



## Module 3 Application

**Submit at the end of Module 3.**

**Overview: *Researching Diversity***

Your goal as an educator is to meet the individual needs of the diverse students that you serve. From your coursework, you have seen that there are many evidence-based instructional practices available to help you fulfill this goal.

In the Module 3 Application, you will research trends and issues, evidence-based remediation practices, and research on learning styles related to your selected student group and the achievement gap it is experiencing. Your goal in this Application is to discover as much as you can about your selected student group.

### Course Objective

- Identify ways in which Universal Design for Learning, multicultural education, learning styles, and culturally responsive teaching can enhance learning environments.

### Directions:

- 1) Save and print the Module 3 Application PDF.
- 2) Create a Word or text document for your response. Use 12-point Arial or Times New Roman font. Follow APA format.
- 4) Create a title page and references page in APA format.
- 4) Create and complete the table in the Word or text document.
- 5) Answer each of the four questions in a minimum 200-word paragraph. Follow APA format.
- 6) Follow the directions to submit your final Word or text document.

### Trends, Issues and Practices

In this part of the Application, you will continue to research your selected student group. Use the Internet and other reference sources to determine trends, issues, evidence-based remediation practices, Universal Design for Learning principles, and preferred learning styles related to the student group and the achievement gap that the group is experiencing. For example, you might look at achievement patterns, graduation rates, preferred learning styles, and evidence-based strategies proven effective with your selected group of learners. Incorporate information from one peer-reviewed research article outside course readings. Cite the articles in APA style in your response with a full APA bibliography reference at the end of your response. <http://www.apastyle.org/learn/tutorials/index.aspx>

<b>Student Group:</b>				
<b>Achievement Gap:</b>				
<b>Trends</b>	<b>Issues</b>	<b>Evidence-Based Remediation</b>	<b>Universal Design Principles</b>	<b>Preferred Learning Style(s)</b>

1. What trends or issues related to this student group are evident at your selected school? How is the school addressing these trends and/or issues?
2. What suggested evidence-based remediation practices or universal design principles are in use for this student group at your selected school? What practices would you like to see implemented? What practice will you address in your Module 4 lesson plan?
3. How does your selected school address the preferred learning style(s) of this student group?
4. How does your selected school address assessment of this student group?

**Rubric**

Use this rubric to guide your work on this Module 3 Application, “Researching Diversity.”

	<b>Strong</b>		<b>Medium</b>		<b>Weak</b>	
	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<b>Communication</b>	<p><b>Focused coherent presentation of well-developed concepts</b></p> <p>For example: Has well-defined topic; introduction gives clear sense of direction, places subject in larger context; paragraphs coherent, sentences flow; variation in sentence structure creates interest and emphasizes some ideas over others; relationships among elements obvious and easily understood</p>		<p><b>Some related concepts, but not fully developed; relationships between elements not always clear</b></p> <p>For example: Presents ideas but not enough specific examples to support ideas; insufficient paragraphing; sentences clear but choppy; lack of clear transitions between ideas; a few distracting mechanical errors</p>		<p><b>Lacks focus</b></p> <p>For example: little or no introduction; rambles from one subject to another; little or no use of paragraphs to organize information; not enough narrative or explanation; many distracting errors, hard-to-read sentences; concepts not structured, not developed with specific detail</p>	
	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<b>Specialized Knowledge</b>	<p><b>Uses terminology of field accurately</b></p>		<p><b>Uses terminology of the field but without clear articulation or context</b></p>		<p><b>Uses little or no terminology or concepts related to field</b></p> <p>For example: seems to use terminology only to satisfy course requirements, not to convey ideas; language more conversational than professional</p>	
	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>

<p><b>Evidence-Based Theory and Practice</b></p>	<p><b>Demonstrates confident understanding of subject matter and application to professional practice; uses APA for citations and references when specified in the assignment</b></p> <p>For example: applies broad theories to real-world scenarios (thinks globally, acts locally); visualizes applications beyond a single use; uses sufficient appropriate number of relevant (seminal or recent) sources; sources speak to each other, expresses varying views; sources add relevant information; applies citations to specific situations</p>	<p><b>4</b></p>	<p><b>Theories not consistently supported by clear evidence or citations; demonstrates partial understanding without fully applying it to professional practice; uses some elements of APA</b></p> <p>For example: citations not clearly related to point; some application of ideas but concepts not sorted out and explored separately or thoroughly; includes analysis but without frame of reference; cites multiple references but doesn't relate to each other; doesn't consistently follow APA format</p>	<p><b>2</b></p>	<p><b>Little attempt to place details in the context of broader ideas or theories; doesn't use APA citations and references</b></p>	<p><b>0</b></p>
<p><b>5</b></p>	<p><b>5</b></p>	<p><b>4</b></p>	<p><b>3</b></p>	<p><b>2</b></p>	<p><b>1</b></p>	<p><b>0</b></p>
<p><b>Student-Focused Observation, Assessment, and Action Research</b></p>	<p><b>Comprehensively demonstrates clear understanding of process and subject matter including in-depth analysis of data</b></p> <p>For example: Uses real-world applications, clearly describes and explains results of classroom assessment, observation, and research; relates action research to theory; reflects in detail on own strengths and weaknesses</p>	<p><b>4</b></p>	<p><b>Explains some processes and subject matter and includes superficial analysis of data</b></p> <p>For example: Includes examples of observation, assessment, or action research but not sufficiently detailed or analyzed; interesting data but addition of tables or other visuals would have made information easier to interpret</p>	<p><b>2</b></p>	<p><b>Doesn't explain processes and subject matter; no analysis of data</b></p>	<p><b>0</b></p>
<p><b>5</b></p>	<p><b>5</b></p>	<p><b>4</b></p>	<p><b>3</b></p>	<p><b>2</b></p>	<p><b>1</b></p>	<p><b>0</b></p>

<p><b>Relevance and Leadership</b></p>	<p>Clearly connects learning to the profession and personal experience; analyzes implications for the institution, the larger-context, and own professional growth, and strongly communicates the importance of shared vision and shared leadership to overall institutional and academic success.</p> <p>For example: Identifies elements of course that had an impact on point of view and leadership style or practices; balances theory with practical experience; seeks out and applies best practices; articulates the importance of shared vision and leadership and links them to change initiatives.</p>	<p>Lacks clear connections of learning to personal experience and implications for the profession, the larger context, and professional growth; shallow analysis of implications for the institution, the larger context, and own professional growth; and makes limited connection between shared vision and leadership and institutional and academic success.</p> <p>For example: Limited application of theory and research to professional practice; mentions shared vision and leadership but does not connect them to change initiatives.</p>	<p>Does not explain implications of learning on profession, the larger-context, and professional growth; does not analyze implications for the profession, the larger context, or professional growth; does not acknowledge the importance of shared vision and leadership.</p> <p>For example: no application of concepts to profession or personal experiences; no evidence of applying strategies studied in course</p>			
	5	4	3	2	1	0
<p><b>Completion</b></p>	<p>Completed all essential elements of assignment and followed direction and format required for assignment (type, spacing, margins, headings, etc.)</p>	<p>Completed some but not all of the essential elements and not entirely responsive to assignment directions and format</p>	<p>Essential required elements (tables, statistics, etc.) missing and not responsive to assignment directions and format</p>			