Philosophy of Diversity in Education

Assignment Description

Due: Date listed within Blackboard

Purpose: The Philosophy of Diversity in Education key assessment is administered within the Division of Education's Elementary, Secondary, and Early Childhood programs during EDUC 381 Human Relations and Cultural Diversity. This course can be taken anytime throughout a teacher candidate's plan of study. This assessment aims to answer the question, what does diversity in education mean to you? Reflecting on this question and organizing the teacher candidate's beliefs is a significant step towards developing a philosophy of diversity that will guide their teaching career. The philosophy of diversity paper allows the teacher candidate to reflect on their personal and unique beliefs about diversity within an educational setting. If a teacher candidate falls below the acceptable target, a one-on-one consultation with the course instructor is scheduled to review the rubric results, and the teacher candidate would complete a rewrite and resubmit. As an education division, the key assessment results are reviewed annually by early childhood, elementary, and secondary education programs, and concerns about teacher candidates' progression are brought to the Teacher Education committee for discussion and further action.

Objectives (The key assessment components are aligned to InTASC and CAEP Standards):

- Recognize assets and needs of diverse learners (InTASC 1; CAEP R1.1).
- Understand cultural self-awareness and worldviews as they relate to teaching and learning decisions (InTASC 5; CAEP R1.2)
- Use knowledge of diversity to ensure learning experiences are differentiated to the needs of the learner (InTASC 5; CAEP R1.2)
- Reflect on context, multiple perspectives, actions and personal decisions as they related to diversity (InTASC 4; CAEP R1.2)
- Pursue information, resources and supports to meet the needs of diverse learners (InTASC 4; CAEP R1.2)
- Exhibit respect, openness and value of diversity across the spectrum of differences (InTASC 4; CAEP R1.2)
- Demonstrate actions consistent with the belief that all students are valued and can learn (InTASC 2; CAEP R1.1)

Instructions:

1. Use the rubric for this assignment to identify specific assessment criteria from which you will be evaluated. Criteria are set for teacher candidates to demonstrate 4 levels of proficiency including; distinguished (4), proficient (3), basic (2), and unsatisfactory (1). A category for non-performance is also included. The mechanics sections of the paper are equal value of four points each, the definition of diversity is weighted at two times for a total of eight points, and the diversity reflection portions are weighted at three times for a total of twelve points each. All teacher candidates must reach the acceptable target for this assignment, as established by Mayville State University's Teacher Education Program. Acceptable Target= 51 points or higher out of a total of 64 points. Targets are

explicitly stated within the assignment description, the course syllabus, and the Teacher Education Handbook. This assignment is required to successfully complete the course; teacher candidates must pass the course with a "C" or better. In addition, individual student results of the key assessment are used to make continuance decisions. The EPP can and does review key assessment information when making improvement plans or admission and continuance program decisions.

2. Throughout the course, teacher candidates read journal articles, the book *Culuturize* by Jimmy Cassas, review the Ted Talk *A Danger of Single Story*, and two documentaries *Paper Tigers* and *Olyler.* They complete a Diversity Grid (graphic organizer), to summarize and reflect on their thoughts and beliefs on the following topics: differentiating instruction and understanding your biases, relationships matter, understanding learners and their cultural backgrounds, curricular efforts & instructional practices, and individual and cultural differences. The objectives of the philosophy of diversity paper will guide your writing as well as, an outline and rubric for the assignment. The outline allows teacher candidates to organize their definition of diversity, three belief statements, lessons that support their beliefs, ways they plan to continue their growth and development, and a conclusion.

Mechanics of the paper

- Cover Page (APA Style), Body of work (Reference work using APA style), Reference Page (APA Style)
- The paper must have 1-inch margins, double spaced, 12 font, Times New Roman.
- The paper must use APA style. For questions regarding APA, refer to: https://owl.english.purdue.edu/owl/resource/560/01/
- The length of the paper is a minimum of 5 pages and a maximum of 8 pages.
- Resources: Use the Diversity Grid (graphic organizer) completed throughout the course to write the paper, and at a minimum, use eight resources to support your beliefs.

Paper Outline: This is the required format to follow.

Introduction

Define Diversity and what diversity means to you.
In this section, list your three beliefs.
Write a paragraph that introduces these three beliefs.

Diversity Belief #1

Diversity Belief #1 (one sentence)
Topic Sentence and explanation, provide an in-depth reason based on diverse concepts (information learned in class) that supports why your belief is important to an inclusive classroom environment (8 or more sentences).
Describe a lesson (do not write a lesson plan) or strategy you plan to use in your classroom that illustrates your belief (8 or more sentences).

Diversity Belief #2

>Diversity Belief # 2 (one sentence)
>Topic Sentence and explanation, provide an in-depth reason based on diverse concepts (information learned in   class) that supports why your belief is important to an inclusive classroom environment (8 or more sentences).
>Describe a lesson (do not write a lesson plan) or strategy you plan to use in your classroom that illustrates your belief (8 or more sentences).

Diversity Belief #3

>Diversity Belief # 3 (one sentence)
>Topic Sentence and Explanation
>Provide an in-depth reason based on diversity concepts (information learned in class) that supports why your belief is important to an inclusive classroom environment (8 or more sentences).
>Describe a lesson (do not write a lesson plan) or strategy you plan to use in your classroom that illustrates your belief (8 or more sentences).

Conclusion- Within your conclusion, discuss how you plan to continue to gain knowledge about diversity in education.

References- More than 8 references for full points.

Philosophy of Diversity Paper Rubric

Component	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)	Non-Performance (0)	Points
Basic writing: Grammar, mechanics, basic usage, organization, and style	Three or less errors with respect to grammar, mechanics, word choice, and spelling. The paper is clear and coherent.	Four to six errors with respect to grammar, mechanics, word choice, and spelling. The paper is clear and coherent.	Seven to nine errors with respect to grammar, mechanics, word choice, and spelling. The errors have an effect on the clarity and coherence of the paper.	Ten or more errors with respect to grammar, mechanics, word choice, and spelling. The errors have a substantial effect on the clarity and coherence of the paper.	Absent	/4
Reference Page Resources	More than eight or more resources were used.	Eight resources were used.	Six resources were used.	Five resources or less were used.	No evidence	/4
Reference Page APA			Listed in alphabetical order, appropriate use of periods, commas, and parenthesis. Each reference in the reference list includes Author, publisher, year.	Not listed in alphabetical order, appropriate use of periods, commas, and parenthesis. Each reference in the reference list does not include Author, publisher, year.		/2
APA Style- Overall paper			Student uses APA style. Each direct quote has author, year, and page number. Each indirect citations have author and year	Student uses APA style. Each direct quote may or may not have author, year, and page number. Each indirect citations may or may not have author and year.		/2
Terminology **InTASC** 1 **CAEP R1.1**	The paper demonstrates a clear command of the proper use of terminology (diversity, culture, race, and ethnicity) relevant to the subject matter of the paper.	There are minimal errors concerning the use of terminology (diversity, culture, race, and ethnicity) relevant to the subject matter of the paper.	There are significant errors in the use of terminology (diversity, culture, race, and ethnicity) relevant to the subject matter of the paper.	The paper demonstrates little or no understanding of the proper use of terminology (diversity, culture, race, and ethnicity) relevant to the subject matter of the paper.	Absent	/4

Introduction **InTASC 5** **CAEP R1.2**	Clearly and concisely states the paper's purpose which is engaging, and thought provoking.	Clearly states the paper's purpose.	States the paper's purpose.	Incompletely states the paper's purpose.	Absent	/4
Definition of Diversity (X 2) **InTASC 2** **CAEP R1.1**	Clearly defined what diversity meant to them with at least 2 examples demonstrated in their classroom.	Clearly Defined what diversity meant to them with one example demonstrated in their classroom.	Mostly Defined what diversity meant to them without an example demonstrated in their classroom.	Minimally defined what diversity meant to them demonstrated in their classroom.	No evidence	/8
Reflected on own understanding and views of diversity in the classroom (X 3) **InTASC 4** **CAEP R1.2**	Clearly described their understanding and views of diversity in the classroom providing examples of their self-awareness, respect, and reflection on multiple perspectives.	Clearly described their understanding and views of diversity in the classroom may or may not have provided examples of their self-awareness, respect, and reflection on multiple perspectives.	Mostly described their understanding and views of diversity in the classroom may or may not have provided examples of their self-awareness, respect, and reflection on multiple perspectives.	Minimally described their understanding and views of diversity in the classroom may or may not have provided examples of their self-awareness, respect, and reflection on multiple perspectives.	Absent No evidence	/12
Reflected on incorporating diverse cultures and students in the curriculum (X 3) **InTASC 2, 4** **CAEP R1.1, R1.2**	Clearly described how they will incorporate diverse cultures and students in the curriculum. Providing examples of their understanding of assets and needs of diverse learners, differentiated instruction & value all children.	Clearly described how they will incorporate diverse cultures and students into the curriculum. May or may not provide examples of their understanding of assets and needs of diverse learners, differentiated instruction & value all children.	Mostly described how they will incorporate diverse cultures and students into the curriculum. May or may not provide examples of their understanding of assets and needs of diverse learners, differentiated instruction & value all children.	Minimally described how they will incorporate diverse cultures and students into the curriculum. May or may not provide examples of their understanding of assets and needs of diverse learners, differentiated instruction & value all children.	Absent No evidence	/12
Reflected on how to continue to gain educational understanding of diversity (X 3) **InTASC 5** **CAEP R1.2**	Clearly described how they will continue to grow and gain knowledge about diversity in education provide two examples	Clearly described how they will continue to grow and gain knowledge about diversity in education provide one example	Mostly described how they will continue to grow and gain knowledge about diversity in education. May or may not provide an example.	Minimally described how they will continue to grow and gain knowledge about diversity in education. May or may not provide an example.	Absent No evidence	/12
Total Points:						/64

InTASC Standards (as referenced in the objectives):

- **Standard #1: Learner Development.** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
- **Standard #2: Learning Differences.** The teacher uses an understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- **Standard #4: Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to ensure mastery of the content.
- **Standard #5: Application of Content.** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem-solving related to authentic local and global issues.

CAEP Standards (as referenced in the objectives):

- R1.1 Learner and Learning: The provider ensures candidates are able to apply their knowledge of the learner and learning at the appropriate progression levels. Evidence provided should demonstrate that candidates are able to apply critical concepts and principles of learner development (InTASC Standard 1), learning differences (InTASC Standard 2), and creating safe and supportive learning environments (InTASC Standard 3) in order to work effectively with diverse P-12 students and their families.
- R1.2 Content: The provider ensures candidates are able to apply their knowledge of content at the appropriate progression levels. Evidence provided demonstrates candidates know central concepts of their content area (InTASC Standard 4) and are able to apply the content in developing equitable and inclusive learning experiences (InTASC Standard 5) for diverse P-12 students. Outcome data can be provided from a Specialized Professional Associations (SPA) process, a state review process, or an evidence review of Standard 1.