

MSE Concentration in Secondary Education Diversity Assignment Policy

Purpose:

The two purposes of the Secondary Education Diversity Assignment are to

- insure that candidates have the opportunity to work with preK-12 students that are ethnically/culturally/linguistically/ability-wise different from themselves
- provide data for the purposes of program evaluation and improvement.

A similar diversity assignment is required of all graduate programs in the College of Education.

Process:

- EDSC Graduate Studies in Teaching English Learners has been identified as the course in which students complete a diversity assignment. This is done via the Cultural Investigation Assignment, which is required in all EDSC 540 classes.
- The assignment is assessed on a scoring guide that is common across all sections of EDSC 540.

Reporting Scores:

Diversity assignment scores will be reported as a percentage (points earned/points possible). Scores will be reported each semester by the course instructors to the College of Education Assessment Director via the Department Chair and Graduate Program Advisor. Data will be used for program evaluation and improvement. Student names and CWIDs will be confidential.

EDSC Diversity Assignment:

CULTURAL INVESTIGATION ASSIGNMENT			
<p><u>Purpose:</u> To employ multiple sources in order to thoroughly investigate a culture (different than your own), and to identify information relevant to working with English Learners. In this activity, you will study a single culture through several different resources. These resources should include no less than 3 of the following: research articles, materials produced for teachers, interviews with members of the cultural group, information from community-based organizations or advocacy group, etc.</p>			
<ol style="list-style-type: none"> 1. Study the culture using multiple sources, including first person interviews. 2. Identify 3-5 key factors in the culture's history (values, beliefs, language used, immigration patterns, and stereotypes, cross cultural communication problems). 3. Identify features of the language from the class Language Matrix (See below) 			
Language	Is it a written language?	Is it based on the Roman Alphabet?	What are some Related Languages?
English	Yes	Yes	German, Dutch
<ol style="list-style-type: none"> 4. Based on your findings and from reading Ariza's text (Part II: Sampler of Cultural Groups: The teacher as cultural observer) do the following: <ol style="list-style-type: none"> a. Using the cultural values of (<i>your chosen culture</i>), explain in detail how they are different from American beliefs and values. b. Based on negative or incorrect stereotypes often associated with (<i>your chosen</i> 			

- culture), analyze and explain how these misconceptions became prevalent.
- c. Explain which miscommunications that may occur as a result of our cross cultural communication problems with one another. How could you address these issues in your classroom?
 - d. Based upon the new knowledge you have gained of your chosen culture describe what steps you would take to ensure that your students of this culture feel comfortable in your classroom.

CULTURAL INVESTIGATION ASSIGNMENT RUBRIC				
1. Choice of resource materials to investigate the chosen culture (e.g., at least 3 related articles, materials produced for teachers, interviews with members of the cultural group, information from community-based organizations or advocacy group, etc.)				
Significant/Relevant				Insignificant/Irrelevant
5	4	3	2	1
2. Coverage & discussion of the culture based on researched data (e.g., culture is comprehensibly covered, discussion clearly focused, etc.)				
Thorough and detailed <i>description</i> with original supporting examples			Shallow <i>description</i> with no or little original supporting examples	
5	4	3	2	1
3. Understanding and insight of the central idea/issue of the culture				
Exceptional understanding and high degree of insight			Minimal understanding and little insight	
5	4	3	2	1
4. Conclusions/Implications				
Explored implications thorough detailed conclusions and offered insightful and reflective suggestions			Failed to draw relevant implications/conclusions; did not offer insightful or reflective suggestions	
5	4	3	2	1
5. Clarity and Organization of the Reflection				
Clear/precise, well organized argument			Unclear/poorly organized; fragmented argument	
5	4	3	2	1
TOTAL (out of 25)				