**CTEE 7590/96**

**The Elementary School Program: Instruction for Inclusive and Diverse Classrooms**

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|  | **Class Time:**  Spring 2022  **Class Location:** Distance Education  Via Zoom  **Credit Hours**: 3 semester hours  **Prerequisites:**  Admission to Graduate School |  |
|  |  |  |

**Instructor:** Dr. L. Octavia Tripp

**Office:** 5028 Haley Center

**Office Phone:** 334.844.6799

Cell Phone: **678.983.2611 (if you text please notify yourself)**

**Email:** tripplo@auburn.edu

**Office Hours: By appointment via Zoom**

**Required Texts**

* Nieto, S. & Bode, P. (2018). Affirming Diversity: The Sociopolitical Context of Multicultural Education. Pearson 7th Edition. ISBN: 9780134047232.
* Required readings and some technology.

**The Office of Accessibility**

*The Office of Accessibility provides academic services and accommodations for students with diagnosed disabilities. The Americans with Disabilities Act (ADA) defines a disability as a physical or mental impairment that substantially limits one or more major life activities. In order to receive academic accommodations, the student must submit comprehensive documentation describing the current functional limitations that impact the student in an academic setting. Documentation serves as the basis for decision-making about a student's needs for accommodations in a challenging and competitive academic environment. AU policy for students with disabilities or special needs will be followed.  "Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT)."*

About Your Professor

Dr. Tripp desires to teach and maintains a position teaching classes while providing STEM Consulting, Teacher and Student Workshops. She received her Masters from Oklahoma State University in Space and Aviation. She received her Ed.D from Oklahoma State University in Applied Education Studies. Her B.S. is from Wesleyan College (Macon, GA) in Middle Grades Education. She is a former NASA Aerospace Education Specialist where she traveled the Country and US territories teaching science and math for students K-8.

**Class Policy Statements**

* Attendance Policy: Students are expected to attend all class meetings and scheduled labs. Provisions for excused absences will follow procedures that are outlined in the *Tiger Cub*.
* Academic Honesty: Refer to the *Tiger Cub*

**Instructor Availability and Response Time**:

Your class interaction with the instructor and your classmates will take place on a regular, ongoing basis. Your instructor will be actively engaged within the course throughout the week. You will normally communicate with your instructor in the weekly discussions or the General Questions discussion topic so that your questions and the instructor’s answers benefit the entire class. You should feel free, however, to communicate with me via AU email at any time, particularly when you want to discuss something of a personal or sensitive nature. Your instructor will generally provide a response within 24 - 48 hours.

**Notes for consideration by the instructor:**

***Changes in the syllabus: The instructor has the privilege and right to make necessary changes to the course outline in order to provide the best possible teaching and learning situation for students in 7590/96.***

***All assignments are not listed on the syllabus. As with any teachable moment, the instructor may assign an assignment that will enhance the instruction of a concept.***

***All discussions will be preceded by questions and concluded with a quiz if necessary. Be prepared for these based on your readings and discussion of the course material.***

***You will be allowed to make up work if you have an excuse or if you have discussed the issue with the instructor.***

**Course Description**

## Introduction to Multicultural Education Overview in the Elementary School Program.

This course has been designed to provide a basic introduction to the historical, sociological and philosophical foundations of multicultural education. The following are the general instructional goals of this course:

1. To examine the nature of intergroup relations in U.S. society from different theoretical perspectives in order to shed light on the causes and complex dynamics of racism, neocolonialism, classism, sexism and other forms of discrimination and intergroup conflict.
2. To promote the study of the historical and contemporary experiences and contributions of people of color, women and other underrepresented groups.
3. To analyze the influence on learning of such social identities as race, class, ethnicity, language and gender and to understand how discrimination based on these factors translates into school structures, policies and practices that perpetuate inequality.
4. To develop a sound philosophical rationale for multicultural education and critically examine the role of multicultural education in school reform and social change.
5. To reconcile the contradiction of teacher and student and become critical co-investigators through dialogue (i.e., naming, reflecting, and acting upon reality).[[1]](#footnote-1)

As we progress through the course your will focus on creating an equitable learning environment in the elementary school program that sensitively approaches differences. You should see how decisions about curriculum, instructional materials, learning activities, and student groupings in the multicultural, inclusive, classroom can be created by your study and discussion of affirming diversity with the elementary program.  This course is designed to be highly interactive, and you are encouraged to share, reflect, and discuss a variety of topics and issues in multicultural, inclusion, and diversity. The course will be taught using lectures, discussions, student presentations, and individual and group activities. Technologies such as videos, multi-media, e-mail, and web-based discussion boards will also be used to enhance learning.

It is hoped that from the lessons and activities in this course that you see the importance to meet the needs of changing US classroom in Multicultural Education within the elementary school program.

**ACEI – Professional Standards**

Standard 1.0: Development, Learning, and Motivation--Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students’ development, acquisition of knowledge, and motivation.

• Standard 3.1: Integrating and applying knowledge for instruction—Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community.

• Standard 3.2: Adaptation to diverse students—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.

• Standard 3.3: Development of critical thinking and problem solving—Candidates understand and use a variety of teaching strategies that encourage elementary students’ development of critical thinking and problem solving.

• Standard 3.4: Active engagement in learning—Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self-motivation, and positive social interaction and to create supportive learning environments.

• Standard 3.5 Communication to foster collaboration—Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.

• Standard 4.0: Assessment for instruction—Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.

• Standard 5.1: Professional growth, reflection, and evaluation—Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning.

**Student Outcomes**

Students completing CTEE7490 will be able to:

1. Analyze and interpret the historical, philosophical, economic, legal and sociocultural foundations of multicultural education in the elementary school.
2. Design and adapt curriculum components and instructional setting in the inclusive and diverse environment.
3. Analyze how social structures of race, class, gender, (dis)ability, and sexual orientation work to create relations that privilege some and deny opportunity to others.
4. Evaluate and interpret the ways in which schooling influences and is influenced by equity issues.
5. Assess and analyze learner needs in diverse and inclusive setting through inquiry-based procedures to teach content and optimize learning.
6. Describe culturally relevant teaching in terms of teacher characteristics, teaching strategies, and assumptions about teaching, learning, and knowing.
7. Apply research of differentiated instructional theories to facilitate inclusive education and support of cultural differences in today’s classrooms
8. Explain and provide examples of anti-bias teaching strategies and classroom practices.

REQUIRED TEXTS

Nieto, S. & Bode, P. (2018). *Affirming diversity*: *The sociopolitical context of multicultural education* (7h edition). New York: Pearson.

Please notify me if you have any condition (e.g., physical, learning or sensory disability) that will make it difficult for you to carry out the work I have outlined in this syllabus. We can make appropriate arrangements during the first few days of the course.

## COURSE REQUIREMENTS

1. Attendance & Participation
2. Reading Discussion Facilitation
3. Family Education History Project
4. Response Papers
5. Case Study Reflection Journal
6. Community Research/Case Study Project/Presentations

**A. Attendance & Participation**

As a member of this class, you are responsible for the learning that takes place during each class meeting. You are expected to be prepared for each class and ready to participate in class discussions and activities. You are expected to attend all sessions and complete all assigned readings and course tasks. Your presence is important. If you miss more than one class meeting, your final grade will reflect your absences, at my discretion. For every class you miss, you must write a two-page paper in response to the assigned readings. A one-page paper on a cultural event (e.g., art or music show, film, festival, political demonstration, lecture, etc.) that you attended this semester will also be required. In this paper, describe an experience that took you out of your own cultural frame, as well as any new understandings you ascertained about the culture represented.

**B. Reading Discussion Facilitation**

You will be responsible for leading discussion for 20 minutes on one of the class themes. When preparing your discussion, consider the following questions: What does the theme of the class mean? How do the readings respond to the theme? What can we do as a group to facilitate thoughtful discussions about the theme? Which key concepts do we want to convey or highlight in this discussion? What do we want the class to learn from the discussion? If you sign up for facilitation on a day with a panel or special guest, you will be responsible for connecting the readings to introducing the guests, facilitating student questioning and wrapping up the discussion. Please email me your facilitation plan two days before your presentation. I encourage you to experiment with different ways (e.g., posing questions, simulations, mini lecture, etc.) of facilitating discussion. We will compile a list of possibilities in class.

### C. Family Education History Project

### Using class readings as a historical backdrop, you will construct a history of your family’s experiences with formal education in the United States. Your 7-8 page project will be due on 3/15/2022. See the guidelines for this exercise.

### D. Reflection Journals

You will be responsible for *ten single-spaced, one-page response papers* during the semester. In these papers, you will respond to and make connections between your academic and personal life experiences and the course readings. You can also include reflections on other class activities. Some Reflection Journals will have specific guidelines; these will be displayed on the weekly course assignment on the course calendar or shared in class. Make sure to check each week.

Remember that the reflection journals are a space for you to connect with the readings, apply them to your life and share that information with me. Reflection journals are due as indicated on the calendar, except on  (Family Education History Project due) and the day of the poster session.

**E. Case Study Reflection Journals**

You will be responsible for writing a one-page single-spaced reflection paper for each case study in *Affirming Diversity*. Use the questions provided after the case studies to guide your thinking. With each case study identify ways in which they can connect to your own case study (your final project).

**F. After-Class Group (Optional)**

This group is a voluntary committee of students who will stay after class with me to review the class session we just had and discuss what worked, what did not, what to change and what to do in the upcoming class. I am inviting students to collaborate with me by examining, evaluating and recreating their own learning. I see this group’s ongoing responsibility as reviewing and revising the syllabus and learning process of this course. If you decide to take part in this group, your contribution will equal five response papers. You will have to complete only five response papers. However, this group should be prepared to discuss all readings. Reading facilitators are welcome to join us on the day they lead discussion. Of course, feedback from all class members is welcome at all times.

### Community Research/Case Study Project/Presentation – 4/14/2022

Your major project for this class will include a group community project with a group PowerPoint presentation. Each member will do an individual case study on a particular student in the community whose culture is different from your own. Based on the information from your case study you will uncover questions (research questions) that you will address through your annotated bibliography (see example). By the last day of class, you will turn in your project and present your research in the form of a poster presentation or PowerPoint presentation. In addition, you will give feedback to your classmates about their projects. We will talk more about this in class.

Your critical ethnographic case study will include the following:

1. A case study of a student from a culture other than your own.
2. This project will include interviews, research about the culture and background of the student you will be interviewing and reflections about the relevance of your findings to critical multicultural education as well as linking your study to the readings discussed in class.
3. You will receive more information about ethnographic research and interviewing techniques in class as well as specific guidelines for this project. (For examples of case studies, refer to snapshots and case studies in *Affirming Diversity: The Sociopolitical Context of Multicultural Education*)

Your annotated bibliography:

The purpose of this assignment is to support you in identifying and learning about a specific area of interest in multicultural education that was generated out of your case study. For this assignment, you will need to:

1. Select a topic and formulate a question you want to investigate.
2. Choose 5 references (books or journal articles) that relate to that topic.
3. Prepare an annotated bibliography that includes a complete reference for each source, an abstract of each source that summarizes the main points or arguments and its relevance to your particular research question. Only one reference can be from the Internet.
   1. Referenced sources should follow APA guidelines.
   2. More specific guidelines and examples of how to do an annotated bibliography will be provided later.
4. In addition to the annotated bibliography you should include:
   1. Information about your rationale for choosing your topic.
   2. A discussion of how the reading in this area connects to multicultural education and your professional goals.
5. Prepare a poster presentation on your research topic

## Schedule of Reading Discussion Facilitators

What follows is a discussion schedule for the semester. You can work as partners or in a group of three. Your group is responsible to lead a discussion for 20 minutes. Be creative and try to use a different format than that of the previous groups.

Group 1: Class 2

Theme: Understanding the Sociopolitical Context of Schooling

Students:

Group 2: Class 3

Theme: Defining Multicultural Education for School Reform

Students:

Group 3: Class 4

Theme: Racism, Discrimination, and Expectations of Students’ Achievement

Students:

Group 4: Class 5

Theme: Structural and Organizational Issues in Classrooms and Schools

Students:

Group 5: Class 6

Theme: Culture, Identity and Learning

Students:

Group 6: Class 7

Theme: Linguistic Diversity in U.S. Classrooms

Students:

Group 7: Class 8

Theme: Understanding Student Learning and School Achievement

Students:

Group 8: Class 9

Theme: Learning from Students

Students:

Group 9: Class 10

Theme: Adapting the Curriculum for Multicultural Classrooms

Students:

Group 10: Class 11

Theme: Affirming Diversity: Implications for Teachers, Schools, Families, and Communities

Students:

**Introduction to Multicultural Education**

**DATE TOPIC COURSE ASSIGNMENTS**

|  |  |  |
| --- | --- | --- |
| **1/13** | Setting the Context | Introduction & Syllabus Overview.  Student definitions of Multicultural Education.  Overview of Nieto and Bode’s definition.  *Begin Writing Your Education History.* |
| **1/20** | Understanding the Sociopolitical Context of Schooling | Ch. 1, Affirming Diversity (AD)  **Response Paper Due.** |
| **1/27** | Defining Multicultural Education for School Reform | Ch. 2, Affirming Diversity (AD)  **Report on Your Research Paper Topic.**  **Response Paper Due.** |
| **2/10** | Racism, Discrimination, and Expectations of Students’ Achievement | Ch. 3, Affirming Diversity (AD)  **Response Paper Due.** |
| **2/17** | Structural and Organizational Issues in Classrooms and Schools | Ch. 4,Affirming Diversity (AD) **Response Paper Due.** |
| **2/24** | Culture, Identity and Learning | Ch. 5, Affirming Diversity (AD)  *Family Education*  *History Project Due.*  *No Response Paper Due.* |
| **3/3** | Linguistic Diversity in U.S. Classrooms | Ch. 6, Affirming Diversity (AD)  **Response Paper Due.** |
| **3/13** | Understanding Student Learning and School Achievement | Ch. 7, Affirming Diversity (AD)  **Response Paper Due.** |
| **3/20** | Learning from Students | Ch. 8, Affirming Diversity (AD)  **Response Paper Due.** |
| **3/27** | Adapting Curriculum for Multicultural Classrooms | Ch. 9, Affirming Diversity (AD)  **Response Paper Due.** |
| **4/14** | Affirming Diversity: Implications for Teachers, Schools, Families and Communities | Affirming Diversity (AD)  Ch. 10  **Response Paper Due.** |
| **4/28** | Taking Stock of Our Learning | Community Presentations Due |
| **4/28** | Taking Stock of Our Learning | Course Evaluations  PowerPoint Presentations  Class Celebration |

# Chapter One:

# Understanding the Sociopolitical Context of Schooling

## CHAPTER OVERVIEW

## Assumptions Underlying This Text

* 1. Identity, Difference, Power, and Privilege Are All Connected
  2. Multicultural Education Is Inclusive of Many Differences: Lenses of Race, Ethnicity, and Language
  3. Teachers Are Not the Villains
  4. Quality Public Education: A Cause Worth Fighting For

1. Defining the Sociopolitical Context of Multicultural Education
2. Task 1: Clarifying Three Goals and Four Key Terms of Multicultural Education
   1. Defining Key Terms in Multicultural Education
3. Task 2: Dissolving Myths About Immigration and Difference
4. Task 3: Naming the Underpinnings of Educational Structures
   1. School-Level Policies and Practices
5. Task 4: Studying the Demographic Mosaic U.S. Schools and Society
6. Task 5: Using Qualitative Research to Understand Students’ Sociopolitical Contexts
   1. Choosing Methodology: What Are Case Studies?
   2. Beyond Generalizations and Stereotypes
   3. Learning from the Case Studies and Snapshots
7. Task 6: Examining Political Struggles - Multicultural Education, Backlash and Legislation
   1. The “Back to Basics” Argument
   2. Eroding the Traditional Educational Canon
   3. Political Struggles of Legislation and Policy
8. Conclusion

Chapter One: Understanding the Sociopolitical Context of Multicultural Education sets the stage for *Affirming Diversity*. Key terms, concepts, goals and assumptions of multicultural education through a sociopolitical lens are investigated, situated and defined. Nieto and Bode use demographics representing the mosaic of U.S. schools and society and illustrate the change in population and the need for multicultural education for all children. They explore students’ lives in U.S. schools by explicitly looking at racial, ethnic, and linguistic diversity while avoiding generalizations and stereotypes. They describe the case study approach used throughout the book that repositions students’ voices in qualitative academic research. Nieto and Bode respond to critics of multicultural education and the practices and policies of federal and state standards, such as the reauthorization of ESEA. They conclude the chapter with a multicultural perspective on the nature of schooling and the role of teachers.

**PROBLEM POSING**

1. Why aren’t the decisions made about education politically neutral?
2. What happens when education, multicultural education particularly, is divorced from policies and practices of schools and from the structures and ideologies of society?
3. Why is the idea of multicultural education problematic when it is disassociated from the lives of teachers, students, and communities – or is without a sociopolitical context?
   1. What do Nieto and Bode mean by the sociopolitical context of education?
4. What are the four major assumptions underlying the concepts in this book? (p.3)
5. What do Nieto and Bode mean when they write that “one’s identity frames (although it does not *determine*) how one experiences the world” (p. 4)
6. Why does multicultural education assertively confront issues of power and privilege in society, as well as affirm issues of identity and difference?
7. Who is included in a comprehensive approach to multicultural education?
8. Why do Nieto and Bode use the lenses of race, ethnicity, and language to view and understand multicultural education?
   1. Why are discussing and facing racism challenging topics for some educators?
9. Describe Nieto and Bode’s perspective that teachers are not villains or completely responsible for students’ failure.
10. Although public education has never lived up to its potential, why is worth defending and fighting for?
11. Provide evidence from the text that suggests that U.S. society supports education.
12. What are the goals of multicultural education?
13. Explain the significance of tackling inequality and promoting access to an equal education.
14. Why is raising achievement of all students an essential goal of multicultural education?
15. What does it mean to provide apprenticeship as critical and productive members of a democratic society?
16. In terms of multicultural education, what is the difference between equality and equity?
17. Describe equity pedagogy.
18. Define social justice.
19. Why is social justice a key term in understanding a multicultural approach? What are the four components?
20. Why does “achievement gap” need defining through a multicultural approach?
    1. What are some problems with the term “achievement gap”?
    2. Why are terms such as the resource gap, the opportunity gap, or the expectations gap used to describe student achievement?
21. Describe what Gloria Ladson-Billings has dubbed the “education debt” (p. 10).
22. Why should schools focus on the school-related factors of the achievement gap, rather than the sociocultural factors?
23. Explore and discuss the examples of school models and programs that are successful with students of color, students living in poverty, and students who live in difficult circumstances.
24. Discuss and debate whether rigorous curriculum is enough to create successful learning environments for students.
25. Identify and reflect on the three categories of “correlates of achievement” that Paul E. Barton and Richard J. Coley’s synthesized from many research studies (p. 10).
26. What are David Berliner’s arguments about Out-of-School Factors (OSFs) and the effects of poverty on learning achievement?
    1. What are David Berliner’s eleven recommendations to address the impact of poverty on schooling? (p.11)
27. According to Richard Rothstein what three approaches to closing the achievement gap must be pursued?
28. Define deficit theories and how they continue to influence educational policies and practices.
    1. What do Nieto and Bode suggest as alternatives to deficit theories of students?
29. Site examples of U.S. contentions within the sociopolitical context.
30. Why is the history of racism, conquest and slavery, and force immigration rarely taught in U.S. schools, while conventional curriculum and pedagogy are based on the myth of a painless and smooth assimilation of immigrants?
31. What can teachers do to reflect on and experience the journey of immigration and colonization?
    1. How do larger society’s assumptions about people perpetuate structures in schools that reproduce those assumptions? What examples do Nieto and Bode use? (p. 14)
32. Looking at educational structures, and specifically on the ideology of racism, what does Beverly Tatum mean when she describes racism as “smog in the air” (p.15)?
    1. Provide examples of “smog in the air” based on school funding and biases based on human and social differences, such as race and social class.
33. Use examples of “English Only” policies and curriculum to answer: how does the sociopolitical context affect policies and practices at the school level?
34. How are U.S. demographics changing (e.g. population, immigration, and language diversity) and how will this affect schooling in the 21st Century?
35. In what three ways is the impact of the growing cultural, racial, national origin, and linguistic diversity clearly visible in our nation’s public schools?
    1. In spite of the growing cultural, racial, and linguistic diversity in U.S. schools, why is ethnic segregation on the rise?
36. How can teachers, regardless of their own identities and experiences, prepare to effectively teach students of all backgrounds?
37. What is a case study?
    1. What are the essential characteristics of a qualitative case study?
    2. What is the purpose of doing case studies for this text?
    3. How do case studies avoid generalizations?
    4. How do case studies challenge stereotypes?
38. What are three common strategies that try to destabilize multicultural education? (p. 21)
39. One criticism of multicultural education, in terms of “eroding the traditional educational canon,” is the “us vs. them” mentality. What is misleading about the separatist notion of pitting Europeans and European Americans against people of other backgrounds? (p. 22)
40. Why are opponents of multicultural education particularly nervous about curricular changes?
    1. Provide examples of opponents to multicultural education through, see Texas Board of Education (p .22)
41. Why was the 2001 No Child Left Behind version of ESEA damaging to children?
42. Describe the “most recent iteration of ESEA is the Every Student Succeeds Act (ESSA), which was signed by President Obama in December 2015” (p. 23).
43. What analysis do Mintrop and Sunderman – of the Civil Rights Project – provide to show why the NCLB policy is failing? (p. 24)
44. How has the landscape of ESSA remained unchanged? What aspects of the legislation differ? Why? (p. 24)
45. How are high standards and multicultural education complementary?
46. What did the Common Core international research analysis reveal about the United States?
47. Explore Diane Ravitch’s call for “a more critical analysis of the scores from the Programme for International Student Assessment (PISA)” (p. 26)
48. “What are teachers to do?” (p. 27) Discuss teacher responsibilities through the lens of ESSA and Common Core.
49. According to Christine Sleeter and Judith Flores Carmona, what are the differences between a *standards-driven* and a *standards-conscious* curriculum?
50. Provide examples of inventive ways of using standards.

## REFLECTION JOURNALS

1. Critics of multicultural education suggest that it erodes the traditional educational cannon, particularly the view of U.S. history. Explore this counter argument: we need to acknowledge and understand the history of all groups in the United States as part of *American history.*
   1. In this reflection journal*,* watch the film *Precious Knowledge*. Engage with the comments on “the canon”. Then explore the recent legislation that found Arizona’s ban racially discriminatory (<http://www.latimes.com/nation/la-na-arizona-mexican-american-studies-20170822-story.html>)
   2. Also, take Harvard’s Implicit Association test on Native Americans (<https://implicit.harvard.edu/implicit/>). Reflect on your reactions to the clip, your experience with the test, your potential biases, and your perspective/s on this controversy (remember to view all resources with a critical lens).
2. Reflect on Gary Orfield’s quote below. Think about the history of segregation and desegregation in U.S. schooling and examine the current situation based on the information in the chapter. Since the Brown vs. Board of education, how far do you think we have come as a nation?

*“Desegregated schools … offer the single most powerful way to reach and prepare the coming generation, which will be the first to live in an America that is truly multiracial and has no racial majority group. It is imperative that we take feasible steps to foster and sustain integration and to deal with the deeply rooted harms of segregation” (p.3)*

1. In order to conduct a case study, you need to be aware of your own biases. Identify a person that you would like to interview. While thinking about this person, consider your potential biases about his/her class, ethnicity, race, gender, sexuality, language and religion, then reflect on the following questions: *What biases do I bring to the interview? How does my identity influence my attitudes toward the interviewee? How might my voice, inflection, facial gestures or posture affect the participant’s answers? How might I inadvertently be putting words into the informant’s mouth? How might I be manipulating her/his/their thoughts?*

## CRITICAL PEDAGOGY IN ACTION

1. According to Nieto and Bode, this book provides a “forum for reflection and discussion so teachers take responsibility for their own actions” (p. 5). The mindfulness of these actions will support teachers in their creative and intellectual prowess to “challenging the actions of schools and society that affect their students’ education and in helping bring about positive change” (p. 5). Using *Handout 1.1: What are the Goals and Key Concepts of Multicultural Education?* engage students in a reflection of the goals and key concepts of multicultural education. Invite students to look at their previous reply to becoming a teacher or why they are taking the class, and add their goals for becoming a multicultural educator or a cultural worker. Prior to this discussion have students create class agreements that foster a “forum for reflection and discussion” to be implemented throughout the course.
2. Provide students with the information about the “achievement gap” and poverty (*Handout 1.2: Information about the Achievement Gap*). Have students wrestle the impact of sociopolitical context of schooling from U.S. public policies. Have students make recommendations for local lawmakers.
3. Take a few minutes to review and think about the following questions used by Nieto and Bode to interview students for the case study and the snapshots. Turn to your neighbor and interview them. After the interview, briefly write a response to the questions and link them to the reasons you took this course or why you want to become a teacher.
   1. What were your experiences in school?
   2. If applicable, describe the importance of language and culture in your life.
   3. What did you like or dislike about school?
   4. If applicable, describe a teacher(s) who made a difference in your life.
   5. What did you expect to get out of school?

#### SUPPLEMENTAL MATERIALS

**Resources**

Christensen, L. (2001). Where I’m From: Inviting Students’ Lives Into the Classroom. From Bigelow, Bill et al. *Rethinking Our Classrooms: Teaching for Equity and Justice*. Volumes 2. Rethinking Schools.

Cowhey, M. (2006). *Black ants and Buddhists: Thinking critically and teaching differently in the primary grades*. Portland, ME: Stenhouse.

Ladson-Billings, G. (2006). “From the Achievement Gap to the Education Debt: Understanding Achievement in U.S. Schools”. *Educational Researcher* Vol.35, No. 7 pp. 3-12

Sleeter, C. E., & Carmona, J. F. (2017). *Un-standardizing curriculum: Multicultural teaching in the standards-based classroom* (2nd ed.). New York: Teachers College Press.

Spring, J. H. (2016). *Deculturalization and the struggle for equality: A brief history of the education of dominated cultures in the United States* (8th ed.). New York: McGraw-Hill.

**Video Resources**

Houston, R (Director/Writer). (2001). *A Place at the Table* [DVD]. United States: Tell the Truth Pictures.

Eight American teens of diverse backgrounds relate their family histories that showcase the diversity of experiences that arise out of different racial, class, and ethnic backgrounds.

Galisky, A. (Director), Shine R. (Associate Director) (2008). *Papers: Stories of Undocumented Youth* [DVD]. United States: Graham Street Productions.

The story of undocumented youth and the challenges they face as they turn 18 without legal status. This documentary spotlights the relationship between the nation, race and education.

Gladsjo, L (Director), Judd, G. (Director), Sweet, J. (Director), Youngelson, J. (Director), Gates Jr. (Presenter). (2006). *African American Lives Pt.1* [DVD]. United States: Inkwell Films.

The family histories of prominent African Americans are an excellent way to discuss how race is constructed.

Gladsjo, L (Director), Judd, G. (Director), Sweet, J. (Director), Youngelson, J. (Director), Gates Jr. (Presenter). (2008). *African American Lives Pt. 2* [DVD]. United States: Inkwell Films.

The family histories of prominent African Americans are an excellent way to discuss how race is constructed.

Maggio, J. (Director), Gates Jr. (Presenter). (2010). *Faces of America* [DVD]. United States: Kunhardt McGee Productions.

*Faces of America* uses the genealogies of American celebrities in order to discuss how immigrants have been treated and assimilated throughout American history.

**Internet Resources**

<http://www.fairtest.org/>

FairTest “works to end the misuses and flaws of standardized testing and to ensure that evaluation of students, teachers and schools is fair, open, valid and educationally beneficial”.

https://www.ed.gov/essa

This is the U.S. department of Education’s website for Every Student Succeeds Act (ESSA).

<http://www.edchange.org/multicultural/papers/edchange_history.html>

This online article provides a brief history of multicultural education by Paul C. Gorski, a prominent multicultural educator.

<http://www.civilrightsproject.ucla.edu/>

Referenced in the chapter, The Civil Rights Project mission is to “help renew the civil rights movement by bridging the worlds of ideas and action.”

<http://www.corestandards.org/>

Referenced in the chapter, the Common Core standards website provides information about the national standards movement.

<http://nepc.colorado.edu/>

The National Education Policy Center website provides research based information about educational policy.

<http://www.nytimes.com/pages/national/class/index.html>

This is an online article that provides information about *class* in the United States.

<https://sites.google.com/a/christinesleeter.org/critical-family-history/>

Christine Sleeter, referred to in Chapter One, has provided information about how to conduct a critical family history.

<http://zinnedproject.org/>

Referenced in the chapter, this website provides curricular information for teachers of middle and high school based on the life’s work of Howard Zinn.

<http://www.edtrust.org/>

Referred to in Chapter one, the mission of The Education Trust is to promote academic achievement of all students by eliminating the achievement gap.

<https://unitedwedream.org>/

“We transform that fear into finding your voice. We empower people to develop their leadership, their organizing skills, and to develop our own campaigns to fight for justice and dignity for immigrants and all people. This is achieved through immigrant youth-led campaigns at the local, state, and federal level.”

##### HANDOUTS

**1.1** What are the Goals and Key Concepts of Multicultural Education?

**1.2** Information about Poverty and the Achievement Gap

**1.3** Recommendations for Doing Interviews and Writing Case Studies Checklist

**1.4** Interview Questions

**1.5** Plan of Action for Developing a Case Study

1. Freire, Paulo. (1970). *Pedagogy of the Oppressed.* New York: Seabury Press. [↑](#footnote-ref-1)