

## **Multicultural Assessment Lesson Plan and Rubric**

This rubric may be used for any lesson that a teacher candidate plans and implements *before or during his/her student teaching experience*, which has a multicultural emphasis. The teacher candidate designates which lesson will be assessed using this rubric. Teacher candidates who receive an “Unsatisfactory” rating on any of the indicators will be expected to redo the lesson or design a new lesson until they score a minimum of “Developing” on all indicators.

Component #1 – Objectives: The objective(s) is/are grounded in multiculturalism and diversity and is/are related to Moral Virtues 1, 4, and Intellectual Virtue 2.

Component #2 – Implementation: The teacher candidate effectively delivers the lesson.

Component #3 - Rationale/Reflection: During the conference with the supervisor/professor who evaluates the lesson, the teacher candidate is able to articulate, either in writing or by conversation, how the content, activities, and assessment of the lesson relate to multiculturalism and diversity concerns. In addition, the student’s work is representative of ISU’s conception of multicultural education:

\*Multicultural education is a structured process designed to foster understanding, acceptance, and constructive relations among people of many different cultures. Ideally, it encourages people to see different cultures as a source of learning to respect diversity in the local, national, and international environment. It stresses cultural, ethnic, racial, and linguistic differences, and includes socio-economic differences (urban, rural, age/youth, worker/middle class), sex and religious differences, and awareness of one’s own cultural heritage, and understanding that no one culture is intrinsically superior to another; secondly, to acquiring those skills in analysis and communication that help one function effectively in multicultural environments. Stress is placed on experiencing cultural differences in the classroom and in society, rather than simply studying about them. Multicultural education is not just a set of ethnic or other area study programs, but an effort to demonstrate the significance of similarities and differences among culture groups and between individuals within those groups (Pusch).

**\*Note: this definition came out of the work of the *College of Education Task Force on Multiculturalism – Fall of 1994.***

**Teacher candidates will pass this assessment if they have a minimum evaluation of “Developing” in each category.**

	<b>Unsatisfactory</b>	<b>Developing</b>	<b>Proficient</b>
<b>Component #1</b> – Objectives: <i>The objective(s) is/are grounded in multiculturalism and diversity and is/are related to Moral Virtues 1, 4, and Intellectual Virtue 2.</i>			
<b>Component 1A</b>	MC/D objective(s) is/are trivial or absent (e.g., food day, making African beads); no mention of culture, race, class, gender, sexual orientation, linguistic differences, ethnicity, religion, or exceptionality.	Objective(s) involve(s) factual information about cultures but does not address human interaction and understanding.	Objective(s) center(s) on human interaction and understanding.
<b>Component 1B</b>	Stereotypes and/or biases are present in objectives.	No stereotypes and/or biases are evident in objectives.	A conscious effort is made to overcome/counteract stereotypes and biases.
<b>Component 1C</b>	Objective(s) minimize or ignore differences related to diversity/multiculturalism.	Objective(s) reflect a general acceptance of differences	Objective(s) respect, affirm, and celebrate individual differences with regard to diversity/multiculturalism.
<b>Component #2</b> – Implementation: <i>The teacher candidate effectively delivers the lesson.</i>			
<b>Component 2A</b>	Students show no evidence of understanding that the lesson includes multicultural/diversity concepts.	Students understand that the lesson includes multicultural issues.	Students are able to articulate concepts related to multiculturalism/diversity.
<b>Component 2B</b>	Most students appear to be disinterested in the lesson.	Some students show active involvement.	Most students are actively participating in the lesson.
<b>Component 2C</b>	The teacher candidate fails to use language that values and includes groups and individuals that are pertinent to the content of the lesson.	The teacher candidate uses language that values and includes most groups and individuals connected to the lesson.	The teacher candidate uses language that values and includes all groups and individuals connected to the lesson.

<b>Component 2D</b>	The content of the lesson and the multicultural/diversity emphasis are disconnected.	Connections between the content of the lesson and the multicultural/diversity emphasis are apparent.	The multicultural emphasis is infused/embedded within the content of the lesson.
<b>Component 2E</b>	*When English Language Learners are present in the classroom, learning assistance for non-English speaking students is inappropriate, unreasonable, or nonexistent.	When English Language Learners are present in the classroom, more than one differing mode of assistance is applied.	When English Language Learners are present in the classroom, learning assistance is available in different formats appropriate for classroom needs.
<b>Component #3 - Rationale/Reflection:</b> <i>During the conference with the supervisor/professor who evaluates the lesson, the teacher candidate is able to articulate, either in writing or by conversation, how the content, activities, and assessment of the lesson relate to multiculturalism and diversity concerns. In addition, the student's work is representative of ISU's conception of multicultural education.</i>			
<b>Component 3A</b>	The connection between such topics as race, class, gender, and religion and the lesson content are forced, superficial, or absent.	The teacher candidate articulates how the content of the lesson relates to issues of multiculturalism/diversity.	The teacher candidate make multiple connections between multicultural/diversity issues and the content of the lesson.

\* Learning assistance techniques:

- Focus on functional language, vocabulary, and literacy
- Identifying English words through analogy
- Group response techniques
- Partner or small group work
- Multi-sensory presentation of key terms
- Incorporation of students' background knowledge
- Pre-reading techniques (e.g. SQ3R)
- Use of manipulatives, pictures, multi-media, and demonstration
- Use of adapted text, graphic organizers, outlines, highlighted texts, tape-recorded text