

**EDSE 435: Intercultural Education in U.S. Secondary Schools**  
**MODULE TEMPLATE, Fall 2021** (20 points possible)

Your Name:

Content Area:

Date:

**Directions:**

- A minimum of completed **15 hours** of clinical practice is required by the Commission on Teacher Credentialing (CTC) to earn credit for this course. Observations can include a variety of options: in-classroom observations at school sites, synchronous zoomed observations (zoom links to be provided by participating teachers), videotaped lessons (e.g., Teaching Channel).
- You are asked to identify aspects of CRP, CSP, and/or MCE concepts enacted or demonstrated by teachers across the content areas in their practice.
- CRP, CSP, and/or MCE are frameworks for maximize student engagement in culturally responsive-sustaining ways by embedding in lesson planning, designing learning experiences, and assessing student learning.
- *Art, music, and adapted physical education* teacher candidates can teach in **K-12** settings, and may observe teachers in these grade levels.

**SCORING RUBRIC TO EARN YOUR GRADE**

**Goal: Demonstrate application of theory-to-practice connections, proper citations, and a bibliography to earn full credit.**

Exemplary (19-20 points)	Proficient (16-18 points)	Developing (15 points or less)
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<ul style="list-style-type: none"> <li>✓ Demonstrates <b>sophisticated and deep</b> understanding of <b>how</b> (and the extent to which) teachers use aspects of CRP, CSP, and/or MCE principles in their lessons.</li> <li>✓ Analysis shows <b>deep</b> understanding of application of newly-acquired knowledge and skill to personal future practice.</li> <li>✓ Shows clear evidence of <b>proper</b> use of terminology, <b>precise</b> sources required to make a point, <b>correct and appropriate</b> examples, counter-examples, and <b>concise</b> explanations.</li> <li>✓ When discussing “missed opportunities,” <b>clearly</b> and <b>convincingly</b> presents points of agreement and/or disagreement about teachers’ enactment of aspects of CRP, CSP, and/or MCE in their lessons.</li> <li>✓ Writing reflects <b>graduate</b> quality work, richly supported with <b>accurate citations</b> in context, and includes a <b>complete bibliography</b>.</li> <li>✓ Time Log shows evidence of <b>successful</b> completion of 15 observation hours</li> </ul>	<ul style="list-style-type: none"> <li>✓ Demonstrates <b>clear</b> understanding of <b>how</b> (and the extent to which) teachers use aspects of CRP, CSP, and/or MCE principles in their lessons.</li> <li>✓ Analysis shows adequate understanding of application of newly-acquired knowledge and skill to personal future practice.</li> <li>✓ Shows general understanding of terminology, sources required to make a point, some <b>correct and appropriate</b> examples, counter-examples, and mostly clear explanations.</li> <li>✓ Some examples of “missed opportunities” may be present, but points of agreement and/or disagreement may not be evidence-based or compelling about teachers’ enactment of aspects of CRP, CSP, and/or MCE in their lesson(s).</li> <li>✓ Writing reflects acceptable <b>graduate</b> quality work, supported with <b>most</b> accurate citations <b>in context</b>, and includes a <b>complete bibliography</b> (few errors, may not be distracting to the reader).</li> <li>✓ Time Log shows evidence of successful completion of 15 observation hours</li> </ul>	<ul style="list-style-type: none"> <li>✓ Demonstrates <b>vague</b> understanding of <b>how</b> (and the extent to which) teachers use aspects of CRP, CSP, and/or MCE principles in their lessons.</li> <li>✓ Conveys a general summary, but <b>not</b> an analytical response, and shows limited understanding of application of newly-acquired knowledge and skill to personal future practice.</li> <li>✓ Shows <b>inadequate</b> understanding of terminology, sources required to make a point, as well as <b>lacks correct and appropriate</b> examples, counter-examples, and clear explanations.</li> <li>✓ If present, examples of “missed opportunities” may be inappropriate or irrelevant. Points of agreement and/or disagreement are not evidence-based or compelling about teachers’ enactment of aspects of CRP, CSP, and/or MCE in their lesson(s).</li> <li>✓ Writing does not reflect graduate level work: confusing, many errors (distracting to the reader), missing citations, and the bibliography is <b>incomplete or inaccurate</b>.</li> <li>✓ Time Log shows evidence of <b>fewer than 15</b> observation hours, and may be missing fieldwork teachers’ appropriate signatures for each observation, and/or evaluative comments about the teacher candidate’s professionalism.</li> </ul>
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### **Directions:**

- ◇ In each of the “boxes” below, list two teachers’ names, grade levels, content areas, and subject topics.
- ◇ In your response, make explicit connections to course readings (concepts learned across the credential program) in conjunction with zoom lectures, discussions, assignments, and/or group work. Include proper citations to support your ideas, interpretations, and/or claims.
- ◇ You must **type** responses onto this template. Upload the **Module** to Dropbox by the due date & time.

**From the CRP, CSP, and/or MCE lens, how did the teachers’ practices exemplify these principles/concepts?  
Please provide a response in **both** columns.**

<p><b>CRP, CSP, and/or MCE Principles</b> (Gay, 2010; Ladson-Billings, 2014; Banks, 2014)</p>	<p><b>Synthesis &amp; Evaluation of Lesson Observations:</b></p> <ul style="list-style-type: none"> <li>○ Briefly provide context for the lesson observed.</li> <li>○ Select <b>specific examples</b> in the lesson you observed and <b>explain</b> where and why you think the teacher demonstrated aspects of CRP, CSP, and/or MCE principles. Support with <b>evidence</b>. (TPEs 1.1 IPA to 1.8 IPA, 2.1 IPA to 2.6 IPA, 3.1 IPA to 3.3 IPA)</li> </ul> <p><b>Synthesis &amp; Evaluation of Missed Opportunities:</b></p> <p>When teaching a lesson, a teacher may be enacting some aspects of the CRP, CSP, and/or MCE principles, but not all. A missed opportunity does not necessarily indicate the teacher's limited experience, excellence, or commitment to student learning.</p> <ul style="list-style-type: none"> <li>○ From the lessons observed, where did you notice instances of <b>missed opportunities</b>? Justify your response with relevant examples and proper citations. (TPE 1.3 IPA)</li> <li>○ What are some ways the teachers <b>could</b> have incorporated these principles into their lessons and activities? (TPEs 1.4 IPA, 1.7 IPA)</li> </ul>	<p><b>Reflection:</b></p> <ul style="list-style-type: none"> <li>○ Explain <b>what you learned</b> from the teachers' methods and <b>how</b> you might apply them to your future practice.  (TPEs 1.5 IPA, 1.8 IPA, 3.2 IPA, 3.5 IPA)</li> </ul>
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<b><i>Validating</i></b>	Teacher 1: Name, content area, topic, grade level	<b>Reflection:</b>
	<b>Synthesis &amp; Evaluation of Observed Lessons:</b>	
	<b>Synthesis &amp; Evaluation of Missed Opportunities:</b>	
	Teacher 2: Name, content area, topic, grade level	
	<b>Synthesis &amp; Evaluation of Observed Lessons:</b>	
	<b>Synthesis &amp; Evaluation of Missed Opportunities:</b>	<b>Hours: _____</b>

<b><i>Comprehensive</i></b>	Teacher 1: Name, content area, topic, grade level	<b>Reflection:</b>
	<b>Synthesis &amp; Evaluation of Observed Lessons:</b>	
	<b>Synthesis &amp; Evaluation of Missed Opportunities:</b>	
	Teacher 2: Name, content area, topic, grade level	
	<b>Synthesis &amp; Evaluation of Observed Lessons:</b>	
	<b>Synthesis &amp; Evaluation of Missed Opportunities:</b>	
		<b>Hours: _____</b>

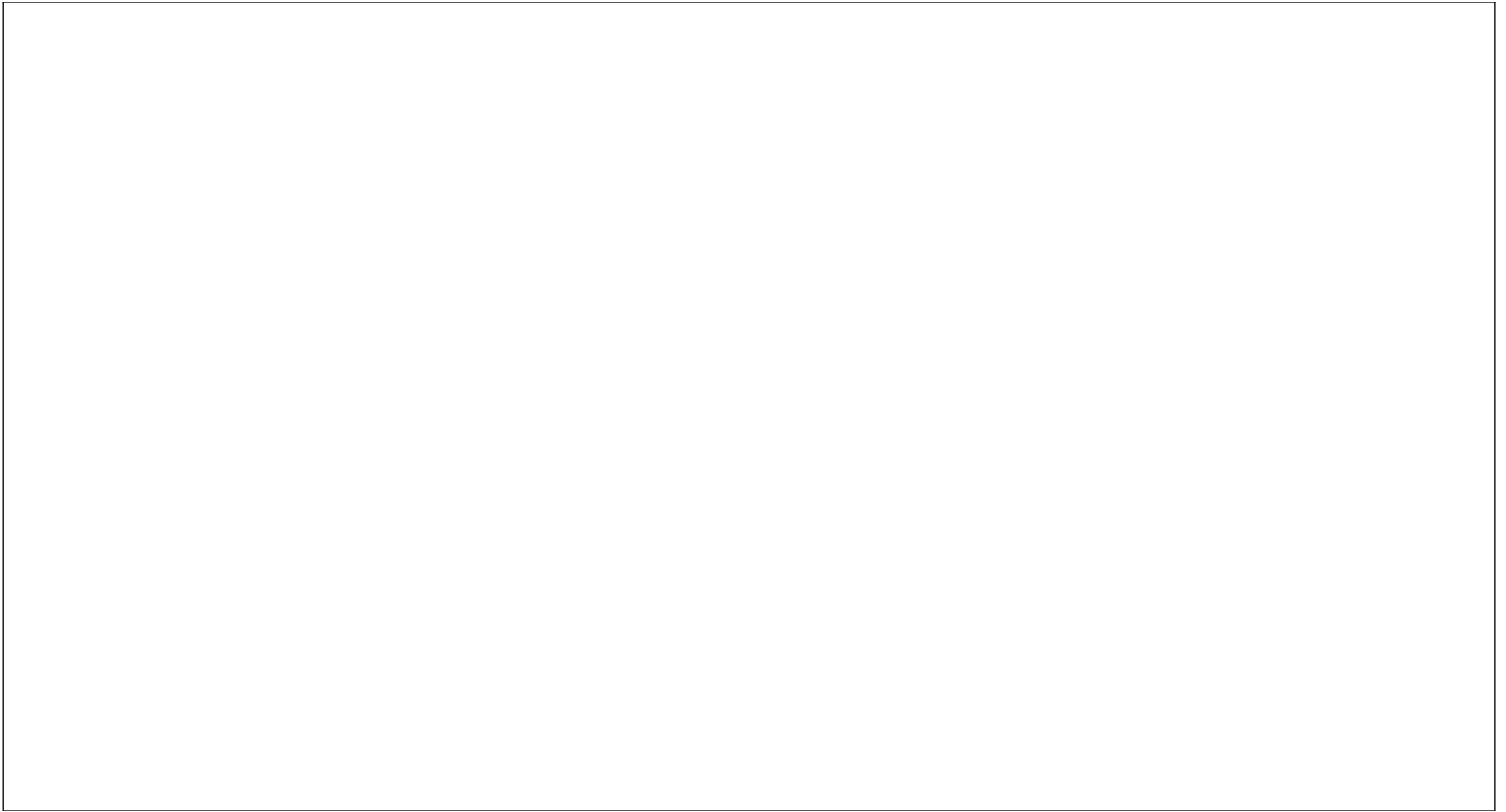
<b>Multidimensional</b>	Teacher 1: Name, content area, topic, grade level	<b>Reflection:</b>
	<b>Synthesis &amp; Evaluation of Observed Lessons:</b>	
	<b>Synthesis &amp; Evaluation of Missed Opportunities:</b>	
	Teacher 2: Name, content area, topic, grade level	
	<b>Synthesis &amp; Evaluation of Observed Lessons:</b>	
	<b>Synthesis &amp; Evaluation of Missed Opportunities:</b>	<b>Hours:</b> _____

<b><i>Empowering</i></b>	Teacher 1: Name, content area, topic, grade level	<b>Reflection:</b>
	<b>Synthesis &amp; Evaluation of Observed Lessons:</b>	
	<b>Synthesis &amp; Evaluation of Missed Opportunities:</b>	
	Teacher 2: Name, content area, topic, grade level	
	<b>Synthesis &amp; Evaluation of Observed Lessons:</b>	
	<b>Synthesis &amp; Evaluation of Missed Opportunities:</b>	
		<b>Hours:</b> _____

<b><i>Transformative</i></b>	Teacher 1: Name, content area, topic, grade level	<b>Reflection:</b>
	<b>Synthesis &amp; Evaluation of Observed Lessons:</b>	
	<b>Synthesis &amp; Evaluation of Missed Opportunities:</b>	
	Teacher 2: Name, content area, topic, grade level	
	<b>Synthesis &amp; Evaluation of Observed Lessons:</b>	
	<b>Synthesis &amp; Evaluation of Missed Opportunities:</b>	<b>Hours: _____</b>



<b><i>Emancipatory</i></b>	Teacher 1: Name, content area, topic, grade level	<b>Reflection:</b>
	<b>Synthesis &amp; Evaluation of Observed Lessons:</b>	
	<b>Synthesis &amp; Evaluation of Missed Opportunities:</b>	
	Teacher 2: Name, content area, topic, grade level	
	<b>Synthesis &amp; Evaluation of Observed Lessons:</b>	
	<b>Synthesis &amp; Evaluation of Missed Opportunities:</b>	<b>Hours: _____</b>
<p align="center"><b>REFLECTION QUESTION:</b> (must address to earn full credit)</p> <p><b>Reflect upon <u>all</u> lesson observations across content areas. Based on knowledge acquired this semester (across the credential program), <u>how</u> did the teachers <u>observed</u> enact/demonstrate aspects of CRP, CSP, and/or MCE principles in their instructional practice? Support your <u>analysis</u> (not description) with proper citations from appropriate course readings. Write your response to the question in the box below.</b></p>		



**References/Works Cited** (must include for full credit)