Purpose:
The two purposes of the Elementary & Bilingual Diversity Assignment are to
- insure that candidates have the opportunity to work with preK-12 students that are different from themselves,
- ethnically/culturally/linguistically/ability-wise different from themselves.
- provide data for the purposes of program evaluation and improvement.

A similar diversity assignment is required of all graduate programs in the College of Education.

Process:
- EDEL 529 Learning Theory has been identified as the course in which students complete a diversity assignment. This is done via the Case Study, which is required in all EDEL 529 classes.
- The assignment is assessed on a scoring guide that is common across all sections of EDEL 529.

Reporting Scores:
Diversity assignment scores will be reported as a percentage (points earned/points possible). Scores will be reported each semester by the course instructors to the College of Education Assessment Director via the Department Chair and Graduate Program Advisor. Data will be used for program evaluation and improvement. Student names and CWIDs will be confidential.

EDEL Diversity Assignment:

CASE STUDY ASSIGNMENT (NBPTS Propositions 1, 2, 3, 4, 5)

To inform you, and therefore, your teaching, you will conduct a case study of 2-5 students in your own classroom. While you will select the students and the topic of the study, the basis of your study must be how students learn. When selecting your case study students, at least one of the students must be culturally, linguistically, or academically different from you as their teacher. For example, if English is your first language, you may select a student whose first language is not English. Another example is to broaden your understanding of exceptionalities by including a student in your study who is visually impaired, physically challenged, gifted, has processing difficulties, etc.

A variety of methods will be used to explore student learning such as video-taping, interviewing, collecting artifacts, and writing field notes. A major key is to systematically collect data. Your case study also will be informed by a review of research literature. To assist in the process there are multiple stages of development:

Reflection Paper In a 1 - 3 page paper, identify the question(s) you have about student learning. What do you wonder about learning in your classroom or school setting? What would you like to know more about in terms of how your students learn? How has your thinking evolved or led to your “wonderments”? The emphasis is on student learning, not teaching or instructional strategies. Conclude with a possible open-ended (not yes or no; not comparison, i.e., "which is better?") research question and some subquestions you might like to pursue in this course.

Research Plan The purpose of the Research Plan is to formulate the design of the research you intend to conduct. In your 4 – 8 page paper, you will describe how you will systematically approach your research. It will include determining what data are relevant, how you will collect data, and the techniques you will use to analyze your data. To avoid superficial treatment of your question, a variety of data collection strategies will be employed multiple times. You will need to specify your intentions of how you will achieve a richness and depth of data. Also, include a time line.
For more comprehensive information, please see the Research Plan Handout (available on Blackboard).

**Review of Research Literature** The purpose of the Review of Research Literature is to inform you, your teaching, and your research project by way of current and relevant research literature. Locate and obtain at least six scholarly references applicable to your case study. The references should represent key works by major authors with at least three being empirical research (i.e., having participants and using systematic data collection). If you would like, you may do the review with a partner and have at least ten scholarly references. To assist you, we will have a session in the library. The paper should be 5-10 pages and contain an introduction, integrated and conceptually organized paragraphs (rather than separate paragraphs for each author), conclusion, references, and have abstracts attached.

Please note: While reviews are usually completed prior to conducting research, due to time constraints, the review for this class will be completed after data collection has begun.

**Final Paper and Presentation** Your Final Paper should be about 15 – 25 well-written pages of text (excluding appendices) with appropriate use of APA style, references, and citations. The Final Paper represents your current answer to your question supported by the review of research literature and the implementation of your research plan. More than a simple description, the final paper is an analysis that provides the reader insight into the realities of teaching and learning today. Grading criteria for the final paper will include the quality of your research question; your review of research literature; the methods, presentation, and analysis of the data collected; the conclusions; and the linkage with learning theories and research. The previous three papers should be incorporated into this final paper. Two class sessions will include brief presentations of the research projects.

**ASSESSMENT—Final Paper (40 points)**

Please see the Final Paper handout for a complete description of each item.

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<tr>
<th>Your Checklist</th>
<th>Criteria</th>
<th>Professor Checklist</th>
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<tr>
<td>Section 1 – Introduction/Reflective Narrative (about 1-2 pages)</td>
<td>2 points</td>
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<td>Section 2 – Review of Research Literature (about 4-7 pages)</td>
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<td>Section 3 – Design of the Study (about 3-6 pages)</td>
<td>5 points</td>
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<td>Section 4 – Findings and Analysis (about 4-6 pages)</td>
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<td>Section 5 – Summary, Conclusions, and Recommendations (3-6 pages)</td>
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<td>References and Citations (APA)</td>
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<td>Appendices</td>
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Student Comments:          Professor Comments: