GEORGE MASON UNIVERSITY
GRADUATESCHOOL OF EDUCATION
FAST TRAIN
EDUC 537/601: FOUNDATIONS OF MULTICULTURAL EDUCATION

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Course Description

EDUC 537/601: Foundations of Multicultural Education examines multicultural education through a focus on the historical, sociological, and philosophical foundations of education. Special emphasis is placed on the role of ethnicity, language, and social class and their impact on educational opportunity and equity. This course includes an overview of multicultural/ multilingual curricula with a special focus on culturally/linguistically responsive instruction and assessment techniques. Twenty hours of field experience is required.

Nature of Course Delivery

Course delivery, while on-line, is accomplished in a combination of ways in order to meet the needs of all learners and learning styles. Methods of instruction include virtual efforts at:

- Presentation;
- Class Discussion (active involvement by all students through the consideration and posing of questions that provoke critical thinking and dialogue);
- Cooperative learning (small group structure emphasizing learning from and with others);
- Collaborative learning (heterogeneous groups in an interdisciplinary context); and
- Self-guided learning.

Student Outcomes & Professional Standards

Students completing EDUC 537 will be able to:

1. Analyze and interpret the historical, philosophical, economic, legal and sociocultural foundations of multicultural education. *[NCATE-TESOL Standard 2.a Culture As It Effects Student Learning; NCATE-TESOL Standard 5.a. ESOL Research and History]*.

2. Analyze how social structures of race, class, gender, (dis)ability, and sexual orientation create relations that privilege some and deny opportunity to others. *[NCATE-TESOL Standard 2.a Culture As It Effects Student Learning]*.

3. Evaluate and interpret the ways in which schooling influences and is influenced by equity issues. *[NCATE-TESOL Standard 2.a Culture As It Effects Student Learning]*.

4. Understand and use the major concepts, principles, theories, and research related to the nature and role of culture in academic achievement and individual student learning. *[NCATE-TESOL Standard 1.b. Language Acquisition and Development]*.

5. Understand how cultural groups and students' cultural identities affect language learning and school achievement. *[NCATE-TESOL Standard 2.a Culture As It Effects Student Learning]*.

6. Understand and apply concepts, theories, research, and practice that facilitate the acquisition of a primary and new language in and out of classroom settings. *[NCATE-TESOL Standard 1.b. Language Acquisition and Development]*.

7. Describe culturally relevant teaching in terms of teacher characteristics, teaching strategies, and assumptions about teaching, learning, and knowing *[NCATE/TESOL Standard 3.a. Planning for Standards-Based ESL and Content Instruction; NCATE-TESOL Standard 3.c. Using resources and technology effectively in ESL and content instruction]*.

8. Develop strategies that challenge unjust social structures and allow all children to learn and grow into citizens who will be actively involved in democracy. *[NCATE-TESOL Standard 3.c. Using resources and technology effectively in ESL and content instruction]*

9. Explain and provide examples of anti-bias strategies and practices.*[NCATE/TESOL Standard 3.a. Planning for Standards-Based ESL and Content Instruction; NCATE-TESOL Standard 3.c. Using resources and technology effectively in ESL and content instruction]*.

Relationship to Program Goals and Professional Organizations

EDUC 537: Foundations for Multicultural Education is a three-credit course designed for graduate students seeking a master's degree in Curriculum and Instruction, with tracks in bilingual multicultural education, foreign language education, and teaching English as a second language and/or ESOL endorsement. It is one of the first courses of the master's degree and

licensure programs and is required of all program participants. The relationship of *EDUC 537* to GMU–GSE program goals is as follows:

1. *Diversity.* Learn the basic concepts and develop the necessary skills to successfully work with learners of differing backgrounds and value systems.
2. *Classroom teaching.* Students should be able to understand that there are multiple paths to learning and demonstrates skills and competency in teaching students from different backgrounds and varying learning styles.
3. *Democratic principles.* Students should be able to adopt teaching practices, which reflect democratic principles and support creating and sustaining democratic learning environments.
4. *Knowledge base for teaching in diverse and inclusive classrooms*. Students will learn the fundamental concepts pertaining to the teaching in culturally, linguistically, and socio-economically diverse classrooms.
5. *Utilization of research*. Students will critically evaluate theories of multicultural education and engage in systematic investigations of the knowledge base to inform their own or others' teaching practices.
6. *Curriculum.* Students will develop the skills needed to design, implement, and evaluate programs to enable them to work comfortably with students from different backgrounds.

The relationship of *EDUC 537/601* to INTSAC principles is as follows:

Principle #2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

Principle #3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Principle #5: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Principle #6: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Principle #9: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Principle #10: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

Academic Standards

The standards referenced above aim to provide consistency in teacher education programs across the United States in terms of what ESL teachers need to know and can do (i.e., knowledge, skills, and dispositions to effectively teach of culturally and linguistically diverse students). Licensure courses are also aligned with **TESOL/NCATE *Standards for the Accreditation of Initial Programs in P-12 ESL Teacher Education*** as well as with **INTASC (Interstate New Teacher Assessment and Support Consortium) Standards**, which represent those principles that should be present in all teaching environments, regardless of the subject or grade level, and serve as a framework for the systematic reform of teacher preparation and professional development programs. Evidence of the degree to which the standards have been met is compiled in a program participant's Professional Development Portfolio (refer to PDP Guidelines) throughout the licensure component of the program.

COURSE REQUIREMENTS

Students are expected to complete fieldwork, to collaborate on group projects, and to undertake self-guided learning. Some classes are held on-line at http://courses.gmu.edu/. Throughout the term each student is responsible to share his/her perspectives and ask difficult questions, not just to demonstrate participation, but also to contribute to the learning process of the online professional learning community (i.e., EDUC 537/601 course participants).

Assignments

Assignment	Due	Grade	Goal/Description	Standards
1. Class Participation	On-going	25%	Students MUST bring a hard copy of a news article and make a connection to the readings for that week for group discussion. All students are expected to participate thoughtfully in face-to-face and online interactions. In Blackboard, students should answer all questions and participate regularly throughout the week -- either starting a new discussion strand or responding to a classmate's comments. Your discussion should be thorough and reflective.	TESOL Standards: 1B, 3A, 4A, AND 5C.
2. Bridging the Divide Project* (&Presentation)	November 14	25%	Each student will gather data and engage in a dialogue with a family that is of a non-majority culture within the school, country, or context in which he/she works or is undertaking fieldwork. You will learn about their lives, backgrounds, and values with a particular emphasis on their experiences with the school system in which their children are enrolled, and report on your findings in a 10 page paper. This assignment is a Performance Based Assignment for ESOL Program Students and should be posted to the ESOL Portfolio site in TASK STREAM. Everyone else should post their assignment to Blackboard as usual. In addition, everyone should post a presentation summarizing your findings for peer review in Blackboard.	TESOL Standards 2A, 2B.
3. Field	December	25%	Students will engage in a field experience of 20 hours	TESOL

Assignment	Due	Grade	Goal/Description	Standards
experience	12		and use class conceptual frameworks to reflect on that experience in a 5-7 page paper. If you are an in-service teacher, you are going to reflect on 20 hours of your teaching in practice.	Standards 2A, 2B.
4. Equity Issue Paper* (& in class Presentation)	January 9	25%	Participants will identify an equity issue in their own school or fieldwork environment which impacts students from a language, cultural, ethnic, or other minority group. You will compose a paper drawing on class discussions, readings, and other sources to critically examine the issue and to propose strategies to eliminate the inequities that exist, incorporating feedback from peers on potential resolutions. This assignment is a Performance Based Assignment for ESOLMA Program Students and should be posted to the ESOL Portfolio site in TASK STREAM. Everyone else should post their assignment to Blackboard as usual. In addition, everyone should prepare a 20 min. presentation summarizing your findings for peer discussion in class.	TESOL Standards 2A, 2B.

You can find detailed guidelines and scoring rubrics for each assignment below and in the Course Assignments Section of Blackboard.

* = An ESOL Program Portfolio requirement. See FAST TRAIN ESOL Portfolio guidelines and TASK STREAM instructions. For ESOL Program students, all PBA assignments must be submitted to your TASK STREAM account. Failure to submit your PBA to TASK STREAM will make you ineligible to register for further courses and your grades will be held. ELEM program students should submit this assignment to Blackboard/Assignments.

Graduate Grades

http://jiju.gmu.edu/catalog/apolicies/gradstandards.html

At George Mason University course work is measured in terms of quantity and quality. A credit normally represents one hour per week of lecture or recitation or not fewer than two hours per week of laboratory work throughout a semester. The number of credits is a measure of quantity. The grade is a measure of quality. The University-wide system for grading graduate courses is as follows:

A+ = 100   A = 94-99   A- = 90-93   B+ = 85-89   B = 80-84

C = 70-79 – does not meet licensure requirements or Level I award recommendation

F = Does not meet requirements of the Graduate School of Education.

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See http://academicintegrity.gmu.edu/honorcode/].

- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See http://ods.gmu.edu/].

- Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/1301gen.html].

- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.

- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

- Students are expected to exhibit professional behaviors and dispositions at all times.

Campus Resources

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See http://caps.gmu.edu/].

- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See http://writingcenter.gmu.edu/].
- For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See http://gse.gmu.edu/].

More details:

"Absences"

FAST TRAIN students are expected to attend *all* class periods of courses for which they registered. No absences are accepted. Class session are Monday to Monday; new moderation assignments will begin each Monday and DB will close Sunday evening.

In the online Blackboard learning environment, **attendance is assessed by active weekly participation on the Discussion Board.** Failure to post relevant comments in a timely manner

each week is considered an absence. *Class participation is a factor in grading; instructor may use absence, tardiness, or lack of relevant posting as de facto evidence of nonparticipation and as a result lower the grade as stated in the course syllabus.* Class participation is 25% of your grade. Points will be deducted commensurate with your absences from Bb.

If online learning is new to you, think about this class the same as if you were physically attending class at MASON. You would be here a minimum of 3 hours one evening per week and expect a minimum of an additional 6 hours of work (readings, writing, reviewing) per week. Set aside time during your week to focus on EDUC 511, including posting on Db. Reminder: logging on to view Bb does not count as participation.

Late projects
If you need to request an extension of time to turn in a project, please **CONTACT THE INSTRUCTOR BEFORE THE DUE DATE** to talk about it. No more than one late project will be accepted from any one student and any late projects will receive a **10 percent deduction in the grade per week of lateness.** No credit will be given for belated class participation. **All supporting documentation and submission to TASKSTREAM** (when required, for ESOL program students) is due at the same time of the assignment; late submission of any element of the assignment will result in a grade reduction. **Projects must be submitted through the Blackboard/Assignments or TASKSTREAM portal no later than 11:59pm on the due date.**

Plagiarism
Avoid plagiarism, which is using an author's words without citing the author in your paper. Please review APA citation guidelines in order to correctly cite your sources. Plagiarism is unethical and illegal and violates the GMU Honor Code.

Double dipping
Projects or papers submitted for credit in one course cannot also be used for a grade in a different course, even if you revise them. It's unethical.

Grade Incompletes (IN):
Requests for an incomplete grade must be made in writing to the instructor with a copy to the FAST TRAIN office. IN is only granted in cases of extreme emergency and will not be granted unless the student is currently in good standing in the course (e.g. up to that date all assignments, participation and assessments have been completed in a timely manner). In the case of granting an IN the student and instructor must write a contract with a specific deadline for course completion, one copy to be filed in the FAST TRAIN office. An IN cannot be extended and will revert to an "F" on the transcript in the following term. An "F" cannot be expunged.

COURSE TEXTS

Required

Textbook - Weekly Assignments Listed in Course Schedule

Banks, J.A., Banks, C.A. (2010). *Multicultural Education: Issues and Perspectives (7thed.)*.
    Hoboken, NJ: Wiley.

Recommended Articles

Bonilla-Silva, E. (2002). The linguistics of color blind racism: How to talk nasty about blacks without
    sounding "racist." *Critical Sociology, 28*(1-2).

Christensen, L. (1990). Teaching standard English: Whose standard? *The English Journal*, *79:2., pp. 36-
    4.*

Delpit, L. (1995). Education in a multicultural society: Our future's greatest challenge. In *Other people's
    children: Cultural conflict in the classroom* (pp. 167-183). New York: The New Press.

Gay, G. (2002). Preparing for culturally responsive teaching. *Journal of Teacher Education, 53*(2), 106-
    111.

Gere, A. R., Buehler, J., Dallavis, C., & Haviland, V.S. (2009). A visibility project: Learning to see how
    preservice teachers take up culturally responsive pedagogy. *American Educational Research
    Journal, 46*(3), p. 816-852.

Lawrence, S. (1997). Beyond race awareness: white racial identity and multicultural teaching. *Journal of
    Teacher Education, 48*(2).

McIntosh, P. (2000). *White Privilege: Unpacking The Invisible Knapsack*. Retrieved August 14, 2009,
    from http://www.cwru.edu/president/aaction/UnpackingTheKnapsack.pdf

Moll, L. C., Amanti, C., Neff, D., & Gonzalez, N. (1992). Funds of knowledge for teaching: Using a
    qualitative approach to connect homes and classrooms. *Theory into Practice*, 31(2), 132-141.

Schniedewind, N. (2005). "There ain't no white people here!": The transforming impact of teachers'
    racial consciousness on students and schools. *Equity & Excellence in Education, 38* (p. 280-289).

Thomas, W. P., & Collier, V. P. (2003). The multiple benefits of dual language. *Educational Leadership*,
    61(2).

Wong, S. (2000). Transforming the politics of schooling in the U.S.: A model for successful academic
    achievement for language minority students. In J.K. Hall & W.G. Eggington (Eds.), *The
    Sociopolitics of English Teaching.* Tonawanda, NY: Multilingual Matters.

Riehl, P. (1993). Five Ways To Analyze Classrooms For An Anti-Bias Approach. In Todd, C.M.
    (Ed.), *School-age connections*, *2*(6), pp. 1-3. Urbana-Champaign, IL: University of
    Illinois Cooperative Extension Service. Retrieved January 2005 from
    http://www.nncc.org/Diversity/sac26_anti-bias.analyz.html

Rosado, C. (1996). What Makes a School Multicultural? Retrieved from
    http://www.edchange.org/multicultural/papers/caleb/multicultural.html

Journals and Websites

Culturally Responsive Pedagogy Resources on School Redesign.net
http://www.schoolredesign.net/srn/server.php?idx=886

Debra Pope-Johnson—Cultural Education Resources
http://www.education.gsw.edu/johnson/MulticulturalEducation.htm

Diversity and Culture, National Network for Child Care
(NNCC).http://cyfernet.ces.ncsu.edu/cyfdb/browse_3.php?cat_id=5&category_name=Diversity+and+Culture&search=NNCC&search_type=browse

Electronic Magazine of Multicultural Education http://www.eastern.edu/publications/emme/

Excellent electronic resource produced by the *Northeast and Islands Educational Laboratory* at
BrownUniversity. http://www.lab.brown.edu/tdl/tl-strategies/crt-principles.shtml

Multicultural Perspectives.Journal of the National Association of Multicultural Education.
http://www.leaonline.com/loi/ or http://www.nameorg.org/resources.html.

Defining Multicultural Education (from the Multicultural Supersite):
http://www.edchange.org/multicultural/initial.html

Defining Multicultural Education (from the National Association of Multicultural Education)
http://www.nameorg.org/resolutions/definition.html

Teaching Tolerance http://www.tolerance.org/teach/index.jsp

Extra Books, Chapters, Articles

American Psychological Association (2001).*Publication Manual of the American Psychological
Association* (5th Ed.).Washington, DC: American Psychological Association.

Banks, J. A., & Banks, C. A. McGee (Eds.). (2003). *Multicultural education: Issues and
perspectives* (4th Ed.). New York: Wiley & Sons.

Banks, J.A. & Banks, C.A. McGee (Eds.). (2001). *The Handbook on Multicultural Education*.
San Francisco: Jossey-Bass.

Bush, M. E.L. (2004).*Breaking the code of good intentions: Everyday forms of whiteness*.
Lanham, MD: Rowman & Littlefield.

Cochran-Smith, Marilyn (2004). *Walking the Road: Race, Diversity, and Social Justice in
Teacher Education.* New York: Teachers College Press.

Cummins, J. (2000). *Language, power, and pedagogy: Bilingual children in the crossfire. Clevedom.* England: Multicultural Matters.

Erikson, F. (1996). Transformation and school success: The politics and culture of educational achievement. In E. Jacob & C. Jordan (Eds.), *Minority Education: Anthropological Perspectives* (pp.27-48). Norwood, NJ: Ablex Publishing.

Gay, G. (2000). *Culturally responsive teaching: theory, research, and practice*. New York: Teachers College Press.

LAB at Brown (2002). *The Diversity Kit: An Introductory Resource for Social Change in Education*. Providence, RI: Brown University. Available from http://www.lab.brown.edu/tdl/diversitykitpdfs/diversitykit.pdf

Lachat, M.A. (1999). *Standards, equity and cultural diversity*. Providence, RI: The Education Alliance, Northeast and Islands Regional Education Laboratory at Brown University. Retrieved May 24, 2002 from www.lab.brown.edu.

Lasley, T.J., & Mataczynski, T.J. (1997). *Strategies for Teaching in a Diverse Society*. Stamford, CT: Wadsworth Publishing.

Levinson B. (Ed.) (2000). *Schooling the symbolic animal: Social and cultural dimensions of education.* Lanham, MD: Rowman& Littlefield.

Nieto, S. (2002). *Language, Culture, and Teaching: Critical Perspectives for a New Century*. Mahwah, N.J.: L. Erlbaum.

Sleeter, C. (2001).Preparing teachers for culturally diverse schools: Research and the overwhelming presence of whiteness. *Journal of Teacher Education*, *52*(2), 94-105.

Takaki, R.T. (1993). *A Different Mirror: A History of Multicultural America*. Boston: Little, Brown & Co.

Takaki, R.T. (Ed.). (2002). *Debating Diversity: Clashing Perspectives on Race and Ethnicity in America* (3rd ed.). New York: Oxford University Press.

Vogt, L.A., Jordan, C., & Tharp, R.G. (1996) Explaining school failure, producing school success: Two cases. In C. Jordon & E.Jacob (Eds.), *Minority Education: Anthropological Perspectives* (pp. 53-66). Norwood, NJ: Ablex Publishing.

COURSE SCHEDULE
Please note: The instructor may change reading assignments. Announcements will be made prior to the week reading assignments are due.

Date	Topic/ Activities	Required Readings – To be completed during the week [&Recommended Readings]	Assignments Due
Oct. 24	Introduction: Overview. Goals. Concepts. Foundations.	Banks, Chapter 1-2. Defining Multicultural Education (from the Multicultural Supersite): **http://www.edchange.org/multicultural/initial.html** Defining Multicultural Education (from the National Association of Multicultural Education) http://www.nameorg.org/resolutions/definition.html	Week One Introductions of class and each other.
Oct. 31 ONLINE CLASS	School culture, classroom organization, & school policy	Banks, Chapter 3. –NOTE: ONLINE CLASS. **On blackboard:** Rosado, C. (1996). What Makes a School Multicultural? Retrieved from **http://www.edchange.org/multicultural/papers/caleb/multicultural.htm** Moll, L. C., Amanti, C., Neff, D., & Gonzalez, N. (1992). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms.	Week Two
Nov. 7	Teacher culture; equity and the role of the teacher.	**On Blackboard (Recommended):** Riehl, P. (1993). Five Ways To Analyze Classrooms For An Anti-Bias Approach. In Todd, C.M. (Ed.), *School-age connections*, *2*(6), pp.1-3. Urbana-Champaign, IL: University of Illinois Cooperative Extension Service. Retrieved January 2005 from http://www.nncc.org/Diversity/sac26_anti-bias.analyz.html	Week Three
Nov. 14	Bridging the Divide	Bridging the Divide Presentations. Banks, Chapters 4, 6 and 7.	Week Four *Bridging the Divide Paper and Presentation discussion due.*
Nov. 28	Socioeconomic equity in education and gender	Banks, Chapters 11, 8 and 9. McIntosh, P. (2000). White Privilege: Unpacking the invisible knapsack. http://www.isr.umich.edu/home/diversity/resources/white-privilege.pdf	Week Five
Dec. 5	Racial and ethnic equity in education/inter sectionality with gender and sexuality.	Banks, Chapter 12. hooks, b. "Language: Teaching new worlds/new words." Anzaldúa, G. "How to tame a wild tongue" from *Borderlands.* Christensen, L. (1990). Teaching Standard English – Whose Standard? (available on Blackboard)	Week Six
Dec. 12	Linguistic equity in education.	Banks, Chapters 10, 16, and 17. Lund, D. (2003). Building global awareness: Engaging student leaders in social responsibility. *Electronic Magazine of Multicultural Education* [online], *5*(2). Retrieved January 24, 2005 from	Week Seven

Date	Topic/ Activities	Required Readings – To be completed during the week [&Recommended Readings]	Assignments Due
		http://www.eastern.edu/publications/emme/2003fall/lund.html	*Field Experience Projects due* **Final paper topic discussion with peers**
Jan. 2	Curricular Reform and Transformative Multicultural Education.	Various websites—to be assigned.	Week Eight *Equity paper presentations*
Jan. 9	Equity in our teaching/global contextWrap up & evaluations	Peer presentations and discussion Course material synthesis& best practices outcomes	Week Nine ***Equity Papers Due to Assignments Folder/TASK STREAM;*** *Equity paper presentations* Course evaluations, final comments.

ASSIGNMENTS AND RUBRICS

Class Participation

Class Participation Guidelines

Successful participation includes the following:

1. Regular contributions to class discussions, including online responses to all questions/exercises and comments to peers; also includes hard copy of weekly news connection to the week's readings (or online link if class is on Blackboard).

2. Completion of all of the assigned *required* course readings (and *recommended* readings as your time allows).

3. Participation in all individual and/or collaborative activities related to assignments, including the two required presentations.

4. Sharing insights, information, and relevant experiences with classmates as they relate to class discussion topics, readings, and presentations.

5. Respect for the opinions, ideas, and contributions of others, evidenced by thoughtful responses and constructive engagement with colleagues whose views differ from your own.

Participation Scoring Rubric

	Excellent .8 (A)	**Competent** .6 (B)	**Minimal** .4 (C)	**Unsatisfactory** .2-0 (F)
1. Overall participation(.8, .6, .4, .2 points)	Attends all sessions and contributes regularly to discussions in weekly modules throughout the week. (3x/ week if online)	Misses 2 sessions, or posts responses on, but otherwise contributes regularly (3x/ week if online).	Misses 3-4 sessions, and/or fails to contribute regularly or in a timely manner during 3-4 weeks (3x/ week if online).	Misses more than 4 sessions; fails to contribute regularly (3x/ week), or posts discussion responses on the final day of the week during more than 4 weeks.
2. Preparation of Readings(.8, .6, .4, .2 points)	Demonstrates completion of course readings through in class or blackboard discussions in response to both questions and peers.	Prepared most of the time for thoughtful contribution to in class or blackboard discussions in response to both questions and	Prepared some of the time for thoughtful contribution to in class or blackboard discussions.	No evidence of reading or preparation for class.

	Excellent .8 (A)	Competent .6 (B)	Minimal .4 (C)	Unsatisfactory .2-0 (F)
		peers.		
3. Participation in activities, discussions, projects(.8, .6, .4, .2 points)	Weekly contribution of appropriate news article connection to text. Active participation in discussions surrounding project presentation of peers, and giving constructive feedback	Weekly contribution of appropriate news article connection to text. Satisfactory participation in project discussions.	Almost weekly contribution of appropriate news article connection to text. Minimal participation in project discussions.	Sometimes weekly contribution of appropriate news article connection to text. Little to no participation in project discussions.
4. Bridging the Divide Presentation(.8, .6, .4, .2 points)	Provides a clear and useful presentation summarizing learning from "Bridging the Divide Project" and responds thoroughly and reflectively to questions throughout the class session.	Provides a presentation summarizing learning from "Bridging the Divide Project" and responds to questions during the class session	Provides a presentation with some information from "Bridging the Divide Project"; may respond to questions in less than a thorough manner.	Presentation lacking or incomplete, and/or may fail to respond to questions.
5. Equity Issue Presentation(.8, .6, .4, .2 points)	Provides a clear and useful presentation summarizing learning from the Equity Issue Paper and responds thoroughly and reflectively to questions throughout the class session.	Provides a presentation summarizing learning from the Equity Issue Paper and responds to questions during the class session.	Provides a presentation with some information from the Equity Issue Paper but may respond to questions in less than a timely or thorough manner.	Presentation lacking or incomplete, and/or may fail to respond to questions before class session ends.
Total:	**Excellent** **(4 points)** **(A)**	**Competent** **(3 points)** **(B)**	**Minimal** **(2 points)** **(C)**	**Unsatisfactory** **(0-1 points)** **(F)**

Bridging the Divide: Culturally Diverse Families and Schools
Parental, Family, and Community Involvement

Project Guidelines

This assignment is a "Performance Based Assessment" for ESOL Program students, and the paper should be submitted to TASK STREAM's ESOL Portfolio site. ELEM Students should submit the paper through Blackboard/Assignments.

Goals

To better understand the role of culture in student learning and engagement.

Instructions
First, you will gather data and engage in a constructive dialogue with a first or second-generation immigrant family or a family that is of a non-majority culture within the school, country, or context in which you work. You will learn about their lives, backgrounds, values and dreams with a particular emphasis on their experiences with the school and system in which their children are enrolled. Third, you will reflect in writing on what you learned from this experience.

Interview Expectations
1. Develop understanding of how language and culture interact in the formation of student's identity.
2. Identify any cross-cultural conflicts apparent in the interview process.
3. Select appropriate teaching techniques based on knowledge of students' cultural backgrounds.
4. Understand the importance of the home culture and the effect on student learning.
5. Seek to involve ESOL families in student learning.

Participants and Location
With the assistance of your host teacher/supervisor select a family to interview. Determine your school policies with regard to permission and confidentiality of all data and members of the family interviewed. Change all names to pseudonyms to protect their identity.

Interview a family from a racial, linguistic, and socioeconomic background different from your own. If possible, this should be a family that represents a non-majority culture in the school in which you are conducting your fieldwork. If possible, conduct these interviews in the family's home. Try to include parents and/or guardians, other adults living in the home, and children.

Interview Process
You will need to develop an interview process. The process you used should be organized as sets of questions used to guide an interview and keep the interview flowing in a conversational manner. Good interviews consist primarily of open-ended questions that invite participants to engage in storytelling. Avoid questions that elicit only yes/no or very short answers (e.g., "Did you go to school?") in favor of questions that encourage longer responses (e.g., *"Tell me about*

your childhood back home. What was your school like?") Use prompts to get participants to keep talking (e.g., *"Tell me more about that" or "How did that make you feel?").* If you are using a tape recorder be sure to specifically ask permission to do so.

Find out about the cultural, educational, linguistic background of the people you are interviewing. Be sure to identify the sample by w*ho? what? when? where?* and *why*.

Specifically you will need to collect these suggested types of information:
a.   Physical characteristics of the home (if interviews are conducted in the home);
b.   Community characteristics;
c.   Demographic/background information;
d.   Educational background of parents; ages and grades of the children;
e.   If applicable: Immigration experience (How/why they decide to come to the U.S. or the third country? What was it like?);
f.   Childrearing practices and philosophy;
g.   Economic/work issues;
h.   Funds of Knowledge (Luis Moll);
i.   Perspectives about education. What is a well-educated child? What are the roles of families and schools in children's education?
j.   Experiences with children's school(s). Types of support they have received;
k.   Misunderstandings, difficulties and challenges and how they have handled them;
l.   What do these families want their children's teachers and administrators to know about them and their children?

Family Context
If appropriate/safe in the country/culture in which you reside, take a walk through the neighborhood. How is it similar or different from your own neighborhood? What languages do you hear? What cultural, class, racial and religious contextual clues do you observe? How would it "feel" for a family to live here? Search for "cultural artifacts" (e.g., community centers, libraries, storefronts, places of worship, signs, and spaces) and what they represent to its residents. Go online and review sites that relate directly to the family heritage. As you explore, take photographs and record your observations in your journal.

Processing the Interviews
Review and discuss your field notes, photographs, and/or tape recording. Before listening to your interview recording for the first time, note your initial impressions of this family. What surprised you? What moved you? How might this family's story have changed your understanding of multicultural education, diversity, social justice, and family involvement in schools? Listen to the entire interview. Note interesting information, stories, or quotes.

Decide on your next steps. How will you pick out the most salient quotations to transcribe (you do not have to transcribe the entire tape)? How will you analyze the data in relation to the research on ELL's and the TESOL Standard on Culture?

Final Products
Carefully prepare a written report of your project. Please develop a short PowerPoint to help present your report.

Note: This assignment is a "Performance Based Assessment" for ESOL Program students, and the paper should be submitted to TASK STREAM's ESOL Portfolio site. ELEM programs student should submit this assignment through Blackboard, via the "Major Assignments" portal. Everyone should submit the PowerPoint presentations through Blackboard.

<div align="center">

Suggested Format for Final Written Report

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Note: The guidelines total 10 pages, but are merely guidelines; use the length appropriate to cover your topic adequately.

Introduction

Part I: Findings

When writing this section, try to place yourself in this family's shoes in order to understand how they have constructed meaning from their experiences. Explore their views about immigrating or their role in the host country, educating their children, and engaging with the educational system, and other relevant findings.

Include the following:

A. Setting
   1. Describe the setting in which the dialogue took place.
   2. Describe the neighborhood and reflections about your walk-through.
   3. Family Background
   4. Explain why this family was chosen for this study.
      a. Provide a brief history of the family.
      b. Ages, places of birth, countries and cities where they have lived, and ages of children when immigrated.
   5. Social, economic, educational, and personal backgrounds.
   6. If applicable: Immigration (first, second generation) experience. Relatives in the area?
   7. Funds of knowledge, cultural competencies, difficulties encountered (e.g., prejudice, discrimination).
   B. The educational experience from the family's perspectives about education. Family's experiences enrolling and supporting their children in their schools? Interactions with teachers and administrators? Problems encountered? Support received? What is working? What is not working? If relevant, contrast the way things are done "here" with the way things are done "back home." If relevant, highlight the cultural differences between home and school.

Part II: Analysis

Analyze and interpret your research findings using theory and research from our readings on multicultural education and social justice. This section should integrate multiple themes addressed in this class and should be grounded in a coherent, thoughtful, and thoroughly developed theoretical framework. When citing course readings, please follow APA (5th edition) format guidelines.   (See the guidelines on Blackboard).

Part III: Conclusions and Recommendations

What is the meaning of this study? Prior to conducting this study, what did you expect to find about family involvement and CLD families? How did your assumptions and beliefs change as a result of this experience? What did you learn that is important to share with other PK-12 teachers?

Based on your findings, as well as related theory and research, what recommendations do you have to improve programs for culturally and linguistically diverse (CLD) families? Provide specific, concrete examples of things teachers and schools can do to:

a.   Improve the understanding of faculty and staff about CLD families;
b.   Proactively develop stronger school-family partnerships;
c.   Make their schools and classrooms more welcoming places for CLD & non-native English
      speakingfamilies and connect students' funds of knowledge to instruction.

Part IV: Personal Reflections

Explain what you learned through this project. Reflect on your own cultural background, as it shapes your interpretation of the results. What did this project mean to you? How has your knowledge and understanding changed? What assumptions were broken, and what new connections have you made? How will you use this learning in your future practice?

References:
Please follow APA guidelines.

Appendix:
• Interview protocol
• PowerPoint

Presentation Guidelines

• The presentation should focus on your key learning from the situation of the family you
   interviewed. Be sure to include some of the families' funds of knowledge.
• Keep slides short and simple; maximum of five slides.
• Be sure to use pseudonyms in your discussion to protect the identities of those involved in
   your project.

Bridging the Divide Rubric
(25% of Grade)

Category	TESOL Domain	Score		
		1	2	3
		Approaches Standard	**Meets Standard**	**Exceeds Standard**
Understand and apply cultural values and beliefs in the context of teaching and learning to appropriately address the case study	2a	Candidates are aware that cultural values have an effect on ELL learning but do not use this knowledge to approach the BD Report	Candidates create a plan for the BD Report that takes into consideration knowledge of students' culture and how it impacts student learning	Candidates consistently uses cultural knowledge throughout the BD Report to demonstrate their understanding of the link between familial cultural values and student learning
Understand and apply knowledge about communication between home and school to enhance ESL teaching and build partnerships with ESOL families	2d	Candidates are aware of the need to establish communication with ESOL families but fail to take action	Candidates establish lines of communication with ESOL families but have minimal links to ESL activities or strategies	Candidates establish lines of communication with families that specifically involve ESL activities and strategies
Understand an apply knowledge about cultural conflicts and home events that can have an impact on ELL's learning	2c	The BD Report fails to identify any significant example of cultural conflict or home event; does not include substantive recommendations to assist the ELL	The BD Report identifies some examples of cultural conflict or home events but gives only general recommendations to assist the ELL...	The BD Report identifies specific examples of cultural conflicts/home events that effect learning and provides specific recommendations to assist the ELL.
Uses a range of resources, including Internet, to learn more specifically about heritage culture of ELL and to apply it to recommendations for teaching	2f	The BD Report has minimal sites, resources or information about the heritage culture; fails to include in recommendations	The BD Report identifies specific sites, resources and information about the heritage culture but fails to incorporate it into recommendations for ELL learning	The BD Report identifies specific sites, resources and information about the heritage culture that is incorporated into recommendations for ELL learning

Category	TESOL Domain	Score		
		1	**2**	**3**
		Approaches Standard	**Meets Standard**	**Exceeds Standard**
Understands and applies the concepts of cultural competency, cultural identity and influence on learning	2g	The BD Report demonstrates an awareness of the connection between cultural identity and learning but no substantive recommendations are included.	The BD Report demonstrates an understanding of cultural competency and connects cultural identity to academic achievement but does not provide specific recommendations for ELL learning	The BD Report demonstrates an understanding of cultural competency and specifically connects cultural identity to academic achievement through evidence in the recommendations for ELL learning
Demonstrate the ability to build partnerships with colleagues and students' families, serve as community resources, and advocate for ELLs.	5b	Candidates understand the importance of advocating for ELLs and establishing collaborative relationships with others but make minimal effort to engage partners during presentation and follow up	Candidates advocate for child throughout presentation of findings and provide ways to work collaboratively among teachers, staff, and the child's family	Candidates provide leadership to staff by developing collaborative instructional models that can be replicated among many ELLs and provide many resources to support ELLs and their families to make appropriate decisions for the child.
Clearly and professionally communicate detailed self-reflection and analysis of the BD process		Candidate did not provide description and critical reflection of BD process and made no connections to overall teaching practice. Extensive APA formatting errors prevent professional communication	Candidate provides well-written and detailed self-reflection and critical analysis of BD process. Candidate provides clear connections between unit lesson planning and overall teaching.	Candidate provides well-written and detailed self-reflection and critical analysis of BD process. Candidate draws deep and extensive connections to overall teaching practice.

Field Experience- Culturally Appropriate/ Responsive Teaching Practices

Field Experience Guidelines

Hours Required: **20**

The EDUC 537 field experience may be conducted in the school where you work or at another local school of your selection.   If you are in the Washington, DC metro area, the FAST TRAIN office will assign you to a fieldwork site. EDUC 537 field experience may be conducted in the same classroom/ school as where another field experience is taking place as long as separate field experience objectives are achieved and separately reported.

Field Experience Objectives:

As a result of this course component, students will be able to:

1. Engage in a teaching related fieldwork and observations of culturally appropriate/ responsive teaching practices in classrooms serving culturally, linguistically, and socio-economically diverse student populations and reflect on those experiences in relation to theory, course objectives, and course content.
2. Observe the application of culturally appropriate teaching strategies and methods embodied in the classroom procedures of the cooperating teachers.
3. Observe and gain valuable insight into classroom practices, school culture, the use of curricula and texts, and areas of strength and weakness in meeting students' linguistic, cultural, ability, and other needs.

Field Experience Methods:

In order to achieve the EDUC 537 field experience objectives, participants will engage in a minimum of 20 hours of school-based field experiences. Students will engage in observations, interactions with students, and teacher interviews in the school setting regarding the use of culturally responsive teaching methods. Students should use a conceptual framework based on either a) their definition of multicultural education, b) a list of practices distilled from course readings to date, c) the Banks checklist assigned for week 12 reading, d) another rigorous conceptual framework for evaluating multiculturalism in the school environment.

Your written report should be **5-7 pages in length.** Some guidelines and a suggested report format are described, as follows.

Suggested Field Experience Report - Content & Format:

Following is the *suggested* format for accomplishing the written report that will accompany your Field Observations. It is suggested that you have **three (3) brief sections**, as indicated in the sections numbered I, II, and III below. A short introduction where you briefly describe the field setting is also helpful for providing context. The overall length of the Field Report should be **5-7 double-spaced pages**.

Section I: Introduction: Begin your report with a short introduction about the school in which you observed/ participated (i.e., demographics, population, short description, etc.) This information should be available on-line on the school's or school division's web site or in the front office. This section should also explain the

conceptual framework with which you approached your data collection and analysis – i.e., the Banks checklist, your own checklist, or another tool – and provide an orientation for the reader to the subsequent sections.

Section II: Findings and Analysis: Your report should *synthesize* the information gleaned from school and classroom visits and teacher and student interactions; you can either present the facts of your observations with a subsequent analytical section or combine your findings with an analytical framework here. (Suggestions for field notes follow below.)

Section III: Reflections/Conclusions: This final section provides the opportunity for you to draw together theory and practice by reflecting on the observations, activities and/or interviews. You should comment on how the information gleaned applies to culturally, linguistically, and socio-economically diverse issues and practices we have examined and discussed in this course. It is suggested that you select three or four issues and target your commentary in order to avoid redundancy. As you think and write about these school-based activities, you should refer to the course readings and discussions. (For example, were they reflected in the lesson, or the teacher's belief system? How? How did this experience affect your own beliefs and future practices?) This section will probably be one to one and one-half pages. One paragraph should state how this knowledge may be applied to your future teaching situation.

Please Remember: You are a guest at your field experience school. Professional courtesy is always essential. ***BE SURE TO THANK THE TEACHER FOR HIS/HER TIME***.

Field Experience hours and teacher evaluation (if you are observing in another classroom) or principal permission form (if you are working in your own school or classroom) (See FAST TRAIN's Fieldwork Forms; also posted under course documents) due along with report. Reports without supporting documentation will not be accepted or considered complete.

Possible Target Areas for Fieldwork Notes

Listed below are suggested areas of observation, in addition to those in your conceptual framework. You need not cover all the topics listed; they are guides for your observation notes.
1. Variety of activities
2. Seating arrangement (rows, cooperative groups, etc.?)
3. Daily routine
4. How teacher implements multiple learning styles into lesson plans and reacts to faster/slower students
5. Percentage of time devoted to 4 skills (reading, writing, listening, speaking) and the 5th skill of thinking
6. Ability grouping (homogeneous and heterogeneous instructional small groups)
7. Homework
8. Amount of L1 and L2 used by students
9. Use of daily lesson plan - objectives and implementation
10. Use of visuals and/or technology
11. Use of textbooks
12. Classroom appearance
13. Effect of having multiple languages in class
14. Classroom management

The remaining observation time should be spent engaging in classroom interaction with the teacher and students. This is hopefully an **interactive** experience for you, not passive. Suggestions follow for some possible interactive experiences.

Section II.2. Lesson Observations/Teacher Interviews
A. *Describe briefly one of the Lessons observed - Use the following guidelines to focus your notes* (You do not have to answer all of the questions here.)

1. Describe class - size, grade, subject, school, etc. How diverse (e.g., socio-economically, culturally, and linguistically) was the classroom? (e.g., how many students were in Free and reduced lunch program? ELL?)
2. What were the lesson's objectives? Were they posted for the students?
3. How was the lesson introduced? Presented?
4. What instructional activities were used? How cognitively demanding were they? Were the activities context-embedded, or context reduced? (Examples?)
5. What other instructional methods were used? (e.g., grouping)
6. What type of student/teacher interactions took place? (e.g., formal, informal, personal, direct, etc.)
7. Student/student interactions?
8. How did the teacher assess the students' second language acquisition?
9. What recognition, if any, was made for the following student characteristics and abilities?
   a) Prior knowledge, cultural and educational experience;
   b) Learning styles and strategies;
   c) Expectations/attitudes, confidence and initiative;
   d) Familiarity with the type of task.
10. What resources were used to develop second language abilities? Technology?Manipulatives?

B. *Teacher Interview*: If and when convenient, you may want to ask to conference with the teacher on one of the observation lessons to discuss the day's lesson and/or to ask questions. For your planning purposes, a pre-observation interview may last 10-15 minutes, but you should be observant of the teacher's time demands; a follow-up post-lesson interview should only take 5-10 minutes. As you prepare for the interviews, you may want to use some of the questions below as a guide (add your own or delete, as appropriate).

Pre-Observation Questions:(FYI: Teachers who teach about ways different groups of people organize their daily lives promote learning because students develop an acceptance, appreciation, and empathy for the rich cultural, ethnic, racial, and linguistic diversity of American society. There are no universal solutions or specific rules for responding to ethnic, gender, and cultural diversity in the classroom.)

1. How do you examine the methods, practices, curriculum and materials used in instruction, counseling, and student assessment to determine whether every single one of your students is being included in the learning process?
2. How do you aim for an inclusive curriculum? [i.e., one that reflect the perspectives and experiences of a pluralistic society].
3. What are your general goals for your students? What skills and knowledge do you want them to develop? Are you following a standard curriculum for English language development that contains goals and objectives?
4. How do you emphasize the importance of considering different approaches and viewpoints that encourage your students to evaluate their own beliefs?
5. How do you like to present new material? What types of classroom activities do you prefer?
6. How do you see your role in class? (In terms of a continuum between teacher-centered on one end and student-centered on the other.)
7. How do you see the role of students? How much responsibility do you provide for and expect of your students? Do you expect the same responsibility from each one?

8. Do your students' socio-economic, cultural and linguistic backgrounds affect your teaching methods? (If yes): In what ways?
9. In terms of the upcoming lesson:
   a) Please describe the class - size, grade, subject; how many culturally, linguistically, and socio-economically diverse students are in your class?
   b) What is the objective of the lesson?
   c) What types of SLA strategies will you use with the ELL students?
   d) What types of assessment strategies will you use?
   e) What types of materials will you use?

Post-Observation: What was the teacher's impression of the lesson? Did s/he think the objectives were accomplished? Why? (Pre and post interviews)

Field Experience Scoring Rubric

	Excellent **.8 (A)**	**Competent** **.6 (B)**	**Minimal** **.4 (C)**	**Unsatisfactory** **.2-0 (F)**
1. Rationale (.8, .6, .4, .2 points)	Carefully planned, and chosen field experience with an appropriate rationale for site selection and use of a particular conceptual framework.	Some evidence of planning or rationale for site selection and/or use of a particular conceptual framework.	Little evidence of planning or rationale for site selection and/or use of a particular conceptual framework.	No evidence of planning or rationale for site selection and/or use of a particular conceptual framework.
2. Findings(.8, .6, .4, .2 points)	Thorough description of relevant areas and conditions including school, classroom, and teacher and student information.	Some description of relevant areas and conditions including school, classroom, and/or teacher and student information.	Minimal description of relevant areas and conditions including school, classroom, and/or teacher and student information.	No or missing description of relevant areas and conditions including school, classroom, and/or teacher and student information.
3. Analysis (.8, .6, .4, .2 points)	Analysis of findings firmly rooted in a conceptual framework linked to work in class and/or one of the recommended analytical tools.	Reference is made to coursework or analytical tools in presenting findings.	Some reference may be used but is not consistent.	Analysis of findings is superficial or missing.
4. Reflection (.8, .6, .4, .2 points)	Thoughtful reflections and applications to future teaching; use of literature to support analysis.	Some reflection on observations but limited applications and/or links to literature.	Limited reflection on observation. Limited applications to future teaching.	No reflections on observations. No applications to future teaching. No literature.
5. Presentation and APA Format (.8, .6, .4, .2 points)	Report is in APA format, all required sections are present and in logical order, layout conventions are used and followed consistently, report is easy to read and follow, and all sentences are grammatically correct.	Most of the APA formatting requirements are met fairly consistently, the layout used is easy to read and follow, grammar and spelling used is basically correct, and there are only a few misspelled words or awkward sentences.	Although APA formatting requirements are only minimally followed and there are a significant number of misspelled words or poorly constructed sentences, the gist of the report can still be determined despite these technical writing difficulties.	Few or no APA formatting requirements are met, report is messy and hard to follow, and poor grammar and spelling significantly reduce the readability of the report.
Total:	Excellent (4 points) (A)	Competent (3 points) (B)	Minimal (2 points) (C)	Unsatisfactory (0-1 points) (F)

Equity Issue Paper Guidelines

This project provides the opportunity to demonstrate your knowledge of the history, research, policy and current practices in ESL as it applies an equity issue related to this course and how it impacts those in your own or your fieldwork school. Identify a salient issue in your school (for example, racism, stereotyping, bias, lack of access to programs, placement in special education); review the research in education field and identify two strategies to address this issue in your classroom or school. Create an action plan for implementation in your classroom. Evaluate the results of your intended outcomes and the outcomes themselves.

- Identity an issue of interest to you and of importance in your school. This issue may be one that emerges naturally from your Bridging interviews or from your fieldwork analysis as a topic on which you would like to focus additional attention.
- Do some background reading on studies of the issue in other settings, the impact of discriminatory processes, and other information related to your area. Use our course readings as a starting point.
- You can also use the GMU library online databases at http://www.library.gmu.edu for additional information.
- Synthesize your findings for Section I of your paper.
- Begin to use your findings to reflect on your school.
- Think about how the issue is or is not being addressed and how members of the oppressed group may be affected. Begin to write up your observations and reflections for Section II.
- Identify two strategies, activities or programs that could be used in your setting.
- Based on your readings, create an action plan that you will implement in your classroom and share with institutional leaders in your setting. Write up these ideas in Section III. Due November 9th.
- Present your paper (with sections I-III) to others in your issue group discussion forum on blackboard. Due November 16th.
- Read carefully through the papers of your colleagues and take careful notes on your reactions; what ideas do their approaches give you that could benefit your own setting? After reading through their proposed solutions, offer your perspective and suggestions to them for other possible interventions they may have overlooked. Include frank but respectful feedback on their ideas.
- After receiving feedback from your peers, write a Section IV for your paper, noting and evaluating their feedback, reflecting on how their suggestions may relate to your workplace. Also note your reflections upon reading their reports.
- Implement your action plan in your classroom; collect anecdotal data from students, peers and your own reflections on the effect of the strategies.
- Carefully proofread and provide APA citations for all professional literature consulted. Final paper due November 30th.

Equity Issue Paper Content & Format: (7-10 pages)
    Section I: Introduction to the Issue in your Setting
    What is the background on the issue?
    How is it manifest in your setting?
    Why is it of concern to you?
    What were your purposes for focusing on this issue for your study?
    How is the issue handled in your professional context?
    How do others view members of the oppressed group?

Section II: Research Related to the Issue
When did this issue first come to the attention of reformers?
What studies have been done on the impact of this issue?
What interventions have been successfully implemented in other settings?
Based on the literature, what are the effects on the oppressed group members?
Whatare the sensitivities/majority culture values regarding your issue?
How do these factors apply to your environment?

Section III: Possible Interventions
Based on your review of the literature, what are some possible remedies for the situation?
In light of cultural constraints, how empowered do you feel to address the issue?
Within the context of your current professional position, what specific remedies can you offer to improve the equitable handling of your issue?
What benefits can you envision for such interventions?

Section IV: Additional Feedback
What have you learned from the experience of reviewing your peers' work on the same issue?
What suggestions did your peers offer you?
Do you agree or disagree with their views? Why?
What else was significant for you in learning about this issue from interacting with your colleagues?

Conclusion
How has your awareness changed?
What is your current thinking on issues of culture, diversity, multiculturalism?
How will you address this equity issue in your own classroom?

Equity Issue Paper Scoring Rubric

Category	TESOL Domain	Score		
		1	**2**	**3**
		Approaches Standard	**Meets Standard**	**Exceeds Standard**
Understand and apply knowledge about cultural values and beliefs and the effects of racism, stereotyping, discrimination, bias, bullying, etc.	2b	Candidates does not clearly describe an equity issue at the local level	Candidate clearly and specifically identified an equity issue at the local level	Candidate clearly and specifically identifies an equity issue at the local level and provides evidence of its existence.
Demonstrates knowledge of historical and contemporary research in multicultural education	5a	Candidate does not provide sufficient connection to historical or contemporary research on the identified issue	Candidate provides well-written description of historical and contemporary research which is generalizable to the identified equity issue	Candidate provides well-written description of historical and contemporary research relating specifically to identified equity issue
Demonstrates knowledge of policy and legal decisions and their historical contexts which influence equity and access of ELLs	5a	Candidate does not provide sufficient connection between policy and legal research sited to the identified equity issue	Candidate provides well-written description of policy and legal research including historical contexts which is generalizable to the identified equity issue	Candidate provides well-written description of the policy and legal research as well as a detailed historical contexts which influence the identified equity issue
Conducts research to demonstrate knowledge of language teaching methods and identify best practices to address the equity issue	5a	Candidate provides limited resources and does not demonstrate knowledge of best practices	Candidate provides a variety of resources to identify best-practices to address the identified equity issue.	Candidate provides a variety of resources at multiple levels to identify best-practices to address the identified equity issue
Creates a plan of action to address equity issue and shares with senior leadership	5b	Candidate creates action plan without specific goals, activities or resources for implementation	Candidate creates an action plan specifying goals, activities and resources for implementation.	Candidate creates an action plan which clearly specifies goals for the activity/strategy, resources and implementation. Candidate shares plan with senior leadership.
Implements plan of action within classroom setting that creates supportive, accepting classroom environments	3a	Candidate fails to implement action plan and has no documentation of outcomes.	Candidate implement action plan and has some evidence to document outcomes.	Candidate implements action plan and has specific evidence of student response, self-reflection and/or work samples to document outcomes.
Clearly and professionally communicate detailed self-reflection and analysis of the equity action plan		Candidate did not provide description and critical reflection of unit lesson planning process and made no connections to overall teaching practice. Extensive APA formatting errors prevent professional communication	Candidate provides well-written and detailed self-reflection and critical analysis. Candidate provides clear connections between unit lesson planning and overall teaching.	Candidate provides well-written and detailed self-reflection and critical analysis. Candidate draws deep and extensive connections to overall teaching practice. Candidate shares this knowledge with larger community of colleagues to enhance teaching and learning in a broader context

Equity Issue Presentation

Guidelines

1. The purpose of this presentation is to build awareness and knowledge across issue groups, so that your colleagues who have focused on other areas can benefit from you have learned and improve their own development as teachers.

2. Your equity issue presentation should provide an overview of your issue, including key findings, problems identified in your school or workplace, possible solutions, suggestions from your peer group, and your own reflections/conclusions.

3. Your presentation can be as technologically simple or advanced as your capability/access to technology/goals allow. The purpose is to share information in the clearest way possible. You could use a text or word outline, power point, Adobe Professional, text files, or other medium, as long as it is accessible on a standard computer.

This presentation will constitute 20% of your class participation grade. (See class participation rubric).