

*Subject Area Committee Name:* Paraeducator

*Focal Outcome Being Assessed:* Competence in Serving Diverse Populations

*Contact Person:* Tanya Mead

<i>Name</i>	<i>e-mail</i>
Tanya Mead	tmead@pcc.edu

This form is for the initial assessment of a focal outcome.

- Refer to the help document for guidance in filling out this report. If this document does not address your question/concern, contact [Nora Stevens](#) to arrange for coaching assistance.
- Please attach all rubrics/assignments/etc. to your report submissions.
- **Subject Line of Email:** Assessment Report Form (or ARF) for <your SAC name> (Example: ARF for NRS)
- **File name:** SACInitials\_ARF\_2018 (Example: NRS\_ARF\_2018)
- SACs are encouraged to share this report with their LAC coach for feedback before submitting.
- Make all submissions to [learningassessment@pcc.edu](mailto:learningassessment@pcc.edu).

**Due Dates:**

- **Planning Sections of LAC Assessment or Reassessment Reports: November 27<sup>th</sup>, 2017**
- **Completed LAC Assessment or Reassessment Reports: June 16<sup>th</sup>, 2018**

*Please Verify This Before Beginning this Report:*

*X This project is not the second stage of the assess/reassess process (if this is a follow-up, re-assessment project, use the LAC Re-assessment Report Form CTE. Available [here](#)).*

## 1. Outcome Chosen for Focal Analysis

### 1A. How does your field interpret the outcome you are assessing?

Does the Education student articulate typical cultural, social, cognitive, and emotional challenges faced by K-12 students, and can they identify appropriate professional responses to most situations in which students' cultural, emotional needs impact school success?

### 1B. If the assessment project relates to any of the following, check all that apply:

Degree/Certificate Outcome – if yes, include here: Competence in Serving Diverse Populations  
 PCC Core Outcome – if yes, which one: Cultural Awareness

Course Outcome – if yes, which one:

Exploratory Outcome – if yes, briefly describe:

**2. Project Description:** *The paraeducator program uses a comprehensive portfolio for degree completers which assesses typically a small number of students. This year the SAC assessed a single outcome using an assignment from one of the courses: ED 112: Children's Literature. The assignment is regarding multicultural literature and was used to assess cultural competency. This course is typically taken as an elective by most of the degree and certificate completers, as well as used as a prerequisite by many PCC students preparing to become teachers in graduate and undergraduate programs.*

### 2A. Assessment Context

**Check all the applicable items:**

#### Course-based assessment.

Course names and number(s): ED 112: Children's Literature

Type of assessment (e.g., essay, exam, speech, project, etc.): journal entry

Are there course outcomes that align with this aspect of the outcome being investigated?  Yes  No

If yes, include the course outcome(s) from the relevant CCOG(s):

**Common/embedded assignment in all relevant course sections.** An embedded assignment is one that is an element in the course as usually taught. Please attach the activity in an appendix. If the activity cannot be shared, indicate the type of assignment (e.g., essay, exam, speech, project, etc.):

**Common – but not embedded - assignment used in all relevant course sections.** Please attach the activity in an appendix. If the activity cannot be shared, indicate the type of assignment (e.g., essay, exam, speech, project, etc.):

**Practicum/Clinical work.** Please attach the activity/checklist/etc. in an appendix. If this cannot be shared, indicate the type of assignment (e.g., supervisor checklist, interview, essay, exam, speech, project, etc.):

**External certification exam.** Please attach sample questions for the relevant portions of the exam in an appendix (that publically revealing this information will not compromise test security). Also, briefly describe how the results are broken down in a way that leads to nuanced information about the aspect of the core outcome that is being investigated:

**SAC-created, non-course assessment.** Please attach the assessment in an appendix. If the assessment is not a course assessment, indicate the type of assignment (e.g., essay, exam, speech, project, etc.):

**Portfolio.** Please attach sample instructions/activities/etc. for the relevant portions of the portfolio submission in an appendix. Describe how the results of this assessment are broken down in a way that leads to nuanced information about the core outcome that is being investigated:

**TSA.** Please attach the relevant portions of the assessment in an appendix. If the assessment cannot be shared, please attach a description of assignment (e.g., essay, exam, speech, project, etc.):

**Survey**

**Interview**

**Other.** Please attach the activity/assessment in an appendix. If the activity cannot be shared, please briefly describe:

In the event publicly sharing your assessment documents will compromise future assessments or uses of the assessment, please do not attach the actual assignment/document. Instead, please give as much detail about the activity as possible in an appendix.

*2B. How will you score/measure/quantify student performance?*

**Rubric** (used when student performance is on a continuum - if available, attach as an appendix – if in development, attach to the completed report that is submitted in June)

**Checklist** (used when presence/absence rather than quality is being evaluated - if available, attach as an appendix – if in development, attach to the completed report that is submitted in June)

**Trend Analysis** (often used to understand the ways in which students are, and are not, meeting expectations - if available, attach as an appendix – if in development, complement rubrics and checklist)

**Objective Scoring** (e.g., Scantron-scored examinations)

**Other** – briefly describe:

*2C. Type of assessment (select one per column)*

**Quantitative**

**Qualitative**

**Direct Assessment**

**Indirect Assessment**

If you selected 'Indirect Assessment', please share your rationale:

Qualitative Measures: projects that analyze in-depth, non-numerical data via observer impression rather than via quantitative measures. Qualitative measures are used in exploratory, pilot projects rather than in true assessments of student attainment. Note that a rubric is considered quantitative analysis, even if the artifacts under consideration are not based on quantitative calculation (e.g., a rubric counts as quantitative in the context of assessment).

Indirect assessments (e.g., surveys, focus groups, etc.) do not use measures of direct student work output. These types of assessments are not able to truly document student attainment.

*2D. Check any of the following that were used by your SAC to create or select the assessment/instruments used in this project:*

Committee or subcommittee of the SAC collaborated in its creation

- Standardized assessment
- Collaboration with external stakeholders (e.g., advisory board, transfer institution/program)
- Theoretical Model (e.g., Bloom's Taxonomy)
- Aligned the assessment with standards from a professional body (for example, The American Psychological Association Undergraduate Guidelines, etc.)
- Aligned the benchmark with the Associate's Degree level expectations of the Degree Qualifications Profile
- Aligned the benchmark to within-discipline post-requisite course(s)
- Aligned the benchmark to out-of-discipline post-requisite course(s)
- Other (briefly explain: \_\_\_\_\_)

2E. In which quarter will student artifacts (samples of student work) be collected? If student artifacts are collected in more than one term, check all that apply.

**Fall**     **Winter**     **Spring**     **Other** (e.g., if work is collected between terms)

2F. What student group do you want to generalize the results of your assessment to? For example, if you are assessing performance in a course, the student group you want to generalize to is 'all students taking Children's Literature (ED 112)'

All students taking Children's Literature (ED 112)

2G. There is no single, recommended assessment strategy. Each SAC is tasked with choosing methods for their purposes. Which best describes the purpose of this project?

- To measure established outcomes and/or drive programmatic change**
- To participate in the Multi-State Collaborative for Learning Outcomes Assessment**
- Preliminary/Exploratory investigation**

If you selected 'Preliminary/Exploratory' (most often a 'pilot study'), briefly describe why you opted to do a pilot study and your rationale for selecting your sampling method:

2H. Which will you measure?

**the population** (all relevant students – e.g., all students enrolled in all currently-offered sections of the course)

**a sample** (a subset of students)

If you are using a sample, select all of the following that describe your sample/sampling strategy (refer to the Handbook for assistance):

- Random Sample** (student work selected completely randomly from all relevant students)
- Systematic Sample** (student work selected through an arbitrary pattern, e.g., 'start at student 7 on the roster and select every 5<sup>th</sup> student following'; repeating this in all relevant course sections)
- Stratified Sample** (more complex, consult with an LAC coach if you need assistance)
- Cluster Sample** (students are selected randomly from meaningful, naturally-occurring groupings (e.g., SEI students, scores, etc.))
- Voluntary Response Sample** (students submit their work/responses through voluntary submission – e.g., a survey)
- Opportunity/Convenience Sample** (only a few instructors are participating in a project taught via multiple sections; those instructors' students are included)

The last three options in bolded red have a high risk of introducing bias. If your SAC is using one or more of these strategies, please share your rationale:

2I. Briefly describe the procedure you will use to select your sample (including a description of the method used to ensure student and instructor anonymity.)

Instructors removed names to ensure anonymity for both instructors and students before the assessment occurred. Assessment teams completed as many as time would allow. This resulted in a random sample in which there were no assessors to have any knowledge of instructor or student particulars.

2J. Follow this link to determine how many artifacts (samples of student work) you should include in your assessment: <http://www.raosoft.com/samplesize.html> (see screen shot below).

Start with the number of students you estimate will be enrolled in the course(s) from which you will draw your sample – that is your “population.” Enter the other numbers as indicated in the screenshot. The calculator will tell you how many artifacts you need to collect. Enter that number below:

40

**Raosoft** Sample size calculator

What margin of error can you accept?  
5% is a common choice

What confidence level do you need?  
Typical choices are 90%, 95%, or 99%

What is the population size?  
If you don't know, use 20000

What is the response distribution?  
Leave this as 50%

Your recommended sample size is

10% 90% 105 50% 42

The margin of error is the amount of error that you can tolerate. If 90% of respondents answer yes, while 10% answer no, you may have a margin of error of 10%. Lower margin of error requires a larger sample size. **Use 10% and 90% in these boxes.**

The confidence level is the amount of uncertainty you can tolerate. Suppose that you have 20 yes-no questions in your survey. You expect that for one of the questions (1 in 20), the percentage of people who answer yes would be more than the margin of error and you would have to answer is the percentage you would get if you exhaustively interviewed everyone. Higher confidence level requires a larger sample size. **Enter the total number of students enrolled in all sections of the course(s) you are assessing here.**

For each question, what do you expect the results will be? If the sample is skewed highly one way or the other, the population proportion will be more than 50%, which gives the largest sample size. See below under **More information** if this is confusing. **Measure this margin of error**

This is the minimum recommended size of your survey. If you create a sample of this many people and get responses from everyone, you will have more information than you would from a large sample where only a small percentage of the sample responds to your survey.

### 3. Project Mechanics

3A. Does your project utilize a rubric for scoring?  Yes  No

If 'No', proceed to section B. If 'Yes', complete the following:

Which method of ensuring consistent scoring (inter-rater reliability) will your SAC use for this project?

**X Agreement** – the percentage of raters giving each artifact the same/similar score in a norming session; ideally 80% agreement or greater.

If you are using agreement, describe your plan for conducting the “norming” or “calibrating” session:

**X Consensus** - all raters score all artifacts and reach agreement on each score

**Consistency\*** – raters’ scores are correlated: this captures relative standing of the performance ratings - b agreement. Briefly describe your plan:

**Notes:** the agreement method is the most frequently used for assessment, but the **calculation of inter-rater reliability among the more challenging issues** within assessment as a whole. If your SAC is unfamiliar with norming procedures, contact your assessment coach, or if you don’t know who your coach is, contact LAC Vice Chair [Chris Brooks](#) to arrange for your SAC’s norming session.

The consistency method is not generally recommended; see the help guide for details.

*3B. Have performance benchmarks been specified?*

The fundamental measure in educational assessment is the number of students who complete the work at the expected level. We are calling this SAC-determined performance expectation the ‘benchmark.’

**Yes**  
 **No**

If yes, briefly describe your performance benchmarks, being as specific as possible (if needed, attach as an appendix).  
Initially, we used the Paraeducator program outcomes but they lacked enough specificity and eventually we discovered that the program aligns with the PCC rubric for cultural awareness/literacy/competence

If no, what is the purpose of this assessment? (For example, this assessment will provide information that will be used to set benchmarks in the future; or, this assessment will lead to areas for more detailed study; etc.)

*3C. The purpose of this assessment is to have SAC-wide evaluation of student work, not to evaluate a particular student. Before evaluation, remove student-identifying information (and, when possible remove instructor-identifying information). Please share your process for ensuring that all identifying information has been removed.*

Students and faculty names were removed before assessment.

*3D. Will you be coding your data/artifacts in order to compare student sub-groups?*  **Yes**  **No**

If yes, select one of the boxes below:

**student’s total earned hours**     **previous coursework completed**     **ethnicity**

Briefly describe your coding plan and rationale (and if you selected ‘other’, identify the sub-groups you will be comparing)

*3E. Ideally, student work is **evaluated** by both full-time and adjunct faculty, even if students being assessed are only taught by only full-time and/or adjunct faculty. Further, more than one rater is needed to ensure reliability. If you feel only one rater is feasible for your SAC, please explain why:*

Who will be assessing student work for this project? Check all that apply.

- PCC Adjunct Faculty within the program/discipline
- PCC FT Faculty within the program/discipline
- PCC Faculty outside the program/discipline
- Program Advisory Board Members
- Non-PCC Faculty
- External Supervisors
- Other: Education AP staff

***End of Planning Section – Complete the remainder of this report after your assessment project is complete.***



**Beginning of End-of-Year Reporting Section – complete the following sections after your assessment project is complete.**

4. Changes to the Assessment Plan

Have there been changes to your project since you submitted the planning section of this report?  Yes  No

If so, summarize those changes below:

5. Narrative

*Broadly, what did your SAC learn from the assessment of the focal outcome under consideration this year?*

*For paraeducators and teacher transfer students, we offer specific coursework which focus on cultural responsiveness for educators. Students can take classes in multicultural education, as well as specific classes focusing on English Language Learners (ELLs) and students with special needs (SPED). However, we felt it is important for all of our coursework to reflect culturally appropriate practices and so for this reason we chose a course (ED 112) offered every term which teaches educators about children’s literature. Clearly, it is vital that educators choose and present literature to children in a way that honors all kinds of students. The SAC chose a program outcome: Competence in serving diverse populations and assessed thirty-seven randomly-selected student journal entries regarding multicultural and international literature (see assignment in appendix) in groups of three to ensure inter-rater reliability. The group also assessed several as a full SAC to establish inter-rater reliability.*

*The SAC learned that there is much room for improvement in terms of the assignment and the relevant lecture regarding cultural competence, awareness and responsiveness. Our program rubric needed more specificity regarding culture and we used the PCC rubric for cultural awareness/literacy and competence( see appendix). Ninety-two percent of our students responded in the emerging (stage 1) and developing (stage 2) stages which demonstrate superficial (stage 1) and partial (stage 2) understanding of cultural aspects. The SAC agreed the lecture and assignment need significant overhaul. The assignment needs to specifically ask students to address cultural stereotyping and messaging. Critical Thinking about bias and cultural messaging must be addressed. Also, the international/multicultural focus needs to also include students with special needs, as they are a major population in K-12 schools and part of our program focus. This assessment easily could be repeated in other ED courses in the future. The faculty will also rewrite the CCOG to update and improve this aspect.*

6. Results of the Analysis of Assessment Project Data

6A. Quantitative Summary of Sample/Population

How many students were enrolled in all sections of the course(s) you assessed this year? **40**



If you did not assess in a course, report the number of students that are in the group you intend to generalize your results to.

How many students did you actually assess in this project? **37**

Did you use a recommended sample size (see the Sample Size Calculator linked to in section 2J)?  **Yes**  **No**

If you did not use a recommended sample size in your assessment, briefly explain why:

6B. Did your project utilize a rubric for scoring?  **Yes**  **No**

If 'No', proceed to section C. If 'Yes', complete the following:

How was inter-rater reliability assured? (Contact your LAC Coach if you would like help calculating this.)

**Agreement** – the percentage of raters giving each artifact the same/similar score in a norming session

**Consensus** - all raters score all artifacts and reach agreement on each score

**Consistency** – raters' scores are correlated: this captures relative standing of the performance ratings - but not precise agreement

**Inter-rater reliability was not assured.**

If you utilized agreement or consistency measures of inter-rater reliability, report the level here:

### 6C. Brief Summary of Your Results

The SAC assessed 37 randomly-selected student journal entries regarding multicultural and international literature (see assignment in appendix) in groups of three to ensure inter-rater reliability. The group also assessed several as a full SAC to establish inter-rater reliability. The SAC learned that there is much room for improvement in terms of the assignment and the relevant lecture regarding cultural competence, awareness and responsiveness. Our program rubric needed more specificity regarding culture and we used a rubric which aligns with the PCC rubric for cultural awareness/literacy and competence( see appendix). Ninety-two percent of our students responded in the emerging (stage 1) and developing (stage 2) stages which demonstrate superficial (stage 1) and partial (stage 2) understanding of cultural aspects. Even though stage two meets benchmark, there is a lot of room for improvement.

1. If you used frequencies of benchmark achievement, report those here. For example, "46 students attained or exceeded the benchmark level in written communication and 15 did not." If necessary, provide detailed results in an appendix.

19 students out of 37 students met the program benchmark which is level 2, while 18 out of 37 did not meet the benchmark.

2. *If you used percentages of the total to identify the degree of benchmark attainment in this project, report those here. For example, "75% of 61 students attained or exceeded the benchmark level."*

8% exceeded benchmark, 43 % attained benchmark, while 48 % did not attain benchmark.

6D. *Attach a more detailed description or analysis of your results (e.g., rubric scores, trend analyses, etc.) as an appendix to this document.*

Appendix attached?  Yes  No

6E. *Do the results of this project suggest that academic changes might be beneficial to your students (changes in curriculum, content, materials, instruction, pedagogy etc.)?*  Yes  No

*If you answered 'Yes,' briefly describe the changes to improve student learning below. If you answered 'No', detail why no changes are called for.*

The students will be provided with information about cultural responsiveness using the work of James Banks who teaches about levels of cultural competence in K-12 schools. *The assignment needs to specifically ask students to address cultural stereotyping and messaging. Critical Thinking about bias and cultural messaging must be addressed. Also, the international/multicultural focus needs to also include students with special needs, as they are a major population in K-12 schools and part of our program focus.*

*If you are planning changes, when will these changes be fully implemented?*

Faculty for this course began making changes to the assignment and curriculum to be implemented Spring term 2018.

6F. *Has all identifying information been removed from your documents? (Information includes student/instructor/supervisor names/identification numbers, names of external placement sites, etc.)*  Yes  No

## 7. SAC Response to the Assessment Project Results

7A. *Assessment Tools & Processes: Indicate how well each of the following worked for your assessment:*

*Tools (rubrics, test items, questionnaires, etc.):*

very well  some small problems/limitations to fix  notable problems/limitations to fix  completely inadequate/failure

*Please comment briefly on any changes to assessment tools that would lead to more meaningful results if this assessment were to be repeated (or adapted to another outcome).*

The Paraeducator program rubric needs some modifying and could address cultural competency more specifically such demonstrated by the rubric for cultural awareness/literacy/competence.

*Processes (faculty involvement, sampling, norming, inter-rater reliability, etc.):*

very well     some small problems/limitations to fix     notable problems/limitations to fix     tools completely inadequate/failure

*Please comment briefly on any changes to assessment process that would lead to more meaningful results if this assessment were to be repeated (or adapted to another outcome):*

There is a need for longer SAC meetings to accomplish more assessment work for this particular SAC. This is difficult for most of our adjunct faculty who are full time K-12 teachers. For a SAC with 1 full time faculty, creative solutions are in order, including working collaboratively and remotely using google hangouts. It requires that the full-time faculty member and chair develop a strategy that does not require solely face to face meetings.

## 8. Follow-Up Plan

*8A. How will the changes detailed in this report be shared with all FT/PT faculty in your SAC? (select all that apply)*

email                                     phone call                                     workshop  
 campus mail                             face-to-face meeting                                     other  
 no changes to share

*If 'other,' please describe briefly below.*

*8B. Is further collaboration/training required to properly implement the identified changes? X Yes No*

*If 'Yes,' briefly detail your plan/schedule below.*

The SAC Chair will meet with ED 112 faculty to ensure that appropriate changes have been made to the assignment and course during summer term 2018.

*8C. Re-assessment is a critical part of the overall assessment process. This is especially important if academic changes have been implemented. How will you assess the effectiveness of the changes you plan to make?*

follow-up project in next year's annual report                                     on-going informal assessment  
 in a future assessment project                                     other

*If 'other,' please describe briefly below.*

*8D. SACs are learning how to create and manage meaningful assessments in their courses. This development may require SAC discussion to support the assessment process (e.g., awareness, buy-in, communication, etc.). Please briefly describe any successful developments within your SAC that*

*support the quality assessment of student learning. If challenges remain, these can also be shared.*

The majority of our SAC participated in the assessment project. This was the first year we used google hangouts which allowed for broader participation. We will continue to involve as many faculty as possible.

## Paraeducator Assessment Report: Appendices

### Assessment Results

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#### ED 112 - Multicultural/International Literature Journal Assignment

##### Results from scored journal entries

Possible Score	Number of assignments
3	3
2	16
1	18
<b>Total Papers Scored</b>	<b>37</b>

<<< See rubrics below >>>

## Paraeducator Program Outcome 2B – Scoring Rubric

Score	<p style="text-align: center;"><b>Competence in Serving Diverse Populations</b></p> <p>Does the candidate demonstrate competence and sensitivity in regards to individuals' cultural, social, cognitive, and emotional differences?</p>
<b>3</b>	<ul style="list-style-type: none"> <li>● Articulates typical cultural, social, cognitive, and emotional challenges faced by students with special needs</li> <li>● Can identify appropriate professional responses to most situations in which students' cultural, social, cognitive, or emotional needs impact school success</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>● Identifies typical cultural, social, cognitive, and emotional challenges faced by students with special needs</li> <li>● Can identify appropriate professional responses to limited types of situations in which students' cultural, social, cognitive, or emotional needs impact school success</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>● Cannot identify most cultural, social, cognitive, and emotional challenges faced by students with special needs</li> <li>● Fails to consistently identify appropriate professional responses to situations in which students' cultural, social, cognitive, or emotional needs impact school success</li> </ul>
<b>0</b>	<ul style="list-style-type: none"> <li>● No attempt to identify cultural, social, cognitive, and emotional challenges faced by students with special needs</li> <li>● Is not able to identify appropriate professional responses to situations in which students' cultural, social, cognitive, or emotional needs impact school success</li> </ul>

## PCC DRAFT- Rubric for Cultural Literacy

Assignments must address at least 4 criteria, including the first two.

	4: Advanced	3: Proficient	2: Developing	1: Emerging
Cultural Frameworks (required)	<b>Analyzes</b> the complexity of culture in terms of values, beliefs and practices, history, politics, economics or communication styles.	<b>Explains</b> the complexity of culture in terms of values, beliefs and practices, history, politics, economics or communication styles.	<b>Describes</b> the complexity of culture in terms of values, beliefs and practices, history, politics, economics or communication styles.	<b>Identifies</b> the complexity of culture in terms of values, beliefs and practices, history, politics, economics or communication styles.
Cultural Application & Diversity (required)	Applies understanding of at least one aspect of culture in terms of values, beliefs and practices, history, politics, economics or communication styles to conduct a <b>sophisticated</b> examination of a single culture or a comparative cross-cultural analysis.	Applies understanding of at least one aspect of culture in terms of values, beliefs and practices, history, politics, economics or communication styles to conduct a <b>substantial</b> examination of a single culture or a comparative cross-cultural analysis.	Applies understanding of at least one aspect of culture in terms of values, beliefs and practices, history, politics, economics or communication styles to conduct a <b>partial</b> examination of a single culture or a comparative cross-cultural analysis.	Applies understanding of at least one aspect of culture in terms of values, beliefs and practices, history, politics, economics or communication styles to conduct a <b>superficial</b> examination of a single culture or a comparative cross-cultural analysis.

	4: Advanced	3: Proficient	2: Developing	1: Emerging
Power Structures and Interactions	<b>Explains with sophistication</b> an aspect of the foundations and processes that create identity, privilege and oppression and their impact on inequality and interaction among multiple and marginalized groups.	<b>Substantially explains</b> an aspect of the foundations and processes that create identity, privilege and oppression and their impact on inequality and interaction among multiple and marginalized groups.	<b>Partially explains</b> an aspect of the foundations and processes that create identity, privilege and oppression and their impact on inequality and interaction among multiple and marginalized groups.	<b>Superficially explains</b> an aspect of the foundations and processes that create identity, privilege and oppression and their impact on inequality and interaction among multiple and marginalized groups.
Critical Self-Reflection	<p><b>Evaluates</b> one's own assumptions, judgments and/or biases about one's own culture and the culture of others.</p> <p>And/or:</p> <p>Demonstrates the ability to <b>assess</b> the impact of assumptions, judgments, and/or biases related to one's own and other cultures.</p>	<b>Explains</b> the influence of one's own assumptions, judgments and/or biases during interactions with one's own culture and the culture of others.	<b>Describes</b> own assumptions, judgments and/or biases about self and others.	<b>Identifies</b> little awareness of one's own assumptions, judgments and/or biases about self and others.



# Assignment 10: Multicultural and International Literature Journal

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**After reviewing chapter 12 of the textbook, choose two multicultural or international books and read them. Both books should be from the list of recommended multicultural or international books from chapter 12.**

**NOTE:** Be sure to choose books to read that you have not already read for previous assignments in this course. Journal entries submitted for duplicate titles, including multiple titles within the same series (e.g. if you've read one book from the Harry Potter series for a previous assignment, reading a second book from the Harry Potter series for this assignment will be considered a duplicate), will not receive points. Remember, one of the goals of this course is to expand your knowledge of children's literature by reading a variety of titles.

Then submit two (2) journal entries (one for each book). Entries should be thoughtful, concise, and informative reports about the books you have read, as the goal is for you to create a resource journal of children's literature based on the books you will read in this course.

Format your journal entries the way we have been formatting them up to this point. By now, you should be familiar with the format.

Pay attention to the summary criteria!!!!!!

Each journal entry (1-inch margins, 12-point font and double-spaced, max 2 pages per entry) should include:

- 1. Title, author, illustrator, an APA citation for the book.**
- a brief summary of the book's content in terms of **literary AND multicultural** elements (i.e. summarize what the book is about in terms of plot, characters, setting, theme, style accuracy, **language, and** it's **cultural** authenticity),
- 3. age/grade range for the book and the type of multicultural or international literature it represents,**
- an excerpt from the work; something from the book that was meaningful to you and **explain why**
- 5. your evaluation of the literature**
- How you would use it to in a learning activity to promote reading with library patrons or

classroom students.

Journal entries are to be submitted electronically via the D2L Dropbox in .doc, .docx, or .rtf format.

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### **Assignment 10 Grading Rubric:**

This assignment is worth 20 points and is graded based on the following: For EACH journal entry:

1. Title, author, illustrator, an APA citation for the book (1 pt)
2. a brief summary of the book's content in terms of literary elements (i.e. summarize what the book is about in terms of plot, characters, setting, theme, style and it's cultural authenticity), (5 pts)
3. age/grade range for the book and the type of multicultural or international literature it represents, (1 pt)
4. an excerpt from the work; something from the book that was meaningful to you and explain why, (1 pt)
5. your evaluation of the literature (1 pt)
6. How you would use it to in a learning activity to promote reading with library patrons or classroom students. (1 pt)

- Helps young people realize the social injustices endured by particular peoples in the United States and around the world, both now and in the past, to build a determination to work for a more equitable future.
- Builds children's interest in the people and places they are reading about and paves the way to a deeper understanding and appreciation of the geographical and historical content encountered in textbooks and later content-area studies.
- Provides authenticity through literature written by insiders to a country, region, or ethnic group and allows members of that group to define themselves. These portrayals challenge the typical media coverage of violence and crises.
- Develops a bond of shared experience with children of other ethnicities and nations and enables them to acquire cultural literacy with a global perspective.

Although textbooks can provide children with information about a country, literature invites them into the world of children from that culture and provides rich details about daily life, human emotions, and relationships, answering the questions that are significant to children. The textbook may provide facts about the country, but novels about the country show the implications of the facts for children's lives and help readers "live in" the country for a time (Lehman, Freeman, & Scharer, 2010).



## Evaluation and Selection of Multicultural and International Literature

In addition to the requirement that literature have high literary merit, multicultural and international books need to be examined for *cultural authenticity*: the extent to which a book reflects the core beliefs and values and depicts the details of everyday life and language for a specific cultural group. Given the diversity within all cultural groups, there is never one image of life within any culture, and so underlying world views are often more important to consider. Readers from the culture depicted in a book need to be able to identify and feel affirmed that what they are reading rings true in their lives; readers from another culture need to be able to identify and learn something of value about cultural similarities and differences (Fox & Short, 2003). The following criteria should be considered when evaluating and selecting multicultural and international books for libraries and classrooms:

- **Authenticity of cultural beliefs and values from the perspective of that group.** Research the background of the author and illustrator to determine their experiences or research related to this story (e.g., check their websites). Examine the values and beliefs of characters and whether they connect to the actual lives of people from that culture.
- **Accuracy of cultural details in text and illustrations.** Examine the details of everyday life, such as food, clothing, homes, and speech patterns, represented in the book and whether they fit within the range of experiences of that culture.
- **Integration of culturally authentic language.** Look for the natural integration of the language or dialect of a specific cultural group, especially within dialogue. Some terms or names in the original language of translated books, for example, should be retained. Check whether a glossary is included if needed.
- **Power relationships between characters.** Examine which characters are in roles of power or significance in a book, with a particular focus on how the story is resolved and who is in leadership

culture and be aware of particular images that are overrepresented—for example, almost all of the picturebooks on Korean Americans depict them as newly arrived immigrants to the United States and most books depict the Middle East as a rural landscape of sand and camels. These overrepresentations reflect and create stereotypes of a particular group and do not reflect the diversity of experiences within that group.

Book awards can guide teachers and librarians toward high-quality multicultural and interracial books. The best known of these is the Coretta Scott King Award, given annually to an African American author and illustrator whose books are judged to be the most outstanding inspirational and educational literature for children. The *Américas Award* and the *Pura Belpré Award*, which honor outstanding Latino authors and illustrators of children's books, are good resources for locating authentic literature across Latino contexts. Other awards include the *Asian/Pacific American Award for Literature*, honoring outstanding work of Asian American authors and illustrators, and the *American Indian Youth Literature Award*, honoring the best writing and illustrations by and about American Indians. Awards such as these encourage the publication of more and better quality literature highlighting the experiences of diverse cultures.

Awards for international literature are plentiful. The Mildred L. Batchelder Award is given to a U.S. publisher of the most distinguished translated children's book, thus encouraging the translation and publication of international books in the United States (see Appendix A). The *Outstanding International Books List* ([www.usbby.org](http://www.usbby.org)) and *Notable Books for a Global Society* (<http://www.clrsig.org/nbgs.php>) are annual award lists. Also, many countries have their own national awards, similar to the Newbery and Caldecott awards in the United States. The Hans Christian Andersen award winners and nominees are a good source of the most outstanding authors and illustrators from around the world ([www.ibby.org](http://www.ibby.org)). *Worlds of Words* ([www.wowlit.org](http://www.wowlit.org)) has a searchable database of global and international literature available in the United States and several online journals with book reviews of cultural authenticity and vignettes on global literature in classrooms.

In addition, small presses have become a source of multicultural and international books that are particularly valuable for their cultural points of view.

**Asian American Curriculum Project.** Publishes and distributes Asian American books from small presses. [www.asianamericanbooks.com](http://www.asianamericanbooks.com). (Also see *Asia for Kids* at [www.afc.com](http://www.afc.com)).

**Cinco Puntos.** Focuses on stories of the U.S.–Mexico border region, the Southwest, and Mexico. [www.cincopuntos.com](http://www.cincopuntos.com).

**Piñata Books/Arte Público.** Publishes children's books with a Latino perspective, including bilingual books. <https://artepublicopress.com/about-pinata-books-2/>.

**Just Us Books.** Produces Afrocentric books that enhance the self-esteem of African American children. [www.justusbooks.com](http://www.justusbooks.com).

**Lee & Low Books.** Asian American–owned small press. Stresses authenticity in stories for Asian American, Latino, and African American children. Includes the Children's Book Press imprint. [www.leeandlow.com](http://www.leeandlow.com).

**Oyate.** Evaluates books with Native themes and distributes books, particularly those written and illustrated by Native people. Native American evaluators and organization. [www.oyate.org](http://www.oyate.org).

**Salina Bookshelf.** Small press with a focus on the Diné tribe. <http://www.salinabookshelf.com>.

Evaluating and selecting multicultural and international literature for your classroom or library, although essential, is not enough to ensure that children will actually read the books. Without adult guidance, children tend to choose books about children who are like them. What if you could find books that