



LEARNING OBJECTIVES

By the end of this course, you should be able to:

1. **Analyze** the ways social structures of race, class, gender, (dis)ability, and sexual orientation work to both privilege and deny opportunities.
2. **Evaluate** and interpret the ways in which schooling influences and is influenced by equity issues.
3. **Understand** and **use** the major theories related to the nature and role of culture and language development and in academic achievement that support individual students' learning.
4. **Understand** how cultural groups and students' cultural identities affect language learning and school achievement.
5. **Develop** curriculum and teaching strategies that challenge unjust social structures and allow all learners to learn and grow into citizens who will be actively involved in democracy.

LEARNING OUTCOMES

Student Learning Outcomes	Assessments
Simulate the teacher's role in curriculum planning.	*Culturally Sustaining Pedagogies Lesson Plan and Assessments
Demonstrate how race, class, gender (dis)ability, and sexual orientation work to privilege some and deny opportunities to others.	*Discussion Posts *Theorizing Multicultural Education Paper
Demonstrate an understanding of the key tenets of multicultural education.	*Discussion Posts *Theorizing Multicultural Education Paper
Apply current methodological and curricular approaches in a hypothetical classroom.	*Discussion Posts *Culturally Sustaining Pedagogies Lesson Plan and Assessments
Select, develop, and incorporate appropriate cognitive and affective objectives for a multicultural society.	*Discussion Posts *Culturally Sustaining Pedagogies Lesson Plan and Assessments

Design learning experiences and materials for the enrichment of quality multicultural education, including the effective use of technology.	*Culturally Sustaining Pedagogies Lesson Plan and Assessments
Design and create alternative assessments of student learning.	*Culturally Sustaining Pedagogies Lesson Plan and Assessments

REQUIRED TEXTS

- ☛ **Meier, D. & Knoester, M. (2017).** *Beyond testing: 7 assessments of students and schools more effective than standardized tests.* New York, NY: Teachers College Press. ISBN: 978808077-58.
- ☛ **Pollack, M. (2008).** *Everyday anti-racism: Getting real about race in school.* New York, NY: The New Press. ISBN: 978-1-59558-567-7.

Recommended Texts

- ☛ **Hollie, S. (2017).** *Culturally and linguistically responsive teaching and learning (2nd Ed.).* Huntington Beach, CA: Shell Education.
- ☛ **Meyer, E. and Carlson, D. (Eds.). (2014).** *Gender and sexualities in education: A Reader.* New York, NY: Peter Lang Publishing.
- ☛ **Mukhopadhyay, C., Henze, R. & Moses, Y. (Eds.). (2014).** *How real is race: A Sourcebook on race, culture, and biology, 2nd ed.* Boulder, CO: Altamira Press.
- ☛ **Paris, D. and Alim, S. (Eds.). (2017).** *Culturally sustaining pedagogies: Teaching and learning for justice in a changing world.* New York, NY: Teachers College Press.

Required Readings on BlackBoard

- ☛ **Alim, H.S. & Paris, D. (2017).** What is culturally sustaining pedagogy and why does it matter? In D. Paris & H.S. Alim (Eds.), *Culturally Sustaining Pedagogies* (pp. 1-24). New York, NY: Teachers College Press.
- ☛ **Bucholtz, M., Casillas, D.I., & Lee, J.S. (2017).** Language and culture as sustenance. In D. Paris & H.S. Alim (Eds.), *Culturally Sustaining Pedagogies* (pp. 43-61). New York, NY: Teachers College Press.
- ☛ **Kumashiro, K. (2001).** "Post" perspectives on anti-oppressive education in social studies, English, mathematics, and science classrooms. *Educational Researcher*, 30(3), 3-12.
- ☛ **Ladson-Billings, G. (1995).** Toward a theory of culturally relevant pedagogy. *American Educational Research Journal*, 32(3), 465-491.
- ☛ **Lee, C. (2017).** An ecological framework for enacting culturally sustaining pedagogy. In D. Paris & H.S. Alim (Eds.), *Culturally Sustaining Pedagogies* (pp. 261-274). New York, NY: Teachers College Press.

- ☛ **McCarty, T.L. (2008).** Evaluating images of groups in your curriculum. In M. Pollack (Ed.), *Everyday Antiracism: Getting Real about Race in Schools*, pp. 180-185.
- ☛ **Villegas, A. M., & Lucas, T. (2002).** Preparing culturally responsive teachers: Rethinking the curriculum. *Journal of Teacher Education*, 53(1), 20-32.

BEING SUCCESSFUL IN AN ONLINE COURSE

- ☆ Online learning is not a spectator sport. It is everyone's responsibility to participate as fully as they can so everyone can get the most from the experience.
- ☆ **Be respectful of other's ideas, opinions, and beliefs.** It's fine to disagree with someone, but please respect everyone's right to think differently. **Netiquette** should always be followed. Here is a guide - <https://www.utep.edu/extendeduniversity/cid/facultyresources/bs0/netiquette.html>
- ☆ **Ask questions.** If you don't know the answer, someone else will. Reach out to others: Offer an idea, an article, a link or another item that can help others learn something. And ask me too!
- ☆ **Be appropriate.** The online classroom is not the place for insulting or insensitive comments, attacks, or venting. Inappropriate behavior will usually be subject to disciplinary action.
- ☆ **Be diplomatic.** When sending messages on emotionally charged topics, make sure you write the message and then walk away for at least an hour before re-reading the message and then sending it. Re-reading emotionally charged messages ensures that they are constructive instead of destructive. Think of the person on the other end.
- ☆ **Stay focused.** Staying on topic can increase the efficiency of your learning. Students often like to converse socially: To do this, you are strongly encouraged to go to Rocio's Cantina and socialize with your classmates online (this is not a graded area).
- ☆ For this course, you should plan to spend **3 hours of class time + 9 hours of study and prep time, which equals 12 hours per week.** There will be variation.
- ☆ Your initial posting should be as early in the week as possible (Monday-Tuesday), so that people will have time to read and respond to your contribution. Post additional messages throughout the week that are either new contributions or replies to someone else. Keep your messages concise. *Your initial posts should be about two paragraphs, although longer messages may be needed, and that is fine.* Keep in mind that people are more apt to read and digest shorter messages than long ones.
- ☆ **Excellent messages contribute** to the understanding and application of ideas by doing one or more of the following:
 - a.) *Reflection about meaning:* Describe thoughtfully what something means or new insights it provides or raise a question as a seed for clarification or further discussion.
 - b.) *Analysis:* Discuss relevant themes, concepts, main ideas, components, or relationships among ideas. Or, identify hidden assumptions or stringencies in reasoning.
 - c.) *Elaboration:* Build on ideas of others or ideas found in the readings by adding details, examples, a different viewpoint, or other relevant information.

d.) *Application*: Provide examples of how principles or concepts can be applied to actual situations or discuss the implications of theory for practice.

e.) *Synthesis*: Integrate multiple views to provide a summary, a new perspective, or a creative refashioning of ideas.




f.) *Evaluation*: Assess the accuracy, reasonableness, or quality of ideas.

- ☆ Abide by the rules of the Family Educational Rights and Privacy Act (FERPA), which finds academic information confidential and forbids disclosure of academic information without the participant's consent.
- ☆ Please note that you will receive more detailed comments for your discussion posts and the first assignment earlier in the course, if warranted. These comments and feedback should act as a guide to help you improve future work. If you continue to make the same mistakes over and over again, apparently my comments addressing the same issue have not been effective. As such, either you are not reading and using my comments to improve your work, or you need additional guidance on how to improve your work. If the latter is the case, please let me know by contacting me, so I can provide you further, individual assistance either through a Zoom meeting, phone or via email. Future work returned to you will have fewer comments and mostly consist of a score.

CLASS POLICIES

- * This course involves intensive reading, writing, and discussion. You have to dive right in. There's no time to wait. If you don't participate and turn in assignments within the first two weeks of the semester, you may be dropped from the course. It is your responsibility to drop the course.
- * Notify me as far in advance as possible of any time in which participation will not be possible during the course, for whatever reason. It is my intention you succeed in this course and I cannot help if you do not communicate with me.
- * As the instructor, I have the right to make changes in the syllabus, calendar, and/or course material as I determine is necessary. I will give you plenty of notice if/when that happens.

COURSE ASSIGNMENTS

-  **Discussions** There will be graded discussions and responses required for each week of the course. Detailed directions and a grading rubric are available in Appendix 1.
-  **Theorizing Multicultural Education Paper** Detailed directions and a grading rubric are available in Appendix 2.
-  **Final Project: Culturally Sustaining Lesson Plan and Assessment** Detailed directions and a grading rubric are available in Appendix 5. **Check Discussion Board for all assignments and due dates**

Assignments	Due Dates @midnight	Points Available
Discussion Board Posts (Appendix 1)	Weekly	7 DBs at 9 points each
Theorizing Multicultural Education Paper (Appendix 2)	Week 4	17 points
Culturally Sustaining Pedagogies Lesson Plan & Assessments (Appendix 3)	Week 7	20 points
TOTAL		100

GRADING CRITERIA

The course will be assessed based on the following criteria: **A:** 90 - 100, **B:** 80 - 89, **C:** 70 - 79, **D:** 60 - 69, **F:** <60

Help with Writing

Virtually everyone needs help with writing academic English, even the most proficient speakers and writers. The University Writing Center (UWC) – Library Building, Rm. 227, 747-5112 provides online consultations to all UTEP students at no cost. It is a terrific resource. If I suggest you use the Writing Center, it's because I think you will benefit from it. It's not a punishment – it's intended to help you. Check the website for more information: <http://uwc.utep.edu>

Academic Honesty

Everything you turn in for this course must be your own work. I want to know what *you* think, not how clever you are at getting around the rules. Use your brilliance in a productive way. Any act of academic dishonesty attempted by a UTEP student is unacceptable. Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Collusion is making plans with other people, in order to cheat. Violations will be taken seriously and will be referred to the Dean of Students Office for disciplinary action. Students may be suspended or expelled from UTEP for such actions. It's serious! Don't do it.

Different Abilities

If you have or believe you are differently abled, you may wish to self-identify it. You can do so by providing documentation to the Center for Accommodations and Support Services (CASS) located in Union E, Room 106. Students who have been designated as disabled must reactivate their standing with CASS on a yearly basis. Failure to report to this office will place a student on the inactive list and nullify benefits received. If you have a condition which may affect your ability to exit safely from the premises in an emergency or which may cause an emergency during class, you are encouraged to discuss this in confidence with the professor and/or director of CASS. You may call (915) 747-5148 for general information about the Individuals with Disabilities Act (IDA), or check their website for more information: <https://www.utep.edu/student-affairs/cass/>

Note: I know that entering the disability system requires money and some people who need these services cannot afford to be designated as such. If you think you might have a learning difference, but don't have the funds to obtain a diagnosis, email me about it. We can make individual arrangements.

Appendix 1

Directions for Discussion Board Postings

DUE WEEKLY @midnight

Why Do We Have Discussions?

The goal of online discussion is for us to co-construct understandings of particular ideas, concepts, or topics, based on the interweaving of the readings, videos/ audios.

It is EXTREMELY important that you participate in on-line discussions and debates based on the weekly readings, videos, and audios in an analytical, and critical manner. You must carefully engage in dialogue to develop a discourse on the theory and pedagogy that emerges.

Your Discussion Board participation shows me what and how you are thinking about the readings and the topics presented. Who should you discuss the ideas with? It's entirely up to you. You can engage in conversation with anyone enrolled in our course.

That said, I would like you to have a discussion with at least one different person from the class each week. You are welcome to discuss with 2-3 different people each week, but just be sure that you have a discussion with a different person each week.

What Are the Guidelines for Class Discussions?

I want the discussions on the readings, videos, and audios to be just that – *discussion*.

The guidelines for your discussion activities are:

- Make connections between the readings and other media that have been provided for you.
- Name every topic, concept, theory, idea, or pedagogical approach you refer to.
- **Use APA 7th edition style for everything you write** (well, not emails).

- What are the connections you are making between your chosen topic, etc. from the readings and other media that you want to analyze? These connections reflect your ability to analyze and go “beyond the surface” of what is already obvious. What are you trying to reveal through your analysis?
- As you make a connection through your discussion and analysis, what does this connection mean to you as a current and/or future educator, or someone interested in multicultural education and human diversity?
- How can the final understanding and learning based on these connections among the readings and other media help you to more effectively address the needs of learners from diverse backgrounds?
- Respond and engage in discussion that is substantive, and goes beyond simply stating, “I like what you said”, “I agree”, “That’s great!” You must cite a particular idea or thought from what your colleague posted and base your discussion on that. What do you have to say about that idea? Or other ideas that are co-constructed?

Evaluation of Discussion Board Participation

You can potentially earn an OVERALL, holistic, maximum score of 6 points, for each week of discussion board activity. If your posting(s) spring within the parameters of the criteria indicated below, you most likely will achieve that score.

You should post your initial post during the first days of the week (Monday-Wednesday), this gives you and your peers the rest of the week (Thursday-Sunday) to respond to each other. Do not post the entirety of your work in the hours or minutes before the response posting deadline (Sunday, 11:59 PM). This gives the impression that you are only fulfilling the “quantity” aspect of your work, and not the thoughtful, “quality” aspect.

DIRECTIONS FOR DISCUSSION BOARD POSTS

Initial Posts

1. Your **initial post must be done no later than Wednesday @midnight**, and responses to peers by Saturday @midnight.
2. Each week you will have prompts to respond to. Your initial post for each must be **200-300 words (NOT including references and prompt)**. Use the Word Count function in Word to check this quickly.
3. Your initial posts must use APA style for citations and be spell checked and grammar checked.
4. **Cite 2 or more authors** appropriately in each initial post. What do I mean by appropriately? The citations cannot be thrown in, so that you are following the letter of the law, not the spirit of the law. The citations must fit with what you are discussing.
5. Your post must be in your own words. Support your arguments. Paraphrase the things you’ve read and use citations. **No quotes.** Period.

Response Posts

1. You must **respond to 2-3 of your colleagues' posts, no later than Saturday @midnight.**
2. You must **respond to a different classmate each week.** There are many people in the class, so this will not be difficult.
3. Your response posts must be between **100-200 words.** Use the word count function in Word to check this quickly.
4. Your response must use APA style for citations and be spell checked and grammar checked.
5. Your post must be in your own words. Support your arguments. Paraphrase the things you've read and use citations. **No quotes.** Period.

**Please read all rubrics below and if you have any questions please contact me:

emsalas@utep.edu. I wish everyone a great semester together! Dr. Aguilar

GRADING RUBRIC FOR DISCUSSION AND RESPONSE POSTS

If you do not engage in some thoughtful discussion by posting throughout the week prior to the deadline, there is no chance of achieving the total possible points. I need to see an exchange of ideas among you and others in the course, not just responses to what others have posted with no evidence of further discussion or posting superficial responses on the day that the discussion forum closes.

Earning 8-9 Points Means

- a.) **One to two posts** with excellent analysis and discussion of content and activity for the week, making connections among readings and other media, **with 2 or more references** to multiple readings in each post;
- b.) Initial posts are made **no later than Saturday @midnight**;
- c.) Excellent writing, with no mechanical, grammatical, and/or stylistic errors. **APA style is used throughout**;
- d.) **In-depth peer response to one or two posts by other students** within the discussion board. That means engaging in actual discussion on particular points made by others, building on and/or reacting to the ideas of others, **no later than Sunday @midnight**.

Earning 6-7 Points Means

- a.) Writing **one** in-depth, analytical post in response to the guiding question, that involves making connections among readings and other media, with references to **two or more readings**;
- b.) Initial posts are made **no later than Saturday @midnight**;
- c.) Very good writing, with few, if any, mechanical, grammatical, and/or stylistic errors. **APA style is used throughout**;
- d.) **In-depth peer response to one or two posts by other students** within the discussion board, engaging in actual discussion on particular points made by others, building on and/or reacting to the ideas of others, **no later than Saturday @midnight**.

Earning 4-5 Points Means

- a.) **Writing one post** that is simply participation and presence on the discussion board, with limited thought or depth. The analysis is average, and appropriate references to the readings are not made.
- b.) Initial posts are made **no later than Saturday @midnight**;
- c.) Writing is fair, with a number of mechanical, grammatical, and/or stylistic errors, some of which get in the way of understanding. **APA style is used sporadically**;
- d.) **Response to one post** within the discussion board with limited thought or depth, **no later than Saturday @midnight**.

Earning 1-3 Points Means

- a) **Writing one post**, with very poor analysis and discussion of content and activity, without references to the readings;
- b) Initial posts are made **no later than Saturday @midnight**;
- c) Writing is very poor, with many mechanical, grammatical, and/or stylistic errors that get in the way of understanding, and obviously rushed and done simply to post something, anything, on the threaded discussion. There is no consistent style.
- d) **Response to one post** within the discussion board with limited thought or depth, **no later than Saturday @midnight**.
- e) **No Postings**, no discussion board activity no response posted by the weekly deadline.

Note: I will participate from time to time in your weekly discussions, but ideally, I would like to see how you co-construct knowledge and understanding with your classmates/colleagues. My participation in your discussions, of course, does not mean that I will be able to respond to everyone's postings and thoughts. I will respond to postings as often as possible. Some week's there may be more participation on my part, while other weeks there may be little to no activity/participation on my part.

What If Black Board Goes Out?

If you find that Blackboard is out or you are unable to log in to Blackboard at the time that you are trying to post your work, you **MUST E-MAIL ME** (through regular e-mail) **IMMEDIATELY WITH AN ATTACHMENT OF YOUR WORK**, or an e-mail indicating that you are trying to post more discussion, but you cannot because of the outage.

When you do this, I will know that you have completed the work in a timely manner and you will receive full credit for your work, even though it was not posted on the discussion thread. I will then check with the Technology staff at UTEP to determine when Blackboard was out. If

you email me indicating that Blackboard is out, but you do not send me your work as an attachment, **you will not receive credit for your work.**

Appendix 2

Directions and Grading Rubric for Paper #1: Theorizing Multicultural Education See Discussion Board for all due dates!

My Developing Theories of Multicultural Education

This paper is due during week 4 of our course. You will have been exposed to a number of philosophical and methodological approaches to multicultural education by this point. It is my intent that the discussions you will have engaged in for this course will be scaffolding to help you to do well on this paper.

You must submit this paper as an attachment in Word. Your assignments will not be accepted if you write them in the submission tab on BB.

1. You will place at a minimum, six sources minimum, from our course thus far (or sources we have yet to cover) below into conversation in this essay. **Tell me about the key ideas in each and weave them together.** What do they have in common? What are some of the differences? Your discussion posts have been helping you to develop this essay. **You will compare and contrast them and offer your critiques.**
2. **Then, you will select two key ideas, and talk about how you might use them in your current or future classroom.** Be sure to explain what that grade level and content area you are thinking of. **Choose one or a set of TEKS (a link to the TEKS website is on our course website) and connect your ideas of how you might implement these ideas.**
3. Possible topics are: Assessing Students Today, Assessing Special Populations of Students, Better Ways of Assessing Students, Race and Education, Opportunities in School, Lack of Opportunities in School, Curriculum and Race, Engaging Communities and Keeping the Conversation Going about Curriculum.

4. Please use the above as a guide to possible topics but if you have one that you would like to investigate just let me know.

Diversity in Education APA Paper.

Your paper should include a cover sheet, an abstract, a body and a references page. Page length should be minimum 3 pages of a body up to 5 pages of a body. If in doubt about the format here, please contact me with any questions about this APA paper!

Please make sure your paper is 3-5 pages of body with an abstract, cover sheet and References Pages attached as well. It must be formatted to APA 7th edition format. Please ask about this if you have not taken the Scholarly Writing course yet or if you need help with APA formatting for a formal paper.

The UTEP Writing Center is an excellent source as well and is located in the UTEP Library and is here to help all students with writing papers: **Contact us at uwctutors@utep.edu or by phone: 915-747-5112 Room 227 inside the UTEP Library**

- Essay Organization
- Genre and Audience Analysis
- Writing and Revision Strategies
- MLA, APA and Chicago Documentation Instruction
- The Creative Collaboratorium Group Work Space
- Workshops
- Faculty Services

. Please comment on at least 2 papers for this assignment!

MODEL FOR PAPER #1

Your paper will look like this:

Title page as per APA style
Page numbers as per APA style

My Developing Theories on Multicultural Education and Praxis: Use this title stem and then add your own after the colon.

Introduction

You will include a thesis statement here. You will also explain what the items are that you are going to discuss, using APA citation style for all of them, such as (LadsonBillings, 1995), and what some of the key ideas are that you see across the readings and media. *One paragraph*

Theorizing Multicultural Education

This is the body of your paper. This is where you will summarize the main ideas of all and compare and contrast all of them.
Five-six paragraphs

Praxis

This is where you will take two key ideas from these articles and imagine how you might use them in a class you are teaching or would like to teach in the future. You will explain what the grade level you are thinking about is, and the content area. *Two-Three paragraphs*

Conclusion

This is where you remind us what you said in the body of your paper, and you tell us why it matters.
One paragraph

References

This is where you will include the APA style citations for all of the texts you cite in this paper.

A typical paragraph is 200 words. Paper #1 will be 3-5 pages of body.

RUBRIC FOR PAPER #1

	Category	Excellent	Good	Poor	TOTAL
1	<i>Introduction</i> 1 point	Directions were followed.	Shows limited awareness of directions.	Shows virtually no awareness of directions.	
		1	.5	0	
2	<i>Theorizing Multicultural Education</i> 3 points	Directions were followed.	Shows limited awareness of directions.	Shows virtually no awareness of directions.	
		3	2	1-0	
3	<i>Praxis</i> 3 points	Directions were followed.	Shows limited awareness of directions.	Shows virtually no awareness of directions.	
		3	2	1-0	
4	<i>Conclusion</i> 1 point	Directions were followed.	Shows limited awareness of directions.	Shows virtually no awareness of directions.	
		1	.5	0	
5	<i>References</i> 1 point	Directions were followed.	Shows limited awareness of directions.	Shows virtually no awareness of directions.	
		1	.5	0	
6	<i>Mechanics</i> 1 point	Directions were followed.	Shows limited awareness of directions.	Shows virtually no awareness of directions.	
		1	.5	0	

Appendix 3

Directions for Final Project: Culturally Sustaining Pedagogies Lesson Plan and Assessments

1. You will **create a culturally sustaining lesson plan** along **with three kinds of assessments** at the grade level and subject area of your choice.
2. You will think carefully about this lesson plan and the assessments, **using ideas you have learned about throughout the course.**
3. You will do this by copying the template below into a Word document and **complete the template fully.**
4. You will make sure the final project is proofread and is complete before submitting on BB.

CULTURALLY SUSTAINING LESSON PLAN AND ASSESSMENTS TEMPLATE

	Category	Your Responses
1	Grade Level	
2	Content Area	
3	TEKS Select one - three TEKS (see the link on our BB page) that you will be assessing.	
3	Bilingual/Monolingual? If bilingual, note the program type.	
4	Describe a class of 30 students in terms of; race, ethnicity, religion, language background, gender, sexuality, and ability. 🗣️ Do this in a narrative format.	
5	Describe the school context. What kind of resources does the school have? What percentage of students receive a free or reduced lunch? 🗣️ Do this in a narrative format.	

6	<p>Describe the student learning objectives. Use the stem:</p> <p>-Students will <u>analyze...</u></p> <p>-Students will <u>create...</u> etc... You will fill in the blanks.</p> <p>⑦ Include a paragraph here about how these objectives will be assets based.</p>	
7	<p>Describe the materials you will need for this lesson. A numbered list is fine.</p>	

	Category	Your Responses
8	<p>Describe the procedure for the lesson. Do this in a numbered list that uses the stem:</p> <ol style="list-style-type: none"> 1. The teacher will... 2. The teacher will... ⑦ This section will be long and highly detailed. Be explicit! 	
9	<p>Describe your assessment plans for this particular lesson. You must CREATE 3 assessments for this lesson from the 7 Assessments textbook (Meier & Knoester) we have read about.</p> <p>⑦ This section will be long and highly detailed, and you will include the actual assessments you would use for this lesson. That is, if you are doing interviews, you will include the interview questions; if you are doing a descriptive review, you will describe who would be involved, and go through the procedure step by step, in a numbered list.</p>	
10	<p>Explain why you have selected these assessments. Make an argument as to why the assessments you have described are appropriate ways to assess the learning in this lesson. Make reference to the 7 Meier & Knoester chapters.</p>	
11	<p>Include your reference list here. Be sure to use APA style for references.</p>	

RUBRIC FOR FINAL PROJECT

	Category	Excellent	Good	Poor	
1	<i>Grade Level</i> 1 point	Directions were followed well.	Shows limited awareness of directions.	Shows virtually no awareness of directions.	
		1	.5	0	
2	<i>Content Area</i> 1 point	Directions were followed well.	Shows limited awareness of directions.	Shows virtually no awareness of directions.	
		1	.5	0	
3	<i>TEKS (1-3)</i> 1 point	Directions were followed well.	Shows limited awareness of directions.	Shows virtually no awareness of directions.	
		1	.5	0	
4	<i>Bilingual/Monolingual? If bilingual, note the program type.</i> 1 point	Directions were followed well.	Shows limited awareness of directions.	Shows virtually no awareness of directions.	
		1	.5	0	
5	<i>Describe a class of 30 students in terms of race, ethnicity, religion, language background, gender, sexuality, and ability. Do this in a narrative format.</i> 2 points	Directions were followed well.	Shows limited awareness of directions.	Shows virtually no awareness of directions.	
		2	1	0	

6	<i>Describe the school context. What kind of resources does the school have? What percentage of students receive a free or reduced lunch? Do this in a narrative format. 3 points</i>	Directions were followed well.	Shows limited awareness of directions.	Shows virtually no awareness of directions.	
		3	2-1	0	
7	<i>Describe the student learning objectives. Use the stem: -Students will <u>analyze</u>... -Students will <u>create</u>... etc... You will fill in the blanks. 4 points</i>	Directions were followed well.	Shows limited awareness of directions.	Shows virtually no awareness of directions.	
		4	3-2	1-0	

8	<i>Describe the materials you will need for this lesson. A numbered list is fine. 3 points</i>	Directions were followed well.	Shows limited awareness of directions.	Shows virtually no awareness of directions.	
		3	2	1-0	
9	<i>Describe the procedure for the lesson. Do this in a numbered list that uses the stem: 1. The teacher will... 2. The teacher will... This section will be highly detailed. Be explicit! 10 points</i>	Directions were followed well.	Shows limited awareness of directions.	Shows virtually no awareness of directions.	
		10-7	6-2	1-0	

10	<p><i>Describe your assessment plans for this particular lesson.</i></p> <p><i>You must CREATE 3 assessments for this lesson from the 7 Assessments (Meier & Knoester, 2017) we have read about. This section will be highly detailed, and you will include the actual assessments you would use for this lesson (i.e., if you are doing interviews, you will include the interview questions; if you are doing a descriptive review, you will describe who would be involved, and go through the procedure step by step, in a numbered list). You will use the headings: Assessment 1 Assessment 2 Assessment 3. 10 points</i></p>	Directions were followed well.	Shows limited awareness of directions.	Shows virtually no awareness of directions.	
		10-7	6-3	2-0	
11	<p><i>Describe why you group have selected these assessments. Make an argument as to why the assessments you have described are appropriate ways to assess the learning in this lesson. Make reference to the 7 Meier & Knoester chapters. 10 points</i></p>	Directions were followed well.	Shows limited awareness of directions.	Shows virtually no awareness of directions.	
		10-7	6-3	2-0	
12	<p><i>Include your reference list here. Be sure to use APA style for references. 2 points</i></p>	Directions were followed well.	Shows limited awareness of directions.	Shows virtually no awareness of directions.	
		2	1	0	