

August 2010

## ***Appendix E***

### **Instructions for Using Turnitin**

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Turnitin is an Internet-based plagiarism detection service.

Follow the steps below to access Turnitin and submit an assignment.

- 1) Log on to [www.turnitin.com](http://www.turnitin.com).
- 2) Click "create a user profile" in the upper right-hand corner of the screen and provide the following information:
  - \* a valid email address
  - \* a 6-12 digit password
  - \* your name, country, and state
  - \* type of user (student)
  - \* your agreement to the user license
- 3) Once your profile is created, click "start class enrollment wizard" in the lower right-hand corner of the screen.
- 4) When the enrollment wizard begins, you will need to enter a **Class ID** number and **Class Enrollment Password**. This information is different for each course and should be obtained from your instructor.
- 5) When the class information opens, locate the appropriate assignment and press the submit button. Browse your hard drive or portable memory device for the file you wish to submit. Select the file and submit.

**Note: Assignments must be submitted by the date due or Turnitin will not accept the assignment.**

If you have any problem using Turnitin, access a student tutorial using the **Student Help** button at the top of the page or contact Martha Mishoe at (864) 644-5327.

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## ***Appendix F*** **LEARNING TEAM EVALUATION FORM**

**NOTE:** This form is to be completed by each team member in confidence. The instructor should also maintain confidentiality.

Date: \_\_\_\_\_ Cohort: \_\_\_\_\_

### **EVALUATION SCALE**

**5 – EXCELLENT**

**4 – GOOD**

**3 – SATISFACTORY**

**2 – FAIR**

**1- POOR**

Please use the scale above to record the most appropriate number for the criteria below that best represents the extent to which each learning team member:

- (2) Actively participated in and contributed to the activities of outlining and completing the team project. This includes but is not limited to participating in the initial discussion of launching the project, contributing creative ideas to enhance the project, and staying on task to complete the project.
- (3) Prepared materials as assigned and in a timely manner.
- (4) Participated in a positive manner with other team members while displaying a cooperative team spirit and providing support to ensure their success.
- (5) Participated in class with all responsibilities fulfilled in regard to learning team activities/project.
- (6) How would you evaluate the overall contribution of each team member?

	(1)	(2)	(3)	(4)	(5)	(6)
Name	Actively Participated in and Contributed to Learning Team Activities	Prepared Materials	Demonstrated Voluntary Cooperation	Fulfilled Responsibility in Class	Overall Evaluation	
1.						
2.						
3.						
4.						
5.						
Your name:						

Criteria	Add any comments you may have regarding the evaluations in the appropriate section.
2	
3	
4	
5	
6	

*(These forms should be collected by the instructor and used in student evaluations.)*

June 2010

## Appendix G

### Field Experience Observation Form

#### EDUC 5213 Contemporary Issues Involving Diversity in the Classroom

Name \_\_\_\_\_ Date \_\_\_\_\_

Observed Teacher's Name \_\_\_\_\_

School \_\_\_\_\_ Grade \_\_\_\_\_

Dates Observed \_\_\_\_\_ Total Hrs. \_\_\_\_\_

1. Complete the following demographic chart for the class you are observing.

Total Enrollment	White	Black	Native American	Asian	Pacific Islander	Hispanic	Unknown	Males	Females

2. Complete the following chart by providing numbers related to students with difficulties in the class you are observing.

Learning/Academic Difficulties	Language/Communication Difficulties	Perceptual/Motor Difficulties	Social-Emotional/Behavioral Difficulties

3. Complete the following chart by providing numbers related to students with disorders in the class you are observing.

Emotional/Behavioral Disorders	Attention Deficit Disorders	Mental Retardation	Speech/Language Disorder	Learning Disabilities

4. In terms of cross-cultural interaction, how does the teacher relate to learners from cultures other than her/his own in academic, as well as non-academic, settings?
5. Explain the techniques the teacher uses to communicate and collaborate with families of diverse learners. (Refer to p. 182, "A Guide to Action" in your textbook, if necessary.)
6. How does the teacher differentiate instruction for learners? How is instruction differentiated for large-group and small-group instruction?

## ***Appendix G, cont.***

7. Choose one content area from reading, writing, spelling, mathematics, science, or social studies and describe how the teacher differentiates instruction.
8. Describe any technology the teacher uses to facilitate differentiated instruction.
9. How does the teacher create an environment that fosters acceptance and respect in the classroom?
10. What are some of the accommodations used by the classroom teacher for students who qualify for services in accordance with IDEA or Section 504?
11. How does the teacher keep documentation indicating the guidelines within the IEP are being followed?