

Multicultural Education

COMPONENT #: 2-016-365

POINTS TO BE EARNED: 120 MPP

PART I – PLANNING

DESCRIPTION: Write a brief description of content and intent of component.

This component is designed to enable the participant to gain an understanding of the experiences, cultural traditions, and historical contributions of women and diverse racial, ethnic and cultural groups in Florida and the global community.

Upon successful completion of this professional development activity, the participant will be able to incorporate into his/her instruction, the objectives and learning outcomes presented in this workshop.

STANDARDS/FOCUS AREAS ADDRESSED BY COMPONENT: Identify the standards, national/state/district imperatives, initiatives or key focus areas this component supports.

Standards for Professional Learning (choose one)

- | | |
|---|--|
| <input type="checkbox"/> Learning Communities | <input type="checkbox"/> Learning Designs |
| <input type="checkbox"/> Leadership | <input checked="" type="checkbox"/> Implementation |
| <input type="checkbox"/> Resources | <input type="checkbox"/> Outcomes |
| <input type="checkbox"/> Data | |

Florida Educator Accomplished Practices (check all that apply)

- | | |
|--|--|
| <input checked="" type="checkbox"/> Instructional Design and Lesson Planning | <input checked="" type="checkbox"/> Assessment |
| <input checked="" type="checkbox"/> The Learning Environment | <input type="checkbox"/> Continuous Professional Improvement |
| <input checked="" type="checkbox"/> Instructional Delivery and Facilitation | <input type="checkbox"/> Professional Responsibility and Ethical Conduct |

Florida Leadership Standards (check all that apply)

- | | |
|---|---|
| <input checked="" type="checkbox"/> Student Learning Results | <input type="checkbox"/> Decision Making |
| <input type="checkbox"/> Student Learning as a Priority | <input type="checkbox"/> Leadership Development |
| <input checked="" type="checkbox"/> Instructional Plan Implementation | <input type="checkbox"/> School Management |
| <input checked="" type="checkbox"/> Faculty Development | <input type="checkbox"/> Communication |
| <input checked="" type="checkbox"/> Learning Environment | <input type="checkbox"/> Professional and Ethical Behaviors |

IPEGS Standards (check all that apply)

- | | |
|--|---|
| <input checked="" type="checkbox"/> PS 2 – Knowledge of Learners | <input checked="" type="checkbox"/> PS 6 – Communication |
| <input checked="" type="checkbox"/> PS 3 – Instructional Planning | <input type="checkbox"/> PS 7 – Professionalism |
| <input checked="" type="checkbox"/> PS 4 – Instructional Delivery and Engagement | <input checked="" type="checkbox"/> PS 8 – Learning Environment |
| <input checked="" type="checkbox"/> PS 5 – Assessment | |

IMPACT FOCUS AREA(S): Select the intended impact focus area(s) from the choices below. Note that Impact Evaluation procedures should reflect this level of impact.

- | | |
|--|--|
| <input checked="" type="checkbox"/> Educator knowledge/skill (content) | <input checked="" type="checkbox"/> Student learning |
| <input type="checkbox"/> Educator (professional growth) | <input type="checkbox"/> Organizational support and change |

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SPECIFIC LEARNER OUTCOMES: Identify the intended learner outcomes (number and content of learner outcomes should be reflective of the total points participants will earn as a result of completing this learning).

1. Develop an understanding of the rationale, trends, goals, current research, and objectives of multicultural education, e.g., African American History, Women's History, Hispanic contributions to U.S. History, Holocaust Education.
2. Develop an understanding of the impact of significant people, ideas, and events on the development of social, economic, and political institutions in Florida, the United States, and the global community.
3. Demonstrate an understanding of the contributions made by women and diverse racial, ethnic, and cultural groups in Florida, the United States, and the global community.
4. Identify and analyze examples of racism, oppression, and discrimination during various periods of time in history.
5. Identify and interpret bias, prejudice, stereotyping, and points of view as reflected in primary source readings, literature, art, and music during various periods of time in history.
6. Identify contemporary multicultural and global issues that affect our political, economic, and social systems.
7. Develop an understanding of rights and duties incumbent upon individuals, social groups and nations towards each other in an increasingly interdependent global community.
8. Identify and demonstrate various ways to critically analyze oppression and power relations in communities, society and the world.
9. Identify effective pedagogical strategies that encourage respect for diversity, fairness, equity, and tolerance of differences in all classrooms.
10. Identify and demonstrate an understanding of research-based instructional strategies and critical-thinking skills for effective instruction in multicultural education.
11. Demonstrate the use of new and emerging technology for innovative classroom instruction in multicultural classrooms.

PART II – LEARNING

LEARNING PROCEDURES: Describe the experiences (the “what”) and formats/methods (the “how”) that will be used to provide participants with the knowledge and skills sufficient to master the intended learner outcome of this component.

1. Participate actively in discussions on the major terms, concepts, processes, and content for use in the multicultural classroom (SLO 1-11).
2. Participate actively in group discussions, small group work, seminars, and simulations assigned by the instructor (SLO 1-11).
3. Participate in seminars facilitated by university professors and local and national historians to enhance overall knowledge and skills in multicultural education (SLO 1-11).
4. Attend presentations and engage in dialogue with a variety of university professors, community activist/leaders, city officials, and state and local government representatives such as elected officials, school board members etc (SLO 1-11).
5. Observe multicultural lesson demonstrations and instructional strategies by the instructor or guest lecturer that can be used in interdisciplinary and multicultural education classrooms (SLO 1-11).
6. Review, examine, and critique various instructional materials (e.g. films, websites, literature, texts) for use in interdisciplinary and multicultural education classrooms, e.g.,

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African American History, Holocaust Education, Hispanic Studies, and Women's Contributions to U.S. History (SLO 1-11).

7. Participate actively in hands-on training on the use of new and emerging technology and its application in interdisciplinary and or multicultural education classrooms (SLO 1-11).
8. Participate in academic travel to selected local, state and national historic sites. Examine primary and secondary documents that address key principles and concepts in past and current multicultural issues (SLO 1-11).
9. Create an instructional materials resource bank for use in multicultural classrooms.
10. Create implementation plans for infusing multicultural education lessons and activities into the classroom (SLO 1-11).
11. Create lesson plans for use in interdisciplinary and multicultural education classroom that integrates innovative teaching strategies and technology (SLO 1-11).
12. Participate in District academic competitions, such as but not limited to, Black History Brain Bowl, Haitian Heritage Brain Bowl, and the Theodore Gibson Oratorical Competition (SLO 1-11).
13. Participate actively in hands-on technology use, to include but not limited to hand-held devices, phones, and or tablets (SLO 1-11).
14. Participate actively in group discussions demonstrating knowledge of data collection and analysis that can be used to improve classroom instruction, and increase student learning (SLO 1-11).

PART III – IMPLEMENTATION

IMPLEMENTATION PROCEDURES: Method(s) and resource(s) that will be provided to support implementation of new learning for participants (check all that apply).

- X Apply newly acquired professional knowledge, skills, dispositions, and behaviors to improve practice.
- X Provide sufficient classroom- and school-focused support and assistance by skillful coaches, mentors, or others to the educator to ensure high-fidelity implementation of professional learning.
- X Provide educators with web-based resources and assistance to support implementation of professional learning.

PART IV – EVALUATION

IMPACT EVALUATION PROCEDURES: Describe the processes that will be used to determine the impact (as identified in previous section titled "Impact Focus Areas"). Description should reflect methods for determining at least ONE of those areas, and will include a specific section for each impact focus area identified for this component.

1. Educator knowledge/skill: Evidence will include development and implementation of lesson plan(s) to teach in multicultural education classroom that includes performance and content objectives, resource materials, differentiated and innovative instructional teaching strategies, assessment and the integration of technology.
2. Student learning: Evidence will include the preparation of students for participation in academic competitions that reinforce component objectives.

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COMPONENT EVALUATION PROCEDURES: Describe the process(es) that will be used to determine the effectiveness of this component to include design, implementation and impact (check all that apply).

- X Evaluate the impact of all professional learning on educator's practice through reflection, assessment, collaborative protocols for examining educator practice and work samples, peer visits, and/or professional portfolios.
- X Determine the degree to which educator's professional learning contributed to student performance gains as measured by classroom assessment data.
- X Use summative and formative data from state or national standardized student achievement measures, when available, or other measures of student learning and behavior such as district achievement tests, progress monitoring, educator-constructed tests, action research results, discipline referrals, and/or portfolios of student work to assess the impact of professional learning.

Date Approved: 5/20/2014

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