

**Parent and Community Advocacy in Bilingual Education
(BED 3344, 23877, Spring 2015)**

**Department of Teacher Education
College of Education, University of Texas at El Paso**

Class meeting time: Tuesdays, 9:00 – 11:50 am

Class meeting place: Room 305 UTEP Education Building

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Office Hours: 1:15-3:30 pm on Tuesdays and by appointment; by email any time.

“To teach in a manner that respects and cares for the souls of our students is essential if we are to provide the necessary conditions where learning can most deeply and intimately begin” (hooks, 1994, p. 13).

Course Description

The development of advocacy within families and communities as a means of participation in the educational process of their children with particular emphasis on parents of children in bilingual/ESL education programs emphasis on appreciation of cultural diversity and alternative ways of knowing among family and community.

Course Introduction: TO COME

Test Framework (TExES Pedagogy and Professional Responsibilities EC-12)

The course is designed to help pre-service teachers to achieve the Texas Examination of Educator Standards/Pedagogy and Professional Responsibility as indicated in the following:

- Domain I Competency 002: The teacher understands student diversity and knows how to plan learning experiences and design assessments that area responsive to differences among students and that promote all students’ learning.
- Domain I Competency 003: The teacher understands procedures for designing effective and coherent instruction and assessment based on appropriate learning goals and objectives.
- Domain 1 Competency 004: The teacher understands learning processes and factors that impact student learning and demonstrates this knowledge by planning effective, engaging instruction and appropriate assessments.
- Domain III Competency 008: The teacher provides appropriate instruct that actively engages students in the learning process
- Domain IV Competency 011: The teacher understands the importance of family involvement in children’s education and knows how to interact and communicate effectively with families.
- Domain IV Competency 012: The teacher enhances professional knowledge and skills by effectively interacting with other members of the educational community and participating in various types of professional activities.

- Domain IV C 013: The teacher understands and adheres to legal and ethical requirements for educators and is knowledgeable of the structure of education in Texas.
- *ESL VII*: The ESL teacher describes and proposes how to serve as an advocate for ESL Students (ELs) and facilitate family and community involvement in their education.
- *ESL V*: Analyzes knowledge of the factors that affect ESL students learning of academic content, language, and culture.
- *Outcome 5.1K* The teacher understands and applies factors that may affect ESL students learning of academic content, language, and culture (e.g. age, personality, academic background, sociocultural factors, home environments, attitude, and exceptionalities).

Student Learning Outcomes:

This course is designed to help students become competent bilingual/ESL teachers who can engage effectively with parents and the community to provide the best learning opportunities for their students. At the end of the course, successful students will be able to:

- 1) identify and develop strategies in advocating for families and communities
- 2) develop an appreciation of cultural diversity and alternative ways of knowing among families and communities
- 3) understand and see the school in connection to other organizations and institutions
- 4) understand how social, political and economic forces influence the education of children
- 5) understand the diverse ways in which parents and communities from different backgrounds may participate in the educational process
- 6) develop strategies to incorporate the needs and resources that students, families and communities bring to the classroom
- 7) understand topics that raise awareness about racism, classism, heterosexism, sexism and gender roles
- 8) promote strategies among parents to increase access to higher education for underrepresented minorities, girls, and women
- 9) engage in service-based learning activities that will enhance educational equity and solve community problem
- 10) engage in hands-on opportunities provided by the Mother-Daughter/Father-Son, Do the Write Thing and La Fe Preparatory Parent Engagement programs to enhance knowledge of how to work with parents and families.

Texts:

- 1) Valdés, G. (1996). *Con respeto: Bridging the distances between culturally diverse families and schools*, New York: Teachers College Press.
- 2) *TExES PPR*, EC-6, EC-12, 4-8, & 8-12 (ISBN-13: 978-0-7386-0946-1)

Reading and Handouts

Additional readings will be available via Blackboard. You will need a PDF viewer to read them.

- 1) Reading 1: Arias, M. B. (2008 Online)
- 2) Saukbech, X. and Esteban, M. (2011). Bringing funds of knowledge to school: The Living Morocco project. *Multidisciplinary Journal of Educational Research*. 1:1, 79-103.
- 3) Eun, B. (2010 Online). A Vygotskian theory-based professional development: Implications for culturally diverse classrooms. *Professional Development in Education*. 37:3, 319-333.
- 4) Andrews, J. and Yee, Wan Ching. (2006 Online). Children's 'funds of knowledge' and their real life activities: Two minority ethnic children learning in out-of-school contexts in the UK. *Education Review*. 58:4, 435-449.

- 5) Hiatt-Michael, D. (2007) Engaging English language learner families as partners. In Hiatt-Michael, D. (Ed.). *Promising Practices for Teachers to Engage Families of English Language Learners*. A Volume in Family-School-Community Partnerships. Charlotte, NC: Information Age Publishing, Inc. pp. 1-10.
- 6) Hiatt-Michael, D. B. and Purrington, L. ((2007). Reaching out from classroom to the families. In Hiatt-Michael, D. (Ed.). *Promising Practices for Teachers to Engage Families of English Language Learners*. A Volume in Family-School-Community Partnerships. Charlotte, NC: Information Age Publishing, Inc. pp. 43- 60.
- 7) Ho, H, Fox, K., R. and Gonzalez, M. (2007) Making your classroom parent-friendly to families. In Hiatt-Michael, D. (Ed.). *Promising Practices for Teachers to Engage Families of English Language Learners*. A Volume in Family-School-Community Partnerships. Charlotte, NC: Information Age Publishing, Inc. pp. 61-86.
- 8) Munter, J., Tinajero, J. and del Campo, A. Engaging parents as leaders in schools with English language learners. In Hiatt-Michael, D. (Ed.). *Promising Practices for Teachers to Engage Families of English Language Learners*. A Volume in Family-School-Community Partnerships. Charlotte, NC: Information Age Publishing, Inc. pp. 119-134.
- 9) Tinajero, J. and Spencer, D. A. (1999). Creating a future for Hispanic mothers and daughters on the U. S.-Mexico border. In Loustanunau, M. O and Sancez-Bane, M. (Eds.), *Life Death, and in-Between on the U.S.-Mexico Border—Así es la vida*. Pp. 95-112. Westport, Conn: Bergin & Garvey.

Additional Resources

- 1) Texas Essential Knowledge and Skills (TEKS) for the different grade levels or subject matters. The TEKS can be found in the Texas Education Agency (TEA) website <http://www.tea.state.tx.us/index2.aspx?id=6148>
- 2) State law and Chapter 89: Commissioner's Rule (TAC Chapter 89)
 - o <http://ritter.tea.state.tx.us/rules/tac/chapter089/>
 - o <http://ritter.tea.state.tx.us/rules/tac/chapter089/ch089bb.html>
- 3) ELPS: English Language Proficiency Standards
 - o <http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html>
- 4) Second Language Acquisition
 - o <http://www.sk.com.br/sk-krash.html>
 - o http://www.everythingsl.net/inservices/language_stages.php

Assessment of Course Objectives

Assessment of course objectives will be accomplished by assessing the student's course assignments and participation. Rubrics for assessing course assignments and participation are included in this syllabus.

Description of Major Course Assignments

Assignment 1: Mini-Workshops for Parents. Work in groups of 4 and prepare two mini workshops to be conducted for parents at La Fe Preparatory School. The lesson plans will be based on an initial meeting with parents, teachers, & administrators at that school to determine interests and needs of parents as well as the grade levels of their children. Preliminary meetings with administrators at the

school have identified the following topics: (1) How do I help my child prepare for participation in the Science Fair? (2) What are some strategies I should use to read books to my child at home? (3) What strategies can I use to help my child analyze a piece of literature? However, we need input from parents too. Lesson plans for the mini workshops will be reviewed by another group in class who will provide constructive feedback. Lesson plans will be revised and prepared for presentation as per the Tentative Course Schedule below. You may need to invest funds to carry out the mini workshops.

Assignment #2: Funds of Knowledge. Work in groups of 4 and use observation and informal interviews to gather information about the background, experiences, knowledge and resources of one child and his/her family. Collect data on the family's cultural practices, resources, and histories in order to complete your assignment—a four-page written report using data collected and the ideas, concepts and perspectives you have learned in class. Your paper must include a brief (2-page) lesson plan that incorporates how you would capitalize on the resources from the child and family to enrich your curriculum. Make references to what you have learned from your observations and interviews. Be sure to incorporate critical, culturally relevant and multicultural pedagogy in your lesson plan. Each group will share their project with another group in class.

Procedure to complete this assignment is as follows:

- 1) Read a minimum of three articles on “Funds of Knowledge” to become familiar with this concept. At least two of these articles can be assessed through BB.
- 2) Select one child and his/her family and get to know them well. Become acquainted with their background, their experiences, and knowledge--that is, the resources that the child and family can contribute toward enriching the curriculum and learning environment in school. Collect data on household knowledge of the child and family including their cultural practices, resources, and histories. For example, if you are working with a child and family that just moved to the U.S., get to know them, their background and experiences. What can that family share with other children in your classroom or school? The idea is that our children and families bring rich and interesting experiences that must be tapped. However, they are often ignored by most teachers/administrators in our schools. Example A: You may be working with a child and his/her family that recently moved to El Paso from El Salvador. What can that child and family share in your class or school? What would your lesson plan look like that would provide that child and family with the opportunity to share their knowledge, background and experiences in your classroom? Example B: The child's family owns a small business making and selling tamales or Chinese food, or arts and crafts, books, etc. How would you develop a lesson plan that would provide that family/child with the opportunity to share their knowledge, background and experiences.
- 3) Write a four-page paper that includes a two-page lesson plan. Use the following guidelines to organize your paper.
 - a) Describe the child and family you observed and interviewed and why you selected this family (about ½ page).
 - b) Write about how that family can enrich the learning environment in your classroom or school and why—relate this section to the funds of knowledge (about ½ page)
 - c) Write a two-page lesson plan that includes the following:
 - Objectives--what do you want to accomplish in this lesson? For example, to provide students in class with the opportunity to learn about life in El Salvador or provide

students in class (or school) with the opportunity to learn about setting up a small business. (Notice that these are tied to the examples I provided above).

- **TEKS**- select 2-4 TEKS that will be addressed in Social Studies, Language Arts or another area of the curriculum.
- List materials and/or resources you will use: in this case it is the child and family but they may also need other supplies or materials to do their lesson.
- Duration--how long will the presentation by child and family last--15 minutes, 20 minutes, 30 minutes?
- Procedures you will follow in this lesson--for example:
 - First, have the family /child introduce themselves in class;
 - Second, have the mother or father talk about their experiences in El Salvador.
 - Third, have the family show pictures or artifacts they brought from El Salvador (pieces of art, music, clothing, arts and crafts, etc.) Fourth, have the children in class ask questions. Fifth, have the students write an essay about what they learned or have them make a picture about what they liked most about the presentation, or have the class do a collage for the classroom. (This is to check to see what students learned).
- Describe the child and family you observed and why you selected this family (about 1/2 page).
- Write about how that family can enrich the learning environment in your classroom or school--relate this section to the funds of knowledge (All these in about one page).
- Include your lesson plan using the outline above (about 2 pages).
- Write a short conclusion that focuses on what you learned (about 1/2 page)

Total should be no more than 4 pages. Upload on BB by the due date.

Assignment 3: Mother-Daughter/Father-Son Summer Camp. Work in groups of 4 to design a 30-45 minute activity to engage mothers and daughters or fathers and sons in a fun, engaging & learning-rich experience for the Summer Camp on May 9. You will work directly with parents and their 11- and 12-year-old children. Please make sure you bring the materials to carry out the activity. A brief lesson plan will be written and submitted to show the rationale and justification for their activity. A final draft of the activity will be submitted and the activity will be carried out. The following components should be written clearly in the lesson plan: (1) activity title, (2) grade level; (3) duration; (4) learning objectives; (5) materials; (6) procedure; and (7) wrap up. Two page limit. Another group in the class will review/evaluate your plan and provide you with feedback. Submit improved lesson plan as per the feedback provided to you.

Assignment 4: Five Individual 1-2 Page Reflections or Quick Writes:

Objective:

- Students will learn to appreciate and learn from theoretical and practical perspectives
 - Monitor one's learning and identify ways for improvement
 - Monitor one's understanding of the reading material
- (1) **Reflection: BEEMS Conference Experience (5 points).** Students will receive a Template 01 to fill out. Submit on BB system by due date.
- (2) **Reflection: La Fe Preparatory School (5 points).** Students will receive a Template 02 to fill out. Submit on BB system by due date.

- (3) **Quick-Write 01: *Con respeto* (5 points).** Students will receive a Template 03 to fill out in class.
- (4) **Quick-Write 02: *Con respeto* (5 points).** Students will receive a Template 04 to fill out in class.
- (5) **Reflection: Course BED 3344 (5 points).** Students will receive a Template 05 to fill out.
Submit on BB system by due date.

Quizzes

You will have 3 announced quizzes that will cover Chapters 2, 3, 4, 8, 11, 12 and 13 from the TExES book.

Self and Peer Assessments on Group Work

You will have opportunities to evaluate yourself and the collaborative work by your peers. You will be provided with a template to fill out as a group.

Description of the Subject Matter and each Lecture or Class at K-6 or UTEP

Tentative Course Schedule—there will be changes during the semester. Follow the most recent changes as per announcement in BB and/or in class.

Date	Topic	Assignment Due Date	Readings
Jan 20	Intro to course: syllabus; key dates; BB; MD Program video; La Fe Prep website; discussion on community of learners; check BB & email often	Read syllabus; Jan 24 attend MD/FS Career Day (Optional—Extra Credit); Read Chapter 1-- <i>Con respeto</i> ; Begin to identify topics for assignment # 1 for La Fe; form groups	Syllabus; <i>Con respeto</i> —intro & chap 1; BB Reading about MD Program; check internet for topics on assignment 1
Jan 27	PP: Engaging parents in educational process, working with parents at La Fe Prep	Continue PP on engaging parents; Discuss Intro and Chap 1 <i>Con Respeto</i> ; Discuss MD Program chapter; Discuss possible topics for Assign #1; Begin prep for visit at La Fe; Groups discuss & begin work on topics for La Fe; Discuss Chap 1: <i>Con respeto</i>	Chap 2 <i>Con respeto</i> ; check BB for updates
Feb 3	Continue with PP; Chapter 2 <i>Con respeto</i> ; <i>engaging parents in educational process</i> ; <i>working with parents at La Fe</i> ; <i>TEKS Book</i>	Discuss Chap 2: <i>Con respeto</i> Attend BEMS Conf Events: Feb 5 th School Board Institute 6:00 PM; 6 th Opening Session UGLC/UTEP 4:30 PM; 7 th General Session UGLC/UTEP 8:15 AM; 7 th Concurrent Sessions UGLC/UTEP 10:45 -3:00 PM	Chap 3 <i>Con respeto</i> ; Begin readings on Funds of Knowledge on BB
Feb 10	Meet at La Fe Prep School--Preliminary meeting with parents to assessing interests & needs of parents; prepare for presentations	Due: Reflection paper on BEEMS; Discuss Chap 3: <i>Con respeto</i> Discuss Funds of Knowledge articles	TEKS Intro & chap 2

Feb 17	UTEP—Parent engagement; creating a workshop	Quiz #1 on TEKS –Intro & Chap 2; Due: First draft of wkshop for La Fe; Reviews of first drat by another group; Revise presentations in class	Chap 4: <i>Con respeto</i> ;
Feb 24	UTEP—Parent engagement; Chap 4 <i>Con respeto</i>	Attend: Feb 28 DtWT Leadership Conf—1-4 PM (1 of 2 options); Due: Assessment of first draft of presentations for La Fe	TEKS Chap 3 & 4
Mar 3	NO Class	Due: Improved Lesson plan for La Fe Discuss Chap 4: <i>Con respeto</i>	Chap 5: <i>Con respeto</i>
March 10	Meet at La Fe—working effectively with parents	Due: Conduct first workshops at La Fe Discuss Chap 5: <i>Con respeto</i> Conduct Quick Write on <i>Con respeto</i>	
Mar 17	Meet at La Fe; Chapter 5 <i>Con respeto</i> ; Working effectively with parents	Due: Conduct workshops at La Fe	TEKS Chap 8; Funds of Knowledge articles
Mar 24	Meet at UTEP: Debrief workshop with parents; improve workshops	Quiz #2: TEKS book—chaps 3, 4 & 8 Due: First draft of Workshop 2; Due Assessment of first draft of Workshop 2 by another group	Chap 6: <i>Con respeto</i> ; Funds of Knowledge articles
Mar 31	Meet at la Fe: Working w parents Chap 6: <i>Con respeto</i>	Due: Improved Workshop #2 ; Due: First Draft of Assignment #2: Due: Reviews by another group of #2	TEKS Chap 11
Apr 7	Meet at La Fe—Working w parents-La Fe MD/FS Summer Camp	Conduct Workshop #2 at La Fe Due: Assignment #2	Chap 7: <i>Con respeto</i>
Apr 14	Meet at UTEP: Debrireref on Workshop 2; MD/FS Summer Camp; Chapter 7: <i>Con respeto</i> ; <i>Discuss TEKS Book</i>	Due: Conduct Workshop #2 at La Fe Conduct Quick Write— <i>Con respeto</i>	TEKS Chap 12; Chapter on Md
Apr 21	Meet at La Fe; Working with parents; MD/FS Summer Camp –May 9, 8 AM to 12 noon; Union Cinema/UTEP.	Due: Conduct Workshops at La Fe Due: First draft of MD/FS Summer Camp activities Due: Review by another group	Chap 8 & 9: <i>Con respeto</i> ;
Apr 28	Meet at La Fe: Working w parents Chapters 8 & 9 <i>Con respeto</i>	Due: Conduct Workshops at La Fe; May 2 MD/FS Leadership Conf 8-12n Due: Reflection paper on La Fe; Quiz #3: TEKS Book—chap 11, 12, 13 Due: Final draft of activity for MD/FS Summer Camp	TEKS Chap 13
May 5	Meet at UTEP. Discussion on Chapters 8 & 9 <i>Con respeto</i>	May 9: MD/FS Sum Camp 8-12 noon	

		Due: Reflection paper on course today; Due: TEKS Quiz #3: Chaps 11, 12, 13; Due: Reflection paper on MD/FS	
May 12			

☛ The instructor reserves the right to **adjust schedules and topics** in support of course needs.

Required Assignments and Activities

10	Participation
15	3 Quizzes; 5 points each on TExES book
25	Reflections 5 each
25	Assignment #1 Two mini-workshops with parents—Written & presentations
10	Assignment #2: Funds of Knowledge Paper & Share in Small Groups in Class
15	Assignment #3: Mother-Daughter/Father-Son Summer Camp Activity—Written and implemented with participants
100 Total	

Written Assignments

All written assignments should be submitted on Black Board on the due date and in the format provided by the professor. Late assignments will receive a reduction of 5 points per day. Assignments not turned in will receive a 0.

Paper Requirements

All papers will follow APA citation and reference style and keep to the requirements of each specific assignment. *Some important APA details:* one-inch margins; 12 point font—no less; double-spacing throughout, page numbers are a must; *running head and title page are not needed.* Please provide appropriate reference citations and always give credit where due.

Organization of Reflection Papers

Organize your reflection paper in the following way: (1) Description of Setting; (2) What did you observe/learn making references to what we have discussed in class, the course textbook and readings; (3) State your opinion (critical reflection) of what you observed/learned.

Quizzes on TExES Book

Three (3) quizzes will be completed on the TExES PPR Book. These quizzes will be graded in class. Each quiz is 15 points. If you are absent you will receive a grade of 0 unless you provide an excused absence with a doctor’s note.

PROFESSIONAL RESPONSIBILITIES

Participation

All students are expected to participate fully in all activities. The course has been designed to facilitate small group discussion, team work in groups of 4; and directly working with parents (La Fe Preparatory School and children (Mother-Daughter/Father-Son & Do the Write Thing activities. 10% of your final grade is participation points. 1) Are you prepared for class? 2) Are you on task during class? 3) Are you highly

motivated during class? 4) Are you performing the act of reflection during class? 5) Are you enthusiastically interacting with parents and children? 6) Are you engaged in preparing and practicing the delivery of the workshops and other activities in preparation to working with parents and parents and children?

Attendance

Every class is valuable! It is critically important that you attend every class and arrive on time. I expect you to incorporate the concepts discussed in class into all of your assignments. Please be aware that the schedule of assignments and classroom discussions may be modified during the semester. The course schedule is tentative and subject to change. Changes will be announced in class. You are responsible for keeping up with all changes that are announced. If you are absent, please make sure that you are in contact with other students in class to get information.

University policy allows for student withdrawal if more than two weeks of classes are missed. Please communicate with me if you must be absent more than one time. If you are absent – it is your responsibility to find out the assignment for the next week and to be prepared. Only “real” emergencies will be negotiated. If not negotiated, points will be deducted from the Attendance/Participation category. If you are ill, you must have a medical excuse if you are absent—without a medical excuse, **10** points will be deducted from your final point total. If three classes (excused or unexcused) are missed, you need to drop from the course and receive a grade of “W” before the course drop deadline and a grade of “F” after the course drop deadline (UTEP Undergraduate Catalog). You must attend at least 2 hours of class time. Leaving class early or coming in really late constitutes an absence. These attendance parameters are non-negotiable. Leaving class during a break or before class is dismissed will constitute an absence. Please note the following:

- First absence—Excused
- Second absence—reduction of 5 points from final grade
- Third absence reduces your final grade by 10 points and you are subject to receiving a W or F as per note above.

Tardiness

Being tardy disrupts the flow of the class. Each tardy will be **3** points off your final grade. However, if you have a situation that impedes you from making it on time then you must let me know immediately. Those coming in from out of town, please plan accordingly—do not make it a practice to arrive late, tardies quickly add up.

Cell Phones

Cell phones and other electronic equipment will not be used in class. Respect your own learning process and that of your peers and please have them turned off.

Final Grading Scale for the Course

A	B	C	D	F
90-100 points	80-89 points	70-79 points	60-69 points	Below 60 points

UTEP Teacher Education Department Policy on Course Absences

The UTEP Teacher Education Department considers missing two weeks of class excessive. The student may be dropped for lack of attendance. If you miss two weeks of class, contact your professor immediately.

UNIVERSITY POLICIES

Students with Disabilities

If you have or believe you have a disability, you may wish to self-identify. You can do so by providing documentation to the Office of disabled Student Services located in Union E Room 203. Students who have been designated as disabled must reactivate their standing with the Office of Disabled Student Services 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 instructor and/or the director of Disabled Student Services. Please call (915) 747-5148 for general information about the Americans with Disabilities Act (ADA).

Academic Honesty

Materials (written or otherwise) submitted to fulfill academic requirements must represent a student's own efforts. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. 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 including the use of work turned in for another class. Violations will be taken seriously and will be referred to the Dean of Students Office for possible disciplinary action. Students may be suspended or expelled from UTEP for such actions and automatic class failure as a result.

**BED 3344: Evaluation of Funds of Knowledge Project
Rubric based on 10 points for written report**

	0-3	4-6	7-8	9-10
Activity chosen and Lesson Plans supports Funds of Knowledge	Poorly researched-weak lesson plans that do not support funds of knowledge and are not interactive. Includes only one activity.	Activities chosen minimally support funds of knowledge and are minimally interactive. Includes only one activity.	Good choice of activities that incorporate funds of knowledge and are interactive. Includes two different activities.	Excellent choice of activities that incorporate the funds of knowledge and are very interactive. Includes three different activities.
Three page Summary, Content and Ideas	Does not or partially addresses concept topic; main ideas are vague, little elaboration and support; doesn't reflect professional knowledge but only uses personal opinion.	Addresses a concept topic: shows some relevant insights into subjects with some elaboration and support for main ideas with no scholarly & reliable sources.	Addresses concept topics appropriately with insights; shows evidence of professional understanding with knowledge on concept topics; elaborates main points, and uses at least one scholarly and reliable source with some detail.	Shows professional understanding with deep/sophisticated insights of concept topics, implications to self, the Other, and her/his profession, and interrelationships between theory & practice; supports generalizations grounded from at least two scholarly & reliable sources: points made explicit with details yet includes own voice.

<p>Child and Family History</p>	<p>Includes information about the child and the family but does not use these to plan the lessons.</p>	<p>Includes information about the child and the family and uses these to plan one lesson.</p>	<p>Includes information about the child and the family and uses these to plan two lessons.</p>	<p>Your report includes information about the child and the family (the household knowledge of the family and their cultural practices, resources, and histories) and uses these to plan three lessons.</p>
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Names of Presenter(s):

Scoring:

Introduction: _____ (0- 5points)

Lesson Plan: _____ (0-5points)

Conclusion: _____ (0-5 points)

TOTAL SCORE: _____ (0-15 points)

Scored by: _____

BE D 3 344: Funds of Knowledge Presentation Rubric

Group Members	Points (10)
1. 2. 3. 4.	
Delivery (2 points) ~Appropriate volume, rate and is varied to show emphasis and interest. ~Appropriate posture, eye contact, facial expressions and gestures. ~Language choice directly and clearly presents topic and content is effectively communicated.	
Content (2 points) ~Speakers demonstrate substantial knowledge of subject and connections are made between topic of interest and course readings. ~Clear and consistent focus with appropriate transitions between main ideas. ~Main ideas are clearly supported through research.	
Organization (1 points) ~Organized with appropriate beginning, body, and conclusion. ~Speech organization is clear and logically sequenced; message is clearly presented. ~Exhibits research by use of various supporting materials.	
Visual Aids/Multimedia (1 point) ~Visual aids are well done and add to presentation. ~Clear connection between medium and message. ~Use of multimedia/visual aids reflect thought and creativity.	
Discussion Facilitation (2 points) ~Facilitators propose questions or statements that engage students in the discussion encouraging them to refer to the readings and reflect on the main points. ~Facilitators respond to classmates opinions and help participants focus on the discussion points. ~Facilitators are well prepared, demonstrate facilitation skills such as eye contact, active listening, paraphrasing, summarizing and redirecting the questions	
Evidence of Student Learning (2 points) ~Able to respond intelligently and accurately to questioning. ~Demonstrates thorough understanding of topic. ~Clearly explains the implications of findings to the classroom.	
Comments	
Total Points	