



MC Step Out Project Descriptor  
Spring 2012  
CIED 5052

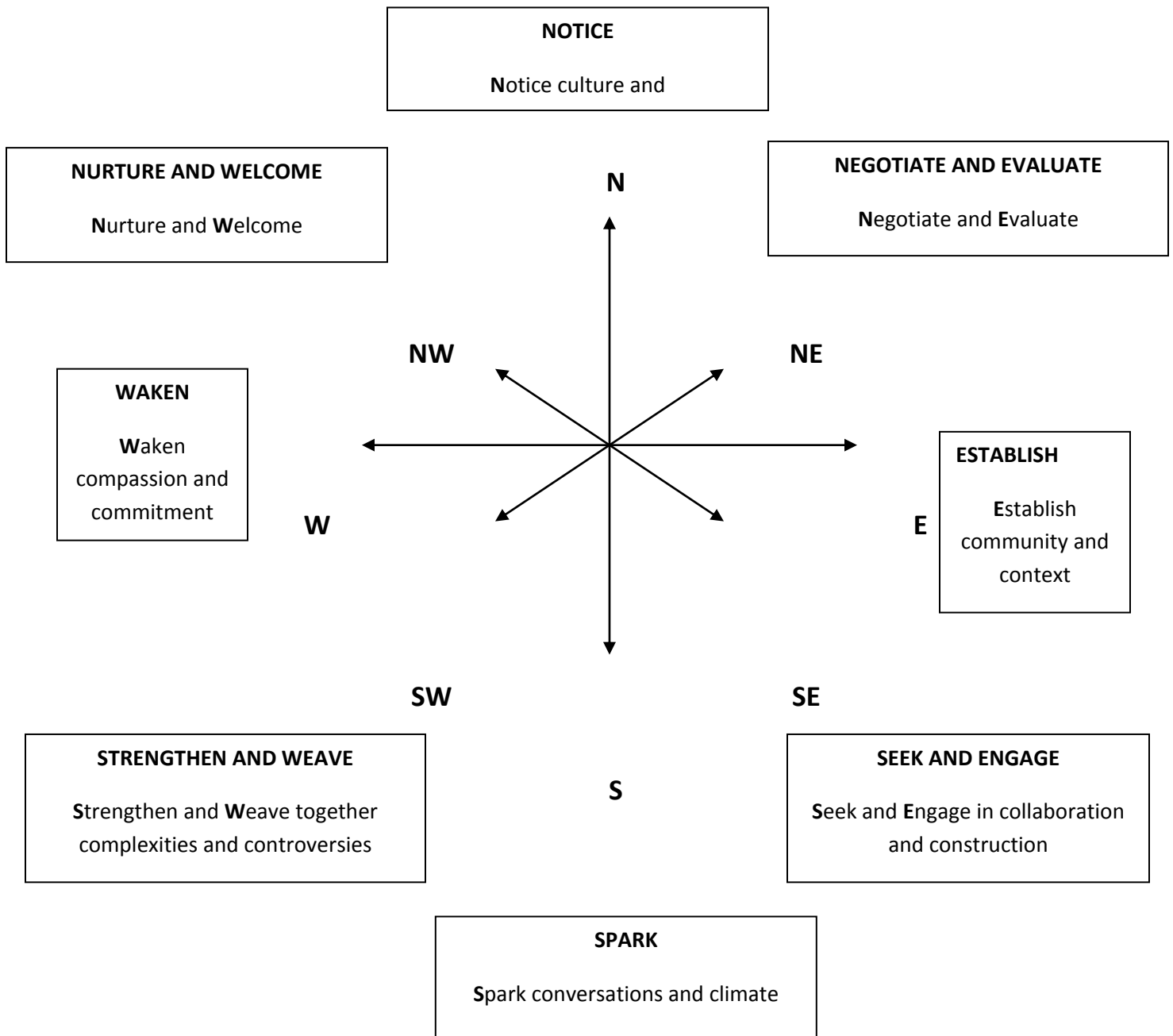
- Project Title:** MC Step Out
- Due date:** March 2 and April 27 for evidence of participation (ticket, program, news article, etc.) and for class presentations  
March 2 and April 27 for Chalk & Wire submission
- Goal:** To further develop Scholar-Practitioner Tenet 3 in teacher candidates:  
One who understands, respects, and values diversity
- Objective:** To “step out” of one’s comfort zone and enter the ZPD for acquiring the “dispositions necessary to help all students learn” (NCATE, 2009) by participating in an event that exposes teacher candidates to different aspects of cultural awareness beyond their own experiences. Teacher candidates will explore this experience by writing a reflective paper that
- describes the event,
  - connects the event to some aspect of multicultural education as described in their text (Banks, 2008),
  - traces their “transformation” as it relates to Gallavan’s Cultural Competence Compass, and
  - explores how this will help them as emerging professionals.
- Directions:** Identify a multicultural event that you can participate in and make plans to attend that event. Collect evidence of your participation, e.g. a ticket, news release, or program, to share in class on March 2 and April 27. Write a report of the event in which you address the four elements in the objective. For Element D, be sure and include the appropriate Pathwise Domain and Criteria. The report should follow all the criteria for writing in an academic voice.

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**Rubric for MC Step Out**  
**100 points**

Category	Target	Acceptable	Unacceptable	Total Points
Evidence from Event: ticket, news release, etc. 10 pts	Provided evidence  10	NA	Did not provide evidence  0	
Event description  10 pts	Detailed description including all five Ws: who/ what/ when /where/ why 8-10	Description includes five Ws but limited detail  4-7	No details in description; some of the Ws missing  0-3	
Connection to text  20 pts	Three or more connections included with clear, expansive explanations 16-20	Three or less connections included with some explanations  10-14	Less than three connections and/or little or no explanations  0-9	
Connection to Compass  20 pts	Each compass direction is addressed with detailed connections to event and candidate transformation 16-20	Each compass direction is addressed with some connections to event and candidate transformation 10-14	Some compass directions are omitted; explanations may be omitted or limited; candidate transformation may be omitted or limited 0-9	
Importance to Profession including Pathwise domains/criteria  20 pts	Explicit and detailed explanation of importance including at least three Pathwise connections 16-20	Limited explanation of importance including three or less Pathwise connections.  10-14	Little to no explanation of importance; may have one-two Pathwise connections  0-9	
Completion date 10 pts	Completed by due date 10	One date late 5	More than one day late 0	
Editing: Grammar, syntax, usage, and mechanics  10 pts	No more than 5 errors in all categories  8-10	6-10 errors in all categories  4-7	More than 10 errors in all categories  0-3	

### Appendix A: Gallavan Cultural Competence Compass

(Gallavan, N. P., 2008)



Alignment of Cultural Competence, MC Transformation, Activity Objectives, and Learning Outcomes with the MC Step Out

Cultural Competence Compass Directions	MC Step Transformation	Activity Objectives	Learning Outcomes
N=Notice culture cultural and characteristics	1. Event	Become aware of cultural locations in immediate geographic area appropriate for conducting MC Step Out.	Survey choices and report intended location for conducting the MC Step Out.
NE = Negotiate and Evaluate curriculum and content	2. Experience	Arrange and conduct an MC Step Out on own referencing protocol.	Co-construct protocol for conducting MC Step Out.
E = Establish community and context	3. Evidence	Journal observations and collect documentation during MC Step Out.	Conduct MC Step Out. Collect documents.
SE = Seek and Engage collaboration and construction	4. Expression	Formalize report by talking with peers.	Synthesize notes through member checking.
S = Spark conversations and Climate	5. Exchange	Share report and ask questions of peers.	Participate in class discussions.
SW = Strengthen and Weave together complexities and controversies	6. Expand	Connect discoveries with concepts of cultural competence.	Identify themes and unique phenomena in relationship to research.
W = Waken compassion and commitment	7. Evolve	Decide mechanisms for infusing cultural competence into personal, professional, and pedagogical life.	Plan aspects of report and record future goals in one's own life, as an career educator, and in the classroom.
NW = Nurture and Welcome challenges and changes	8. Enlighten	Advance awareness, involvement, and reflection of cultural competence especially in schools and classrooms	Make class presentation and submit final with feedback for growth and development.