

## Classroom and School Assessment

Activity 5.2 is designed for the teacher or administrator interested in assessing his or her own workplace. Student teachers can use this instrument as well, substituting a specific teacher's name for reference to "you" and "your classroom" where appropriate. Indicate in the blank: to a great extent; somewhat; very little; not at all.

### Classroom Level

- \_\_\_\_\_ 1. To what extent do you consider affirming human diversity a top priority for your teaching?
- \_\_\_\_\_ 2. To what extent do visuals (charts, pictures, and so on) reflect race, gender, sexual orientation, and disability diversity in a nonstereotypic manner?
- \_\_\_\_\_ 3. To what extent do your regular instructional materials include people who differ by race, sex, class, language, sexual orientation, and disability in a nonstereotypic manner?
- \_\_\_\_\_ 4. To what extent do resource materials include people who differ by race, sex, class, language, sexual orientation, and disability in a nonstereotypic manner?
- \_\_\_\_\_ 5. To what extent does your plan for selecting materials include multicultural education criteria?
- \_\_\_\_\_ 6. To what extent do your daily lessons reflect human diversity?
- \_\_\_\_\_ 7. To what extent do your long-range curriculum plans promote multiculturalism and multilingualism?
- \_\_\_\_\_ 8. Other than on special occasions, to what extent do you use resource people with various racial and social class backgrounds, those of both sexes, those of different sexual orientations, and those with disabilities?
- \_\_\_\_\_ 9. To what extent do you use different strategies to teach students with different learning styles and skill levels?
- \_\_\_\_\_ 10. To what extent do your teaching strategies promote active learning and critical thinking?
- \_\_\_\_\_ 11. To what extent do you set and maintain high expectations for all your students?
- \_\_\_\_\_ 12. To what extent is nonsexist and nonheterosexist language used?
- \_\_\_\_\_ 13. To what extent do grading and grouping practices encourage and reward success for all students equally?
- \_\_\_\_\_ 14. To what extent do your tests reflect sensitivity to multicultural education?
- \_\_\_\_\_ 15. To what extent do plans for "special event" celebrations reflect diversity based on race, ethnicity, religion, or gender?
- \_\_\_\_\_ 16. To what extent do you try actively to communicate with parents, especially those who live at or below the poverty level, are minorities, or speak a language other than English?
- \_\_\_\_\_ 17. To what extent are notices sent home in the parents' language?

## LESSON PLAN

### Families



*Subject Area: Multiple areas*

*Grade Level: K–1*

*Time: One week*

*Students: English Language Learners*

#### Objectives

1. Students will describe and identify the members of their own families and answer questions about their family.
2. Students will distinguish between an activity performed indoors and one performed outdoors.
3. Students will use symbolic and D’Nealian-style writing.
4. Students will compare and contrast nontraditional families using key English vocabulary, including *mother, father, son, daughter, sister* and *brother*.

#### Suggested Procedures

1. To introduce the week’s theme, have the class as a whole use magazine cutouts to create a collage that shows various families. Follow this activity with a whole-class discussion that brings out the idea that families are made up of many different people. Encourage the children to introduce their own families. Tell them that they will learn about their classroom members’ families in greater depth.
2. Show the children the illustrations on the cover and title page of the book *Who’s in a Family?* (written by Robert Skutch, illustrated by Laura Nienhaus). Read the title. As they look at the title page, ask children to make predictions about the story. Read the story as you point under each word to help children connect speech to print.
3. Have the children construct family portraits as an art project. Have them decide who will be included in their family portrait (nuclear or extended), and how many adults and children there are. Help children label family members with their names. Ask children to describe their completed pictures with family member names, their relationship, and any other information they wish to give.
4. The next day, read *All Families Are Different* (written by Sol Gordon, illustrated by Vivien Cohen). As a writing activity, have students copy today’s date onto the first line on the top right-hand side of the paper. Ask them, “What is special about your family?” Model appropriate conventions of writing and letter formation. Students then write symbolic and D’Nealian-style responses. Have students draw a picture to match their written response.

5. On the third day of the unit, read and discuss *Why Am I an Only Child?* (written by Jane Annunziata et al.). In this book, a girl very much wants a baby brother. Follow up by having students draw pictures of their families in their favorite family activity. Then have students sort the activities and place them according to indoor or outdoor activities on the classroom chart.
6. The next day, read and discuss *The Room in My Heart* (written by Beverly Evans, illustrated by Christopher Nick). This is a story about a child who wonders if Mommy will still love her other children after the new baby is born. Have available a basket of books about different family stories. During DEAR time (Drop Everything and Read), have students choose books from this basket. For English language development, ask students in English to recall and identify the different family members as the books are individually displayed. Have them describe different family structures by choosing people and displaying them on the felt board to represent each book.
7. If an option is needed, read Rosemarie Hausherr's *Celebrating Families*, which gives brief descriptions of many different kinds of families, both traditional and nontraditional.
8. For the last day of the unit, create a big book of families, using students' art and writing projects. Invite families to join the class, participating in various activities throughout their school day. Share this book with the class and their families.

#### **Evaluation**

1. Evaluate students' understanding of family members, family relationships, and family structures based on their writings and class discussion.
2. Evaluate students' use of D'Nealian-style writing based on their writing samples; identify letters they are having difficulty making for further instruction and practice.
3. Identify students' comprehension of "indoors" and "outdoors" based on sorting activity.

#### **Resources**

- Annunziata, J., Nemiroff, M. (1998). *Why am I an only child?* Washington, DC: Magination.
- Evans, B., & Nick, C. (Illustrator). (2000). *The room in my heart*. Sisters, OR: Loyal.
- Gordon, S., & Cohen, V. (Illustrator). (2000). *All families are different*. Amherst, NY: Prometheus Books.
- Hausherr, R. (1997). *Celebrating families*. New York: Scholastic.
- Skutch, R., & Nienhaus, L. (Illustrator). (1998). *Who's in a family?* Berkeley, CA: Tricycle.

## Estimation



*Subject Area: Mathematics*

*Grade Level: 2–4*

*Time: Two days*

### Objectives

1. Students will explain what estimation is and how it differs from guessing.
2. Students will make reasonable estimates.
3. Students will check their estimates by comparing them with real measurements.
4. Students will recognize race and gender biases in various aspects of their lives.

## **Suggested Procedures**

1. Show students a large picture or poster that portrays a great number of people. Ask students how many people are in the picture. Students will probably start to count; ask them first to give their best guess. Explain the word estimate and the difference between estimation and guessing. Then count the number of people in the picture; ask students how accurate their estimates were.
2. Have students estimate the number of males, females, Asian Americans, blond-haired people, and so on in the picture. Then have them count to check their estimates. Discuss with them questions such as the following:
  - a. How did you go about selecting your estimate?
  - b. What clues can you use to help make an estimate?
3. Ask students to estimate the number of male teachers and female teachers in the school (teachers should have this information available). Ask them also to estimate other staffing patterns, such as the number of custodians and teachers of color, female secretaries, and so on. Then use this to discuss the following questions:
  - a. Which estimates were more accurate and why?
  - b. Did stereotypes or expectations influence their estimates?
  - c. Was the race or gender of different staff members relevant?
4. Have students estimate the number of each of the following groups represented in pictures in one of their textbooks: European American males, European American females, African American males, African American females, Latino males, Latina females, American Indian males, American Indian females, Asian American males, Asian American females, and persons with disabilities. Then have them count to check their estimates. Use this to discuss questions similar to those in procedure 3.
5. Ask students to estimate the number of female physicians in the local hospital versus the number of male physicians. Ask them to estimate the number of physicians of color versus the total number of physicians. Have this information available. Discuss with students questions similar to those in procedure 3.

## **Evaluation**

1. Through class discussion, assess the reasonableness of the estimations that students make in class and their understanding of estimation.
2. Through class discussion, assess students' awareness of race and gender biases.

## Tie-Dyeing



*Subject Area: Art*

*Grade Level: 4–6*

*Time: Two class periods*

### **Objectives**

1. Students will identify primary and secondary colors.
2. Students will produce patterns through tie-dyeing.

### **Suggested Procedures**

1. Show the color chart. Explain the meaning of primary and secondary colors.
  - a. Primary colors—red, yellow, blue—are so called because they cannot be made by mixing any other colors.
  - b. Secondary colors—orange, green, violet—are colors that come about from mixing the primary colors:  
Red + Yellow = Orange  
Yellow + Blue = Green  
Blue + Red = Violet
2. Explain to the class that they will be mixing secondary colors from primary colors. Pass out bowls of dye (one red, one yellow, one blue) and three empty bowls to each student. Have each student mix each of the three secondary colors.
3. Pass out 12-by-12-inch cloth and several pieces of string to each student.
4. Explain the concept of pattern. Pattern is the repetition of lines or shapes. The chief purpose of pattern is to provide a decorative quality to enrich the surface of the cloth.
5. Explain the principles of tie-dyeing. Cloth is wrapped in various ways with the pieces of string to make a pattern. The cloth is then put in the dye bath. The cloth underneath the string resists the dye and stays white, while the rest of the cloth turns the color of the dye, thus making a pattern.
6. Have each student wrap his or her cloth in the pattern desired; then dip all of it or sections of it in the dye.
7. When the cloth is dry, have each student unwrap his or her own piece, compare it with others in the group, and discuss how the pattern was obtained.

### **Evaluation**

Assess students' understanding of the concepts of color and pattern and of the process of tie-dyeing through the quality of their tie-dyed products.

# Multicultural Education

Table 5.1 Multicultural Education

|                             |  |
|-----------------------------|--|
| Societal Goals:             | Promote structural equality and cultural pluralism   |
| School Goals:               | Promote equal opportunity in the schools, cultural pluralism and alternative lifestyles, respect for diverse peoples, and support for power equity among groups  |
| Target Students:            | Everyone   |
| Practices:                  |  |
| Curriculum:                 | Organize concepts around contributions and perspectives of multiple groups; teach critical thinking, analyze of diverse viewpoints, commonalities as well as differences; challenge all students academically; relate to students' experimental backgrounds; build on multiple languages   |
| Instruction                 | Build on students' learning strengths; involve students actively in joint productive intellectual activity   |
| Other aspects of Classroom: | Assess learning fairly, using multiple means of assessment and languages students understand; Make the classroom reflect and welcome members' pluralism, diverse lifestyles  |
| Other Schoolwide:           | Involve parents and community actively; reach out to low-income parents and parents of color; encourage staffing patterns to include diverse racial, gender, language, and disability groups in nontraditional roles; use decorations, special events, school menus that reflect and include diverse ethnic and religious groups; include all student groups in extracurricular activities; ensure that discipline procedures do not penalize any group unfairly; ensure that building is accessible to everyone |

Notes: