Appendix 1.1.10: Overview of Multicultural and Diversity Lesson Modification (EDC 345)

Introduction:

The Multicultural and Diversity Lesson Modification is an assignment embedded in EDC 345 (Introduction to Multicultural Education and Diversity). This assignment is considered a key assessment. Although the vast majority of MSU candidates take the EDC 345 class, not every candidate does. For example, a transfer student entering the program with a comparable course from a previous institution may not be required to take the course.

The Multicultural and Diversity Lesson Modification is a group assignment. Using the Blooms-Banks Matrix, a group of candidates identifies a lesson plan in their content area/grade level and evaluates it for its strength in presenting higher-order thinking skills and high levels of the integration of multicultural curriculum. The group then assesses what is needed to increase the lesson’s content on higher-order thinking skills and its integration of multicultural curriculum. Candidates modify the lesson and write a reflection describing how completing this assignment has expanded their knowledge about diverse populations and perspective, and/or allowed them to draw upon previous knowledge. Each group member provides their own description. Finally, candidates provide an annotated list of four high-quality resources reflected in the revised lesson plan. Since this document will still have connections to the original lesson plan, one resource (max) can be drawn from the original lesson plan. The other resources must reflect your exploration of the curricular topic and/or multicultural topic.

Purpose:

The purpose of the Multicultural and Diversity Lesson Modification assignment is to critically consider how to modify and use available curriculum to help students learn about and analyze social issues while empowering them to make positive, impactful changes in their communities.

Administration:

During Transition Point 2 when candidates take Introduction to Multicultural Education and Diversity (EDC 345).
Alignment:

*Missouri Teacher Standards (MTS):* 1.1, 1.3, 1.5, 2.4, 2.6, 3.1, 3.2, 3.3, 4.1, 4.2, 6.2

*InTASC:* 1, 4, 5, 7, 8

**Rubric:**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points Possible (BB)</th>
<th>Points Earned (BB)</th>
<th>Taskstream Conversion and Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Inclusion of original lesson plan</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Explanation of specific changes made to the original lesson plan and rationale for those changes - What have you kept but changed? Why - What is new? How do these additions improve the lesson plan?</td>
<td>5</td>
<td></td>
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</tbody>
</table>
| C. | Lesson plan revision  
- MO Learning Standards  
- Learning Objectives  
- Anticipatory Set  
- Specific Learning Activities  
- Check for Understanding  
- Accommodations for either students with disabilities or English Language Learners  
- Overall Quality of Revision | 56 (7*8) | This is labeled *Curriculum and Instruction* in Taskstream.  
Exceeds Expectations: Did the candidate’s integration of multicultural content into the existing curriculum facilitate the designated audience’s ability to be critical thinkers beyond the activities directly presented by the candidate?  
Yes  
No  
45.0-56.0 points= Meets Expectations  
0.0-44.0 points= Needs Improvement |
| --- | --- | --- | --- |
| D. | Explanation of revised lesson plan’s new matrix placement (specific cell within Q2 or Q4) | 10 | This is labeled *Social Justice* in Taskstream.  
Exceeds Expectations: Did the candidate modify the lesson plan in a way that both transforms the curriculum and engages their audience in social action?  
Yes  
No  
8.0-10.0 points= Meets Expectations  
0.0-7.0 points= Needs Improvement |
| E. | Description of how completing this assignment has expanded your knowledge about diverse populations and perspective and/or allowed you to draw upon your previous knowledge about them. Each group member provides their own description. | 8 |
Notes:

**Curriculum and Instruction (Taskstream):** Some lesson plans will engage students in thinking only about the materials, examples, facts, etc. that are presented to them. Those same lesson plans may include diversity but they will likely have a limited impact given the absence of instruction that asks students to consider how what they've learned within that course can positively serve them and their community long after the course has ended. However, lesson plans that engage students in critical self-reflection and/or considerations of their present communities (beyond the immediate consideration covered in the lesson plan) are far more likely to engage them in strategies where students actively re-think the biases and assumptions they or others hold and/or the forms of discrimination in which they or others have engaged. *For that reason, lesson plans that directly call for and help students to be critical thinkers beyond the activities directly presented will be considered to have exceeded the expectations.*

**Social Justice (Taskstream):** Empowering students to be leaders and change agents is no easy task. We should not assume lesson plans that involve students in social action (either at the stage of planning direct action or engaging in it) are based on a transformation of mainstream-centric curriculum. *In order for a candidate’s work to be placed in Exceeds Expectations for this section, the lesson plan must (a) fit within Banks’ level of Social Action, and (b) must include student engagement with content and activities that would be consistent with Banks’ level of Transformation.* For example, students could develop a fundraiser to benefit homeless individuals (Social Action) based on mainstream-centric perspectives that reinforce images of homeless people as lazy, dirty, unfortunate people who need charity instead of considering how gentrification, low wages, medical conditions, etc. makes it difficult to achieve and maintain financial stability (Transformation).