# CSUDH | COLLEGE OF EDUCATION

## TED 506 Multicultural & Social Foundations of Education Course Syllabus
### (3 Units)

*Summer 2021 Online Course*

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**The Vision of the College of Education**
Grounded in principles of justice, equity, and critical consciousness, we are committed to reflective, responsive, and purposeful praxis in teaching, scholarship, and leadership. Alongside the communities we serve, we prepare critical educators to co-create and enact transformative change.

**The Mission of the College of Education**
Through self-examination, collective learning, and research, we construct brave spaces that foster the holistic development of educators. Together, we challenge and dismantle systems of
power and privilege in institutions of education. We re-imagine equitable, responsive, and just learning experiences for all learners, especially those from minoritized groups within our college and in our local schools. We are committed to advancing the following:

- a justice-focused agenda
- the pursuit of equity
- innovation in teaching and learning
- rigorous and responsive research
- collaboration with professional, local, and global communities, and student-centered partnerships
- belief in the limitless potential of our work, each other, and those we serve

Please view the COE website to learn more about our Mission, Vision, Beliefs, and programs.

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## Course Information
**Course Description:**
An investigation and analysis of cultural influences and constructs such as race, gender, and class to provide insight into the relationship among the individual, society, and school in U.S. education. 3 units.

**Purpose**
This course is part of Phase 1 in the Teacher Education Division Credential Sequence. All courses in Phase I address this essential question:

*How do teacher candidates' ideologies, identities, and knowledge of community inform professional purpose supported by theoretical foundations?*

**Course Student Learning Outcomes**

Candidates will:

- Understand the origins, theories, and concepts of Multicultural Education;
- Investigate the social constructions of American citizenship, identity, and race in schooling policies, especially as it applies to curriculum and discipline;
- Compare and contrast the historical and contemporary practices, policies, and ideologies influencing the experiences of K - 12 students of color in U.S. schools
- Analyze the significance of race, ethnicity, culture, class, gender, sexuality, language, ability, and immigration in historical schooling experiences and apply to instructional planning;
- Think critically about the purpose of schools historically and contemporarily;
- Engage in critical self-reflection around the impact and functions of oppression and privilege and in maintaining and challenging educational inequities;
- Contextualize applications of multicultural education frameworks, pedagogies and practices in various educational contexts;
- Engage in structural and cultural analyses of inequity in the context of schooling;
- Critically reflect upon what it means to authentically work for social justice in ways that actively interrupt oppression and humanize all participants in classrooms, schools, and communities;
- Demonstrate a variety of pedagogies and teaching strategies that incorporate students' home cultures, prior experiences, and democratic classroom practices.

**Guiding Questions**

Some questions that we will explore throughout this course are:

- How have early events in U.S. history and the historical role of schooling shaped the current educational context in the U.S.?
- What is the purpose of education in a democracy?
- What role have social constructs such as race, ethnicity, class, gender, sexuality, migration, immigration status, language, ability, and deculturalization played in creating structural inequities in U.S. society and specifically in educational contexts?
- How do your particular cultural experiences shape how you understand the cultural backgrounds of your students? How will these experiences impact your classroom pedagogy?
- What do effective democratic teaching practices look like in a diverse K–12 classroom?

# Program Level and Course Level SLOs by Learning Activities by Assessment Activities

| Program Level SLOs | Course Level SLOs | Learning Activities | Assessment Activities |
|---|---|---|---|
| **TPE 1.1** Apply knowledge of students including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning. | Demonstrate a variety of pedagogies and teaching strategies that incorporate students' home cultures, prior experiences, and democratic classroom practices. | Blog Responses<br><br>Research & Praxis in Multicultural Education Paper | Blog Responses<br><br>Research & Praxis in Multicultural Education Paper |
| **TPE 2.1** Promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers. | Investigate the social constructions and applications of American citizenship, identity, and race in schooling policies, as it applies to curriculum and discipline. | Research & Praxis in Multicultural Education Paper | Research & Praxis in Multicultural Education Paper |
| **TPE 2.2** Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive.<br><br>**TPE 2.4** Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile, | Contextualize applications of multicultural education frameworks, pedagogies and practices in various educational contexts. | Blog Responses<br><br>Research & Praxis in Multicultural Education Paper | Blog Responses |
| **TPE 2.3** Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism.<br><br>**TPE 6.4** Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families, and members of the larger school community to support teacher and student learning. | Critically reflect upon what it means to authentically work for social justice in ways that actively interrupt oppression and humanize all participants in classrooms, schools, and communities. | Research & Praxis in Multicultural Education Paper | Research & Praxis in Multicultural Education Paper |
| **TPE 4.1** Locate and apply information about students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes.<br><br>**TPE 6.7** Critically Analyze how the context, structure, and history of public education in California affects and influences state, district, and school governance as well we state and local education finance. | Analyze the significance of race, ethnicity, culture, class, gender, sexuality, language, ability, and immigration in historical schooling experiences and apply to instructional planning. | Blog Responses | Blog Responses |
| **TPE 6.2** Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues. | Engage in critical self-reflection around the impact and functions of oppression and privilege and in maintaining and challenging educational inequities. | I am From Poem<br><br>Positionality Paper | I am From Poem<br><br>Positionality Paper |

**Professionalism and Behavior Expectations**
Your professionalism will focus on issues of attendance, preparation, meeting project deadlines, critique participation, professional attitude online and clarity in written and verbal communication about ideas/concepts presented in class. The candidates are expected to maintain a professional and respectful demeanor towards their instructor and peers. Disruptive and disrespectful language and behavior will not be tolerated. The instructor may require a student responsible for disruptive behavior to attend a discussion and resolution of the problem and may report a disruptive student to the Student Affairs Office (310) 243-3784 for disciplinary action.

**Academic Integrity and Plagiarism**
Cheating or plagiarism is subject to discipline as provided in Title V, California Code of Regulations. Plagiarism includes the following: copying of one person's work by another and claiming it as his or her own, false presentation of one's self as the author or creator of a work, falsely taking credit for another person's unique method of treatment or expression, falsely representing one's self as the source of ideas or expression, or the presentation of someone else's language, ideas or works without giving that person due credit. It is not limited to written works. Plagiarism is cause for formal University discipline and is justification for an instructor to assign a lower grade or a failing grade in the course in which the plagiarism is committed. In addition, the University may impose its own disciplinary measures. See University Catalog und Academic Integrity for further information.

**Computer/Information Literacy Expectations for Students:**
In addition to monitoring email, students in this class are expected to: 1) have a computer or a tablet/iPad for each class session, 2) access course information and materials from www.professorsapp.com, 3) use a word processing program for writing assignments (e.g., Microsoft Word), 4) be able to access websites and conduct research through the internet, 5) use the library databases to find references, 6) be able to paraphrase concepts without plagiarizing, 7) demonstrate facility with PowerPoint or similar programs, 8) demonstrate facility with blogging. For additional information about computing on campus, including tutorials, students should go to: http://www4.csudh.edu/it/services/labs/index and http://www.csudh.edu/infotech/student_index.shtml

**Accommodations for Students - Student disAbility Resource Center**
CSUDH adheres to the Americans with Disabilities Act with respect to providing reasonable accommodations for students with temporary and permanent disabilities. Please contact the Student disAbility Resource Center to determine specific accommodations you would like to be considered in your educational programming http://www4.csudh.edu/dss/ or (310) 243-3660. The earlier the disability is identified and a decision is made, the sooner the instructor can arrange for accommodations.

**Required Texts:**
**Course Textbook**
- All course materials will be provided by the instructor free of charge at www.professorsapp.com.
- *Recommended* Text: Au, W. (Ed.). (2014). *Rethinking Multicultural Education: Teaching for Racial and Cultural Justice* (2nd ed.). Milwaukee, WN: Rethinking Schools.

## Course Bibliography

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Cosier, K. (2009) Creating safe schools for queer youth. In W. Ayers, T.M. Quinn, D. Stovall (Eds.), *Handbook of social justice in education* (pp. 285 – 303). New York, NY: Routledge.

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**Course Requirements**

1. **Postings/Participation  (TPE 1.1, 2.2, 2.4, 4.1, & 6.7) - 40 points**
   Each of the 9 weeks of our course have reflective questions you can use to post on our discussion blog.  You must post all 9 weeks.  Postings must be a minimum of 300 words and, of course, be thoughtful and worthy of graduate-level rigor.  You must also respond to 3 colleagues during the 9 weeks with a minimum of 100 words per response.  This will stimulate dialogue in our online experience.  To review, that is *NINE* 300-word responses to course material and *THREE* 100-word responses to colleagues' posts.  Again, **9 + 3 = 12** responses in total.  Each response is worth 3.33 points for a total of 40 points.

   In addition to the criteria listed above, some additional facets can enhance the quality of discussion and participation:
   - Comment on, clarify and discuss the postings.  Scholarly comments, web links and discourse that is not just your opinion, is the expectation.
   - Constructive critique of the postings (avoid colloquial chatter such as "great idea").
   - Present alternate positions supported by literature.
   - Explore and link issues being discussed to research literature, course readings, and external links.

2. **I am From Poem Paper (TPE 6.2) – 10 points**
   You will create an individual "I am From Poem" using templates and writing instructions given at [www.professorsapp.com](www.professorsapp.com).  You will submit the **I am From Poem** *individually* to [jsapp@csudh.edu](jsapp@csudh.edu).

3. **Positionality Reflection - 20 points** (TPEs 2.1, 6.2 & 6.4)
   In a 4–5 page, typed, double-spaced, APA formatted essay with at least 5 sources from the TED 506 texts, you will explore your positionality.

   **What is Postionality?**
   Within qualitative research, there is a movement to name researchers' intersectional identities (race, class, gender, language, immigration status, disAbility, sexual orientation, culture, etc.) as it relates to the research and teaching processes. The idea is that our own life experiences inform *why* we approach a particular research topic and *how* we conduct the research and *how* we teach. This concept is called "POSITIONALITY".

   **Why does Positionality Matter?**
   It is important to remember that, "[t]ruth, or what is real and thus meaningful and "right", for researchers and participants, depends on how they have experienced the world" (Milner, 2007, p. 395). Understanding our own positionality helps us to discover *why* we see the world the way we do.

   **Objective of Positionality Reflection**
   The goal of this paper is for you to reflect on your positionality, and to analyze how you see your positionality informing the Research in Multicultural Education Counter-story and your teaching. This will help you to develop a nuanced and insightful research and teaching lens.

4. **Research & Praxis in Multicultural Education Paper (30 points)**
   **(TPEs 2.1, 2.2, 6.2 & 6.4)**

   You will write a 9 - 12 paged paper that explores an educational inequity in K – 12 schools.

   This project should be based on class discussions, at least 2 texts from the 506 course, 5 outside academic peer-reviewed journal articles, and **at least 2 interviews** with K - 2 students, teachers, administrators, counselors, parents/family, or community members. Additional research tools like surveys, observations, etc. are optional.

   **Questions to Consider**:
   - What are the most popular narratives surrounding your topic?
   - Whose perspective is missing from these narratives?
   - What educational structures, policies, and practices contribute to the educational inequity that you have identified?
   - What is the impact on student learners? School communities?
   - What are the implications for educators?
   - What are potential action steps in K – 12 schools to address the inequities present in your topic?

   **Some Ideas for Topics** (pre-approve topic with instructor):
   - School-to-Prison Pipeline
   - Gender Identities
   - Restorative Justice
   - School Segregation
   - Sexual Orientation
   - Youth Participatory Action Research
   - The Impact of Incentives on Student Motivation
   - The Effect of Praise on Children
   - Microaggressions in the Classroom
   - Trauma Informed Pedagogies
   - Islamophobia
   - Stereotype Threat
   - College Going Culture
   - Substance Abuse
   - Model Minority Myth
   - Stereotype Threat
   - White privilege

**Grading Policy:**
California State University, Dominguez Hills, Teacher Education Department's grade policy states that all credential students must maintain a 3.0 grade point average with no grade lower than a C in coursework.

Students are expected to: (1) submit all assignments on the due date listed in the course syllabus and (2) be present for their online responsibilities. Any late work that does not meet the deadline will be penalized according to the rubric provided for the assignment. If a student experiences a serious illness or emergency, and is unable to complete an assignment, they are expected to email the professor to explain their situation. A new deadline or date for a re-make will be established between the student and professor.  If the new deadline or new meeting time is not meet, the assignment will be penalized according to the rubric provided for the assignment.

**Grading Scale**

| Assignment | Point Value |
|---|---|
| Postings/Participation | 40 points |
| I am From Poem | 10 points |
| Positionality Paper | 20 points |
| Research & Praxis in Multicultural Education Paper | 30 points |
| **Total** | **100 points** |

| | |
|---|---|
| 95-100 | A |
| 90-94 | A- |
| 88-89 | B+ |
| 83-87 | B |
| 80-82 | B- |
| 78, 79 | C+ |
| 73-77 | C |
| 70-72 | C- |
| 68, 69 | D+ |
| 65-67 | D |
| Below 65 | F |

## TED 506: Course Schedule *(subject to change)*
### *All assigned readings to be completed prior to the next class session.*

| Sessions | Class Content | Assignments |
|---|---|---|
| Week 1<br>June 1-6 | **Introductions; The Importance of Teacher Identity; Our Most Memorable Teachers** | **Readings**:<br><ul><li>Chapter One of *The Vulnerable Observer* by Ruth Behar</li><li>*White Privilege* by Jeff Sapp</li><li>*Juliette Hampton Morgan: Lessons on Being an Ally* by Jeff Sapp</li><li>*Wildcat Goes A-Bragging: An Appalachian* Tale by Jeff Sapp</li><li>*What is it like to live in a gay family?* By Helena Donato-Sapp</li></ul> |
| Week 2<br>June 7-13 | **My Multicultural Self** | **Readings:**<br><ul><li>*Where I'm From: Inviting Students Lives into the Classroom* by Linda Christensen</li><li>*I Am From* by George Ella Lyons</li><li>*Personal – Passionate – Participatory Inquiry* by Ming Fang He & JoAnn Phillion</li></ul> |
| Week 3<br>June 14-20 | **Vulnerability; The Toxic History of Education; Personal Experiences with School Inequality** | **Readings:**<br><ul><li>*The Power of Vulnerability* by Brene Brown</li><li>*How to Get Going with Personal Narrative in Scholarly Writing* by Yvette Hyater-Adams</li><li>**DUE: "I Am From" Poem mailed to jsapp@csudh.edu**</li></ul> |
| Week 4<br>June 21-27 | **Positionality; Thinking about experiences with injustice** | **Readings:**<br><ul><li>*Race, Culture, and Researcher Positionality: Working Through Dangers Seen, Unseen, and Unforeseen* by H. Richard Milner IV</li><li>*Curriculum Introduction to Rethinking Sexism, Gender, and Sexuality*</li></ul> |
| Week 5<br>June 28 – July 4 | **Brown v. Board of Education; Antiblackness; Being an Agent of Change** | **Readings:**<br><ul><li>*Brown v. Board of Education* by Brian Willoughby</li><li>*"The Hate of Segregation"* and *"The Love of Integration"* by Helena Donato-Sapp</li><li>*Antiblackness and Black Futurity in Research on Urban Communities and Schooling* by Michael Dumas</li><li>Documentary: *Agent of Change – The Longest Student Strike in U. S. History*</li></ul> |
| Week 6<br>July 5-11 | **The History of Multicultural Education; Poverty and Schooling; Toxic Masculinity** | **Readings:**<br><ul><li>*The History of Multicultural Education* by Paul Gorski</li><li>*How School Taught Me I Was Poor* by Jeff Sapp</li><li>*A Sissy Speaks to Gym Teachers: How I was Formed and Deformed by Toxic Masculinity* by Jeff Sapp</li><li>*Crocodile and Ghost Bat Have a Hullabaloo* by Jeff Sapp</li><li>**DUE: Positionality Paper loaded up to Taskstream**</li></ul> |
| Week 7<br>July 12-18 | **Introduction to Research & Practice Paper; Counter Narratives; The Danger of a Single Story; Counternarratives is Multicultural Children's Literature** | **Readings:**<br><ul><li>*The Danger of a Single Story* by Chimamanda Ngozi Adichie</li><li>*A Review of Gay and Lesbian Themed Early Childhood Children's Literature* by Jeff Sapp</li><li>*Gay Children's Books Blog*</li></ul> |
| Week 8<br>July 19-25 | **Curriculum Violence; Colonization in Education** | **Readings:**<br><ul><li>*Ending Curriculum Violence* by Stephanie P. Jones</li><li>My 5th-Grade Colonized Curriculum by Helena Donato-Sapp</li><li>*Decolonizing the Classroom* by Wayne Au</li></ul> |
| Week 9<br>July 26-29 | **A Scholarly Look at Multicultural Education** | **Readings:**<br><ul><li>Selected readings from CSUDH Professors available at www.professorsapp.com</li><li>**DUE: Research & Practice (Praxis) Paper loaded to Taskstream by Sunday August 1st at midnight**</li></ul> |

# TED 506 Course Assignment Rubrics

## I am From Poem
(TPE 6.2)

| Storytelling and Schooling Requirements | Awesome | In Development | Please work on this |
|---|---|---|---|
| **Individual "I am From" Poem (40%)**<br>• Used template or created original poem to discuss candidates' own cultural and familial background. | Poem was detailed with rich imagery. | Poem included some detail and imagery. | Poem was incomplete. |
| **Relation to Teaching (40%)**<br>• How this activity relates to teaching | Interrogates 2 concepts from TED506 as these concepts relate to the "I am From" Found Poem.<br><br>Candidates recognized their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning.<br><br>Candidates discussed ways to mitigate impact on the teaching and learning of students through a social justice lens that incorporated an understanding of equity and justice within educational structures and contexts. | Mentioned 2 concepts from TED506. Concepts are not discussed in detailed and/or concepts are not related to the "I am From" Found Poem.<br><br>Candidates recognized their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning,<br><br>Candidate discussed ways to mitigate any negative impact on the teaching and learning of students. | Candidates did not include 2 concepts from TED506 as these concepts relate "I am From" Found Poem.<br><br>Candidates did not recognize or acknowledge their own values and implicit and explicit biases and the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning. |
| **Formatting (10%)**:<br>• APA Reference Page<br>• Include 2 APA citations<br>• Maintained 5-minute limit | Met all 3 formatting requirements. | Met 2 formatting requirements. | Did not met formatting requirements. |
| **Deadlines (10%)**<br>Paragraph Draft<br>Final | Met both deadlines. | Met one deadline. | Did not meet deadlines. |
| **Final Grade + Comments** | | | |

# Research & Praxis in Multicultural Education Paper
## (TPEs 1.1, 2.1, 2.3, & 6.2)

| Paper Requirements | Awesome | In Progress | Please Work on This |
|---|---|---|---|
| **Statement of Problem** | Written in a persuasive and specific manner.<br><br>Helps reader to understand why the research topic is important.<br><br>States what is:<br>• Is discussed in the research paper<br>• Supported with evidence (literature review and interviews, methods) | Written in a general manner.<br><br>Begins to help reader to understand why the research topic is important.<br><br>States what is:<br>• Beyond what is discussed in the research paper<br>• Supported with some evidence (literature review and interviews, methods) | Written in a general manner.<br><br>Does not help reader to understand why the research topic is important.<br><br>States what is:<br>• Beyond what is discussed in the research paper<br>• Supported with minimal evidence (literature review and interviews, methods) |
| **Literature Review** | Literature review describes, summarizes, evaluates, and clarifies literature within the topic.<br><br>• Identifies what is already known about an area of study.<br>• Identifies questions a body of research does not answer.<br>• Makes an argument for why further study of research questions is important to a field | Literature review begins to describe, summarize, evaluate, and clarify literature within the topic. | Literature review does not describe, summarize, evaluate, or clarify literature within the topic. |
| **Methods** | Provides a detailed overview of how you conducted your research.<br><br>Includes 3 out of 3 the following sections:<br>• Participants<br>• Materials (i.e. interview questions)<br>• Procedure (i.e. interview protocol) | Provides some details overview of how you conducted your research.<br><br>Includes 2 out of the 3 following sections:<br>• Participants<br>• Materials (i.e. interview questions)<br>• Procedure (i.e. interview protocol) | Provides minimal detail of how you conducted your research.<br><br>Includes 1 out of the 3 following sections:<br>• Participants<br>• Materials (i.e. interview questions)<br>• Procedure (i.e. interview protocol) |
| **Findings + Discussion** | Includes a detailed discussion of the findings. Provides a thorough societal and educational context and explains why people should care about this topic. | Includes a discussion of the findings. Provides some context and explains why people should care. | Includes a short discussion of the findings. Provides minimal context and explains why people should care. |
| **Conclusion** | Summarizes the research in a concise and clear way. Provides detailed next action steps for K – 12 schools regarding how to address the research topic in a school setting. | Summarizes the research in a general way. Provides some next steps for K – 12 schools regarding the research topic. | Summarizes the research in a general way. Provides minimal next steps for K – 12 schools regarding the research topic. |
| **Requirements:**<br>• 9 – 12 Pages<br>• Includes APA Citations<br>• Includes complete APA Works Cited Page | Meets 3 out of 3 requirements. | Meets 2 out of 3 requirements. | Meets 1 out of 3 requirements. |
| **Comments?** | | | |

# TED506 Signature Assignment Rubric
## Positionality Paper
### (TPEs 2.1, 6.2, & 6.4)

| TPEs Measured | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 2.1 Promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers. | Candidate in the Research & Praxis in Multicultural Education Collaborative Paper & Presentation did not discuss a fair and appropriate system for classroom culture. | Candidate in the Research & Praxis in Multicultural Education Collaborative Paper & Presentation discussed promoting students' social-emotional growth, development, or individual responsibility using positive interventions to foster a caring community where each student is treated fairly and respectfully by adults and peers. | Candidate in the Research & Praxis in Multicultural Education Collaborative Paper & Presentation discussed promoting students' social-emotional growth, development, and individual responsibility identified positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers. | Candidate in the Research & Praxis in Multicultural Education Collaborative Paper & Presentation discussed how they would develop **a rapport with students to** promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers. | Candidate in the Research & Praxis in Multicultural Education Collaborative Paper & Presentation discussed how they would develop **a rapport** and respect with students that promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community that **provides a challenging learning environment** where each student is treated fairly and respectfully by adults and peers. |

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| 6.2 Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues (IPA). | Candidates, in their individual positionality reflection, did not recognize or acknowledge their own values and implicit and explicit biases and the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning. | Candidates, through their individual positionality reflection, recognized in limited ways their own values and implicit and explicit biases and the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning. | Candidates, through their individual positionality reflection, recognized their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning,<br><br>Candidate worked to mitigate any negative impact on the teaching and learning of students. | Candidates, through their individual positionality reflection, recognized their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning,<br><br>Candidates worked to mitigate any negative impact on the teaching and learning of students through a social justice lens. | Candidates, through their individual positionality reflection, recognized their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning.<br><br>Candidates worked to mitigate any negative impact on the teaching and learning of students through a social justice lens that incorporated an understanding of equity and justice within educational structures and contexts. |
| 6.4 Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families, members of the larger school community to support teacher and student learning. | Through the Research & Praxis in Multicultural Education Collaborative Paper & Presentation and peer collaboration during this project, the candidate did not exhibit or discuss positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues. | Through the Research & Praxis in Multicultural Education Collaborative Paper & Presentation and peer collaboration during this project, the candidate exhibited or discussed limited positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues. | Through the Research & Praxis in Multicultural Education Collaborative Paper & Presentation and peer collaboration during this project, the candidate exhibited and discussed positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues. | Through the Research & Praxis in Multicultural Education Collaborative Paper & Presentation and peer collaboration during this project, the candidate exhibited and established positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues. | Through the Research & Praxis in Multicultural Education Collaborative Paper & Presentation and peer collaboration during this project, candidates exhibited, established, and reflected upon positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues. |