

EDU 119: Multicultural Education-January Term 2008

"The greatest challenge we face is also our greatest opportunity. Can we fulfill the promise of America by embracing all our citizens of all races? Can we become one America in the 21st century? Money cannot buy this goal, power cannot compel it, technology cannot create it. This is something that can come only from the human spirit."
-President Bill Clinton

Course Description

This course focuses on preparing pre-service teachers to work with students from diverse backgrounds. Topics include the following achievement categories assessed by No Child Left Behind: race, low socio-economic status, and English language learners. The goal of the course is for pre-service teachers to see first-hand diversity in Dubuque and during a week long experience in Chicago. As a result, students will be able to gather insights from teachers, administrators, and K-12 students at the various school settings they visit. Due to these experiences, students will develop an understanding of the achievement gap and propose solutions to help all students succeed academically. 3 credits.

A. Course Identification

Program Code & Course Number: EDU 119
Course Title: Multicultural Education
Course Meeting Dates:

January 3-4, 2008:	9:00-12:00	Wahlert 110 Classroom
	12:00-1:00	Lunch
	1:00-4:00	Simulation
	4:00-5:00	Reflection
	5:00-6:00	Dinner
January 7-11, 2008:	9:00-12:00	Wahlert 110 Classroom
	12:00-1:00	Lunch
	1:00-2:30	Field Experience in Dubuque
	2:30-5:00	Service Learning in Dubuque
	5:00-6:00	Dinner
January 14-18, 2008:	6:00-8:00	Reflection
	8:00-11:00	Field Experience in Chicago
	11:00-12:00	Lunch
	12:00-3:00	Service Learning at Poder Center in Chicago
	3:00-5:00	Service Learning at After School Program
January 21-23, 2008:	5:00-6:00	Dinner
	6:00-8:00	Service Learning
	8:00-10:00	Reflection
	9:00-12:00	Wahlert 110 Classroom
	12:00-1:00	Lunch
	1:00-5:00	Work on Presentations
	5:00-6:00	Dinner

Prerequisite(s) (courses, permission of instructor, etc.): None

Course Fee: \$250.00

B. Instructor Information

Name: Scott Scheuerell
Office Number and Location: 129 Wahlert
Office Phone Number/Extension: #7201
E-mail address: Scott.Scheuerell@loras.edu
The Best Way to Reach Me Outside of Class Time: Email
Student Life Facilitator: Debbie Gross

C. Course Materials and Resources

Cushner, K., McClelland, A., & Safford, P. (2006). *Human Diversity in Education. An Integrative Approach*. McGraw Hill: Dubuque, IA.

Kidder, T. (1989). *Among Schoolchildren*. Avon Books: New York.

U.S. Catholic Bishops. (2000). *Welcoming the Stranger Among Us. Unity in Diversity*. U.S. Catholic Conference: Washington, D.C.

D. Course Objectives

Students will be able to:

1. Develop an awareness of Multicultural Education issues including race, low socio-economic status, and English language learners.
2. Explain the causes of the achievement gap.
3. Propose solutions to close the achievement gap.
4. Discover and implement teaching strategies in diverse classroom settings.
5. Summarize Catholic social teachings on diversity issues.

E. Learning Outcomes, Assessment, and Grading

- Students will write a 4-5 page book review (*Among Schoolchildren* by Tracy Kidder) that will (Objectives #1 and #5):
 - a. Describe the struggles facing a teacher in an inner-city school.
 - b. Summarize the satisfaction a teacher feels when he/she is able to help inner-city students, from diverse backgrounds, succeed.
 - c. Explain the causes of the achievement gap discussed in the book.
 - d. Discuss strategies featured in the book to help students from diverse backgrounds.
 - e. Apply Catholic social teachings to the situations discussed in the inner city school.

- Students will write a 4-5 page research paper (race, lower SES, or ELL) that will (Objectives #2, #3, and #5):
 - a. Examine the number and percentage of school children identified as a minority student, lower socio-economic background, or are an English language learner.
 - b. Elaborate on the causes of the achievement gap for race, low SES, or ELL.
 - c. Propose solutions to close the achievement gap in regard to race, low SES, or ELL which are suggested by experts in the field.
 - d. Compare and contrast achievement (race, lower SES, or ELL) in urban, suburban, and rural school systems.
 - e. Apply Catholic social teachings to working with students from different racial backgrounds, socio-economic status, and English language learners.

- Students will keep a double entry journal daily that will (Objectives #4 and #5):
 - a. Discuss teaching strategies they observed in their field experience in Dubuque and Chicago to help all students succeed.
 - b. Summarize the teaching strategies they implemented when working with students at the Dubuque Family Multicultural Center and the Casa Juan Diego Learning Center in Chicago.
 - c. Explain insights they gathered from their qualitative study on one of the following categories of NCLB: race, low SES, or ELL.
 - d. Determine the issues they would like to explore further each day during their field experience in Dubuque and Chicago.
 - e. Apply Catholic social teachings to what was observed in the classroom and for tutoring the students in Dubuque and Chicago.

- Students will work in groups (race, low SES, or ELL) to develop a Power Point presentation that will (Objectives #3 and #5):
 - a. Describe the causes of the achievement gap.
 - b. Recommend solutions to close the achievement gap.
 - c. Compare and contrast their experience in Dubuque versus Chicago.
 - d. Select teaching strategies to help all students succeed in the classroom.
 - e. Apply Catholic social teaching to the experience in Dubuque and Chicago.

Assignments

<i>Among Schoolchildren</i> Paper	50 Points
Research Paper on Race, Low SES, or ELL	50 Points
Double Entry Journal	50 Points
Power Point Presentation on Findings	100 Points
Attendance	25 Points
Quiz on Readings	25 Points

Grading Scale:

A	100-95
A-	94-90
B+	89-87
B	86-83
B-	82-80
C+	79-77
C	76-73
C-	72-70
D+	69-67
D	66-63
D-	62-60
F	59-

F. Course Policies

Division of Education Attendance Policy

As a student in the Loras College Division of Education, you are expected to be a teacher-in-training. Teachers are professionals who are expected to be actively and continually engaged in the learning experience. Your attendance and participation in the classroom and field experiences will be evidence of your progress toward becoming a professional. You will be evaluated on both of these criteria in this course. Attendance accounts for 25 points of your grade in the course.

Absences

Because of the nature of this class, attendance is extremely important and will count towards the participation grade. If you miss class for any reason please call or email me before the class period. All work due that day should be emailed to me or individual arrangements should be made. If you are involved in group work that day, it is your responsibility to contact your group members to let them know you will be absent and make sure that any materials you are responsible for get to another group member before class.

Late Work

Any work that is not turned in when it is collected will be considered late. Late work will be accepted only for one week for a 50% reduction. Please contact me for extra assistance as needed.

Classroom Expectations and Responsibilities

Your preparation, collaboration, participation, and professionalism are all critical for a successful learning environment. Many of the skills you will practice in this class will be the same skills that you will use and model in your own classroom. Cell phones and pagers must be turned off before class begins. Use laptops responsibly (e-mailing and instant messaging during class is not appropriate). Respect at all times is critical, even at times when there are controversial issues or conflicts with group members.

Expectations for Student Conduct Off Campus

Loras College students participating in January term courses are expected to conduct themselves in accordance with the policies and guidelines put forth in the student handbook. In particular, in this course students will be visiting K-12 public and parochial schools. Students must dress and act professionally. Please remember you are representing Loras College at all times. *As a result, the instructor reserves the right to drop you from the class if you are not representing the college appropriately.*

Academic Honesty

STATEMENT OF PURPOSE

Loras College strives to nurture active learners, reflective thinkers, ethical decision makers and responsible contributors. Students are required to take pride in and protect personal intellectual property, by not engaging in acts of academic dishonesty. The institution will hold students accountable for academic dishonesty. Please view the link regarding academic honesty. The link is featured on the Inside Loras webpage and can be found on the A-Z link.

Learning Disabilities

If you have a documented disability requiring academic adjustments for this class, please contact the Learning Disabilities Center at x7134 and make an appointment with a staff member to review your documentation and to determine appropriate, reasonable accommodations. Following the meeting, please make an appointment with me to discuss your accommodation request in light of the course requirements. You may self-disclose and request an academic adjustment any time during the semester. However, I strongly recommend that you do so as soon as possible because accommodations are not provided retroactively and adequate lead-time is required.

Counseling Center

Counseling: Having problems with classes, life love or whatever? Call 588-7085 for an appointment or visit <http://inside.loras.edu/sites/counseling/default.aspx> for more information. When should you seek counseling? Often students enter the counseling process by saying, "I don't know if I really need to be here, but ..." Here are some of the reasons that people come to counseling:

We work with students who are having problems with school, from specific problems such as difficulty with certain types of classes to lack of motivation; insecurity about what to choose for a career; difficulties with college life, such as conflict with roommates, feeling lonely or having trouble "fitting in"; problems with romantic relationships or questions concerning sexuality; troubles at home that cause stress at school; as well as more common emotional issues like feeling tense, stressed, anxious, irritable, or depressed. We help students who are having current difficulties because of past problems like sexual or physical abuse or incest. We also help with students who are concerned about alcohol or drug use, dealing with eating problems, are experiencing difficulty grieving about a loss or are dealing with a crisis in their lives such as experiencing sexual harassment or other kinds of discrimination.

Calendar: The schedule listed below is tentative and subject to possible revision.

Please Note: Due to the accelerated format during January term, students are expected to read *Among Schoolchildren* and *Welcoming the Stranger Among Us* before class begins on Thursday, January 3rd. In addition, a paper on topics involving each book is due on Friday, January 4th.

Thursday, January 3 Dubuque	9:00-12:00 Objective: Introduction to Course and Purpose of Multicultural Education 12:00-1:00 Lunch 1:00-4:00 Simulation: Apartment Hunting and Buying Groceries on a Limited Budget 4:00-5:00 Reflection 5:00-6:00 Dinner <i>Reading: Chapter 1 (Human Diversity in Education)</i>
Friday, January 4	9:00-12:00 Objective: Causes and Effects of the

<p>Dubuque</p>	<p>Racial Achievement Gap Catholic Social Teaching: Diversity How to Conduct Qualitative Research Quiz #1 (Chapter 1 Reading) 12:00-1:00 Lunch 1:00-4:00 Tour of Hope House and Simulation: Language Lesson 4:00-5:00 Reflection 5:00-6:00 Dinner</p> <p><i>Reading: Chapter 6 (Human Diversity in Education)</i> Due: Among Schoolchildren Paper</p>
<p>Monday, January 7 Dubuque</p>	<p>9:00-12:00 Objective: Causes and Effects of Low SES Catholic Social Teaching: Poverty Quiz #2 (Chapter 6 Reading) 12:00-1:00 Lunch 1:00-2:30 Field Experience @ DBQ School 2:30-5:00 Tutoring @ DBQ Family Multicultural Center 5:00-6:00 Dinner 6:00-8:00 Reflection w/small groups 8:00-???? Homework</p> <p><i>Reading: Chapter 13 (Human Diversity in Education)</i></p>
<p>Tuesday, January 8 Dubuque</p>	<p>9:00-12:00 Objective: English Language Learners Catholic Social Teaching: Immigrants Quiz #3 (Chapter 13 Reading) 12:00-1:00 Lunch 1:00-2:30 Field Experience @ DBQ School 2:30-5:00 Tutoring @ DBQ Family Multicultural Center After-School Program 5:00-6:00 Dinner 6:00-8:00 Reflection w/small groups 8:00-???? Homework</p> <p><i>Reading: Chapter 8 (Human Diversity in Education)</i></p>
<p>Wednesday, January 9 Dubuque</p>	<p>9:00-12:00 Objective: Urban Schools and Catholic Social Teaching Quiz #4 (Chapter 8 Reading) 12:00-1:00 Lunch 1:00-2:30 Field Experience @ DBQ School</p>

	<p>2:30-5:00 Tutoring @ DBQ Family Multicultural Center 5:00-6:00 Dinner 6:00-8:00 Reflection w/small groups 8:00-???? Homework</p> <p><i>Reading: Chapter 4 (Human Diversity in Education)</i></p>
<p>Thursday, January 10 Dubuque</p>	<p>9:00-12:00 Objective: Religion in Schools Catholic Social Teachings Quiz #5 (Chapter 4 Reading) 12:00-1:00 Lunch 1:00-2:30 Field Experience @ DBQ School 2:30-5:00 Tutoring @ DBQ Family Multicultural Center 5:00-6:00 Dinner 6:00-8:00 Reflection w/small groups 8:00-???? Homework</p> <p><i>Reading: Chapter 2 (Human Diversity in Education)</i></p>
<p>Friday, January 11 Dubuque</p>	<p>9:00-12:00 Objective: Special Education Catholic Social Teachings 12:00-1:00 Lunch 1:00-2:30 Field Experience @ DBQ School 2:30-5:00 Tutoring @ DBQ Family Multicultural Center 5:00-6:00 Dinner 6:00-7:00 Reflection 7:00-???? Homework</p> <p><i>Due: NCLB Research Paper</i></p>
<p>Monday, January 14 Chicago</p>	<p>8:00-12:00 Travel to Chicago 12:00-1:00 Lunch 1:00-3:00 Tour of Pilsen Neighborhood 3:00-5:00 Tutoring @ Casa Juan Diego 5:00-7:00 Dinner 7:00-8:00 Reflection w/small group members 8:00-10:00 Large group reflection</p>
<p>Tuesday, January 15 Chicago</p>	<p>7:30-8:00 Morning Reflection and Daily Challenge 8:00-11:00 Field Experience @ St. Pius Middle School and Whittier Elementary School 11:00-12:00 Lunch 12:00-3:00 Service Learning Project in Pilsen Neighborhood (St. Procopius Soup Kitchen) 3:00-5:00 Tutoring @ St. Pius Middle School and Whittier Elementary School After-School Programs</p>

	<p>5:00-7:00 Dinner</p> <p>7:00-8:00 Reflection w/small group</p> <p>8:00-10:00 Large group reflection</p>
<p>Wednesday, January 16 Chicago</p>	<p>7:30-8:00 Morning Reflection and Daily Challenge</p> <p>8:00-11:00 Field Experience @ Benito Juarez High School and Manuel Perez Elementary School</p> <p>11:00-12:00 Lunch</p> <p>12:00-3:00 Service Learning Project in Pilsen Neighborhood (St. Pius Pantry)</p> <p>3:00-5:00 Tutoring @ Casa Juan Diego After-School Programs</p> <p>5:00-6:15 Dinner</p> <p>6:15-8:30 Tutoring @ Poder Learning Center (ELL Adult Program)</p> <p>8:30-9:00 Reflection w/small group members</p> <p>9:00-10:00 Large group reflection</p>
<p>Thursday, January 17 Chicago</p>	<p>7:30-8:00 Morning Reflection and Daily Challenge</p> <p>8:00-11:00 Field Experience @ Cristo Rey High School and St. Procopius Elementary School</p> <p>11:00-12:00 Lunch</p> <p>12:00-3:00 Service Learning Project in Pilsen Neighborhood (St. Procopius Pantry)</p> <p>3:00-5:00 Tutoring @ Casa Juan Diego After-School Program</p> <p>5:00-6:15 Dinner</p> <p>6:15-8:30 Tutoring @ Poder Learning Center (ELL Adult Program)</p> <p>8:30-9:00 Reflection w/small group members</p> <p>9:00-10:00 Large group reflection</p>
<p>Friday, January 18 Chicago</p>	<p>7:30-8:00 Morning Reflection and Daily Challenge</p> <p>8:00-9:00 Mass @ St. Procopius</p> <p>9:00-10:00 Farewell Continental Breakfast</p> <p>10:00-3:00 Travel to Dubuque (Stop for Lunch)</p> <p><i>Due: Double Entry Journal</i></p>
<p>Monday, January 21 Dubuque</p>	<p>9:00-12:00 Approaches to Multicultural Education & Teaching Strategies</p> <p>12:00-1:00 Lunch</p> <p>1:00-????? Work on Power Point Presentations</p>
<p>Tuesday, January 22 Dubuque</p>	<p>9:00-12:00 Educational Technology & Teaching Strategies for Multicultural Education</p> <p>12:00-1:00 Lunch</p> <p>1:00-????? Work on Power Point Presentations</p>
<p>Wednesday, January 23 Dubuque</p>	<p>9:00-12:00 Power Point Presentations (Race, ELL, or Low SES)</p> <p><i>Due: Power Point Presentation</i></p>

Please Note: Attendance at the VIRTUS-Protecting God’s Children Workshop is required of all students in this course. The workshop is offered in September on campus. All Loras College students who participate in a K-12 field experience are required to attend.

H. Bibliography or Supplemental Material

The following is a list of journals found in the Loras College Curriculum library that may help you with course assignments:

Teaching Tolerance	Published by the Southern Poverty Law Center
Multicultural Education	Published by Gaddo Gap Press
Journal of Computing in Teacher Education	Published by International Society for Technology in Education
Learning and Leading with Technology	Published by International Society for Technology in Education
English Journal	Published by the Council of Teachers of English
The Reading Teacher	Published by the International Reading Association
Language Arts	Published by the National Council of English Teachers
Teacher Magazine	Published by Editorial Projects in Education, Inc.
Instructor	Published by Scholastic
Mathematics Teaching in the Middle School	Published by the National Council of Teachers of Mathematics
Mathematics Teacher	Published by the National Council of Teachers of Mathematics
Teaching Children Mathematics	Published by the National Council of Teachers of Mathematics
Teaching Elementary Physical Education	
The Science Teacher	Published by the National Science Teachers Association
Science Scope	Published by the National Science Teachers Association
Science & Children	Published by the National Science Teachers Association
Social Education	Published by the National Council for the Social Studies
Middle Level Learning	Published by the National Council for the Social Studies
Social Studies and the Young Learner	Published by the National Council for the Social Studies
Teaching Exceptional Children	Published by the Council for Exceptional Children

Recommended Reading Links

Center for Multicultural Education	http://depts.washington.edu/centerme/home.htm
Teaching Tolerance	http://www.tolerance.org/teach/index.jsp
Council of Teachers of English	http://www.ncte.org
National Council for Teachers of Mathematics	http://www.nctm.org
National Science Teachers Association	http://www.nsta.org
National Council for the Social Studies	http://www.ncss.org
Council for Exceptional Children	http://www.cec.sped.org
Educational Technology	http://www.iste.org

Recommended Resources

Banks, J. & Banks, C. (2004). *Multicultural Education. Issue and Perspectives*. Wiley: Hoboken, N. J.

Bigelow, B., Christensen, L., Karp, S., Miner, B., & Peterson, B. (1994). *Rethinking Our Classrooms. Teaching for Equity and Justice. Volume 1*. Milwaukee, WI: Rethinking Schools.

Bigelow, B., Harvey, B., Karp, S., & Miller, L. (2001). *Rethinking Our Classrooms. Teaching for Equity and Justice. Volume 2*. Milwaukee, WI: Rethinking Schools.

Bigelow, B., & Peterson, B. (1998). *Rethinking Columbus. The Next 500 Years*. Milwaukee, WI: Rethinking Schools.

Merryfield, M. & Wilson, A. (2005). *Social Studies and the World. Teaching Global Perspective*. Silver Spring, MD: National Council for the Social Studies.

Sleeter, C. & Grant, C. (1999). *Making Choice for Multicultural Education. Five Approaches to Race, Class, and Gender*. Merrill: Columbus, OH.

I. Disclaimer

The syllabus is subject to revision.

Live Text Portfolio

You are required to submit two artifacts in this course to demonstrate you have met INTASC Standard #1 and INTASC Standard #6. The Double Entry Journal must be submitted for INTASC Standard #1 and the Power Point Presentation must be submitted for INTASC Standard #6. Each of these artifacts should be submitted in the “Introductory Phase” of your Live Text Portfolio. In addition, a reflection must be written to analyze how the artifact demonstrates you have met the standard.

Course Purpose and Procedures

This is an introductory level course in the education sequence. The goal of the course is to make you aware of multicultural issues and to develop effective strategies to build positive human relations as a classroom teacher. The course supports the position of the Center for Multicultural Education that

schools should seek “to create equal educational opportunities for all students, including those of different racial, ethnic, and social-class groups.” We will use readings, class discussions, cooperative learning structures, educational technology, authentic assessment, experiential learning, and lecture to meet the goals of the course. Your active participation is essential in making the class a success.

Reflective Educational Practitioner

Multicultural Education addresses three of the four elements of the Curriculum Model of the Division of Education:

1. *Ethical Consciousness* includes pre-service teachers who care about children and actively participate to learn more about the profession.
 - a. Producing a Power Point on one of the following categories measured by NCLB: race, low SES, or ELL.
 - b. Becoming an advocate for Multicultural Education.
 - c. Reflecting on a book titled *Among Schoolchildren* and write about insights gathered on teaching in a diverse school setting.
 - d. Developing awareness for Catholic social teachings on issues such as race, low SES, or ELL.

2. *Foundational Knowledge* includes pre-service teachers who integrate learning theory, concepts, and practices used by teachers.
 - a. Researching and writing about strategies to effectively implement multicultural education meaningfully in the classroom.
 - b. Developing a philosophy on multicultural education through class assignments.
 - c. Building awareness of multicultural education issues through classroom activities.
 - d. Learning about causes and solutions to the achievement gap.

3. *Educational Technique* is the collection of skills that elementary and secondary teachers use in the profession.
 - a. Identifying the various types of diversity found in America’s classrooms through classroom activities.
 - b. Developing a variety of teaching strategies to meet the needs of diverse learners through class assignments.
 - c. Choosing to become a reflective decision maker as a teacher through class assignments and activities.
 - d. Applying what is learned in the Multicultural Education course to future field experiences.

The Curriculum Model of the Division of Education aligns with the dispositions that Loras College seeks to develop in all of its students: persons who are *active learners, reflective thinkers, ethical decision makers, and responsible contributors* to their professions, society, and religious communities.

Course-Based Competencies

The Multicultural Education course addresses standards mandated by the Iowa Department of Education and INTASC standards. You will have the opportunity to demonstrate your knowledge of these teacher education standards through classroom activities and assignments. Students in the Multicultural Education course will have the opportunity to demonstrate their knowledge in the following competencies: *diverse learners; foundations, reflection, and professional development; and collaboration, ethics, and relationships.*

Course Outcomes

Through your participation in this course you will be able to:

- Explain the purpose of Multicultural Education (*Foundational Knowledge, Iowa Teaching Standard 1, and IPECS: diverse learners*).
- Discover effective teaching strategies in Multicultural Education (*Educational Technique, Iowa Teaching Standard 3, and IPECS: reflection, professional development*).
- Develop an awareness of multicultural issues (*Foundational Knowledge, Iowa Teaching Standard 1, and IPECS: collaboration, ethics, and relationships*).
- Develop a philosophy of Multicultural Education (*Foundational Knowledge, Iowa Teaching Standard 1, and IPECS: foundations, reflection, and IPECS: professional development*).
- Compare and contrast different approaches in Multicultural Education (*Educational Technique, Iowa Teaching Standard 1, and IPECS: diverse learners*).
- Integrate Multicultural Education in various subject areas (*Educational Technique, Iowa Teaching Standards 2 and 4, and IPECS: collaboration, ethics, and relationships*).
- Choose to become an advocate for Multicultural Education as a teacher (*Ethical Consciousness, Iowa Teaching Standard 8, and IPECS: communication*).

Standards

As a pre-service teacher you are expected to become acquainted with the Iowa Teaching Standards. Each beginning teacher in Iowa is evaluated with these standards. In addition, you will need to be familiar with the INTASC (Interstate New Teacher Assessment and Support Consortium) Standards.

EDU 119

Multicultural Education

Competency Rubric: Diverse Learners

Level 3 (Met)

- Understands the importance of integrating multicultural education to meet the needs of diverse learners.
- Understands effective teaching strategies in multicultural education to meet the needs of diverse learners.
- Knows different curriculum approaches in multicultural education to best meet the needs of diverse learners.
- Knows the importance of becoming an advocate for multicultural education to influence diverse learners.

Level 2 (Emerging)

- Demonstrates some knowledge of the importance of integrating multicultural education to meet the needs of diverse learners.
- Demonstrates some knowledge of effective teaching strategies to meet the needs of diverse learners.
- Some recognition of different curriculum approaches in multicultural education to meet the needs of diverse learners.
- Some recognition of the importance of becoming an advocate for multicultural education to influence diverse learners.

Level 1 (Not Met)

- Little or no recognition of the importance of integrating multicultural education to meet the needs of diverse learners.
- Little or no recognition of effective teaching strategies in multicultural education to meet the needs of diverse learners.
- Little or no recognition of different curriculum approaches in multicultural education to meet the needs of diverse learners.
- Little or no recognition of the importance of becoming an advocate for multicultural education to diverse learners.

EDU 119

Multicultural Education

Competency: Foundations, Reflection, and Professional Development

Level 3 (Met)

- Understands the need to develop a foundation of knowledge on multicultural education issues.
- Understands the need to reflect on multicultural issues to make sure they are meeting the needs of the students in the classroom.
- Knows that it is necessary to constantly look for ways to improve instruction on multicultural issues.

Level 2 (Emerging)

- Some recognition of the need to develop a foundation of knowledge on multicultural education issues.
- Some recognition of the need to reflect on multicultural issues to make sure they are meeting the needs of the students in the classroom.
- Demonstrates some understanding that it is necessary to look for ways to improve instruction on multicultural issues.

Level 1 (Not Met)

- Little or no recognition of the need to develop a foundation of knowledge on multicultural education issues.
- Little or no recognition of the need to reflect on multicultural issues to make sure they are meeting the needs of the students in the classroom.
- Little or no recognition of the need to look for ways to improve instruction on multicultural issues.

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Competency: Collaboration, ethics, and relationships

Level 3 (Met)

- Understands how to use cooperative learning structures to promote multiculturalism.
- Knows how to use effective instructional strategies to promote multiculturalism in the classroom.
- Understands issues related to multicultural education.

Level 2 (Emerging)

- Demonstrates some understanding on how to use cooperative learning structures to promote multiculturalism.
- Some recognition on how to use effective instructional strategies to promote multiculturalism in the classroom.
- Some recognition on issues related to multicultural education.

Level 1 (Not Met)

- Little or no recognition on how to use cooperative learning structures to promote multiculturalism.
- Little or no recognition on how to use effective instructional strategies to promote multiculturalism in the classroom.
- Little or no recognition of issues related to multicultural education.