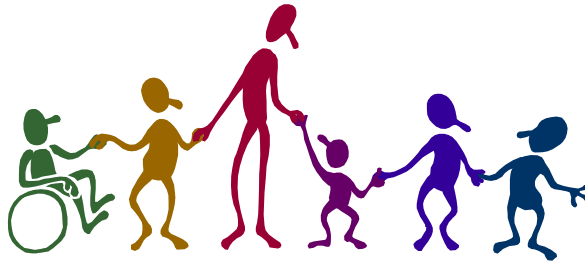


**Educating Diverse Populations**  
**01.630**  
**Spring 2012**  
**Michaela Colombo, Ed.D., Instructor**

**This course will use *Wimba* voice for some modules and some chats. Course participants will need head phones and microphones!**



**Course dates: January 23-May 5**

## **1. COURSE DESCRIPTION**

As the world becomes increasingly diverse, school leaders must be prepared to examine, confront, and manage the issues and challenges facing the education of all children. *Educating Diverse Populations* (01.630) addresses several central questions:

- How do we, as leaders, prepare ourselves to address the issues that confront students who are different in language, ethnicity, culture, mental and physical capacity, gender, and sexual orientation?
- How can we implement culturally responsive pedagogy in our schools?
- How can we ensure that students who are considered at risk, their families and communities are actively involved in the educational process?
- How do we prepare ourselves, school staff, and all students to appreciate diversity and think about issues through multiple perspectives?

Participants in this course will work collaboratively in small and large groups to share research, insights, and resources.

During this class we will discuss our own experiences, gain insight into the experiences and perspectives of others, and work collaboratively to analyze case studies from multiple perspectives. We will discuss the ways in which we, as school leaders, can proactively address diversity issues in schools and school systems, and create and implement plans of action that enhance educational opportunities for all students.

## **2. COURSE PURPOSE**

This course will focus on the responsibility of school leaders to improve their abilities to analyze various situations through multiple lenses and to enhance educational opportunities for all students, particularly for students who are considered at risk for failure in mainstream schools. It will provide you, a school leader, with the knowledge and skills necessary to advocate for instruction, programs, and reforms that meet the needs of all students. The collaborative nature of this course will provide opportunities for you to work with other school leaders, learn about issues and programs, and develop plans of action to address issues that you have identified. Throughout this course you will be encouraged to recognize, examine, and challenge your assumptions about the groups to which you belong as well as your assumptions about groups that may be different from you.

## **3. COURSE OBJECTIVES**

The conceptual framework that unifies programs at the Graduate School of Education is *Education for*

*Transformation.* The mission of the University of Massachusetts Lowell is to meet the needs of the Commonwealth today and into the future by supporting the development of sustainable technologies and communities through its teaching, research, scholarship and engagement. The Graduate School of Education (GSE) contributes to this mission by educating new teachers and enhancing the professional development of those already in the field so that they may assume leadership roles focused on transforming the lives of children and the vitality of the region.

The GSE's commitment to <i>Education for Transformation</i> produces graduates who:	This course cultivates transformation through the following assignments:
demonstrate excellent knowledge, judgment and skills in their professional fields;	Readings, memos, ongoing monitored discussions, and participation in five focused chat sessions require participants to analyze current theories and practices for creating effective settings for learning for children who are at risk of educational failure, promote knowledge, judgment, and skills in the area of diversity, and encourage participants to examine and challenge their assumptions about diverse groups (including the groups to which they belong).
promote equity of educational opportunity for all learners;	Through meaningful discussions, memos, the reaction paper, and case study assignment, participants increase their awareness of diversity, the strengths and contributions of diverse populations, and the importance of multiple perspectives. Assignments require that they demonstrate knowledge about dominated groups (historical and current issues), as well as identify and analyze policies of equal educational opportunities, the influence and role of school leaders in their development and application to school environments.
collaborate with other educators, parents and community representatives to support educational excellence;	Participants collaborate in teams to design an original case study. Each team member then designs an action plan to effectively address issues presented in each case. Participants also engage in meaningful field experiences in schools and the community.
use inquiry and research to address educational challenges	Participants use inquiry to develop the original case study, analyze the multiple perspectives of each case stakeholder, and develop a plan of action to achieve educational equity for the case study subject.

As a participant in this course you will be expected to:

- Examine and challenge your assumptions about diverse groups (including the groups to which you belong).
- Increase your awareness of diversity, strengths and contributions of diverse populations, and the importance of multiple perspectives.

- Explore and analyze the current theories and practices for creating effective settings for learning for children who are at risk of educational failure.
- Demonstrate your knowledge about dominated groups, their histories, and the influence of historical factors on their current status.
- Define major challenges faced by dominated and oppressed groups, and critique current educational programs or strategies to effectively address them.
- Identify and analyze policies of equal educational opportunities, the influence and role of school leaders in their development and application to school environments.
- Work collaboratively with other school leaders to conduct research, prepare and deliver presentations, and design school/district action plans to address a particular challenge in education for children who are at risk of educational failure.

#### 4. GRADING AND EXPECTATIONS

You will be graded as follows

- Class Participation 19%
- Memos 20%
- Connections Paper 15%
- Field Experience 16%
- Team Case Study, Individual Action Plan 30%

Rubrics for assignments are included with this syllabus.

Grade	GPA	GSE point structure	Comment
A+ *	4.0	99-100	Work of the highest professional standard demonstrating independent and exemplary performance.
A	4.0	96-98	Excellent work demonstrating independent and high quality performance.
A-	3.7	91-95	Very good work, carefully executed, but requiring some areas of improvement.
B+	3.3	86-90	Good work, indicating careful thought and attention to the task, yet requiring several areas of improvement.
B	3.0	80-85	Work of graduate standard, but omissions exist or careful analysis is not in evidence.
Below Graduate Standard			
B-	2.7	76-79	Effort is evident, but work indicates lack of understanding of the demands of the task.
C+	2.3	70-75	Poor quality work with little attention to detail and the demands of the task.
C	2.0	65-69	Work of very poor quality, indicating no understanding of the depth of analysis required.
F	0.0	Below 65	Serious neglect or evidence of cheating.

***\*(An A+ signifies work that demonstrates the highest professional standards and exemplary performance. This definition of A+ work will be used when evaluating the assignments above.)***



Assignments must be submitted on time. Assignments that are submitted late may lose up to one point per day. If there is an emergency and you must be late, please contact me in advance. With the exceptions of documented medical/family emergencies, **no assignment will be accepted more than two weeks after the due date and no assignments will be accepted after May 12**. **All assignments must follow APA format. Assignments that do not adhere to APA format will not be accepted and may be graded as late.** (Exceptions to APA guidelines for the journal assignment are explained in the journal assignment description.) If you do not have *The Publication Manual for the American Psychological Association*, it is recommended that you purchase one. The resource folder contains an overview of APA guidelines. Also please see <http://www.apastyle.org/electref.html>



Assignments **must** be submitted in **Microsoft Word**. If you do not have Word, you may submit using rtf. Other word processing programs will not be accepted unless saved and submitted as rtf.



Assignments must be uploaded in the Assignment Dropbox as directed and follow naming conventions, which are listed with each assignment. **(Assignments not following the naming convention will not be accepted.)** Using standard naming conventions are very important in keeping the online course organized!!

#### **Academic Honesty:**

All students are expected to follow University policies for Academic Honesty for all assignments ***including weekly postings*** to discussion boards.

These may be accessed at <http://continuinged.uml.edu/policies/academicdishonesty.htm>

Any violation of the University's policies will result in consequences as outlined in University policy.

#### **Accommodations**

This course adheres to the University's policy to provide reasonable accommodations for persons with disabilities and for religious reasons.

<http://www.uml.edu/equal/Accommodations/accomodations.html>

For specific information please see <http://www.uml.edu/student-services/disability/Services.html> and <http://www.uml.edu/student-services/disability/policy.html>

#### **What you can expect from me:**

Providing you with prompt feedback and fair grading is extremely important to me. Unless I am away and unable to access the course, I check my email at least once a day (Monday-Friday) so normally you can expect to hear back from me within 24 hours. Except in unusual cases (power failure, etc.), if I will not access the course on a given day I will make sure to post this in advance.

Grading is something that I take very seriously. Using the rubrics provided as a guide, I read through all submitted work for quality of content before beginning to grade. I then reread and grade according to the assignment rubric. I will return all graded assignments with accompanying rubrics within approximately one week's time. I use the comment feature to embed comments into your papers. If you submit your paper on time and you do not receive your graded paper within two weeks or have any question about graded work, please email me.

## REQUIRED TEXTS



American Psychological Association (2010). *Publication manual of the American Psychological Association*. Washington, DC: American Psychological Association.\*

(APA tutorial is available at <http://flash1r.apa.org/apastyle/basics/index.htm>)

Howard, G. (2006). *We can't teach what we don't know: White teachers, multiracial schools* (2<sup>nd</sup> ed.). New York: Teachers College Press.


Shipler, D. K. (2004/2005). *The working poor: Invisible in America*. New York: Vintage Books.


Tatum, B. (2003). *Why are all the Black kids sitting together in the cafeteria: And other conversations about race*. New York: Basic Books.


Taylor, L. S. & Whittaker, C. R. (2009). *Bridging multiple worlds: Case studies of diverse educational communities* (2<sup>nd</sup> ed.). Boston: Pearson Education.

\* You will need this manual to format the papers you submit throughout your graduate program.


## FREQUENTLY USED FEATURES IN THE COURSE (On tool bar at left)


 [Course Content] Click here if you want to return to the home page.


 [Course Tools] found on the left menu


 [Mail]: Please use this feature to communicate directly with me, or when there is something urgent or private. I am in the discussion threads all the time, but I may miss a question or a concern. Please email any question or concern to me.

 [Discussions]: You will post to discussions each week.


 [Syllabus]: The syllabus tool takes you directly to the printable course syllabus.

 [Calendar]: All assignments are posted on the calendar.

 [My Grades]: You can check your grades by clicking on the [My Grades] icon.

 [Roster]: You will post your photo or symbolic image to the roster. Click on roster to see who is in the course and to see photos of course instructors and participants.

**Other Features Found on Home Page-Printable PDF files that provide step-by-step instructions for using these features are located in the [Voice] folder in the [Resources] folder on the home page.**

 [Voice Chat]: We will have 5 voice chats during this course. You are required to attend these. If you cannot attend, you are required to listen to the voice chat archives, summarize the chat, and contribute to the chat within the Discussion Board thread that has been established for this.



[Voice Board]: We will use this feature for the cultural introductions and at other points in the course.



[Voice Recorder]: You can use this feature to make recordings.

## **COURSE REQUIREMENTS**

Participants will meet the course objectives through class participation, written memos, field experiences, research, the developing a case study in collaboration with team members, and independently designing a plan of action for the team case study. Writing, analyzing, sharing your experiences, and working as part of a group are major components of the work in this course.

Throughout this syllabus all times refer to Eastern Standard Time (EST).

### **1. CLASS PARTICIPATION**



You will engage in meaningful discussion and interaction with those on your team. You'll do this by logging into the discussion board at least twice each week and making substantive postings. You will also participate in voice postings for your team and in five voice chats. If you cannot participate directly, you will be expected to listen to the voice chats, provide a summary, and a reaction to the summary.

You are also expected to upload a photo of yourself to the roster and complete the information form found on the roster page. If you are not comfortable uploading a photo of yourself, you can load a symbolic image. Full instructions for uploading images to the roster are provided in the first module.

A substantive entry is an integrated response based upon the readings, discussion prompts posted by the instructor, and your professional/personal experience. It is an expectation that you will post at least three entries each week; the purpose of this ongoing assignment is meaningful discussion. It provides a springboard for discussion for others... it makes us think and reflect.

Your participation will count towards 19% of your grade. Course materials will be released on Monday mornings. As a rule of thumb, your first entry should be posted by Tuesday before 9:00 PM and a second entry by Thursday before 9:00 PM. By Friday at 9 PM you should post at least one key point that you have taken from your team's discussion. This posting should be clearly labeled Key\_Point\_Lastname

Before the following Monday, one person from each team will report the team’s key points to the larger class via the voice board. A different person should do the voice posting each week. You should listen to the voice postings of other teams and respond to the large discussion board.

You will need your head set for voice chats, which are scheduled for 7-8 PM on the following days:

Date	Day	Topic
February 8	Wednesday	Exploring Topics of Interest
March 1	Thursday	White Identity
March 22	Thursday	Race and Ethnicity
April 11	Wednesday	Gender and Sexual Orientation
April 26	Thursday	Team Case Study and General Questions

### Participation Rubric

Each voice chat is worth 1.5 point. You are encouraged to participate synchronously, but you may contribute by listening to the voice chat, summarizing and contributing to the appropriate discussion board.

### Discussion Participation – Each week

Full Participation 1	Partial Participation .5	Negligent Participation 0
Contributes at least three substantive postings to team section	Contributes two or more substantive postings	Does not meet the minimum requirements as stipulated in Partial Participation
Is respectful to other members of the team, the class, and instructors	Is respectful to other members of the team, the class, and instructors	
Actively engages in small group discussions in an ongoing timely manner, which means that the first posting is made no later than Wednesday each week and second posting is made no later than Saturday.	Engages in group discussions in a meaningful, although not in a consistent and timely fashion	
Contributes to small group work by posting key points	Contributes to small group work by posting key points	
Reacts to the key points of other teams		

## 2. MEMOS

You will submit 4 memos. Memos provide a place to explore and write about those issues that you want to learn more about. You will use these memos to build your final case study. You will share your memos with your “research group.” Memos should be word processed (APA format for font size, margins, general punctuation, and citations). Each memo should be **approximately three double-spaced pages**.

Naming Convention: memo\_1\_lastname, memo\_2\_lastname, memo\_3\_lastname, memo\_4\_lastname

By naming convention, I mean that you should save the file as memo\_1\_yourlastname

For example, my first journal would be saved as memo\_1\_colombo

Memos are less formal than other papers. A cover page and headers are not required. Standard conventions of writing are expected. Please **do** put your name on the first page of your journal.

All memos are due at 11:00 PM EST.

<b>Memo Dates and Descriptions</b>	
Memo 1 – February 16	<p><u>Written Reflection:</u> How do I identify myself and how have my past experiences influenced who I am now? What are the myths that have influenced me?</p> <p><u>Written Focus:</u> What issue of diversity would I like to explore? Why is this issue of interest to me?</p>
Memo 2 – March 9	<p><u>Research:</u> Read at least two current journal articles about the diversity issue in which you are interested.</p> <p><u>Write:</u> Summarize the key points you have learned about the issue. Include work cited using APA.</p>
Memo 3 – March 29	<p><u>Research:</u> Read at least two current journal articles about the diversity issue in which you are interested.</p> <p><u>Write:</u> Summarize the key points you have learned about the issue. Include work cited using APA. Share these with members in your “research group.”</p>
Memo 4 – April 12	<p><u>Discuss:</u> Meet with your research group to decide the topic of your case and a trigger for your case.</p> <p>Write about the case from the perspective of one of the stakeholders.</p>

**MEMO RUBRIC**

Memos are graded for content. However as noted in the rubric, points will be deducted for organizational and mechanical errors. The content grade is the ceiling. No matter how well written a memo might be, the student can earn no more points than the points awarded for content.

	5	4	3	2-1	0
content	Makes important points that are <i>clearly</i> related to issue of diversity and readings.	Makes important points and connections to issue and readings.  Connections are not always clear to the reader.	Makes at least one important point  Is somewhat related to issue of diversity and related reading.	Points made seem somewhat random, and/or journal is only peripherally related to issue of diversity and readings.	Journal is not submitted.
writing	Writing is clear and logical. Paper has no more than a few minor mechanical errors	Writing is clear and logical. Paper has more than a few mechanical errors.	Writing is mostly logical. Mechanical errors do not greatly interfere with understanding.	Writing is difficult to follow. Mechanical errors interfere with understanding.	
<b>Final Points:</b>					
<b>5 Possible Points</b>					

### 3. FIELD EXPERIENCE – 15 POINTS

Field experiences offer students the opportunity to test theoretical perspectives and apply what they are learning to authentic settings. Each participant must complete a field experience. The field experience must consist of an observation of a school setting, a minority, or a family-community experience. Using the format for observations reviewed in class, participants will observe, maintain field notes, and prepare an observation analysis, which should be approximately five typed pages (APA). You will conduct a field experience observation, which will consist of approximately three hours in the field. **Ideally, your field experience will be directly related to the issue of diversity that you will explore in the memos and final case study.** You must receive permission from the gatekeeper (principal, superintendent, director, pastor, etc.). You will observe, maintain field notes, and prepare an observation analysis of approximately five pages. You will select at least one major equity issue and observe as much as you can about this issue. You are encouraged to follow up the observation with an interview with someone who can answer any questions that may have been raised during the observation. Your field experiences and the field experiences of others within the class may help you to decide on the topic for your team case study and action plan.

Naming Convention: fe\_lastname

Due dates: March 22, 11 PM for assignment. By February 23, 11 PM you need to **email** a plan for this assignment detailing the diversity issue you plan to observe, the site of your observation, and if applicable a copy of the letter/memo/email that gives you access to the site. This plan consists of only two or three sentences to explain who, what, when, and where.

Choose only one of the following for the Field Experience

Observation of a School Setting

1. Participants must observe a school setting for a minimum of three hours and may use the multicultural matrix provided in the resource section of this course. Participants should select an equity issue and observe as much as they can about the school setting based upon this issue.

- Briefly describe the setting and the reasons for choosing this particular setting,
- Analyze the observation in relation to course materials as well as related outside readings,
- Critique findings and comment on whether you, as a school leader, would initiate any changes in this setting

2. Family-Community Observation/Minority-Community Experience

Participants must choose an experience that places them in a minority-community situation for a minimum of three hours. Participants must record their reactions to being in the minority and the varying levels of comfort/discomfort experienced. At no time should participants feel they are in danger during this experience.

- Briefly describe the setting and the reasons for choosing this particular setting,
- Describe and analyze experiences/feelings/awareness of difference that occurred during the experience
- Discuss changes in your understanding of the implications of “being a minority.”

Examples of Past Family-Community Experiences

Poverty: Soup Kitchen

Poverty: Homeless Shelter

Religion (an experience that drastically differed from the participant’s religious experiences)

Sexual Orientation: Support Group for Transgendered Adults

**Field Experience Rubric**

Field experiences are graded for content. However as noted in the rubric, points will be deducted for organizational and mechanical errors. The content grade is the ceiling. No matter how well written a journal might be, the student can earn no more points than the points awarded for content.

	<b>15</b>	<b>13-14</b>	<b>10-12</b>	<b>9 and below</b>
<b>Content</b>	The author uses clear, specific and descriptive data to enable the reader to clearly visualize the observation setting and observation events.	The author uses descriptive data to help the reader visualize the observation setting and observation events.	The author uses at least some data to describe the observation setting and observation events.	The author uses little data to describe the observation setting and observation events.
	The author discusses one or more diversity issues that are reflected in the observation data and can be understood through at least one of the major course readings.	The author discusses one or more diversity issues that are reflected in the observation data and can be understood through the work of one of the major course readings. The connections between the observation and the readings are not always clear.	The author discusses one or more diversity issues that are reflected in the observation data and might be understood through this course, but connections are vague.	The author chooses one or more diversity issues that are reflected in the observation data and can be understood through this course, but connections are vague.
	Clear citations demonstrate logical connections between observation and readings.	Citations used to demonstrate connections between observation and readings are generally clear.	Some citations are used to demonstrate connections between observation and readings.	The paper lacks appropriate citations to demonstrate connections between the observation and the readings.
	The author includes possible multiple perspectives in the discussion.	The author includes possible multiple perspectives in the discussion.	The author includes more than one perspective in the discussion.	More than one perspective is not apparent in the discussion.
<b>Writing</b>	The writing is clear and logical throughout. There are few mechanical errors.	The writing is mostly clear and logical, but minor organizational issues exist. More than a few mechanical errors exist, but these do not interfere with readability.	The writing is basically clear and logical, but organizational issues exist. Several errors exist and these interfere with readability.	The writing lacks clarity and the paper has many mechanical errors.
<b>Final Points: 15 Possible Points</b>				

#### 4. CONNECTIONS PAPER - 15 POINTS

You will write a connections paper of approximately 5 pages exclusive of cover page and reference page.

(The instructors will not read beyond five and one half pages.) Your connection paper will be based on your choice of the work of Shipler, Howard or Tatum.

#### Connections Paper

Naming Convention: Connect\_lastname

Due date: April 19

#### Connection Paper Rubric

In the 5-page double-spaced connection papers you will very briefly summarize the author's point of view. This is a broad overview and I recommend that you limit this component to one page. Keep your audience in mind. We know the book that you will discuss!

You will use the remaining pages to connect the author's perspective to your experiences, observations, and other readings in education. You should cite specific examples when possible.

Here is the rubric that you will use to critique each other's work and that I will use to assign a final grade. The content grade is the ceiling. No matter how well written a paper might be, the student can earn no more points than the points awarded for content.

	15	13-14	10-12	Below 10
Content	The paper is approximately one third summary and two thirds connection. The connection contains a clear voice and makes specific connections between the text that is being reviewed and other course readings and the author's experiences and perspectives in the field of education.	The paper is approximately one third summary and two thirds connections. The author's voice is present. The author makes some connections between the text that is being reviewed, other course readings and the author's experiences and perspectives in the field of education.	The summary or reaction is not clearly developed. The author's voice is only somewhat present in the connection.  The author makes some connections between the text that is being reviewed and other readings and his or her experiences.	The summary or reaction is not clearly developed. The author's voice is not clearly present or the connection does not relate to the field of education.
Writing	The writing is clear and logical throughout. There are no more than a few mechanical errors.	The writing is mostly clear and logical, but minor organizational issues exist. Several mechanical errors exist and these do not interfere with readability.	The writing is basically clear and logical, but organizational issues exist. Several errors exist and these and interfere with readability.	The writing lacks clarity. The paper has many mechanical errors.
<b>Final Points:</b>				
<b>15 Possible Points</b>				

## **CASE STUDY ACTION PLAN**

Using topics in the Taylor and Whittaker text, you will individually choose one issue of diversity in which you have interest. As part of the memos assignment, you will research this topic throughout the course. You will be placed in “research groups” with participants who have similar interests. Then, as school leaders you will work collaboratively in teams to develop a case study based on this major diversity issue. As a group, you will design your case study using the format presented by Taylor and Whittaker. We will work on a variety of case studies and action plans throughout the semester. This case study will form the basis for your Case Study Action Plan. Each team member will independently develop an action plan to address issues identified in the team case study.

The Team Case Study/Individual Action Plan will account for 30% of your final grade!

This final project will be submitted in two major components: Team case study and individually written action plans. Participants will be graded individually on both components. .

Case Action Plan: AP\_Lastname

Due date: May 5/5

### **Case Study/Action Plan Rubric**

As school leaders you will work in small groups to develop a case study that focuses on at least one diversity issue. You will design your case study using the format presented by Taylor and Whittaker. We will work on a variety of case studies and action plans throughout the semester, and examples of case studies are included in the resource folder of this course. A cover sheet clearly describing the role of each team member will accompany the Case Study Paper. Each team member will be graded individually. Each participant will develop a plan of action to address the case.

[You will begin to work on this case study early in the semester in a very structured way through memos.](#)

The Case Study/Action Plan is worth 30 points. In preparing your response, you are required to demonstrate that you meet ELCC standard elements 2.1, 2.3, 4.1, 4.2, 4.3, 6.1, 6.2, 6.3. The content rubric illustrates the ELCC expectations. A total of 20 possible points will be awarded towards ELCC standards, five possible points will be awarded for professional contributions to the team’s case study (e.g., points made in discussion, revising, editing), and five possible points will be awarded for professionalism in writing and presentation.

**CASE STUDY ACTION PLAN**

**TOTAL POINTS FOR THIS ASSIGNMENT FOR ELCC STANDARDS= 40 /2 = 20**

Mastery level of leadership skill-20-19

Emerging leadership skills-18-16

Beginning leadership skills-15-10

Below standard-9.5-0 points

*If you score below 9.5 you will be required to re-work this assignment to reach the beginning level.*

Standard element	Mastery 5 points	Emerging 4 points	Beginning 3-2 points	Below Standard 1-0 points
2.1 Promoting positive school culture	Participant's contribution to the research and perspectives sections of the Case <i>clearly</i> shows how the diversity issue can be framed to promote a positive school culture.	Participant's contribution to the research and perspectives sections of the Case <i>somewhat</i> shows how the diversity issue can be framed to promote a positive school culture.	Participant's contribution to the research section and/or the perspectives of the Case <i>marginally</i> address the ways in which the diversity issue can be framed to promote a positive school culture.	Participant's contribution to the research section and/or the perspectives of the Case <i>do not</i> address the ways in which the diversity issue can be framed to promote a positive school culture.
	The Action Plan <i>clearly</i> addresses the perspective of <i>each</i> stakeholder and results in a <i>clearly</i> developed resolution that improves school culture both in the immediate future and long term.	The Action Plan <i>somewhat</i> addresses the perspectives of <i>each</i> stakeholder and results in a resolution that improves school culture both in the immediate future and long term, yet lacks specific details.	The Action Plan <i>somewhat</i> addresses at least <i>most</i> of the stakeholders' perspectives, and provides a somewhat vague resolution to address the problem.	The Action plan <i>is not</i> provided, or it does not address multiple perspectives
points				
2.3 Apply best practice to student learning	Participant's contribution to the research and perspectives sections of the Case <i>clearly</i> addresses best practice to student learning as it relates to the diversity issue presented.	Participant's contribution to the research and perspectives sections of the Case <i>somewhat</i> address best practice to student learning as it relates to the diversity issue presented.	Participant's contribution to the research and perspectives sections of the Case <i>marginally</i> address best practice to student learning as it relates to the diversity issue presented.	Participant's contribution to the research and perspectives sections of the Case <i>does not</i> address best practice to student learning as it relates to the diversity issue presented.
	The Action Plan provides a <i>specific</i> plan to promote best practice to student learning as it relates to the identified diversity issue.	The Action Plan addresses the learning environment in the school and district and provides a plan, <i>yet the plan does not provide specific</i> benchmarks and outcomes.	The Action Plan addresses the learning environment in a school and district, <i>but provides only a cursory</i> plan.	The Action Plan <i>does not</i> address best practice to student learning.
points				

Standard element	Mastery 5 points	Emerging 4 points	Beginning 3-2 points	Below Standard 1-0 points
4.1 Collaborate with families and other community members.	Participant's contribution to research and/or perspectives <i>clearly</i> relates to the benefits of collaborating with families and community members.	Participant's contribution to research and/or perspectives <i>somewhat</i> relates to the benefits of collaborating with families and community members.	Participant's contribution to research and/or perspectives <i>marginally</i> relates to the benefits of collaborating with families and community members.	Participant's contribution to research and/or perspectives do not clearly relate to the benefits of collaborating with families and community members.
	The Action Plan <i>clearly</i> articulates the ways in which families, community members, and relevant community organizations (business, religious, political, health, social services, etc.) will be involved to positively affect student learning.	The Action Plan <i>somewhat</i> articulates the ways in which families, community members, and relevant community organizations (business, religious, political, health, social services, etc.) will be involved to positively affect student learning.	The Action Plan <i>marginally</i> articulates to the involvement of family, community members, and relevant organizations involved. It is not clear how their involvement will positively affect student learning.	The Action Plan <i>does not</i> involve family, community, and relevant community organizations in any meaningful way.
Points				
4.2 Respond to community interests and needs	The Case Study <i>clearly</i> articulates the diverse perspectives and needs of students, families, and community members. The perspectives are based on current research in the field.	The Case Study <i>somewhat</i> articulates some of the diverse perspectives and needs of all students, families, and community members involved. The perspectives presented are based on current research in the field.	The Case Study includes diverse perspectives and needs of some of the students, families, and community members involved. <i>It is unclear how these are grounded in current research.</i>	The Case Study <i>does not</i> include the perspectives and needs of students, families and communities.
	The Action Plan <i>clearly</i> maps the ways in which community interests and needs will be met.	The Action Plan addresses the ways in which <i>some</i> community interests and needs will be met.	The Action Plan only <i>marginally</i> addresses ways to address community interests and needs.	The Action Plan <i>does not</i> address the needs and interests of the community.
Points				
4.3 Mobilize community resources	Participant's contribution to case research and perspectives <i>clearly</i> describes specific community resources.	Participant's contribution to case research and perspectives mentions <i>some</i> community resources, <i>but contributions lack specificity.</i>	Participant's contribution to case research and perspectives only <i>marginally includes some</i> community resources.	Participant's contribution to case research and perspectives <i>does not</i> address community resources.

	The Action Plan <i>clearly</i> articulates how all relevant community resources will be mobilized, and clear timeline for benchmarks is included.	The Action Plan articulates how community resources will be mobilized, <i>but timeline and benchmarks are unclear.</i>	The Action Plan provides <i>marginal</i> description of the mobilization of relevant community resources.	The Action Plan <i>does not</i> include relevant community resources.
<b>Points</b>				
<b>6.1 Understand the larger context</b>	Participant's contribution to case research and perspectives <i>clearly</i> includes a description of the complex diversity issue and as it has been shaped by legal, political, and institutional frameworks.	Participant's contribution to case research and perspectives includes a description of the diversity issue; the complexity of the issue is <i>somewhat</i> addressed.	Participant's contribution to case research and perspectives includes a description of the diversity issue, but the complexity of the issue is only <i>marginally</i> addressed.	Participant's contribution to case research and perspectives presents an issue, but <i>does not</i> address the complexity of the issue.
	The Action Plan addresses the problem by <i>clearly</i> addressing social justice issues within the school and district. Goals and benchmarks are immediate and long term.	The Action Plan addresses this issue by <i>somewhat</i> addressing social justice issues within the school and district. Goals and benchmarks are immediate and long term.	Social justice is only <i>marginally</i> addressed within the Action Plan.	The Action Plan is present, but <i>does not</i> address social justice.
<b>Points</b>				
<b>6.2 Respond to the larger context</b>	Participant's contribution to case research and perspectives <i>clearly</i> relates to the larger context of the case (historical, political, cultural, etc.).	Participant's contribution to case research and perspectives <i>somewhat</i> relates to the larger context of the case (historical, political, cultural, etc.).	Participant's contribution to case research and perspectives <i>only marginally</i> relates to the larger context of the case (historical, political, cultural, etc.).	Participant's contribution to case research and perspectives <i>does not</i> relate to the larger context of the case (historical, political, cultural, etc.).
	The Action Plan <i>clearly</i> articulates the ways in which schools, parents, and communities will be engaged in the problem solving process so that <i>all</i> voices are honored.	The Action Plan <i>somewhat</i> articulates the ways in which schools, parents, and communities will be engaged in the problem solving process. It is clear that <i>most</i> voices are heard.	The Action Plan <i>marginally</i> articulates the ways in which schools, parents, and communities will be engaged in the process. It is not clear how the voices of each constituency will be heard.	The Action Plan <i>does not</i> include schools, parents, and communities in a meaningful way.
<b>Points</b>				

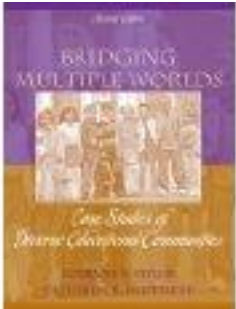
Standard element	Mastery 5 points	Emerging 4 points	Beginning 3-2 points	Below Standard 1-0 points
6.3 Influence the larger context	Participant's contribution to case research and perspectives <i>clearly</i> includes the influence of the larger context on diversity issue.	Participant's contribution to case research and perspectives <i>somewhat</i> includes the influence of the larger context on diversity issue.	Participant's contribution to case research and perspectives <i>marginally</i> includes the influence of the larger context on diversity issue.	Participant's contribution to case research and perspectives <i>does not</i> include the influence of the larger context on the diversity issue.
	The Action Plan <i>clearly</i> articulates the ways in which students, parents, and relevant community members will be engaged in adopting improved policies that actively advocate for equitable learning opportunities for all students.	The Action Plan articulates the ways in which <i>at least some</i> stakeholders will be engaged in adopting improved policies that promote equitable learning outcomes for all students.	The Action Plan promotes equitable learning outcomes for all students, but it is <i>only marginally</i> clear how stakeholders will be involved.	The Action Plan <i>does not</i> promote equitable learning outcomes for all students.
Points				
TOTAL POINTS (40/2) 20 =			Leadership Level =	
The final paper grade may differ from the ELCC points. A 20 is a flawless (or nearly flawless paper.) Credit will be deducted for issues with clarity and mechanics consistent with other assignments.				
	Mastery 5 points	Emerging 4 points	Beginning 3-2 points	Below Standard 1-0 points
Professional Contributions	Participants make consistent and ongoing contributions to all aspects of case development.	Participants make <i>somewhat</i> consistent and ongoing contributions to <i>most</i> aspects of case development.	Participants make substantial contributions to many aspects of the case, but consistency is somewhat lacking.	Participants make inconsistent and marginal contributions to case development.
Points				
Professional Writing	The writing is clear and logical throughout. There are no more than a few mechanical errors.	The writing is mostly clear and logical, but minor organizational issues exist. Several mechanical errors exist and these do not interfere with readability.	The writing is basically clear and logical, but organizational issues exist. Several errors exist and these and interfere with readability.	The writing lacks clarity. The paper has many mechanical errors.
Points				
Participant's Final Score				
30 Possible Points				

**Important Note: This syllabus serves as a guide. Changes may be made to meet the needs of the course participants as the course evolves.**

**All times refer to Eastern Standard Time.**


**During weeks one and two, I would like them to survey the book and the diversity issues – We could set a checklist for issues that each could sign up for....**

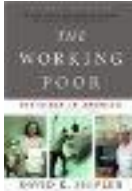
**We could form “research teams” by the end of the fourth week based on memo 1.**

Class One- January 23- Beginning Our Conversation About Difference		
<p>Readings to Complete for Class Discussion</p> <p>Taylor, L. S. &amp; Whittaker, C. R. (2009). <i>Bridging multiple worlds: Case studies of diverse educational communities</i> (2<sup>nd</sup> ed.). Boston: Pearson Education Group.</p>  <p>Chapters 1-3, pp. 1-65, and review the major topics throughout the book by reading the chapter headings and subheadings.</p>	<p>To Consider</p> <p>Please familiarize yourself with the syllabus, the course requirements, and the readings.</p> <p>Familiarize yourself with the titles of chapters and major topics in the Taylor and Whittaker text. (You will later select one of these topics to explore in greater depth leading to the development of a case.)</p> <p>Familiarize yourself with the online format and tools.</p> <p>Get to know others in the course.</p>	<p>Assignments</p> <p>Posting 1- Voice Board (Breaking the Ice: Participant Introductions according to guidelines in Week 1)</p> <p>Upload a photo of yourself (or symbol that represents you) to the Roster. Complete the Roster form to describe yourself.</p> <p>Posting 2: Discussion Board: After listening to the audio files (Voice Board), go to the Discussion Board and say hello to each participant. This allows you to match voices and photos and get to know one another.</p>

**Teams will be created prior to Class 2-Teams will change during the semester.**

Class Two-January 30-Issues of Poverty		
<p>Readings to Complete for Class Discussion</p> <p>Shipler, D. K. (2004/2005). <i>The working poor: Invisible in America</i>. New York: Vintage Books.</p>	<p>Questions to Consider</p> <p>What barriers confront the working poor? How might these barriers impact the education of children in poverty and family's involvement in the educational</p>	<p>Assignments</p> <p>Posting 1-Generate at least three substantive reactions based upon the reading.</p> <p>Posting 2-Respond to postings of</p>

 <p>Please read through p. 141</p>	<p>system?</p> <p>As a middle-class educational leader what surprised you as you read Shipler's book? What are the implications of this work for administrators and teachers?</p>	<p>team members.</p> <p>Posting 3 – Post at least one key point.</p> <p>Using the voice board, one team member will report the team's key points.</p> <p>The member who is posting is responsible for posting only, not writing the key points. Please see Class Participation section of this syllabus.</p> <p>* A different person should do the voice posting each week.</p> <p>naming convention: Team_1_keypoints, Team_2_keypoints, etc.</p> <p>Listen to the voice postings of other teams.</p> <p>Posting 4 - Respond to the voice postings in the large text discussion board.</p>
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Class Three-February 6-Issues of Poverty		
<p>Readings to Complete for Class Discussion</p> <p>Shipler, D. K. (2004/2005). <i>The working poor: Invisible in America</i>. New York: Vintage Books.</p>  <p>Please read through p. 309</p>	<p>Questions to Consider</p> <p>What have I learned about the working poor from Shipler?</p> <p>How can I apply this learning to my role as school leader?</p>	<p>Assignments</p> <p>Posting 1-Generate at least two substantive reactions based upon the reading.</p> <p>Posting 2-Respond to postings of team members.</p> <p>Posting 3 – Post at least one key point.</p> <p>Using the voice board, one team member will report the team's key points. The member posting to the voice board is responsible for posting only, not writing the key points. Please see Class Participation section of this</p>

		<p>syllabus.</p> <p>* A different person should do the voice posting each week.</p> <p>naming convention: Team_1_keypoints, Team_2_keypoints, etc.</p> <p>Listen to the voice postings of other teams.</p> <p>Posting 4 - Respond to the voice postings in the large text discussion board.</p>
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Class Four-February 13-Exploring and Discussing Topics of Interest		
<p>Readings to Complete</p> <p>Two articles related to your topic of interest that will help you to make final decisions about your research topic, and that you will include in the 3/9 memo.</p>	<p>Questions to Consider</p> <p>How do the articles I have chosen inform my understanding of my topic of interest? What do I know and what do I need to learn?</p>	<p>Assignments</p> <p>Research topic memo is due on 2/16. There is no group discussion this week.</p>

Class Five-February 20-White Identity		
<p>Readings to Complete for Class Discussion</p> <p>Howard, G. (2006). <i>We can't teach what we don't know: White teachers, multiracial schools</i>. New York: Teachers College Press.</p> <p>Please read Howard's book.</p>	<p>Questions to Consider</p> <p>How do members of the dominant White culture make sense of their race and their privilege?</p> <p>What is White cultural identity?</p> <p>How do those from the dominant culture benefit from the status quo?</p> <p>How do our lenses color our views of the world, the classroom, and educational opportunities?</p> <p>How do White teachers and leaders prepare themselves to</p>	<p>Assignments</p> <p>Posting 1- No fewer than 2 substantive postings within team regarding Howard</p> <p>Posting 2-Respond to postings of team members.</p> <p>Posting 3 – Post at least one key point.</p> <p>Using the voice board, one team member will report the team's key points. The member posting to the voice board is responsible for posting only, not writing the key points. Please see Class Participation section of this syllabus.</p>

	<p>work for and with students and families who are racially, ethnically, and culturally different? What is the role of White teachers and administrators in the education of racially, ethnically, and culturally different students-How do teachers and administrators advocate for students and involve families? What do administrators/teachers need to understand? How do they begin this journey?</p>	<p>* A different person should do the voice posting each week.</p> <p>naming convention: Team_1_keypoints, Team_2_keypoints, etc.</p> <p>Listen to the voice postings of other teams.</p> <p>* A different person should post each week.</p> <p>naming convention: Team_1_keypoints, Team_2_keypoints, etc.</p> <p>Listen to the voice postings of other teams.</p> <p>Posting 4 - Respond to the voice postings in the large text discussion board. The member who is posting is responsible for the voice posting only, not writing the key points.</p>
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**Teams Change this week! Research groups are formed.**

<b>Class Six – February 27-Issues of Race</b>		
<p>Readings to Complete for Class</p> <p>Tatum, B. (2003). <i>Why are all the Black kids sitting together in the cafeteria: And other conversations about race</i>. New York: Basic Books.</p> <p>Please read through p. 128</p>	<p>Questions to Consider</p> <p>What are the essential lessons for White, mainstream educators (administrators and teachers) who work with students who are from non-White, non-mainstream backgrounds?</p>	<p>Assignments</p> <p>Posting 1-No fewer than 2 substantive postings within team about Tatum’s book.</p> <p>Posting 2-Respond to postings of team members.</p> <p>Posting 3 – Post at least one key point.</p> <p>Using the voice board, one team member will report the team's key points.</p> <p>The member who is posting is responsible for the voice posting only, not writing the key points.</p>

		<p>* A different person should post each week.</p> <p>naming convention: Team_1_keypoints, Team_2_keypoints, etc.</p> <p>Listen to the voice postings of other teams.</p> <p>Posting 4 - Respond to the voice postings in the large text discussion board.</p>
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Class Seven March 5-Issues of Race		
<p>Readings to Complete for Class</p> <p>Tatum, B. (2003). <i>Why are all the Black kids sitting together in the cafeteria: And other conversations about race</i>. New York: Basic Books.</p> <p>Please read pp. 129-242</p>	<p>Questions to Consider</p> <p>What are the essential lessons for White, mainstream educators (administrators and teachers) who work with students who are from non-White, non-mainstream backgrounds?</p>	<p>Assignments</p> <p>Posting 1-No fewer than 2 substantive postings within team about Tatum's book.</p> <p>Posting 2-Respond to postings of team members.</p> <p>Posting 3 – Post at least one key point.</p> <p>Using the voice board, one team member will report the team's key points.</p> <p>The member who is posting is responsible for the voice posting only, not writing the key points.</p> <p>* A different person should post each week.</p> <p>naming convention: Team_1_keypoints, Team_2_keypoints, etc.</p> <p>Listen to the voice postings of other teams.</p> <p>Posting 4 - Respond to the voice postings in the large text discussion board.</p>

**March 10 – 17 Spring Break – No class module will be released.**

Class Eight- March 19 -Issues of Culture and Language		
<p>Readings to Complete for Class</p> <p>Taylor, L. S. &amp; Whittaker, C. R. (2009). <i>Bridging multiple worlds: Case studies of diverse educational communities</i> (2<sup>nd</sup> ed.). Boston: Pearson Education Group.</p> <p>Chapter 7: Culture and Language Case Studies in Diversity pp. 118-145.</p> <p>Watch <i>The Classroom Mosaic: Culture and Learning</i>*</p>	<p>Questions to Consider</p> <p>Questions pp. 137 and 143 How is power played out in education? In classrooms?</p> <p>How do educational leaders and teachers include the cultures of all students within the school (including the culture of the school)?</p> <p>How do we as educational leaders work towards a balance of power?</p> <p>What does Moll mean by, <i>funds of knowledge</i>? How is this concept important?</p> <p>How are multiple perspectives represented in the cases? Why is it important to consider the perspective of each stakeholder?</p>	<p>Assignments</p> <p>Posting 1- At least 2 substantive and well-developed points <b>based on the multiple perspectives of cases</b> and the <i>Classroom Mosaic Culture and Learning</i> video.</p> <p>Posting 2-Respond to postings of team members.</p> <p>Posting 3 – Post at least one key point.</p> <p>Using the voice board, one team member will report the team's key points</p> <p>Using the voice board, one team member will report the team's key points. The member posting to the voice board is responsible for posting only, not writing the key points. Please see Class Participation section of this syllabus.</p> <p>* A different person should do the voice posting each week.</p> <p>naming convention: Team_1_keypoints, Team_2_keypoints, etc.</p> <p>Listen to the voice postings of other teams.</p> <p>Posting 4 - Respond to the voice postings in the large discussion board</p>

\* <http://www.learner.org/resources/series172.html> You will need to log in and establish an account. There is no charge for this.

### Teams Change this Week!

Class Nine –March 26- Topics of Interest Reading		
Readings to Complete	Questions to Consider	Assignments
Two articles related to your topic		

of interest that you will include in the March 29 memo	How do the articles I have chosen inform my understanding of my topic of interest? What do I know and what do I need to learn?	There is no group discussion this week.
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**Class Ten-April 2- Issues of Exceptionality**

Readings to Complete for Class	Questions to Consider	Assignments
<p>Taylor, L. S. &amp; Whittaker, C. R. (2009). <i>Bridging multiple worlds: Case studies of diverse educational communities</i> (2<sup>nd</sup> ed.). Boston: Pearson Education Group.</p> <p>Chapter 9: Exceptionality, pp. 169-193.</p> <p>Please read the information available on Assessment and Accommodation (<a href="http://research.nichcy.org/">http://research.nichcy.org/</a>).</p>	<p>How do schools meet the needs of special education students? What are the multiple perspectives around issues of mainstreaming?</p> <p>How do issues of poverty compound problems experienced by children with special needs?</p> <p>How schools provide high quality education for all children? What reforms are necessary?</p>	<p>Posting 1- At least two substantive points based upon the multiple perspectives of cases and readings from NICHCY</p> <p>Within your teams, choose one of the cases from Taylor and Whittaker, frame the problem, and suggest alternative solutions.</p> <p>Posting 2- At least two substantive points based on the questions in Taylor and Whittaker, the multiple perspectives within the cases and the NICHCY reading</p> <p>Posting 3-Respond to postings of team members.</p> <p>Posting 4 – Post at least one key point.</p> <p>Using the voice board, one team member will report the team's key points. The member posting to the voice board is responsible for posting only, not writing the key points. Please see Class Participation section of this syllabus.</p> <p>* A different person should do the voice posting each week.</p> <p>naming convention: Team_1_keypoints, Team_2_keypoints, etc.</p> <p>Listen to the voice postings of other teams.</p>

		Posting 5 - Respond to the voice postings in the large discussion board.
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Class Eleven – April 9- Issues of Gender		
<p>Readings to complete for class</p> <p>Taylor, L. S. &amp; Whittaker, C. R. (2009). <i>Bridging multiple worlds: Case studies of diverse educational communities</i> (2<sup>nd</sup> ed.). Boston: Pearson Education Group.</p> <p>Chapter 10: Gender pp. 194-245. The Cases of Cassie Brown and Justin Healy</p>	<p>Questions to Consider</p> <p>Gender: Discussion Questions pp. 215 and 219-220.</p> <p>How does gender impact opportunities for educational, professional, and economic success? How might educational leaders create settings that open doors for female students? How does this require us to rethink curriculum and classroom practice?</p> <p>(Please discuss using the framework on p. 71-focus on reframing)</p>	<p>Assignments</p> <p>Posting 1- At least two substantive points based on the readings in general and about the case that your team has been assigned.</p> <p>Posting 2- Respond to the postings of team members.</p> <p>Posting 3 – Post at least one key point.</p> <p>Using the voice board, one team member will report the team's key points</p> <p>The member posting to the voice board is responsible for posting only, not writing the key points. Please see Class Participation section of this syllabus.</p> <p>* A different person should do the voice posting each week.</p> <p>naming convention: Team_1_keypoints, Team_2_keypoints, etc.</p> <p>Listen to the voice postings of other teams.</p> <p>Posting 4 - Respond to the voice postings in the large discussion board.</p>

Class Twelve-April 16- Issues of Sexual Orientation		
<p>Readings to complete for class</p> <p>Taylor, L. S. &amp; Whittaker, C. R. (2009). <i>Bridging multiple worlds: Case studies of diverse</i></p>	<p>Questions to Consider</p> <p>What are the special concerns of GLBT students and children of GLBT families? What support</p>	<p>Assignments</p> <p>Posting 1- At least two substantive points based on the readings in general and about</p>

<p><i>educational communities</i> (2<sup>nd</sup> ed.). Boston: Pearson Education Group.</p> <p>Chapter 11: Sexual Orientation pp. 223-246. The Cases of Renee Fischer and Sam Meyers</p>	<p>systems need to be in place for these students?</p> <p>What programs need to be in place to insure that mainstream students develop an awareness, understanding, and acceptance of GLBT students, families, and teachers?</p> <p>As a team, please choose either the case of Renee Fischer or the case of Sam Meyers to discuss (Please discuss using the framework on p. 71-focus on reframing).</p>	<p>the case that your team has been assigned.</p> <p>Posting 2- Respond to the postings of team members. .</p> <p>Posting 3 – Post at least one key point.</p> <p>Using the voice board, one team member will report the team's key points. The member posting to the voice board is responsible for posting only, not writing the key points. Please see Class Participation section of this syllabus.</p> <p>* A different person should do the voice posting each week.</p> <p>naming convention: Team_1_keypoints, Team_2_keypoints, etc.</p> <p>Listen to the voice postings of other teams.</p> <p>Posting 4 - Respond to the voice postings in the large discussion board.</p>
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Class Thirteen April 23-Issues of Religion		
<p>Readings to Complete for Class</p> <p>Taylor, L. S. &amp; Whittaker, C. R. (2009). <i>Bridging multiple worlds: Case studies of diverse educational communities</i> (2<sup>nd</sup> ed.). Boston: Pearson Education Group.</p> <p>Chapter 12 Religion, pp. 247-272.</p> <p>Braided Streams video*</p>	<p>Questions to Consider</p> <p>Taylor and Whittaker, pp. 257 and 269-270.</p> <p>Religion in schools-What are the implications for students who may be from religions that are different from the mainstream culture?</p> <p>How as educational leaders can we work towards providing educational opportunity for all students and increasing mainstream students'</p>	<p>Assignments</p> <p>Posting 1- At least two substantive points based on the readings in general and about the case that your team has chosen to analyze.</p> <p>Posting 2- Respond to the postings of team members. .</p> <p>Posting 3 – Post at least one key point.</p> <p>Using the voice board, one team member will report the team's</p>

	<p>understanding and appreciation for differences?</p>	<p>key points to the large group no later than 9:00 PM on Tuesday. The member posting to the voice board is responsible for posting only, not writing the key points. Please see Class Participation section of this syllabus.</p> <p>* A different person should do the voice posting each week.</p> <p>naming convention: Team_1_keypoints, Team_2_keypoints, etc.</p> <p>Listen to the voice postings of other teams.</p> <p>Posting 4 - Respond to the voice postings in the large discussion board by Wednesday 9:00 PM.</p>
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\* <http://gse.uml.edu/colombo/streams.html>

Class Fourteen- April 30		
<p>This week you will work as a team to complete your case study</p>	<p>Use the scaffold from Taylor and Whittaker, p. 71 and handouts/rubric from class.</p>	<p>Complete Case Study and Action Plan due 5/5.</p>