Sample Diversity Assignment for Advanced Programs  
EDF 5510 Social Foundations for Educational Practice  
Selected Assignments

The actual diversity assignments vary by program however all but the School Psychology and Communication Disorders and Sciences candidates take EDF 5510 so these assignments are being used as examples.

Action Research Assignment: Race/Ethnicity

The papers should be five to seven pages in body (not including title and reference pages) and integrate course concepts with discussions of the student’s project.

All papers must be typed or composed on a computer, employ standard margins and should be double spaced. Each paper should contain a cover sheet with the student's name, class, and title of the paper. The paper should follow the APA manual of style for quotations and references.

Two criteria will be used to allocate points:
1. the degree to which course content is used to support the thesis, argument, or reaction expressed in the paper and
2. the level of literacy reflected in the work (that is, style and syntax count).

Your paper should include an introduction, analysis, conclusion and the following:

- Describe the nature of the project and tell the reader why you chose to do it.  
  What is the issue that you are trying to resolve? What is the purpose of doing this particular activity? What do you hope to prove?
- Describe the actual project. Tell the reader who was involved, when and where it was done, and describe the various components of the activity. If this is a book, film or television series to don’t re-tell the story, tell the reader what it is about the story that illustrates your point(s).
- Discuss how and what you have learned, read, or discovered in scholarly literature supports what you found in your activity and then describe what you are doing to remedy the problem. Use at least two different scholarly references in addition to the course text.
- Discuss as an administrator or teacher-leader how this project or what you have learned can have an impact in your school and/or classroom.

Some ideas for activities:

A. View a movie that addresses the issue of race. Some possibilities would include: Crash; Hotel Rwanda; American history X; Rosewood; Schindler’s List; A Dry White Season; Boys in the Hood; Malcom X; Like Water for Chocolate; The Wedding Banquet; Smoke Signals; Beloved; Long Walk Home; Traffic. Discuss the ways in which issues of race are portrayed. Are we given stereotypes of the characters? Does it cause us to reflect and analyze racial relationships on a more than a superficial level? Students have watched some if not all of these movies. How would these movies impact stereotypes perceptions for these students. How would you assist in discussing breaking down of stereotypes for students?

B. Observe two groups of adolescents in a mall. One should be a group of color and the other a group of white children. Watch the ways the mall personnel, clerks, police and security officers, treat these young adults. Record your observations, and compare and contrast
them. Does this reflect what could happen in schools? How do you as an administrator or teacher-leader impact and change some of the perceptions and ways individuals may be treated?

C. Analyze the news on one of the national television stations for at least a week.
   a. Observe who the reporters are (what are their ethnicity and what hue are they?)
   b. what are they reporting on, i.e. sports, hard news, special interest
   c. How many individuals of color are being portrayed in the stories? How are they being portrayed?
   d. Who are on the commercials during the news? Are there stereotypes present?
   e. How does this information translate to messages being sent to audiences?
   f. How does it relate to students and perceptions of individuals? (not only news stories but reporters)
   g. How can this impact the educational system?

D. Other projects can be individually negotiated, but, must have instructor approval before initiated.

Action Research Assignment: Gender

The papers should be five to seven pages in body (not including title and reference pages) and integrate course concepts with discussions of the student’s project.

All papers must be typed or composed on a computer, employ standard margins and should be double spaced. Each paper should contain a cover sheet with the student’s name, class, and title of the paper. The paper should follow the APA manual of style for quotations and references.

Two criteria will be used to allocate points:

3. the degree to which course content is used to support the thesis, argument, or reaction expressed in the paper and
4. the level of literacy reflected in the work (that is, style and syntax count).

Your paper should include an introduction, analysis, conclusion and the following:

- Describe the nature of the project and tell the reader why you chose to do it. What is the issue that you are trying to resolve? What is the purpose of doing this particular activity? What do you hope to prove?
- Describe the actual project. Tell the reader who was involved, when and where it was done, and describe the various components of the activity. If this is a book, film or television series to don’t re-tell the story, tell the reader what it is about the story that illustrates your point(s).
- Discuss how and what you have learned, read, or discovered in scholarly literature supports what you found in your activity and then describe what you are doing to remedy the problem. Use at least two different scholarly references in addition to the course text.
- Discuss as an administrator or teacher-leader how this project or what you have learned can have an impact in your school and/or classroom.

Some ideas for activities:
A. Watch at least three women’s athletic and men’s athletic events (in person or on TV). What are the differences in the ways in which the events are reported?
   a. Listen carefully to the language surrounding each event (especially if it’s on TV) and to the support given to each event. For example, is the cheerleading squad the varsity or the junior squad?
   b. Who are the referees, scorekeepers, coaches at each event, what is their gender?
   c. If on television, what kinds of commercials are played during the event? Is there a difference?
   d. What is the difference in the salaries of the athletes? Is there a significant difference in the salary of the players, coaches?
   e. What stereotypes are being promoted?
   f. What are those watching these events being nonverbally being told? (or in some cases verbally being told about the differentiation between genders i.e. female race car drivers)

B. Watch a feature film about gays and lesbians such as The Wedding Banquet; In and Out; The Birdcage and contrast this with the ways in which gays or lesbians are portrayed in more conventional film such as Basic Instinct. Then view the film The Celluloid Closet and use it as a template to analyze any of the above films.
   a. What themes emerge?
   b. In what ways are the characters acting out society’s homophobia?
   c. What stereotypes are being portrayed?
   d. How do those stereotypes show up in your school?
   e. What are you (you school) doing to combat the stereotypes?

C. Collect news stories (over a period of several weeks) about violence and gay bashing that occur in American society. Discuss themes that occur. Deconstruct the coverage.
   a. How are the stories presented?
   b. Does the paper ever cover the lives and contributions of gay and lesbian people in any other context?
   c. What rationalizations are used to oppress such groups?
   d. Does your local community or school district have advocacy groups or support groups i.e. FLAG-Parents and Friends of Gay and Lesbians, or the gay and lesbian Student Union? Why or why not?

D. Other projects can be individually negotiated, but, must have instructor approval before initiated.
Advanced Program Assessment Rubrics  
Selected Diversity Components

Unit Graduate Assessment General Information

The Unit Assessment Committee has developed the following guidelines by which Unit Assessment data can be completed on our graduate programs. These guidelines apply to all programs offering graduate degree programs that are designed for (or have an option designed for) advanced teacher, administrator, or school service personnel certification or for the continuing professional development of in-service teachers, administrators or school service personnel.

1) All advanced educator preparation programs must assess their candidates at three points using the corresponding rubrics:
   a. Entry (First Semester) ………… Advanced Candidate Assessment #1
   b. Midpoint  ……………………… Advanced Candidate Assessment #2
   c. Completion  …………………… Advanced Candidate Assessment #3

2) The basis for these assessments can be a project, coursework, interview, faculty review of performance, advisor review of performance, or combination.

Advanced Candidate Assessment #1 Entry

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<th>Developing</th>
<th>Proficient</th>
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<td>A respect for all clientele by fostering a supportive and encouraging atmosphere in their workplace</td>
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<td>a respect for individual differences through the use of rich and varied approaches</td>
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Advanced Candidate Assessment #2 Midpoint

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