

4. Identify what skills must be developed in order to achieve mastery without excluding students on the basis of nonessential skills.
5. Integrate skill development (e.g., critical thinking, problem solving, written and oral communication) with the acquisition of content knowledge (Higbee, Linstead, & Arnoldale, 2007).
6. Establish and communicate clear expectations in terms of (a) learning objectives, (b) engagement in the teaching and learning process, and (c) evaluation measures for teaching and learning.
7. Use teaching methods that consider diverse learning styles, abilities, ways of knowing, and previous experience and background knowledge.

IMED guidelines for content—what we teach—include:

1. Determine what content mastery is essential for each class and for the program or curriculum as a whole.
2. Establish course objectives that reflect essential course components and do not exclude students on the basis of gaps in prior knowledge.
3. Meet or exceed professional standards for excellence in content mastery within an environment of inclusion.
4. Integrate multicultural perspectives within course content.
5. Refine content to historical trends, current events, and future directions.
6. Consider global perspectives.

IMED guidelines for academic support can refer to specific course-related supports as well as various institutional student support services (e.g., learning centers, tutoring programs) and include:

1. Maintain the delicate balance between challenge and support (Stanford, 1967).
2. Support growth in skill development as well as content knowledge acquisition.
3. Address both cognitive and affective aspects of learning.

IMED guiding principles for assessment—the fourth side of the pyramid—include:

1. Develop multiple ways for students to demonstrate knowledge.
2. Encourage students to use creative and critical thinking and problem-solving skills in the process of demonstrating knowledge.
3. Establish a clear link between course or program objectives and the content knowledge and skill acquisition being assessed.
4. Ensure the absence of bias in the assessment of student learning.
5. Use both formative and summative assessment measures.
6. Impose time limits only when relevant to the task or needed as scaffolding for future assessments (e.g., providing timed tests in an accounting course as preparation for the Certified Public Accountant [CPA] examination).

The following paragraphs discuss implementation of these guiding principles in a human resource development course.

PILOT IMPLEMENTATION IN A HUMAN RESOURCE DEVELOPMENT COURSE

This pilot implementation was part of the “Promoting Inclusion and Retention through Integrated Multicultural Instructional Design (PROMID)” project sponsored by the Office for Equity and Diversity at a large public institution in the Midwest. The project spanned the 2008-2009 academic year. The course used as a case study for the purpose of this paper was HRD 5427, *Management and Supervisory Development*, which is described in the academic catalogue as “Problems, practices, programs, and methodologies relating to the training and development of managers and supervisors, including needed competencies, needs assessment, delivery modes, and evaluation.” The course objectives were as follows:

- Students will have clear, concise understandings of human relations and organizational behavior concepts.

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Zhe Xu



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Multicultural Teacher Education H. Prentice Baptiste, American Association of Colleges for Teacher Education. Commission on Multicultural Education, 1980 **Multicultural Education** PATRICIA RAMSEY; LESLIE R. WILLIAMS; EDWINA VOLD., 2003 **Resources in Education** , 2000-10 *Multicultural Teacher Education: Baptiste, H. P., Baptiste, M. L., and Gollnick, D. M., editors. Preparing educators to provide educational equity* , 1980 **Proceedings** , 1989

Melting Pot, Multiculturalism, and Interculturalism Alfredo Montalvo-Barbot, 2019-07-31 This book examines multiculturalism interculturalism and the melting pot metaphor and explores how they emerged evolved and were implemented throughout American history Alfredo Montalvo Barbot analyzes how these ideologies have been legitimized institutionalized and challenged by activists politicians and intellectuals and studies how modern interculturalism offers a new model for bridging the cultural divide and for overcoming the limitations of previous state sponsored multicultural policies and programs **Multicultural Education** Sohan Modgil, 1986 *Bulletin Du Bureau International D'éducation* , 1992

Addressing Cultural Issues in Organizations Robert T. Carter, 1999-12-15 Analyzing how unexamined cultural patterns influence an organization s culture this book provides conceptual models and ideas about how to build practical approaches to organizational interventions The contributors focus on the broad issues such as how organizational leaders shape and influence the agenda surrounding culture cover institutional and organizational issues in corporate educational mental health and service organizations and discuss various organizational intervention strategies and approaches

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Resources in Education ,1987 Annual Report of the North Central Association Teacher Education Summer Workshop ,1982 Directory of Institutions Involved in Intercultural Studies Unesco,1984 Talking Diversity with Teachers and Teacher Educators Bárbara C. Cruz, Cheryl R. Ellerbrock, Anete Vásquez, Elaine V. Howes, 2014 Featuring content specific strategies assignments and classroom activities this book provides strategies to help pre and in service teachers develop the dispositions and knowledge they need to teach all students well Focusing on the importance of creating a classroom community in which necessarily difficult dialogues are inspired and supported the authors present content area chapters on language arts social studies mathematics science ESOL foreign language and teaching exceptional students in the inclusive environment Each content area chapter includes a vignette illustrating a difficult conversation dealing with diversity and presents research based classroom ready exercises effective pedagogic strategies and action oriented interventions many of which the authors created and used in their own classrooms The book concludes with an appendix of instructional and curricular resources This practical volume provides teacher educators and professional development personnel with a framework for Inspiring challenging and productive discussions about diversity in education Using content specific research based strategies for discussing diversity issues in deep and complex ways Understanding how teacher candidates develop as culturally competent educators Addressing conflicts that might arise when talking about diversity and

self awareness Contributors Vonzell Agosto Sylvia Celed n Pattichis Kathryn B Chval Deirdre Cobb Roberts B rbara C Cruz Cheryl Ellerbrock Elaine V Howes Zorka Karanxha Deoksoon Kim Miyoun Lim Patricia Alvarez McHatton Adam Schwartz Roseanne K Vallice Anete V squez Eugenia Vomvoridi Ivanovic and Eric Williams The stories in Talking Diversity are both instructive and inviting affirming and empowering They encourage and entice other teacher educators to join in promoting diversity in action as well as ideology and they provide some reasonable and viable windows of opportunity for how these participations can occur successfully In this sense the style of this volume is as enriching enlightening and insightful as diversity is itself It is a conversation of necessity and significance and certainly one worth joining From the Foreword by Geneva Gay professor of education University of Washington Seattle **Library Accessions List** Unesco. Regional Office for Education in Asia and the Pacific,1982 **Handbook of Research on Music Teaching and Learning** Richard Colwell,Music Educators National Conference (U.S.),1992 **English as a Second Language in the Mainstream** Constant Leung,Christine Davison,Bernard Mohan,2014-07-15 Since it was first established in the 1970 s the Applied Linguistics and Language Study series has become a major force in the study of practical problems in human communication and language education Drawing extensively on empirical research and theoretical work in linguistics sociology psychology and education the series explores key issues in language acquisition and language use English as a Second Language learners are now a considerable and increasing part of the mainstream of urban schools in English speaking countries Beyond the learning of English this development raises broader questions of language as a medium of education in a multilingual multicultural environment Drawing on their experience as researchers and educators in Australia Canada and England the authors of English as a Second Language in the Mainstream present an up to date account of advances in theory and practice Their analysis of system wide provision however suggests that a truly responsive educational vision is lacking government policy is inadequate educational practices for ESL students are either underdeveloped or poorly coordinated with practices for other students and the rhetoric of reform fails to engage significantly with issues of teaching and resources The authors argue towards a more comprehensive vision which can acknowledge the relation between issues concerning ESL students and issues concerning the educational system as a whole which can coordinate reforms in ESL education with general reforms which can explicitly and systematically integrate language learning and content learning and which can build more positively on the multilingual and multicultural nature of modern education for all students

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