

Complete Proposal

MLS, Multicultural Learning Squad, is located mostly in Athens, GA. We are happy to offer our expertise in Instructional Design. We pride ourselves on setting up our clients for success in Multicultural Education.

Client: Rebecca Williams, Middle School Teacher in Northwest Marietta.

Project Members



Catherine Arbeiter, Project Manager

AP Macroeconomics and Economics & Personal Finance
Teacher

B.S.Ed. Social Studies Education Emphasis in Economics, UGA
Ongoing M.Ed. Educational Psychology, Gifted and Creative
Curriculum, UGA



Nicole Manley, Assistant Project Manager

Junior Instructional Designer

B.S. in Cognitive and Behavioral Neuroscience from University
of California, San Diego

Ongoing M.Ed. in Learning, Design, and Technology at UGA



Hsuan-mein (Regina) Yang, Member

Ph.D./DI Student

B.S. in Nutrition and Dietetics from South Dakota State
University, South Dakota

Ongoing Ph.D./Dietetic Internship in Nutritional Sciences at
UGA



Samantha Romero, Member

8th Grade Social Studies Teacher

B.S. Middle-Level Education, from Georgia State University

Ongoing M.Ed. Educational Psychology, Applied Cognition and
Development, UGA



Satchel Holmes - Williams, Member

CTAE Middle School Computer Science Teacher

B.S. Business Administration, from Georgia Institute of
Technology

Ongoing M. Ed. in Instructional Design and Development

Table of Contents

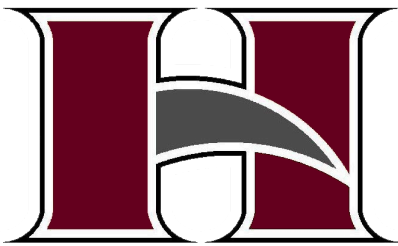
Project Members	2
Table of Contents	3
Introduction	5
Client Description.....	5
Client Request.....	5
Analysis Summary	6
Performance Assessment.....	7
Purpose Statement.....	11
Instructional Goals.....	12
Learner Profile.....	13
Required Resources.....	16
Probable Delivery System.....	21
Project Management Plan.....	24
Written Agreement.....	25
Appendix/Resources.....	26
Design Brief	28
Revised Instructional Goals.....	29
Task Inventory.....	30
Performance Objectives.....	33
Appropriate Testing Methods.....	35
Detailed Spending Plan.....	38
Detailed Spending Plan.....	39
Development Plan	40
Instructional Strategies.....	41
A Summary of Supporting Media (Part A).....	70
A Summary of Supporting Media (Part B).....	71
Information to Guide the Student.....	73
Information to Guide the Teacher.....	75
Formative Evaluation Summary.....	77

Implementation Strategy	80
Learner Plan.....	81
Facilitator Plan.....	84
Train-the-Trainer Agenda.....	85
Evaluation Plan	88
Evaluation Plan.....	89
Level 1 Evaluation Instrument.....	93
Level 2 Evaluation Instrument.....	102
Level 3 Evaluation Instrument.....	105
Written Agreement.....	108
Appendix.....	109

Introduction

Client Description

Hillgrove High School is located in Powder Springs, Georgia. It is one of seventeen high schools in the Cobb County School District. The Cobb County School System is the second largest in Georgia. The school district's demographic breakdown includes: "White – 32.7%, Black – 29.9%, Hispanic – 25.7%, Asian – 5.9%, and Other – 5.7%" (Great Schools). In comparison, Hillgrove's demographic breakdown includes: "White – 45%, Black – 33%, Hispanic – 13%, Asian – 4%, and Two or More Races – 5%" (Great Schools). The



vision and mission of Hillgrove High School focus upon the success of all students through academics, the arts, and athletics.

In a recent survey of educators at Hillgrove High School, many English educators have found discrepancies in regards to instructional

strategies when supporting students in the multicultural literature course. As discrepancies have arisen there have been noticeable areas of struggle in informational writing, narrative writing, argumentative writing, and reading. The teachers want to personalize the content, processes, and products found in the course in order to improve areas of struggles for students.

Client Request

Rebecca Williams, a teacher in Northwest Marietta, has reached out to MLS and asked for support at Hillgrove High School. She has asked us to design a course to address students' success discrepancies regarding

instructional writing, narrative writing, argumentative writing, and reading in the multicultural literature course. The overall goal is to provide teachers with instructional resources to support personalized content, processes, and products to improve learning outcomes among students. The program will address the lack of knowledge and skills in areas related to the implementation of the multicultural literature curriculum.

Analysis Summary

Performance Assessment

Purpose Statement

Instructional Goals

Learner Profile

Required Resources

Probable Delivery System

Project Management Plan

Written Agreement

Appendix/Resources

Performance Assessment

<i>Actual Performance</i>	<i>Desired Performance</i>	<i>Primary Cause(s)</i>	<i>% of Total Discrepancy</i>
<p>25% of the students are not well-represented in the curriculum. The curriculum shows a 1) majority of White and 2) minority of Black Hispanic, Asian, Indigenous, and other students do not have significant representation in the curriculum (CollegeBoard).</p>	<p>The curriculum should be thoroughly representative of various cultures.</p>	<p>Lack of Skills/Knowledge</p> <p>Teachers may not know how to incorporate various cultures into the curriculum, or personalize it to their students. They may also not know enough about authors, sources, etc. from other cultures to find and incorporate these elements. Teachers are most knowledgeable about “standard” Western authors.</p> <p>Lack of Resources</p> <p>Teachers feel they do not have the administrative training or support if they encounter community backlash (e.g., angry parents).</p> <p>Lack of Motivation/ Knowledge</p> <p>Some teachers feel overwhelmed at the thought of incorporating multicultural learning because they are not sure of students’ knowledge, beliefs, or appreciation of various cultures before the class begins. They do not want to have to keep</p>	<p>30%</p>

		changing their curriculum to match individual needs.	
Teachers have especially noticed multicultural deficits in informational writing, narrative writing, argumentative writing, and reading.	Multicultural learning will be evenly incorporated, according to agreed upon standards, into learning tasks that involve informational writing, narrative writing, argumentative writing, and reading.	<p>Lack of Knowledge</p> <p>Teachers do not know of the best educational methods to incorporate multicultural learning into these varied areas. They also are not sure of which resources to select and how to include them consistently across classes.</p> <p>Lack of Resources</p> <p>Teachers do not have access to enough resources, lesson plans, texts, authors, etc. necessary to incorporate multicultural learning into these four areas.</p> <p>Lack of Resources</p> <p>A recent Georgia law has made it so, in schools, one race cannot be made to “feel guilty” for past events. Some teachers worry that even teaching standard materials, like <i>To Kill a Mockingbird</i>, will be interfered with if students feel guilty.</p>	25%
Some teachers don't feel comfortable teaching more multicultural elements (Jacobs, 2023).	Teachers should feel confident in teaching multicultural elements, answering questions, and encouraging	<p>Lack of Resources/ Knowledge</p> <p>Some teachers are afraid of parent backlash and aren't sure of how to verbalize their intentions for incorporating</p>	15%

	<p>dialogue. They should also feel supported by the administration during this process.</p>	<p>multicultural learning. They also don't always feel supported by the administration when parents confront them.</p> <p>Lack of Knowledge/ Confidence</p> <p>Not all teachers know how to navigate the nuanced dialogue that will occur with multicultural learning and how to make sure all students feel safe during the discussions if biases are present.</p> <p>Lack of Resources</p> <p>A recent Georgia law has made it so, in schools, one race cannot be made to "feel guilty" for past events. Some teachers worry that even teaching standard materials, like <i>To Kill a Mockingbird</i>, will be interfered with if students feel guilty.</p>	
<p>Many teachers do not review assignments and assessments to check for cultural bias.</p>	<p>Teachers should thoughtfully review assignments and assessments for cultural bias.</p>	<p>Lack of Skill</p> <p>Teachers do not know how to review their assessments for bias.</p> <p>Lack of Motivation</p> <p>Teachers do not want to spend time reviewing pre-made assessments.</p>	<p>15%</p>



Purpose Statement

The program's purpose is to equip Hillgrove High School English teachers with multicultural literacy instructional strategies to support diverse student backgrounds with culturally relevant pedagogy.

Instructional Goals

Knowledge

Identify multicultural resource strategies that contribute to student success.

Comprehension

Explain actions needed to implement multicultural strategies.

Application

Apply resources and strategy to support student success.

Analysis

Analyze data from before and after intervention.

Synthesis

Create a unit that incorporates multicultural literacy.

Evaluation

Recommend improvement strategies for multicultural literacy lessons.

Learner Profile

Learner Group

The Learners identified are English Educators at the Hillgrove High School located in Cobb County School District. The Learners are all experienced in teaching High School English to a diverse group of students.

Location

The main meeting location is the professional development room situated within the Learning Commons of the school.

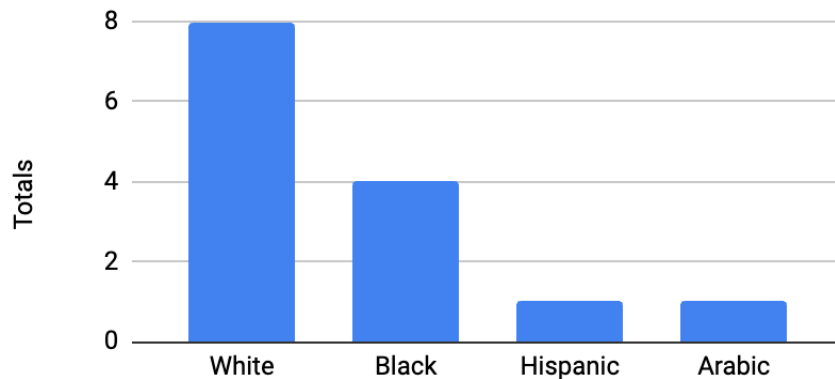
Characteristics

Among these English educators, the majority are females. They represent diverse racial/ethnic backgrounds, including White, African American, Hispanic, and Arabic. All educators hold undergraduate degrees, with 6 holding master's degrees and 4 holding doctoral degrees.

Numbers

The learner group consists of 14 English educators, comprising 3 males and 11 females. Among these educators, 8 are White, 4 are African American, 1 is Hispanic, and 1 is Arabic.

Learner Demographics



Demographic Breakdowns

Experience

These English educators comprise the English faculty in a high school setting. According to statistics from greatschools.org, 92% of teachers in this school have three or more years of teaching experience.

Attitude

No assessment has been conducted to investigate the learner group's attitude on this topic. The most significant obstacle for them is that adopting new concepts may be time-consuming. So, the learner group may feel optimistic and engaged, since this program is designed to be accessible and smooth.

Skills Related to Delivery Mode

For in-person sessions: Ensure effective communication and interaction with fellow participants and the program instructor.

For online sessions: Demonstrate proficiency in accessing the LMS and understanding the process of downloading handouts or materials from the LMS.

Required Resources

	Content Resources	Technology Resources	Instructional Facilities	Human Resources
Analyze	<p>Syllabi of existing English Language courses</p> <p>Hillgrove High School GreatSchools Ratings for demographic and testing data</p> <p>Springboard English Language Arts Grades 6-12 curriculum</p> <p>Research dissertation (“Middle School Teachers’ Perception of Using Multicultural Literature in Their Classroom to Teach Reading”), data collected from a middle school that feeds into Hillgrove High School</p>	<p>Google Docs to create content</p> <p>Google Sheets to track tasks</p> <p>Internet Access</p> <p>Zoom</p> <p>Email</p>	<p>Zoom meetings with faculty and teammates</p>	<p>Program designers</p> <p>Consulting teacher</p> <p>School administration</p>

<p>Design</p>	<p>Educator training modules (Option B in LMS, Option A workshop)</p> <p>Springboard English Language Arts Grades 6-12 curriculum</p> <p>Guides on incorporating multicultural learning into general English Language classes and in localized problem areas (Both Options)</p> <p>Guides for leading and directing dialogues (Both Options)</p> <p>List/analysis of potential multicultural sources for reading, such as book titles and authors, or list of best places to find these resources (Both Options)</p>	<p>Potential access to school's LMS system to examine existing resources</p> <p>Miro for mind mapping</p> <p>Google Docs for creating some content (Both Options)</p> <p>Workshop Google Slides (Option A)</p> <p>LMS modules (Option B)</p> <p>Google Sheets to track tasks</p> <p>Internet Access</p> <p>Zoom</p> <p>Email</p>	<p>Zoom meetings with faculty and teammates</p> <p>Zoom meetings with any student or administrator willing to interview/give feedback</p>	<p>Program designers</p> <p>Consulting teacher</p> <p>School administration</p> <p>School's LMS expert</p> <p>Subject Matter Expert</p>
<p>Develop</p>	<p>New syllabi/lesson plan ideas with multicultural components</p>	<p>Google Slides for in-person workshop presentation (Option A)</p>	<p>The professional development room, located in the Learning Commons of</p>	<p>Program designers</p> <p>Consulting teachers</p> <p>School</p>

	<p>Springboard English Language Arts Grades 6-12 curriculum</p> <p>Teacher instructing guidelines</p> <p>Guide on incorporating multicultural learning generally into English Language classes (Both Options)</p> <p>Guide for incorporating multicultural learning into informational writing, narrative writing, argumentative writing, & reading (Both Options)</p> <p>Guides for leading and directing dialogues (Both Options)</p> <p>List/analysis of potential multicultural sources for reading, such as book titles and authors, or list of best places to find these resources</p>	<p>Google Docs for other content creation (Both Options)</p> <p>Potential access to school's LMS system to develop new resources using the existing format/structure (Option B)</p> <p>Google Sheets to track tasks</p> <p>Internet Access</p> <p>Zoom</p> <p>Email</p>	<p>the school, if workshops are to be rehearsed (Option A)</p> <p>Zoom meetings with faculty and teammates</p> <p>Zoom meetings with any student or administrator willing to interview/give feedback</p>	<p>administration</p> <p>School's LMS expert</p> <p>Subject Matter Expert</p>
--	--	---	--	---

	(Both Options)			
Implement	<p>Teacher instructing guidelines</p> <p>Presentation materials of workshop (Option A)</p> <p>Recorded videos and modules in LMS (Option B)</p> <p>Guides prepared to give to English Language teachers for incorporating and teaching multicultural components (Options A & B)</p> <p>Guides for leading and directing dialogues (Options A & B)</p>	<p>Google Slides for in-person workshop presentation (Option A)</p> <p>Overhead projector for in-person workshop presentation (Option A)</p> <p>Access to LMS system to deliver guides and workshop presentation material directly to English Language teachers (Option A)</p> <p>Access to LMS system for delivering videos and modules (Option B)</p> <p>Internet Access</p>	<p>The professional development room, located in the Learning Commons of the school (Option A)</p> <p>LMS system with modules built in, videos (Option B)</p>	<p>Program designers</p> <p>Volunteering program designer for teaching workshop or volunteering teacher or administrator for teaching workshop (Option A)</p> <p>School administration for coordinating workshop dates (Option A)</p> <p>School's technology expert on standby during workshop (Option A)</p> <p>School's LMS expert (Both Options)</p>
Evaluate	<p>Post-learning questionnaire (Google Forms), used to track teachers' evaluation of the workshop and teachers', students', and administration's</p>	<p>Google Forms to ask teachers' opinions on the workshop (Option A)</p> <p>Google Forms to ask teachers' opinions on the LMS modules</p>	<p>The professional development room, located in the Learning Commons of the school</p> <p>Zoom meetings with faculty and</p>	<p>Program designers</p> <p>School administrators</p> <p>English Language Arts teachers (English learners)</p>

	<p>evaluation of multicultural learning over time</p> <p>Traditional feedback forms students usually fill out for classes</p>	<p>(Option B)</p> <p>Google Forms to gauge teachers', students', and administration's opinions over time of incorporating multicultural elements</p>	<p>teammates</p>	<p>Subject Matter Expert</p>
--	---	--	------------------	------------------------------

Probable Delivery System

Option A (in-person)

- 1-day professional development program at the professional development room
- Paper format course materials

This option mandates a one-day professional development program from 9 am to 3 pm for 14 English Educators and the course instructor in the professional development room. It aims to prepare English Educators for integrating multicultural components into their courses. The program includes an introduction and an overview of the program objectives and agenda. The program is divided into multiple sessions focusing on specific topics or activities relevant to the program’s goals. The interactive methods include presentations, discussions, and group activities. The closing session highlighting key insights and takeaways points. Afterward, English Educators must complete the performance evaluation.

Estimate for Option A

The estimate for the program designer, consulting teacher and school administration are either unpaid or are under school system payroll.

Analysis Phase	– (Program designers, consulting teacher and school administration) 40 hours x \$55 per hour	\$2200
Design Phase	– (By program designers, consulting teacher and school administration) 55 hours x \$55 per hour	\$3025
Development Phase	– (By program designers, consulting teacher and school administration) 10 days x 8 hours per day x \$55 per hour – Handbook print (*18) @ \$15/bundle	\$4400
Implementation Phase	– Lunch (*18) @ \$10/person	\$1800

Evaluation Phase	– By program designers	\$500
Estimated Cost	– <i>Total Cost</i>	\$11,925
Time Commitment	– <i>Total Time Commitment</i>	1 month

Option B (Online through LMS)

- Asynchronous online program
- Downloadable course-related materials

This option requires all 14 English Educators to engage in online modules via the LMS. The program is self-paced, but completion is required within 1 month of receiving access to the program. The online modules mirror the structure of the in-person program’s sessions. Each module comprises an approximately 8-10 minutes presentation recording, supplemented by downloadable PDF versions for reference. Following module completion, English Educators are expected to complete a post-program evaluation, assessing their understanding of the content covered through the quiz. The school's technology expert is available for assistance throughout the duration of the program.

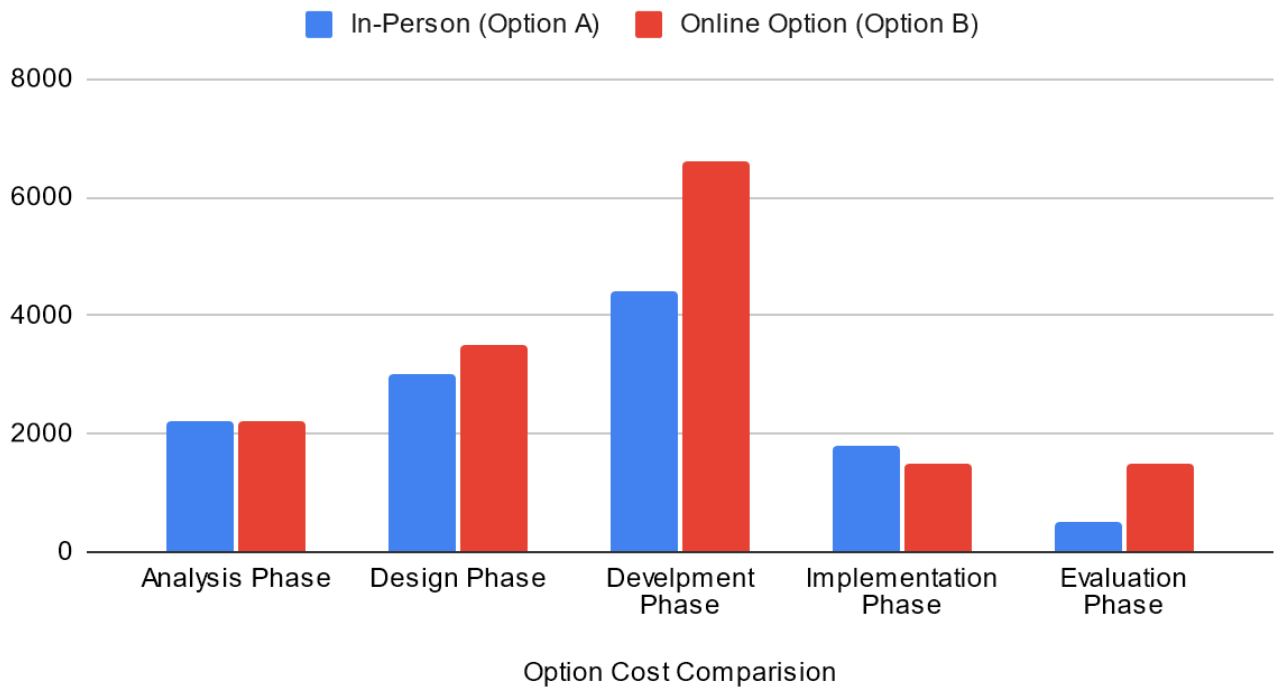
Estimate for Option B

The estimate for the program designer, consulting teacher and school administration are either unpaid or are under school system payroll.

Analysis Phase	– (Program designers, consulting teacher and school administration) 40 hours x \$55 per hour	\$2200
Design Phase	– (Program designers, consulting teacher and school administration) 8 days x 8 hours per day x \$55 per hour	\$3520

Development Phase	– (By program designers, consulting teacher and school administration) 15 Days x 8 hours per day x \$55 per hour	\$6600
Implementation Phase	– School technician	\$1500
Evaluation Phase	– By program designers	\$650
Estimated Cost	– <i>Total Cost</i>	\$14,470
Time Commitment	– <i>Total Time Commitment</i>	1 month

In-Person (Option A) and Online Option (Option B)



Project Management Plan

A Analyze	Assess Performance	March 13–17th
	Survey Learners and Staff	March 17–18th
	Determine Instructional Goals	March 19th
	Analyze Learners	March 20th
	Audit Available Resources	March 21st
	Determine Potential Delivery Systems	March 22nd
	Compose Project Management Plan	March 23rd
D Design	Conduct Task Inventory	March 26–27th
	List Performance Objectives	March 28–29th
	Generate Testing Methods	March 30th
D Develop	Generate Instructional Strategies	March 31st–April 2nd
	Select and Develop Supporting Media	April 3–4th
	Develop Informational Guides for the Learner	April 7–9th
	Develop Informational Guides for the Instructor	April 10–11th
	Create a Formative Evaluation Summary	April 12th
I Implement	Develop Learner Plan	April 13th
	Develop Facilitator Plan	April 14th
	Create Train-the-Trainer Agenda	April 15–17th
E Evaluate	Determine Evaluation Criteria	April 18th
	Select Evaluation Tools	April 19–20th
	Conduct Evaluation	April 21st

Written Agreement

I, _____, have read through the proposed Analysis Summary Completed by MLS.

I propose the following changes:

Initial _____

OR

I accept the Analysis Summary as proposed.

Initial _____

Client Signature: _____

Date: _____

Appendix/Resources

Branch, R. (2009). *Instructional design: The ADDIE approach*. New York, NY: Springer.

CollegeBoard. (n.d.). *ELA Grades 6–12*. SpringBoard.

<https://springboard.collegeboard.org/ela/curriculum-and-resources/grades-6-12>

English Department, Hillgrove High School. (2019). *10th Literature and Composition*.

Georgia Department of Education. (n.d.). *Multicultural Literature*. Georgia Standards.

<https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Multicultural-Literature-Guidance.pdf>

GreatSchools. (n.d.). *Explore hillgrove high school in Powder Springs, GA*.

GreatSchools.org.

<https://www.greatschools.org/georgia/powder-springs/3781-Hillgrove-High-School/>

Jacobs, K. (2023). Middle School Teachers' Perceptions of Using Multicultural Literature in Their Classroom to Teach Reading. In *ProQuest LLC*.

https://doi.org/https://gateway.proquest.com/openurl?url_ver=Z39.88-20

04&rft_val_fmt=info:ofi/fmt:kev:mtx:dissertation&res_dat=xri:pqm&rft_dat=xri:pqdiss:30632175

The District. Cobb Schools. (n.d.).

<https://www.cobbk12.org/page/285/the-district>

Design Brief

Revised Instructional Goals

Task Inventory

List of Performance Objectives

Testing Strategies

Detailed Spending Plan

Revised Instructional Goals

Knowledge

Identify multicultural resource strategies that contribute to student success.

Comprehension

Explain actions needed to implement multicultural strategies.

Application

Apply resources and strategies to support student success.

Analysis

Analyze data from before and after intervention.

Synthesis

Create a unit that incorporates multicultural literacy.

Evaluation

Recommend improvement strategies for multicultural literacy lessons.

Task Analysis

PURPOSE STATEMENT

The program's purpose is to equip Hillgrove High School English teachers with multicultural literacy instructional strategies to support diverse student backgrounds with culturally relevant pedagogy.

[Select here to find the Task Analysis in a Miro page.](#)

Performance Objectives

Performance Level	Objectives with 3 Components Each
<p>Knowledge</p>	<p>Task: Identify multicultural resource strategies that contribute to student success. Condition: in a language arts classroom Criterion: with methods collected from scholarly research articles.</p>
<p>Comprehension</p>	<p>Task: Explain actions needed to implement multicultural strategies. Condition: based on if they would generally fit in writing, reading, or discussion assignments. Criterion: with methods collected from scholarly research articles.</p>
<p>Application</p>	<p>Task: Apply resources and strategies to support student success. Condition: into separate modules of informational writing, argumentative writing, narrative writing, reading, and discussions. Criterion: with resources and methods collected from scholarly research articles.</p>
<p>Analysis</p>	<p>Task: Analyze data from before and after intervention. Condition: <i>before</i> creating sample units in the workshop and then <i>after</i> implementing sample units to students. Criterion: using student test scores, student and teacher satisfaction ratings, and results of class discussions before and after implementation.</p>

Synthesis

Task: Create a unit that incorporates multicultural literacy.

Condition: as a short sample that can be implemented in a month or less.

Criterion]

for each problem area (informational writing, narrative writing, argumentative writing, reading, and discussions).

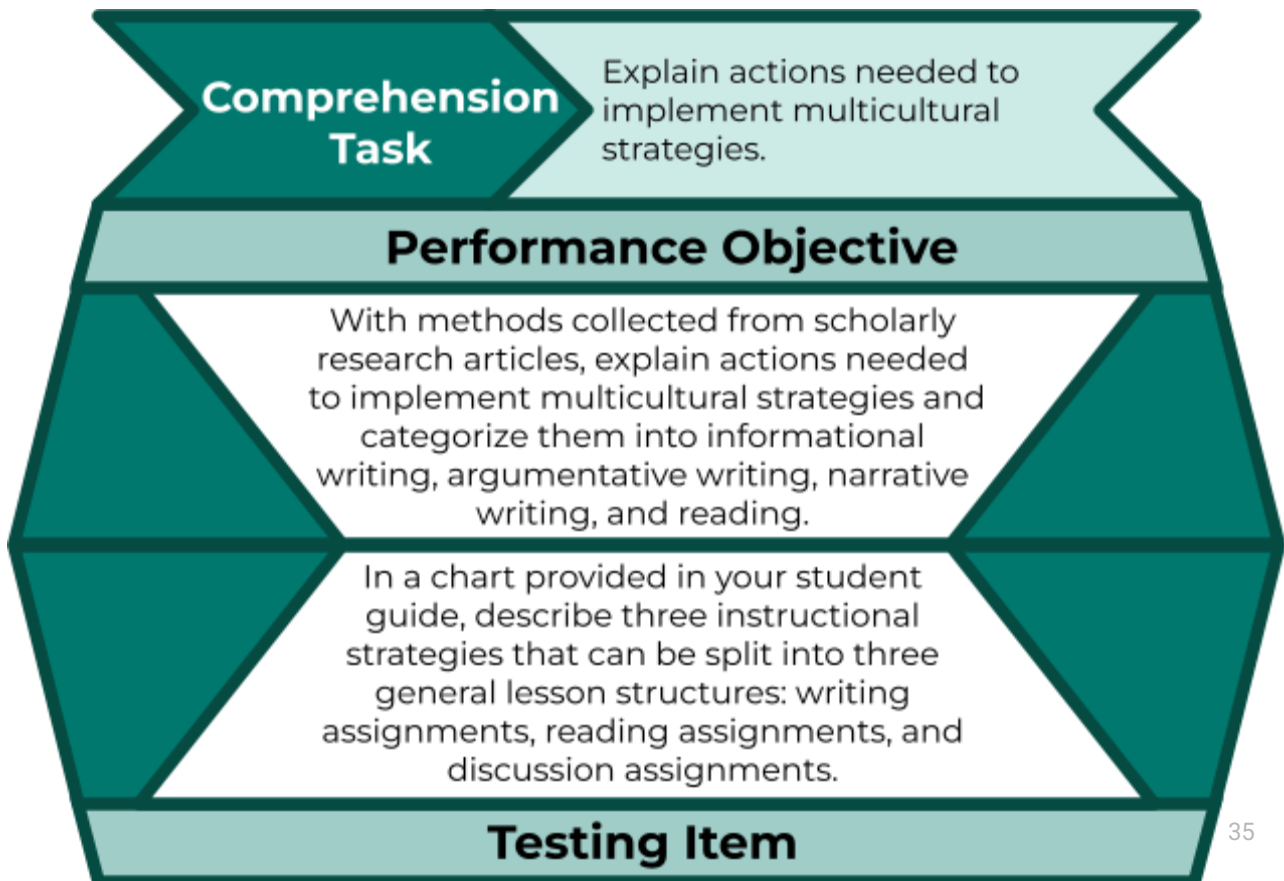
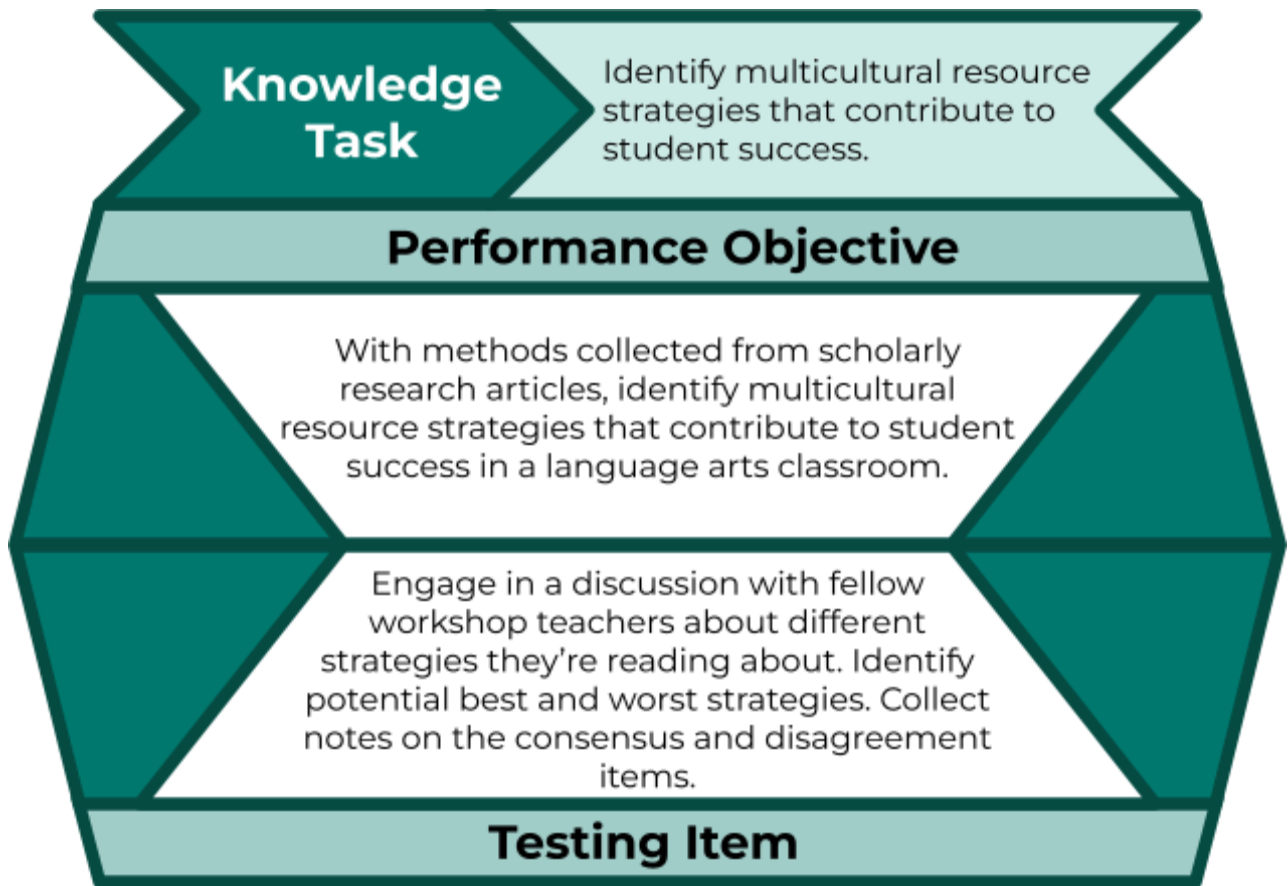
Evaluation

Task: Recommend improvement strategies for multicultural literacy lessons.

Condition: after implementing the first sample units to students.

Criterion: using student test scores, student and teacher satisfaction ratings, and results of class discussions.

Appropriate Testing Methods



Application Task

Apply resources and strategies that contribute to support student success.

Performance Objective

Apply resources and strategies from scholarly research articles into separate modules of informational writing, argumentative writing, narrative writing, reading, and discussions to support student success.

In a chart within your student guide, sketch two instructional strategies and one multicultural text in each section (reading, informational writing, argumentative writing, narrative writing, and discussions).

Testing Item

Analysis Task

Analyze data from before and after intervention.

Performance Objective

Using student test scores, student and teacher satisfaction ratings, and results of class discussions, analyze data from before creating sample units in the workshop and then after implementing sample units to students.

Categorize changes noted in reading, writing, and discussion assignments. Collect class data. Arrange in bar graphs and line graphs.

Testing Item

Synthesis Task

Create a unit that incorporates multicultural literacy.

Performance Objective

Create a unit that incorporates multicultural literacy for each problem area (informational writing, narrative writing, argumentative writing, and reading) as a short sample that can be implemented in a month or less.

With your PLC, design a unit that incorporates multicultural texts and strategies for instruction and assessment.

Testing Item

Evaluation Task

Recommend improvement strategies for multicultural literacy lessons.

Performance Objective

Using student test scores, student and teacher satisfaction ratings, and results of class discussions, recommend improvement strategies for multicultural literacy lessons after implementing the first sample units to students.

Assess with fellow teachers about changes noted in reading, writing, and discussion assignments. Measure class data in bar graphs and line graphs. Consider improvements based on data and noted experiences.

Testing Item

Detailed Spending Plan

Option A — In-person

Phase	Resources	Estimated Cost
Analysis	Needs assessment, research and analysis, stakeholder meetings Personnel: Program designers, consulting teacher(s), and school administration Facilities: virtual meeting	Personnel: 40 hrs x \$55/hr. = \$2200 Facilities: \$0
Design	Curriculum development, material development, technology needs Personnel: Program designers, consulting teacher(s), and school administration Products: training materials, presentations, handouts, multimedia	Personnel: 55 hrs x \$55/hr. = \$3025 Facilities: \$0
Development	Content creation, multimedia production, review and revision Personnel: Program designers, consulting teacher(s), and school administration Facilities: development tool(s)	Personnel: 10 days x 8 hrs/day x \$55/hr. = \$4400 Facilities: \$0

Implementation	<p>Training delivery, participant materials, technical support</p> <p>Personnel: Program instructor(s)</p> <p>Facilities: Printed handbooks</p>	<p>Personnel: 1 hrs/day x 6 days x \$55/hr. = \$330</p> <p>Facilities:</p> <ul style="list-style-type: none"> • \$15/bundle x 18 = 270 • \$10/person x 18 = 180
Evaluation	<p>Assessment tools, data analysis, reporting</p> <p>Personnel: Program designers and school administration</p> <p>Facilities: virtual meeting</p>	<p>Personnel: 15 hrs x \$55/hr. = \$825</p> <p>Facilities: \$0</p>
Total (+/- 20%)		\$11,230 (\$8,984 – \$13,476)

Detailed Spending Plan

Option B — Online Option

Phase	Resources	Estimated Cost
Analysis	Needs assessment, research and analysis, stakeholder meetings Personnel: Program designers, consulting teacher(s), and school administration Facilities: virtual meeting	Personnel: 40 hrs x \$55/hr. = \$2200 Facilities: \$0
Design	Curriculum development, material development, technology needs Personnel: Program designers, consulting teacher(s), and school administration Products: training materials, presentations, handouts, multimedia	Personnel: 8 days x 8 hrs/day x \$55/hr. = \$3520 Facilities: \$0
Development	Content creation, multimedia production, review and revision Personnel: Program designers, consulting teacher(s), and school administration Facilities: development tool(s)	Personnel: 15 days x 8 hrs/day x \$55/hr. = \$6600 Facilities: \$0
Implementation	Training delivery, participant materials, technical support Personnel: School technician(s) Facilities: Online materials access	Personnel: \$0 Facilities: <ul style="list-style-type: none"> • Online portal access = \$1500

Evaluation	Assessment tools, data analysis, reporting Personnel: Program designers and school administration Facilities: virtual meeting	Personnel: 15 hrs x \$55/hr. = \$825 Facilities: \$0
Total (+/- 20%)		\$14,645 (\$11,716 – \$17,574)

Development Plan

Instructional Strategies (Lesson Plans)

Supporting Media (for the Student)

Supporting Media (for the Type of Learning)

Information Guide to the Students

Information Guide to the Facilitators

Formative Evaluation Summary

Instructional Strategies

Lesson 1: Introduction to Multicultural Literature

Event	Instructional Strategy	Teacher or Student Action
<p style="text-align: center;">Gain Attention</p>	<p>Community-Building Activities: Name Tents & “This or That”</p> <p>Learners will sit anywhere in the room. There will be distributed markers and papers for each person to make their own name tent.</p> <p>Once everyone arrives, the whole class will complete a get-to-know-you icebreaker. The students will stand up and move to the side of the room to pick “this” or “that.” The questions will include:</p> <ol style="list-style-type: none"> 1. Beach or Mountains 2. Chick-fil-A or Popeyes 3. Baseball or Football 4. Vanilla or Chocolate Ice Cream 5. Iced or Hot coffee 6. Playlists or Podcasts 7. Netflix or Disney Plus 8. Cooking or Baking 9. Books or Movies <p>After the students pick a side, they will discuss why their choice is correct and defend their answer.</p>	<p>Teacher</p> <p>Make sure each small group has markers and paper to make name tents. Display “This or That” activity prompts on board</p> <p>Students</p> <p>Make name tents. Participate in “This or That” activity</p>

<p>Objective</p>	<p>Learners will be able to define “multicultural literature” and explain its role in the English Language Arts (ELA) classroom.</p>	<p>Teacher</p> <p>Display objective on board.</p>
<p>Prior Knowledge</p>	<p>Turn and Talk Prompt</p> <p>What does “multicultural” mean? Why would it have a place in the English Language Arts (ELA) classroom?</p>	<p>Teacher</p> <p>Display “Turn and Talk” prompt on board. Provide students 2 minutes to discuss with each other.</p> <p>Students</p> <p>Discuss prompts with peers. Share with group thoughts.</p>
<p>Content</p>	<p>Introduction</p> <p>Multicultural literature is defined as “the literature written by minority authors” (Tangkitjaroenkun et al., 2022). It is written by, and portrays, people of various identities, in terms of cultures, values, beliefs, abilities, and more. It is the works that are not typically included in the traditional Literature/Language Arts syllabi, yet they represent the students in the modern classroom.</p> <p>Why Multicultural Literature?</p> <p>According to Rudine Sims Bishop (1990), multicultural literature serves as mirrors, windows, and sliding glass doors (Ezell and Daly, 2022).</p> <ul style="list-style-type: none"> • <u>Mirrors</u>: Students see their identities represented • <u>Windows</u>: Students see others’ identities represented 	<p>Teacher</p> <p>Provide an overview of multicultural literature. Overview summary/graphics are available via the PowerPoint that is projected on the board.</p> <p>Students</p> <p>Look at the text and graphics in the student guide/board as the instructor gives an overview. Raise hands to ask questions as needed.</p>

- Glass Doors: Students are able to engage with new identities and experiences

References

- 1) Tangkitjaroenkun, T., Nawarat, N., & Jatuporn, O. (2022). Multicultural Literature for Multicultural Education: Idealism, Reality and Practicality in a Thai Tertiary Education Context. *LEARN Journal: Language Education and Acquisition Research Network*, 15(1), 548-564.
- 2) Bishop, R. S. (1990). Walk tall in the world: African American literature for today's children. *The Journal of Negro Education*, 59(4), 556-565.
- 3) Ezell, S., & Daly, A. (2022). Honoring Multiple Identities Using Multicultural Literature. *Texas Association for Literacy Education Yearbook*, 9, 35-41.

Guided Practice

Jigsaw Activity: Mirrors, Windows, and Glass Doors

1. What are the benefits of multicultural literature serving as “mirrors” in an ELA class?
2. What are the benefits of multicultural literature serving as “windows” in an ELA class?
3. What are the benefits of multicultural literature serving as “glass doors” in an ELA class?

Teacher

Present chart paper with the questions listed to each group. Conduct a think-aloud and list a response to each question on a chart paper. Facilitate a jigsaw in which each group discusses and writes their responses, then jigsaw students into new groups. In new groups, students will share their responses.

Students

Look at teacher responses and note down in the student guide. Engage in the jigsaw activity by discussing prompts with group members.

<p>Independent Practice</p>	<p>Writing Prompt</p> <p>What is the purpose of multicultural literature in the classroom?</p> <p>Write three short scenarios about students encountering different elements in multicultural literature: a student relating to a “mirror,” a student learning through a “window,” and a student engaging with their peers through “glass doors.”</p>	<p>Teacher</p> <p>Introduce the writing prompt to students.</p> <p>Students</p> <p>Write response to prompt in student guide.</p>
<p>Feedback</p>	<p>Students will be provided an opportunity to revise their responses. They will first convene in pairs, then share within groups of 3-4.</p>	<p>Students</p> <p>Provide feedback to each other and share perspectives with each other.</p>
<p>Assessment</p>	<p>Students will volunteer their ideas to the teacher and then ultimately turn in their responses. The teacher will assess the lessons based on inclusivity, fairness, quality, applicability, and practicality. The teacher will later provide feedback on the responses.</p>	<p>Teacher</p> <p>Review students’ responses as students discuss with each other.</p> <p>Students</p> <p>Make necessary revisions in the student guide.</p>
<p>Closure</p>	<p>Elevator Pitch</p> <p>Students will be given 5 minutes to summarize everything they have learned from the day. Then in pairs they will have 60 seconds to share their “elevator pitch” with a partner containing:</p> <ul style="list-style-type: none"> • Multicultural literature is the literature written by minority authors 	<p>Teacher</p> <p>Walks around the room and listens to elevator pitches as they occur. Collects written elevator pitches</p>

- Multicultural literature serves as “mirrors, windows, and sliding doors”
- Students are able to feel visible and valued, which is an essential component in a learning environment
- Students are able to learn about other cultures, which prepares them to be members of a diverse society
- Students are able to engage with other cultures, which develops their abilities to communicate with others, including written communication.

Students

Complete and write down elevator pitch. Share it with a partner.

Lesson 2: Exploring Multicultural Identities

Event	Instructional Strategy	Teacher or Student Action
<p>Gain Attention</p>	<p>Activity: The Identity Iceberg</p> <p>On a print-out of an iceberg, complete the following:</p> <ol style="list-style-type: none"> 1. Above the water-line, note down aspects of your identity that are visible (example: skin color, race, age, gender, ability, etc.) 2. Below the water-line, note down aspects of your identity that are not visible (example: nationality, ability, ethnicity, religion, education, language, values, sexual orientation/identity, beliefs, political views, life experiences, heritage, role, etc.) 	<p>Teacher</p> <p>Explain and project instructions to the Identity Iceberg instructions. Explain that we have multiple identities, and though some are visible, most are not.</p> <p>Students</p> <p>Engage in the Identity Iceberg activity.</p>
<p>Objective</p>	<p>Learners will be able to identify multicultural identities in literature.</p>	<p>Teacher</p> <p>Display objective on board.</p>
<p>Prior Knowledge</p>	<p>Turn and Talk</p> <p>What are some of our students' multicultural identities? What are the demographics of our student population?</p>	<p>Teacher</p> <p>Facilitate turn and talk.</p> <p>Students</p> <p>Engage in discussion prompts with a</p>

		partner; share with a group.
<p>Content</p>	<p>According to Ezell and Daly (2022), identity markers include the following categories:</p> <ul style="list-style-type: none"> ● Race ● Gender ● Class ● Religion ● Language practices ● Sexual orientation ● Physical abilities ● Citizenship <p>All students have different backgrounds and identity markers that interact with each other. Something that is important to remember is that none of these categories exist in isolation. The boundaries of the categories are fluid, and categories can compound upon each other and alter experiences. For example, a Black Queer Cis woman will likely have somewhat similar and somewhat different perspectives, depending on the issue or topic, compared to a Black Straight Cis woman or a White Queer Transwoman. This is called intersectionality.</p> <p>Now, multicultural literature is written by and portrays people who identify with various identity markers. This literature normalizes different cultures that are typically marginalized.</p> <p>Students may identify with these texts and feel empowered. Students may find themselves learning about other cultures they have had little interaction with, allowing them to develop empathy and further allowing them to learn about different linguistic and writing styles. Moreover, students will also find</p>	<p>Teacher</p> <p>Provide an overview of multiple identities in multicultural literature. Overview summary/graphics are available via the PowerPoint that is projected on the board.</p> <p>Students</p> <p>Look at the text and graphics in the student guide/board as the instructor gives an overview.</p>

	<p>themselves able to deeply interact with the texts and engage in deep explorations and discussions related to the themes present.</p> <p>It is essential to know students' backgrounds and identities, as well as expose students to cultures different to their own. To identify the cultures in a classroom, engage students in creating an identity iceberg, identity web, or completing a survey.</p> <p>References</p> <ol style="list-style-type: none"> 1. Ezell, S., & Daly, A. (2022). Honoring Multiple Identities Using Multicultural Literature. Texas Association for Literacy Education Yearbook, 9, 35-41. 	
<p>Guided Practice</p>	<p>Gallery Walk</p> <p>At each station, read a poem and discuss:</p> <ol style="list-style-type: none"> 1. What multicultural identities are represented? How does this make you feel? 2. Would students in your class identify with this excerpt? What elements might some students relate to? 3. What would students in your class learn from this excerpt? 4. How can students in your class engage deeper with the literature? 	<p>Teacher</p> <p>Set up five stations for a gallery walk of poems. Conduct a thought aloud at the first station to respond to the prompts.</p> <p>Students</p> <p>Note down the teacher's responses in the student guide. With a partner, complete the remaining stations in the gallery walk.</p>

<p>Independent Practice</p>	<p>Writing Prompt</p> <p>What multicultural identities can be found in literature? How can students benefit from identifying various multicultural identities in literature?</p> <p>What lessons (reading assignments, writing assignments, discussion groups) could you form around this excerpt?</p>	<p>Teacher</p> <p>Introduce the writing prompt to students.</p> <p>Students</p> <p>Write response to prompt in student guide.</p>
<p>Feedback</p>	<p>Students will share their lesson ideas amongst their peers, with a chance to revise afterwards. Students will be provided an opportunity to revise their responses.</p>	<p>Students</p> <p>Provide feedback to each other.</p>
<p>Assessment</p>	<p>Students will volunteer their ideas to the teacher and then ultimately turn in their responses. The teacher will assess the lessons based on inclusivity, fairness, quality, applicability, and practicality. The teacher will later provide feedback on the responses.</p>	<p>Teacher</p> <p>Review students' responses.</p> <p>Students</p> <p>Make necessary revisions in the student guide.</p>
<p>Closure</p>	<p>Summarize and reinforce the following:</p> <ul style="list-style-type: none"> • Identity is complex; most of our identities are invisible. • There are various identity markers that can be found in literature, including: Race, gender, class, religion, language, sexual orientation, and abilities. • Students can benefit from seeing themselves represented and learning about others' culture. 	<p>Teacher</p> <p>Provide a summary of the day's instructional topics and a preview of upcoming lessons.</p> <p>Students</p> <p>Review summary in student guide.</p>

Lesson 3: The Multicultural Classroom — Strategies for Curriculum/Assessment

Event	Instructional Strategy	Teacher or Student Action
<p style="text-align: center;">Gain Attention</p>	<p>Now, this is what we've been leading up to. We've learned what multicultural literacy is, why multicultural literacy is beneficial, and even ways of <i>how</i> to teach multicultural literacy. But how do we implement it into our curriculum?</p> <p>Do we incorporate it into our existing curriculum? Do we create entirely new curriculum? How do we apply what we've learned to reading, writing, and discussion assignments?</p> <p>Think and Discuss</p> <p>Assessments are a vital part of any classroom. They test for knowledge and enlighten teachers on areas of improvement within their teaching/students. How would assessments look in a Multicultural Literature classroom vs. a Non-Multicultural Literature classroom? Do these differences help create assessments that are inclusive of the cultural literature they are assessing? How do these assessments support a well designed Multicultural Curriculum? Discuss with a Partner!</p>	<p>Teacher</p> <p>Stands in front of the room, turning on the projector to reveal the title slide "Strategies for Curriculum and Assessment" at the same time as the line "But how do we implement it into our curriculum" is stated? Instructor asks if students have any ideas.</p> <p>Students</p> <p>Brainstorm initial ideas of incorporating multicultural literacy into their curriculum. Volunteer ideas and discuss.</p> <p>Teacher</p> <p>Will share the scenario and question on the board and</p>

		<p>facilitate the discussion.</p> <p>Students</p> <p>Will discuss their thoughts with a partner and participate in the discussion.</p>
Objective	Learners will be able to identify and implement strategies for Multicultural Literature Curriculum and Assessments.	<p>Teacher</p> <p>Displays objective on the board.</p>
Prior Knowledge	<p>Turn and Talk Prompt</p> <p>What aspects of Multicultural Literature do you currently employ in your classroom? If none, what are some ideas that you would like to employ?</p> <p>Prior knowledge should now consist of a working definition of multicultural literacy, methods on how to embrace diverse identities, and ways to incorporate multicultural literacy into instructional techniques.</p>	<p>Teacher</p> <p>Facilitate turn and talk.</p> <p>Students</p> <p>Engage in discussion prompts with a partner; share with a group.</p> <p>Instructor</p> <p>Asks the audience if there are any questions about previous material.</p>
Content	<p>Firstly, make sure to incorporate identity-based vocabulary into your curriculum, which will give students the words they need to express and understand themselves and others.</p> <p>Now, something that may seem a little daunting is how to select new, varied texts and where to find them from. Well, we've compiled some resources to get</p>	<p>Teacher</p> <p>Provide an overview of book resources, the QUILT analysis, and ideas of incorporating multicultural literacy into</p>

you started! “Lee & Low Books” is a small publisher with a fantastic K-12 selection. “We Need Diverse Books” is a project that collects a multitude of multicultural books. AdLit’s “Diversity Books Project” offers a wide variety of books, authors, and even themes to peruse through. Other good resources are Notable Books for a Global Society, Social Justice Books, the American Library Association, and even a list created by Kentucky’s Jefferson County Public Schools and GoodReads compilations.

Another excellent way to find and keep track of texts to utilize is to create a blog with your students. Allow and encourage them to rate books and authors, share their experiences, and more! That way, you can figure out what students are liking and disliking along the way. If you’re not sure what you should be looking for when selecting books, consider the QUILT method. Focus on the quality of writing, the universal theme, how imaginative the plot is, how the text could fit in your lesson plan, and overall talking points that will lend to fruitful discussions (Mandarani & Munir, p. 7, 2021). We also recommend searching for identity-based vocabulary in these books, and if they’re “claimed or ascribed to the character” (Ezell & Daly, p. 36, 2022). Essentially, does the character choose vocabulary for themselves, or do outside figures assign them with the terms? The former will feel more authentic and relatable.

Speaking of fruitful discussions, we recommend creating a standardized question set to use during these official class discussion assignments. These can then be altered or added to based on the specific text. These discussions should be assessed on participation, if you choose

curriculum. Overview summary/graphics are available via the PowerPoint that is projected on the board. The instructor will then verbally discuss the rest of the section, pausing between natural subject changes to ask for questions.

Students

Look at the text and graphics in the student guide/board as the instructor gives an overview. Ask questions when necessary. Take notes on ways they could see incorporating multicultural literacy into their curriculum.

to grade them, but work up to establishing a level of preferred participation; this might be new for both you and your students!

In reading, writing, and discussion assignments, we highly recommend incorporating questions based on the mirrors, windows, and sliding glass doors we discussed in an earlier lesson. For example, an informational writing assignment and a reading assignment can allow students windows into other perspectives and cultures. A narrative writing assignment focuses on a mirror, where a student can analyze their own experiences. Discussion groups and argumentative essays can offer sliding glass door approaches, where students can directly engage with other perspectives and identities.

Reading and writing assignments can still be assessed in typical ways. You would want to add sections, addressing the quality and respect of the student analyzing and incorporating multicultural elements.

References

1. Lee & Low Books. Leeandlow.com
2. We Need a Diverse Book. diversebooks.org
3. AdLit: All About Adolescent Literacy. Adlit.org/books-and-authors/diverse-e-books-project
4. Mandarani, V., & Munir, A. (2021). Incorporating Multicultural Literature in EFL Classroom. *Indonesian Journal of English Language Teaching and Applied Linguistics*, 6(1), 1-12.
5. Ezell, S., & Daly, A. (2022). Honoring Multiple Identities Using

	Multicultural Literature. Texas Association for Literacy Education Yearbook, 9, 35-41.	
Guided Practice	The class is divided into two groups. One group discusses how they might like to incorporate multicultural elements into their existing curriculum. The second group discusses how they might like to create a new curriculum with multicultural literacy. Afterwards, students will engage in a classwide discussion and share what they learned within each group.	<p>Teacher</p> <p>Split teachers into two groups. Afterwards, guide discussion between two groups.</p> <p>Students</p> <p>Split into two groups. Discuss either incorporating multicultural literacy into existing curriculum or creating new curriculum. Then, share perspectives with the whole class.</p>
Independent Practice	In a chart provided in your student guide, write one way you can incorporate multicultural literacy into your existing curriculum, one way you can create a new curriculum with multicultural elements, and one potential multicultural text in each assignment section reading, informational writing, argumentative writing, narrative writing, and discussions.	<p>Students</p> <p>Fill in the chart found in the student guide.</p>
Feedback	Students will share their curriculum and multicultural text ideas amongst their peers, with a chance to revise afterwards.	<p>Students</p> <p>Provide feedback to each other and share perspectives with each other.</p>

<p>Assessment</p>	<p>Students will volunteer their ideas to the teacher and then ultimately turn in their chart. The teacher will assess the lessons based on inclusivity, fairness, quality, applicability, and practicality. The teacher will later provide feedback on the chart.</p>	<p>Teacher</p> <p>Host discussion and verbally evaluate student volunteers' curriculum ideas. Once charts are turned in, provide feedback through the LMS.</p> <p>Students</p> <p>Volunteer to share curriculum ideas with the teacher, then turn in chart.</p>
<p>Closure</p>	<p>3-2-1</p> <p>What are 3 things that you learned today? What are 2 things that you found interesting? What is 1 thing you have a question about?</p>	<p>Teacher</p> <p>Provide exit tickets with 3-2-1 prompt.</p> <p>Students</p> <p>Respond to 3-2-1 prompt on exit ticket.</p>

Learning 4: The Multicultural Classroom — Strategies for Instruction

Event	Instructional Strategy	Teacher or Student Action
<p>Gain Attention</p>	<p>Anecdote: What do you suggest?</p> <p>Kandace decides to incorporate multicultural literature in her 11th grade ELA classroom. She found the perfect novel written by a Thai author. As she’s writing her lesson plan, she’s stumped. She’s unsure of the best strategies to incorporate. What do you suggest?</p>	<p>Teacher</p> <p>Share and project anecdotes with students. Facilitate discussion.</p> <p>Students</p> <p>Share thoughts on the opening anecdote.</p>
<p>Objective</p>	<p>With methods collected from scholarly research articles, identify multicultural resource strategies that contribute to student success in a language arts classroom.</p> <p>With methods collected from scholarly research articles, explain actions needed to implement multicultural strategies and categorize them into informational writing, argumentative writing, narrative writing, and reading.</p>	<p>Teacher</p> <p>Displays objectives on the board.</p>
<p>Prior Knowledge</p>	<p>Turn and Talk</p> <p>Why should we, like Kandace, incorporate multicultural literature in our classroom?</p> <p>Should have thorough knowledge of what multicultural literacy is, why it’s beneficial, how to incorporate diverse</p>	<p>Teacher</p> <p>Facilitate Turn and Talk.</p>

	<p>identities, and how to create elements of multicultural curriculum.</p>	<p>Students</p> <p>Engage in discussion prompt with a partner; share with a group.</p>
<p>Content</p>	<p>Gallery Walk: Instructional Strategies in a Multicultural Classroom</p> <p>6 Stations around will be located around the room, each with an instructional strategy to learn about.</p> <ul style="list-style-type: none"> ● Strategy #1: Discussion Norms <ul style="list-style-type: none"> ○ Create norms prior to engaging in multicultural literature. This will promote open-mindedness and respect in the classroom. ● Strategy #2: Personal Reflection and Student Survey <ul style="list-style-type: none"> ○ Encourage students to reflect on texts read. Request feedback to incorporate authors that students are interested in. ● Strategy #3: Text Structure Analysis <ul style="list-style-type: none"> ○ Provide students opportunity to closely examine texts to analyze its text structure, writing style, and other literary elements. Students may compare texts with more common texts that have similar themes. ● Strategy #4: Blog Posts <ul style="list-style-type: none"> ○ Create a class blog post where students note down summaries and reflections of the text that they read. 	<p>Teacher</p> <p>Introduce gallery walk Ask students to take notes in their student guides as they analyze each station Set timer for 30 minutes for students to complete entire activity</p> <p>Student</p> <p>Participate in gallery walk Use each station to take notes in student guide</p>

	<ul style="list-style-type: none"> ● Strategy #5: Research <ul style="list-style-type: none"> ○ Provide students opportunity to research the text’s author and related literature. ● Strategy #6: Guided Questions <ul style="list-style-type: none"> ○ Provide students with guided questions to answer each time they engage in a multicultural text. Ezell and Daly (2022) suggest that the questions be categorized into ways that the text serves as a mirror, as a window, and as a sliding door. <p>References</p> <ol style="list-style-type: none"> 1. Ezell, S., & Daly, A. (2022). Honoring Multiple Identities Using Multicultural Literature. Texas Association for Literacy Education Yearbook, 9, 35-41. 	
<p>Guided Practice</p>	<p>Scenario</p> <p>Kandace is designing her lesson that incorporates a novel written by a Thai author. What are two strategies she should incorporate in her lesson plan?</p>	<p>Teacher</p> <p>Introduce prompt and conduct a think-aloud.</p> <p>Students</p> <p>Take notes in student guide as the teacher conducts the think-aloud.</p>


<p>Independent Practice</p>	<p>With your PLCs:</p> <ol style="list-style-type: none"> 1. Discuss your favorite strategies, from the gallery walk 2. Discuss the strategies that seem more challenging, from the gallery walk 3. Find a poem created by a minority author. Then, select two strategies that you will incorporate in instruction. Discuss how these strategies can support writing assignments, reading assignments, and discussion assignments. 	<p>Teacher</p> <p>Introduce prompt and facilitate the practice activity.</p> <p>Students</p> <p>Work with PLC to complete the independent practice activity. Write plans in student guide.</p>
<p>Feedback</p>	<p>Students will be provided an opportunity to revise their responses using a rubric.</p>	<p>Students</p> <p>Provide feedback to each other.</p>
<p>Assessment</p>	<p>The teacher will assess student responses to determine whether the objective was met.</p> <p>Students will volunteer their ideas to the teacher and then ultimately turn in their responses. The teacher will assess the responses based on inclusivity, fairness, quality, applicability, and practicality. The teacher will later provide feedback on the responses.</p>	<p>Teacher</p> <p>Review students' responses as students discuss and write in their stud</p> <p>Students</p> <p>Make necessary revisions in the student guide.</p>
<p>Closure</p>	<p>So What?</p> <p>Students will respond to the prompt: "What takeaways from the lesson will be important to know three years from now? Why?"</p> <p>Students will post their prompt to a Padlet.</p>	<p>Teacher</p> <p>Facilitate closing activity. Demonstrate how to access the Padlet discussion board.</p>



		Students
--	--	-----------------

Respond to the
“So What?”
prompt on the
Padlet.

Lesson 5: The Multicultural Classroom — Unit Design

Event	Instructional Strategy	Teacher or Student Action
<p>Gain Attention</p>	<p>Teachers will be sat into preassigned groups. A meme and a QR code will be projected onto the board.</p>  <p>The QR code will direct the learners to a survey asking them:</p> <ul style="list-style-type: none"> • Have they completed a formal lesson plan recently? • How comfortable they feel with lesson planning and why? • Are they aware of strategies associated with UbD? • 3 ideas they have from the past session on what Multicultural Literature Strategies they plan to incorporate into their unit lesson plan. 	<p>Teacher</p> <p>Displays the meme and QR code on the board.</p> <p>Students</p> <p>Go to the designated group, scan the QR code, and complete the survey.</p>
<p>Objective</p>	<p>Students will be able to design a unit plan incorporating multicultural literature through Understanding by Design (UbD).</p>	<p>Teacher</p> <p>Displays objective on the board.</p>
<p>Prior Knowledge</p>	<p>Ability to use a Google Doc lesson plan template and share Google Docs with others.</p>	<p>Teacher</p> <p>Explains what the student should</p>

	<p>Should have thorough knowledge of what multicultural literacy is, why it's beneficial, how to incorporate diverse identities, and how to create and implement elements of multicultural curriculum.</p>	<p>already be capable of doing. Answers any questions.</p> <p>Students</p> <p>Asks any necessary questions.</p>
<p>Content</p>	<p>Introduction</p> <p>To begin the lesson, the instructor will explain the steps of UbD. The steps will be displayed on the board as followed:</p> <ol style="list-style-type: none"> 1. Identify desired results 2. Determine acceptable evidence 3. Create Learning Plans <p>As the steps are discussed, the teacher will give examples and walkthrough how to use each step when designing a unit plan.</p> <p>Concept</p> <p>The instructor will hand out a sample unit plan which was created using UbD. The sample will incorporate different multicultural literature strategies, which were identified in lessons 3 and 4. The instructor will walk through all of the elements of UbD present in the unit lesson plan, as well as point out the steps used to create the plan.</p> <p>Practice</p> <p>Another UbD lesson plan will be handed out to learners. For 15 minutes, each student will be given a highlighter and pen to identify and annotate:</p> <ol style="list-style-type: none"> 1. Important aspects they notice 	<p>Teacher</p> <p>Will use a powerpoint presentation to walk through the elements of UbD.</p> <p>Students</p> <p>Will follow along in their guided reading section of their booklet.</p> <p>Teacher</p> <p>Will hand out the sample unit plans and explain necessary elements.</p> <p>Students</p> <p>Will follow along with the instructor.</p> <p>Teacher</p> <p>Will hand out examples, highlighters, and pens. Also,</p>

	<ol style="list-style-type: none"> 2. What stands out 3. Elements of UbD 4. Deviations from UbD 5. Grows and Glows 	<p>display a 15 minute timer.</p> <p>Students</p> <p>Will complete the activity.</p>
Guided Practice	<p>In groups, teachers will reflect on the 3 elements of UbD by brainstorming desired results, acceptable evidence, and begin to think about lessons they could incorporate into the unit.</p> <p>The group must identify 5 pieces of acceptable evidence which could be used in the multicultural literature unit.</p>	<p>Teacher</p> <p>Will walk around the room to monitor progress and ensure groups stay on task.</p> <p>Students</p> <p>Will participate in groups and evaluate pieces of evidence.</p>
Independent Practice	<p>Teachers will begin to develop a unit plan based upon UbD. They will be given 30 minutes to complete the task. Within 10 minutes, learners should have the desired result identified. The next 10 goes towards identifying 5 pieces of acceptable evidence. The final 10 minutes is designated to beginning a lesson plan for the unit.</p>	<p>Teacher</p> <p>Instructor will walk around the room to monitor progress and display the timer on the board.</p>
Feedback	<p>Students will share their unit plans amongst their peers in groups of 3-4. They will have a chance to revise after.</p>	<p>Students</p> <p>Provide feedback to each other and share perspectives with each other.</p>
Assessment	<p>Students will volunteer their ideas to the teacher and then ultimately turn in their unit plans. The teacher will assess the</p>	<p>Teacher</p>

	<p>lessons based on inclusivity, fairness, quality, applicability, and practicality.</p>	<p>Host discussion and verbally evaluate student volunteers' unit plans. Once assignments are turned in, provide feedback through the LMS.</p> <p>Students</p> <p>Volunteer to share units with the teacher, then turn in assignments.</p>
<p>Closure</p>	<p>Two-Dollar Summary</p> <p>Students will write a summary for the day on what they took away from the lesson. Each word is worth 10 cents, and the summary can only add up to \$2.00, meaning it can only be 20 words.</p>	<p>Teacher</p> <p>Review the summaries and analyze student outcomes.</p> <p>Students</p> <p>Complete the summaries and share Google Doc with the instructor.</p>

Lesson 6: Evaluating a Multicultural Classroom

Event	Instructional Strategy	Teacher or Student Action
<p>Gain Attention</p>	<p>“Now, we might think we’re done after we’ve created our lesson plans and unit structures and instruction techniques. But this process is iterative. We want to keep improving and growing along with our students.</p> <p>You’ve implemented our first drafts, and the fact that you got this far is an accomplishment worth celebrating! Your hard work and creativity is truly appreciated and valued.</p> <p>Let’s see how it played out. Anyone want to share what they’ve learned from this process? About the material, the students, your fellow teachers, or even yourself?”</p>	<p>Teacher</p> <p>Standing at the front of the room. No projector up yet. They will be conversational, open, and appreciative. They’ll ask students informally if there’s anything they’ve learned and want to share.</p> <p>Students</p> <p>Volunteer to share their experiences.</p>
<p>Objective</p>	<p>Using student test scores, student and teacher satisfaction ratings, and results of class discussions, recommend improvement strategies for multicultural literacy lessons.</p>	<p>Teacher</p> <p>Displays objective on the board.</p>
<p>Prior Knowledge</p>	<p>All previous courses have built up to this. Should have thorough knowledge of what multicultural literacy is, why it’s beneficial, how to incorporate diverse identities, and how to create and implement multicultural curriculum.</p>	<p>Teacher</p> <p>Asks if there are any questions about previous content or if</p>

		<p>anyone needs to review.</p> <p>Students</p> <p>Ask questions if needed.</p>
<p>Content</p>	<p>“So, we implemented our first draft for students. Thank you for collecting such thorough assessment and observation data. Now, let’s analyze it.</p> <p>We have some of your assessment results from both reading and writing assignments. Previously, you sent to us trends that you’ve noted in the students’ reading and writing, and we transformed some of these trends into bar and line graphs. We’re tracking quality levels as well as improvement rates for multicultural understanding.</p> <p>We also compiled some of your notes in this mind map here. We’ve noticed some positive reactions to how the class discussions progressed over time, with your students becoming more and more confident and open with each other. Participation went up across the board, for the most part.</p> <p>We received survey results from your students about their opinions on the changes, their feedback on the delivered unit, and their judgment of the new authors and texts. We also received your survey results on the same categories, along with your observations of student behavior and participation.</p>	<p>Teacher</p> <p>Starts off lesson as normal then shows graphs on overhead projector, pointing out the labels and specific trends. Also show mind maps and writing samples from surveys, all anonymous.</p> <p>Students</p> <p>Listen, ask questions, voice any disagreement with graphs. They are welcome to jump into short debates with each other.</p>
<p>Guided Practice</p>	<p>In groups of 3-4, categorize changes noted in reading, writing, and discussion assignments. Assess bar graphs and line graphs.</p>	<p>Students</p> <p>In small groups, write up a short report on their</p>

	<p>Then, with the same groups, start brainstorming improvements.”</p>	<p>personal experiences with the students, student assignments and assessments, and interpretation of the graph data. Then, brainstorm improvements and share with the class.</p> <p>Teacher</p> <p>Circle amongst groups and answer questions as needed. Host a discussion for students to share their brainstorming ideas.</p>
<p>Independent Practice</p>	<p>The students will write up and turn in a short report into the LMS system about their personal experiences with the unit implementation, their interpretation of the data collected, and improvements they think should be made to the instruction, curriculum, or other topics related to multicultural literacy.</p>	<p>Students</p> <p>Write up a report. Ask questions, if necessary.</p> <p>Teacher</p> <p>Circle classroom to answer any questions.</p>
<p>Feedback</p>	<p>Students will share their more revised interpretations of improvement ideas amongst their peers, with a chance to revise afterwards.</p>	<p>Students</p> <p>Provide feedback to each other and share perspectives with each other.</p>

<p>Assessment</p>	<p>Students will volunteer their ideas to the teacher and then ultimately turn in their report. The teacher will assess the improvements based on inclusivity, fairness, quality, applicability, and practicality, and invite class debates about the topic. The teacher will later provide feedback on the report.</p>	<p>Teacher</p> <p>Host discussion and verbally evaluate student volunteers' improvement ideas. Once report is turned in, provide feedback through the LMS.</p> <p>Students</p> <p>Volunteer to share curriculum ideas with the teacher, then turn in report.</p>
<p>Closure</p>	<p>Cover it</p> <p>As a closure to all of the lessons, students will create a book cover which would incorporate everything they have learned about multicultural literature.</p>	<p>Teacher</p> <p>Provide paper and feedback about the book covers.</p> <p>Students</p> <p>Create book covers and share it with others</p>

A Summary of Supporting Media (Part A)

	Media that will be selected or developed to support the <i>Student</i> .
Visual	<ul style="list-style-type: none"> ● Guided Lesson Notes ● Worksheets ● Lesson Planning Template ● Activities for Openers <ul style="list-style-type: none"> ○ Name Tents ○ PowerPoint Slides ○ QR codes ○ Meme ○ Iceberg print-out ● Activities for Closers <ul style="list-style-type: none"> ○ Exit Ticket Sheets ○ Google Docs ○ Book Covers ● Timers on Board ● PowerPoint Slides ● Chart Papers ● Padlet
Audio	<ul style="list-style-type: none"> ● Timer with sound ● Group Discussions ● Lectures ● Turn and Talks ● Elevator Pitch Closer
Kinesthetic	<ul style="list-style-type: none"> ● Walking around to different groups ● Group Rotations/Jigsaws ● This or That Opener ● Gallery Walk

A Summary of Supporting Media (Part B)

	Media that will be selected or developed to support the <i>Type of Learning</i> .
Knowledge	<ul style="list-style-type: none"> • Printed overviews of content • PowerPoint overviews of content • First Turn and Talk activity • Writing prompts
Comprehension	<ul style="list-style-type: none"> • Group discussions and jigsaw activities for students to identify the best instruction practices/strategies • Gallery Walk Posters with poems • Gallery Walk Posters with instructional • Writing prompts
Application	<ul style="list-style-type: none"> • Fill-in charts to apply knowledge to different parts of the curriculum • Gallery Walk poem discussion prompts • Gallery Walk instructional strategies discussion prompts • Writing prompts
Analysis	<ul style="list-style-type: none"> • Written reports based on charts and graphs of student data • Survey data of student and teacher experiences • Class discussions of available student data and teacher experiences • Mind map illustrating teacher notes sent in through previous surveys • Writing prompts

Synthesis	<ul style="list-style-type: none">● Sample UbD lesson plans, one of which will be annotated● Creation of practice unit UbD plans● Writing prompts
Evaluation	<ul style="list-style-type: none">● Surveys offered to gather data on student and teacher experiences with implementation of new curriculum● Surveys offered to gauge teachers' opinions on the workshops.● Mind map illustrating teacher notes sent in through previous surveys● Writing prompts

Information to Guide the Student

Table of Contents

Title Page	i
Copyright	ii
Acknowledgements	iii
Table of Contents	iv
Unit Overview	v
Online User Instructions	vi
Lesson 1: Introduction to Multicultural Literature	1
Lesson	2
Group and Independent Practice	5
Assessment	7
Lesson 2: Exploring Multicultural Identities	9
Lesson	10
Group and Independent Practice	13
Assessment	15
Lesson 3: The Multicultural Classroom — Strategies for Instruction	17
Lesson	18
Guided and Independent Practice	22
Assessment	24
Lesson 4: The Multicultural Classroom — Strategies for Curriculum/ Assessment	26
Lesson	27
Guided and Independent Practice	32
Assessment	35

Lesson 5: The Multicultural Classroom — Unit Design	38
Lesson	39
Guided and Independent Practice	45
Assessment	50
Lesson 6: Evaluating a Multicultural Classroom	52
Lesson	53
Guided and Independent Practice	58
Assessment	60
Glossary	62
Appendix A: Characteristics of Culturally and Linguistically Diverse Students	63
Appendix B: UbD Lesson Planning Steps	65
Appendix C: List of Possible Multicultural Literature Reading Pieces	66
Appendix D: Data Analysis Support	68
Appendix E: Lesson Planning Template	70
Appendix F: Fill-In Charts	72

Information to Guide the Teacher

Table of Contents

Title Page	i
Copyright	ii
Acknowledgements	iii
Table of Contents	iv
Unit Overview	v
How to Use this Guide	vi
Lesson 1: Introduction to Multicultural Literature	1
Guiding Question: What is multicultural literature and how do we use it to support all learners?	2
Directions for the Practice	3
Answers for Assessment	7
Summarized Key Points	10
Lesson 2: Exploring Multicultural Identities	12
Guiding Question: How do we identify identities of culturally and linguistically diverse (CLD) students?	13
Table about intersectionality	14
Directions for the Practice	15
Answers for Assessment	18
Summarized Key Points	20
Lesson 3: The Multicultural Classroom — Strategies for Curriculum/ Assessment	21
Guiding Question: How do we build curriculum and assess student progress? Guiding Question: Which strategies best support a multicultural literature classroom?	22
Directions for the Practice	23
Answers for Assessment	27
Key Takeaways	29

Lesson 4: The Multicultural Classroom — Strategies for Instruction	30
Guiding Question: Which strategies best support a multicultural literature classroom?	31
Directions for the Practice	32
Answers for Assessment	36
Summarized Key Points	38
Lesson 5: The Multicultural Classroom — Unit Design	39
Guiding Question: How do we use UbD to support multicultural literature units?	40
UbD: Steps to building a unit plan	41
Directions for the Practice	42
Answers for Assessment	46
Key Takeaways	48
Lesson 6: Evaluating a Multicultural Classroom	49
Guiding Question: How do we evaluate outcomes in a literature classroom?	50
Directions for the Practice	51
Answers for Assessment	55
Key Takeaways	58
Glossary	59
Appendix A: Characteristics of Culturally and Linguistically Diverse Students	60
Appendix B: Data Analysis Support	62
Appendix C: List of Multicultural Literature Resources	64
Appendix D: Additional Resources	68
Appendix E: Questions?- Contact Information	70

Formative Evaluation Summary

Component	Problem	Data Source	Revision Decision
Purpose	None: The purpose statement accurately reflects the program's purpose.	Stakeholder feedback from Analysis Summary	No revisions needed.
Goals	None: All goals were accepted through review of the analysis summary.	Stakeholder feedback	No revisions needed.
Objectives	<p>Approximately 25% of the objectives did not meet the corresponding task.</p> <p>Additional objectives in the task inventory needed revisions to match cues for Bloom's taxonomy.</p>	Nicole Manley, Samantha Romero, and Catherine Arbeiter	<p>Increased continuity between learning task and performance objectives</p> <p>6 goals were revised to implement Bloom's taxonomy cues.</p>
Prerequisites	<p>Not all learners had access to the online learning platform.</p> <p>10% of learners were not comfortable using the Springboard</p>	<p>Learners</p> <p>Learner survey</p>	<p>Login information was checked and reissued to learners.</p> <p>A generalized training packet will be created to support</p>

	curriculum.		knowledge of the required curriculum.
Instructional Strategies	<p>Assessment strategies used in the initial lesson plans were too broad.</p> <p>Instructional strategies did not include a variety of media.</p>	Catherine Arbeiter, Samantha Romero, and Nicole Manley	<p>Assessment strategies were revised to include more specific and measurable practices.</p> <p>Instructional strategies were revised to include more media formats.</p>
Testing Methods	Testing methods did not fully align to objectives	Samantha Romero and Nicole Manley	Testing methods were revised to align with the objectives.
Information to Guide the Learner	<p>Assessment for Lesson 2 was left out of the information guide.</p> <p>Limited amount of multicultural pieces in Appendix C.</p>	<p>MLS Team</p> <p>Learner Feedback</p>	<p>Assessment added to Lesson 2</p> <p>Additional Books, movies, podcasts, poems, articles, and magazines added to Appendix C</p>
Information To Guide the Facilitator	<p>Guiding questions did not align with lesson content.</p> <p>Incorrect contact information was provided in Appendix E.</p> <p>Multicultural resources did not match those</p>	<p>Instructor feedback</p> <p>MLS Team</p>	<p>Guiding questions align more with lesson goals and objectives.</p> <p>Correct contact information added</p> <p>List of resources update so Instructor and</p>

	provided to the learners in Appendix C.		Learner Guides match
Supporting Media	<p>Not all media has been reviewed beforehand to see if it will be supported by the LMS.</p> <p>Media has not been reviewed for learners who may need accommodations.</p>	<p>Hillgrove High School IT Specialist</p> <p>Learner Survey</p>	<p>IT Specialist confirmed all media will be supported.</p> <p>All media has been updated with necessary accommodations.</p>

Implementation Strategy

Learner Plan

Facilitator Plan

Train the Trainer Agenda

Learner Plan

Multicultural Literacy Strategies and Lesson Planning

Component	Activities and Directions	Comments
<p>Learner Identification</p>	<p>The learner group consists of 14 English educators:</p> <ul style="list-style-type: none"> • All hold at least a bachelor’s degree • Have a need to implement multicultural literacy strategies into their classrooms • Have diverse backgrounds including: White, African American, Hispanic, and Arabic 	<p>Learners may or may not hold a degree specifically in English Education.</p>
<p>Schedule</p>	<p>The learner group will consist of 14 teachers broken into groups of 3 to 4.</p> <ul style="list-style-type: none"> • The learning will take place at Hillgrove High School • Will meet in the professional development room of the Learning Commons • The lessons for the program will take one hour of a planning period to complete • Learners will complete a pretest before beginning the multicultural literature course 	<p>Learners will need access to the school’s online learning platform.</p>

Notification

Location

The program will take place in the professional development room at Hillgrove High School.

Date

The program will take twice a week for three weeks during the teachers' common planning period.

Travel

Each learner is responsible for their own travel

Accommodations

Each learner is responsible for their own accommodations

Purpose of Instruction

The program's purpose is to equip Hillgrove High School English teachers with multicultural literacy instructional strategies to support diverse student backgrounds with culturally relevant pedagogy.

Anticipated Outcomes

Upon completion of the course learners will be able to:

- Develop a unit lesson plan incorporating multicultural literacy strategies
- Implement a variety of multicultural strategies into the classroom
- Make use of UbD to create a unit plan
- Identify CLD students
- Analyze data from before and after newly implemented strategies

Required or Recommended pre-work: Students will be required to read and take notes based upon pre readings about multicultural literacy. Guided questions about the reading will be completed before the first lesson.

Travel and accommodations are of least concern because the program will happen at Hillgrove where all the teachers teach.

Instructors will travel to Hillgrove High School.

Tracking	<p>Attendance will be taken at the beginning and at the end of each session. Learners will complete the following during each lesson:</p> <ul style="list-style-type: none">● Practice Activity● Quiz● Exit Ticket <p>The facilitators will grade and review the quizzes, practice activities, and exit tickets to monitor progress.</p>	<p>Student understanding will be assessed based upon formative assessment measures.</p>

Facilitator Plan

Multicultural Literacy Implementation Plan (Facilitator Training)

Component	Activities and Directions	Comments
<p>Facilitator Identification</p>	<p>The facilitators of the course are 6 Multicultural Literacy Certified teachers:</p> <ul style="list-style-type: none"> ● Have been working in multicultural literacy for at least 10 years ● Have at least masters' degree ● Experience using the online learning platform ● Experience facilitating professional development ● Familiar with Cobb County School District policies 	<p>Each instructor will have a co-teacher for each lesson, so they must be willing to collaborate with their peers.</p>
<p>Training Schedule</p>	<p>A Train-the-Trainer Course will take place on the 3rd Friday and Saturday in April. It will span two days.</p> <p>The classroom will contain:</p> <ul style="list-style-type: none"> ● Tables for collaboration ● Charging stations ● Instructor manuals ● Projector ● Login information ● Handouts ● Pencils, pens, and colored pencils ● Notepad 	<p>See the attached train-the-trainer agenda</p>

Preparation

Each instructor should:

- Login to the online platform to ensure the login information is accurate
- Attend the training session the 3rd Friday in April
- Review how to provide appropriate feedback
- Review district policies
- Preview the instructor guides and PowerPoint presentations

All materials will be given to the instructors by the first Friday in April.

See the train-the-trainer agenda for more details.

Train-the-Trainer Agenda

Topic	Time	Content
<i>Day 1</i>		
Light Breakfast	8:00–9:00 a.m.	<p>When instructors arrive, they will be told to go find their name tag and claim a seat.</p> <p>A light breakfast of coffee and pastries will be provided.</p>
Introduction	9:00	<p>Facilitators of the training course will introduce themselves.</p> <p>The instructors for the new course will introduce themselves to the group.</p> <p>Group Ice Breaker</p> <p>Group reviews agenda, course expectations, and goals for the two days.</p>
Overview of Instructional Development Process	9:30–10:00	<p>Share learner profiles and performance assessment.</p> <p>Review purpose.</p> <p>There will be a discussion focused around the learner profiles, stakeholders, and the performance assessment.</p> <p>Additionally, the group will discuss how the course will impact both teachers and students.</p>
Break	10:00	Instructors will be given a 15-minute break.

Review of Goals and Objectives	10:15–11:30	<p>Overview of goals and objectives</p> <p>Review the day schedule.</p> <p>Q&A Session</p>
Lunch	11:30–12:30	<p>Catered lunch from Chick-fil-A will be provided.</p>
Validation of Facilitator Qualifications	12:30–1:30	<p>Demonstrate how to use the online learning platform.</p> <p>Practice using the online learning platform for CobbCounty.</p> <p>Discuss the purpose of course and facilitator background.</p>
Preview Guides for the Learner	1:30–2:30	<p>Distribute both learner and facilitator guides.</p> <p>10-minute preview period</p> <p>Discuss readings.</p> <p>Discuss activities.</p> <p>Preview formative assessment measures.</p> <p>Q&A session</p>
Preview Guides for the Facilitator	2:30–3:30	<p>10-minute reading preview</p> <p>Discussion of how facilitator guide connects to the learner guide</p> <p>Overview of how to use guiding questions</p> <p>Mini-opener and closer session</p> <p>Q&A session</p>

Adjourn	3:30	
Day 2		
Light Breakfast	8:00–9:00 a.m.	<p>When instructors arrive, they will be told to go find their name tags at a specific seat.</p> <p>A light breakfast of coffee and pastries will be provided.</p>
Review Day 1 Activities	9:00–9:30	<p>Small ice breaker</p> <p>Blooket to review</p> <p>Prize for the winner</p>
Micro-Teaching Session #1	9:30–10:30	<p>Practice logging into the online platform.</p> <p>Instructor groups will be divided in half.</p> <p>Each group will practice a prepared portion of the lesson.</p> <p>Group 1 will practice first, followed by Group 2.</p>
Break	10:30–10:45	Water and a small snack will be provided.
Micro-Teaching Session #2	10:45–12:00	<p>Facilitators will demonstrate a lesson.</p> <p>Instructors will participate by following the learner guide.</p> <p>Q&A session about the guides or the lesson.</p>
Lunch	12:00–1:00	Catered lunch from Firehouse Subs will be provided.

<p>Media Refinement Discussion</p>	<p>1:00–1:30</p>	<p>Debrief lessons from the morning.</p> <p>Explore the online learning platform.</p> <p>Review of how to find online instructional resources</p> <p>15 minutes to explore online sources</p> <p>Q&A session about online platform and resources</p>
<p>Evaluation Plan</p>	<p>1:30–2:30</p>	<p>Review goals.</p> <p>Review instructional strategies.</p> <p>Review how to gauge bloom’s taxonomy.</p> <p>Review how to assess formative assessments.</p> <p>Complete a 3-2-1 exit ticket about the training session.</p>
<p>Closing Remarks</p>	<p>2:30-3:00</p>	<p>Provide contact information.</p> <p>Answer any additional questions.</p> <p>Provide a survey for instructors to provide feedback about the training.</p>
<p>Adjourn</p>	<p>3:00</p>	

Evaluation Plan

Evaluation Plan

Level 1 Evaluation Tool

Level 2 Evaluation Tool

Level 3 Evaluation Tool

Evaluation Plan

	Who	What	When	Where	Why	How
Level 1 Perception	Administered by the in-person course instructor	Measure student perception	After end-of-day instruction conclusion	In the Professional Development room	<p>Determine level of satisfaction of learners in regards to content and the course instructors.</p> <p>Determine perception of abilities to apply skills.</p>	Form with Likert Scale and open-ended questions

Level 2 Learning

Administered by the in-person course instructor

Measure knowledge and skills acquisition

At end of each lesson throughout the day

In the Professional Development Room

Determine the abilities of learners to implement multicultural literacy strategies into the classroom.

Determine the quality of instructional materials.

Instructors will observe practice simulations throughout the lessons.

Learners will role play through multicultural lessons and strategies which could be applied in the classroom.

Learners will complete exit formative assessments after each lesson throughout the day.

<p>Level 3 Performance</p>	<p>Administered by direct supervisor</p>	<p>Measure learning transfer.</p>	<p>Begins once a learner returns to the job and completes an entire unit</p>	<p>The exit ticket will be provided right after the last lesson in the professional development room.</p> <p>The follow-up performance evaluation will be access on the job.</p>	<p>Determine learner's ability to complete the task in their classroom environment with students.</p> <p>Determine if performance gaps have been closed.</p> <p>Determine ability to navigate real-world consequences in the classroom.</p>	<p>Performance checklist</p> <p>Authentic task of creating a writing or a reading assignment incorporating multicultural literature</p> <p>Peer review of multicultural literature lessons</p>
<p>Level 4 Impact</p>	<p>Administered by senior mentoring manager</p>	<p>Measure effectiveness of the in-person course</p>	<p>After a month when learners apply their skills to the course</p>	<p>A short survey to their students</p>	<p>Determine if learners deliver multicultural literature lessons.</p> <p>Determine the quality of course in preparing teaching capability.</p>	<p>Disseminate a short survey to students, asking their experiences in multicultural literature lessons with learners.</p>

**Level 5
Return on
Investment**

Evaluated
by senior
mentoring
manager

Measure
benefits of
professional
development

After a
month
when
learners
apply their
skills to the
course

Evaluate
responses
from
students'
short survey

Determine
whether the
in-person
course
produced the
desired results

Evaluate the
cost-to-benefit
ratio of the
course

Microsoft
Excel

Calculating
cost/benefit
Ratios

Financial
Equations

Level 1 Evaluation Instrument

Link to Google Form: <https://forms.gle/UGyiVVPFaDPwsaca6>

Demographics.

What is Today's Date?

MM DD YYYY

___ / ___ / ___

First Name *

Your answer _____

Last Name *

Your answer _____

What is your Gender? *

- Male
- Female
- Transgendered Male
- Transgendered Female
- I prefer not to answer

How many years of teaching experience do you have? *

- 1 to 5 Years
- 6 to 10 Years
- 11 to 15 Years
- 16 to 20 Years
- 20 + Years

What is your highest degree earned? *

- Bachelor's Degree
- Master's Degree
- Specialist Degree
- Doctorate Degree

Feedback on Course.

Please rate your evaluation on the Course Material this semester.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Course Materials were easily Accessible.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course Materials were easy to understand.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course Materials aided in my understanding of Keyboarding.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course Materials were provided in a timely manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course Materials aligned well with the content being taught.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please rate your evaluation on the Course Structure

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Course provided ample tools and strategies that I can implement into my classroom. .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course addressed my concerns with implementing Multicultural literature in my course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course provided relevant Multicultural Literature experiece.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course Content is alligned with English State Standards.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course has given me more confidence to teach a Multicultural Literacy course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What are the strengths of the course?

Your answer _____

What could be improved within the course?

Your answer _____

Additional Feedback on the Course:

Your answer _____

Feedback on Activities.

What was your favorite activity this semester? *

Your answer _____

What was your least favorite activity this semester? *

Your answer _____

What is one thing you like that you wish was done more of in this course? *

Your answer _____

What is one thing you don't like that you wish was done less of in this course? *

Your answer _____

Feedback on your Instructor.

Please rate your Instructor: *

	Always	Most of the Time	Sometimes	Rarely	Never
Instructor had clear expectations;	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructor gave Clear Instructions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructor seemed prepared for the course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructors seemed to have a good grasp on the content.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructor gave meaningful feedback.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructor presented information in a way that was easy to grasp.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructor communicated well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What are your instructor's strengths? *

Your answer

What can your instructor do to improve their instruction? *

Your answer

Please rate yourself.

Please rate yourself in the course: *

	Always	Most of the Time	Sometimes	Rarely	Never
I felt excited to Learn about Multicultural Literature	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I tried my best in Coures sessions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understood my teacher's instructions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I came to class prepared. (notebook, pencil/pen, Laptop charged)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I turned in assignments on time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I took feedback given to me by the instructors and applied it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I participated intentionally throughout the course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please rate your feelings toward this course: *

	Always	Most of the Time	Sometimes	Rarely	Never
I felt like the instructor supported me as a learner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I felt valued for my input and ideas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I felt respected as an educator.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I felt encouraged to do my best.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I felt comfortable attending sessions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Final Thoughts.

Would you recommend the Multicultural Literature Course to an educator? *

Yes

No

Anything else you'd like to share?

Optional

Your answer

Submit

Page 1 of 1

Clear form

Level 2 Evaluation Instrument

Improving Multicultural Literature Lessons — Multicultural Literature Survey

This survey is intended to Evaluate the Knowledge gained within the “Evaluating a Multicultural Classroom” Lesson

Learner’s Name _____ Evaluating Instructor _____

This Assessment uses a Likert Scale to rate the effectiveness of the Learner’s Evaluation of their Multicultural Literacy Unit.

Area of Assessment	Learner’s Assessment	Instructor’s Assessment
<i>Learner’s Report provides improvements that are inclusive of a classroom with several multicultural identities.</i>	Self Rating (Highlight One): Lowest 1 2 3 4 5 Highest Explanation of rating:	Instructor Rating (Highlight One): Lowest 1 2 3 4 5 Highest Explanation of rating:
<i>Learner’s Report provides improvements that enable fairness within a Multicultural Classroom.</i>	Self Rating (Highlight One): Lowest 1 2 3 4 5 Highest Explanation of rating:	Instructor Rating (Highlight One): Lowest 1 2 3 4 5 Highest Explanation of rating:
<i>Learner’s Report provides improvements of quality learning opportunities for Multicultural Literature Students.</i>	Self Rating (Highlight One): Lowest 1 2 3 4 5 Highest Explanation of rating:	Instructor Rating (Highlight One): Lowest 1 2 3 4 5 Highest Explanation of rating:

<p><i>Learner's Report provides improvements that are applicable within a Multicultural Classroom.</i></p>	<p>Self Rating (Highlight One): Lowest 1 2 3 4 5 Highest Explanation of rating:</p>	<p>Instructor Rating (Highlight One): Lowest 1 2 3 4 5 Highest Explanation of rating:</p>
<p><i>Learner's Report provides improvements that are practical within a Multicultural Classroom.</i></p>	<p>Self Rating (Highlight One): Lowest 1 2 3 4 5 Highest Explanation of rating:</p>	<p>Instructor Rating (Highlight One): Lowest 1 2 3 4 5 Highest Explanation of rating:</p>
<p><i>Overall, Learner's Report provides meaningful Improvements to Multicultural Literacy that show mastery of the instructional strategies taught in this course.</i></p>	<p>Self Rating (Highlight One): Lowest 1 2 3 4 5 Highest Explanation of rating:</p>	<p>Instructor Rating (Highlight One): Lowest 1 2 3 4 5 Highest Explanation of rating:</p>

Thank You for your Honest Evaluation!

Level 3 Evaluation Instrument

Learning Transfer Evaluation Survey — Multicultural Literacy Training

Instructions: This survey aims to assess the extent to which you have applied the knowledge and skills learned from a recent multicultural literacy training into your work or daily life. Please answer each question honestly based on your experiences.

Section 1: Knowledge Retention

- 1) How well do you remember the key concepts and information taught during the multicultural literacy training?
 - a) Very well
 - b) Moderately well
 - c) Somewhat well
 - d) Not well at all
- 2) Have you actively reviewed or refreshed your understanding of multicultural concepts since completing the training?
 - a) Yes, regularly
 - b) Yes, occasionally
 - c) No, not at all
- 3) Can you identify specific multicultural concepts or principles that have stuck with you the most since completing the training? (Open-ended)
- 4) How confident are you in your ability to explain multicultural concepts to others based on what you learned in the training?
 - a) Very confident

- b) Moderately confident
- c) Somewhat confident
- d) Not confident at all

Section 2: Skill Application

- 5) To what extent have you been able to apply the multicultural literacy skills or techniques learned in your work or daily life?
 - a) Consistently and effectively
 - b) Occasionally and with some success
 - c) Rarely or not at all
- 6) Can you provide specific examples of challenging situations where you successfully applied multicultural literacy skills? (Open-ended)
- 7) Have you encountered any barriers or challenges when attempting to apply multicultural literacy skills? If so, how have you addressed them? (Open-ended)

Section 3: Behavior Change

- 8) Have you noticed any changes in your teaching as a result of the multicultural literacy training?
 - a) Yes, significantly
 - b) Yes, to some extent
 - c) No, not really
- 9) If you answered yes to the previous question, please describe the specific approaches that have been made and how they align with the principles taught in the training. (Open-ended)
- 10) How have your perceptions or attitudes towards cultural diversity evolved since completing the training?
 - a) Become more positive and inclusive
 - b) Remained the same

c) Become more negative or uncertain

Section 4: Overall Assessment

11) On a scale of 1 to 5, how would you rate the effectiveness of the training in facilitating incorporating multicultural literacy into their classroom environment?

1
(Not effective at all)

2

3

4

5
(Extremely effective)

12) Do you have any additional comments or feedback regarding the multicultural literacy training and its impact on your teaching experience? (Open-ended)

Thank you for your participation!

Written Agreement

I, _____, have read through the Complete Proposal executed by MLS.

I propose the following changes:

Initial _____

OR

I accept the Completed Proposal as written.

Initial _____

Client Signature: _____

Date: _____

Appendix

AdLit: All About Adolescent Literacy.

[Adlit.org/books-and-authors/diverse-books-project](https://adlit.org/books-and-authors/diverse-books-project)

Bishop, R. S. (1990). Walk tall in the world: African American literature for today's children. *The Journal of Negro Education*, 59(4), 556-565.

Ezell, S., & Daly, A. (2022). Honoring Multiple Identities Using Multicultural Literature. *Texas Association for Literacy Education Yearbook*, 9, 35-41.

Lee & Low Books. [Leeandlow.com](https://www.leeandlow.com)

Mandarani, V., & Munir, A. (2021). Incorporating Multicultural Literature in EFL Classroom. *Indonesian Journal of English Language Teaching and Applied Linguistics*, 6(1), 1-12.

Tangkitjaroenkun, T., Nawarat, N., & Jatuporn, O. (2022). Multicultural Literature for Multicultural Education: Idealism, Reality and Practicality in a Thai Tertiary Education Context. *LEARN Journal: Language Education and Acquisition Research Network*, 15(1), 548-564.

We Need a Diverse Book. [diversebooks.org](https://www.diversebooks.org)