# George Mason University
# Graduate School of Education
# FAST TRAIN

College of EDUCATION & HUMAN DEVELOPMENT  MASON



Promoting Learning & Development Across the Lifespan

## EDUC 537.6F1: FOUNDATIONS OF MULTICULTURAL EDUCATION
### [CRN: 20414] –CREDIT HOURS: 3.0
### SPRING 2014: JANUARY 21ST – MAY 5TH

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## COURSE DESCRIPTION

This course 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. It 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.

## COURSE LEARNING OUTCOMES AND OBJECTIVES

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 Standards: 2.a. Nature and Role of Culture; 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 Standards: 2.a. Nature and Role of Culture; 2.b. Cultural Groups and Identity].*

3. Evaluate and interpret the ways in which schooling influences and is influenced by equity issues. *[NCATE-TESOL Standards: 2.a. Nature and Role of Culture; 2.b. Cultural Groups and Identity; 4.a. Issues*

*of Assessment for ESL; 5.a. ESOL Research and History; 5.b. Professional Development, Partnerships, and Advocacy].*

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 Standards: 1.b. Language Acquisition and Development; 2.a Nature and Role of Culture].*

5. Understand how cultural groups and students' cultural identities affect language learning and school achievement. *[NCATE-TESOL Standards: 2.a. Nature and Role of Culture; 2.b. Cultural Groups and Identity].*

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 Standards: 1.a. Language as a System; 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 Standards: 3.a. Planning for Standards-Based ESL and Content Instruction; 3.c. Using Resources and Technology Effectively in ESL and Content Instruction; 4.c. Classroom-Based Assessment for ESL].*

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 Standards: 3.c. Using Resources and Technology Effectively in ESL and Content Instruction; 4.b. Language Proficiency Assessment; 5.b. Professional Development, Partnerships, and Advocacy]*

9. Explain and provide examples of anti-bias strategies and practices [NCATE/TESOL Standards: 3.a. Planning for Standards-Based ESL and Content Instruction; *3.c. Using Resources and Technology Effectively in ESL and Content Instruction; 4.a. Issues of Assessment for ESL; 5.b. Professional Development, Partnerships, and Advocacy*].

10. Facilitate and Inspire Student Learning and Creativity: Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments. [NETS-T 1: 1a, 1b, 1c, 1d].

11. Model Digital Age Work and Learning: Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society. [NETS-T 3: 3a, 3b, 3c, 3d].

12. Promote and Model Digital Citizenship and Responsibility: Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices. [NETS-T 4: 4a, 4b, 4c, 4d].

**PROFESSIONAL ASSOCIATION STANDARDS ADDRESSED IN THIS COURSE**

George Mason University follows the guidelines, professional standards and recommendations made by the National Council for Accreditation of Teacher Education (NCATE) for the accreditation of schools, colleges, and departments of education. GMU-GSE courses also follow the Interstate Teacher Assessment and Support

Consortium (INTASC) standards and guidelines that identify those principles that should be present in all teaching environments, regardless of the subject or grade level. EDUC 537 also follows the National Education Technology Standards for Teachers (NETS·S). Effective teachers of all disciplines, subjects, and grade levels model and apply the NETS-S as they design, implement, and assess learning experiences and as they engage students in the classroom. They also provide positive models for ethical and effective use of technology to students, colleagues, parents, and the community.

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 elementary, bilingual/multilingual and 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._ Candidates should be able to understand that there are multiple paths to learning and demonstrate skills and competency in teaching students from different backgrounds and varying learning styles.
3. _Democratic principles._ Candidates 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_. Candidates will learn the fundamental concepts pertaining to the teaching in culturally, linguistically, and socio-economically diverse classrooms.
5. _Utilization of research_. Candidates 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_.  Candidates will develop the skills needed to design, implement, and evaluate programs to enable them to work comfortably with students from different backgrounds.

**Relationship of EDUC 537 to *INTSAC Principles*:**

*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 ESOL 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 ESOL Teacher Education* as well as with the Interstate New Teacher Assessment and Support Consortium (INTASC) 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. Effective teachers of all disciplines, subjects, and grade levels model and apply the National Education Technology Standards for Teachers (NETS·S) as they design, implement, and assess learning experiences and as they engage students in the classroom to enhance and support learning while they provide positive models for ethical and effective use of technology to students, colleagues, parents, and the community. Evidence of the degree to which the academic 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.

## REQUIRED TEXTS

Banks, J.A., Banks, C.A. (2013). *Multicultural education: Issues and perspectives (8$^{th}$ed.)*. Hoboken, NJ: Wiley

Cushner, K., McClelland, A., Safford, P. (2012). *Human diversity in education: An intercultural approach*.
     Mc-Graw-Hill

## RECOMMENDED TEXTS

American Psychological Association (2009). *Publication manual of the American Psychological Association* (6$^{th}$
     ed.). Washington, DC: American Psychological Association

Gorski, P.C. (2013). *Reaching and teaching students in poverty: Strategies for erasing the opportunity gap*.
     Teachers College Press

Takaki, R. (1993). *A different mirror: A history of multicultural America*. Back Bay Books

## COURSE DELIVERY

The course is delivered online. Methods of instruction include teacher led class discussion, small group activities, student led discussions of selected research topics, database search of research-based articles and online posting of results. It also includes presentations, cooperative learning activities, hands-on field experiences, power point presentations, discussion boards, and wikis.

EDUC 537 uses the *Blackboard 9.I$^{TM}$* web-based course management system for online modules, assignments, materials, and resources, and for posting the syllabus, rubrics, presentations, readings, videos, and other updates. Candidates are encouraged to visit the course's Bb website frequently to review the most current information and to keep up with any news, announcements and messages related to this course at https://mymasonportal.gmu.edu

Overall course delivery is accomplished in a combination of ways in order to meet the needs of all learners and learning styles and include:

- *Presentations* (assisted by Power Point and other Visuals/technology)
- *Discussions* (active involvement of candidates in learning by asking questions that provoke critical, reflective and metacognitive thinking
- *Cooperative Learning* (small group guided learning interactions emphasizing learning from and with others)
- *Collaborative Learning* (heterogeneous interdisciplinary groups for content discussion and project design and implementation)
- *Reflection Journals* (candidates keep a journal during the duration of the course and during their field and community experience where they record their observations, insights, and reflections
- *Student Presentations* (research analysis and findings and performance based assessment work)
- *Hands-On Field Experience* (20 hours of field experience in a K-12 setting and community field experience as needed for the completion of the Performance Based Assessments (PBAs)
- *Video Presentations, Additional Readings, Assignments, Questionnaires, and On-line Resources*

Following the *National Council for Accreditation of Teacher Education's* (NCATE) lexicon, this syllabus uses the term "*candidate*" to refer to EDUC 537 graduate students who are preparing to become teachers, and "*student*" to refer to pupils enrolled in PK-12 classes. For all online communications only GMU email will be utilized and candidates are expected to check their email regularly until all course requirements have been turned in and final grades have been posted. Candidates are required to use word processor, edit their paper, and use APA writing style 6$^{th}$ edition to produce quality written documents presented in a professional manner. Candidates are also expected to use technology and presentation software to produce quality presentations. ***NOTE***: The professor reserves the right to make changes and modify this syllabus and the assignments listed if necessary to maximize candidates' learning experience according to class needs.

### COURSE ASSIGNMENTS and RELATIONSHIP TO STANDARDS

*Performance Based Assessment (PBA) Requirements:* All FAST TRAIN licensure courses have required PBAs. The required PBAs for this course are: ***Bridging the Divide***, the ***Philosophy of Education Paper***, the ***Field Experience Log*** and ***Evaluation Forms***, and the ***Equity Paper***. These PBAs must be posted to TaskStream where they will be reviewed and graded. [See FAST TRAIN Resources website at: http://fasttrain.gmu.edu/academics/programs ]

| Assignment | Grade % | TESOL Standards | NETS-T Standards |
|---|---|---|---|
| Class Participation | 30 | 1b, 2a, 2b, 3a, 4a, 4a, 5a, 5b | 1a, 1d, 3a, 3b, 3c, 3d, 4a, 4c, 4d |
| Bridging the Divide Project (PBA) | 25 | 1b, 2a, 2b, 3a, 4a, 5a, 5b | 1d, 3b, 3c, 4c, 4d |
| Teaching Philosophy (PBA) | 15 | 1b, 2a, 2b, 3a, 3c, 4a, 4c, 5a, 5b | 4a, 4d |
| Field Experience Project (PBA) | 10 | 1b, 2a, 2b, 3a, 3c, 4b,4c, 5b | 1b, 1c, 3b, 3c, 4a, 4b, 4c, 4d |
| Equity Issue Paper (PBA) | 15 | 1b, 2a, 2b, 3a, 3c, 4a, 4c, 5a, 5b | 3b, 3c, 4b, 4d |
| Equity Issue Presentation | 5 | 1b, 2a, 2b, 3a, 3c, 4a, 4c, 5a, 5b | 1d, 3a, 3b, 3c, 3d |

*I.* ***ONLINE COURSE PARTICIPATION*** (30%)

To get full credit every week in an on-line version of the course, the required work should be completed by Wednesday, the last day of the weekly cycle. The weekly cycle runs from Thursday (first day) to Wednesday (last day). You are required to actively participate every week. Non- participation or partial participation will be considered an absence from class. You are required to post on the discussion forum three times per week, do all assigned readings and support your comments with citations and references from the readings using APA style. You also need to complete all activities and work assigned by the professor each week.

*II.* ***BRIDGING THE DIVIDE (BD) PROJECT*** (25%)

This assignment involves culturally diverse students, families, schools, and communities. The goal of the assignment is to better understand the role of culture in student learning and engagement. For this assignment, 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 system in which their children are enrolled. You will analyze your findings and reflect in writing on what you learned from this experience. BD is a **PBA and the paper should be submitted to TaskStream.**

*III.* ***PHILOSOPHY OF TEACHING STATEMENT*** (15%)

This is an assignment in both the EDCI 516 and EDUC 537 courses. In this two-part assessment, you will use your personal beliefs and growing professional knowledge about TESOL to write or revise your Philosophy of Teaching statement. For this course your Philosophy of Teaching statement will focus on teaching CLDE students and your principles and practices in multilingual/multicultural and diverse classroom environments. Your paper will blend SLA theories and research, discussion of culturally responsive teaching and how they can shape your instruction and a vision of your classroom. You will incorporate the history of ESL as well as policy issues for reflection and clarification. You will also incorporate understanding of multicultural education and issues of equity in the classroom. Additionally, you will define your professional development plans. Lastly, you will describe how to build partnerships with colleagues and students' families as well as how you can be a community resource and advocate for your students. This is a **PBA and the paper should be submitted to TaskStream.**

*IV.* ***FIELD EXPERIENCE - CULTURALLY APPROPRIATE and RESPONSIVE TEACHING PRACTICES*** (20 hours
   r*equired; 10%)*

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. During their field experience students will keep a professional reflection journal to record findings and lessons learned. They can use their recordings from their journal for class discussions and reflections when they comment and respond to the discussion board. Students must document the 20 hours of field experience using the ***Fieldwork Log of Hours Form*** and the ***Evaluation Form*** available on the FAST TRAIN website: http://fasttrain.gmu.edu/resources/forms. This is a **PBA and the Log and Evaluation Forms should be submitted to TaskStream.**

*V.* **EQUITY ISSUE PAPER** (15 %)

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. This is a **PBA and the paper should be submitted to TaskStream.**

**VI. EQUITY ISSUE PRESENTATION** (5 %)

The purpose of this presentation is to build awareness and knowledge across issue groups, so that your peers who have focused on other areas can benefit from what you have learned and improve their own development as teachers. Your Equity Paper presentation should provide an overview of your issue, including key findings, problems identified in your school or workplace, possible solutions, suggestions from your colleagues, and your own reflections/conclusions and recommendations. It will be posted on Bb. The guidelines for the Equity Paper Presentation are outlined in detail in the "**Course Requirements and Assignments**" document and are posted on Bb.

**GRADING POLICY**

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:

| Grade | GRADING | Grade Points | Interpretation |
|-------|---------|--------------|----------------|
| A+ | =100 | 4.00 | Represents mastery of the subject through effort beyond basic requirements |
| A | 94-99 | 4.00 | |
| A- | 90-93 | 3.67 | |
| B+ | 85-89 | 3.33 | Reflects an understanding of and the ability to apply theories and principles at a basic level |
| B | 80-84 | 3.00 | |
| C* | 70-79 | 2.00 | Denotes an unacceptable level of understanding and application of the basic elements of the course |
| F* | <69 | 0.00 | |

*Note:* "C" is not satisfactory for a licensure course
"F" does not meet requirements of the Graduate School of Education

<u>Incomplete (IN):</u> This grade may be given to students who are in good standing but who may be unable to complete scheduled course work for a cause beyond reasonable control. The student must then complete all the requirements by the end of the ninth week of the next semester, not including the summer term, and the instructor must turn in the final grade by the end of the 10th week. Unless an explicit written extension is filed with the Registrar's Office by the faculty deadline, the grade of 'IN' is changed by the registrar to an 'F'. Faculty may grant an incomplete with a contract developed by the student with a reasonable time to complete the course at the discretion of the faculty member. The faculty member does not need to allow up to the following semester for the student to complete the course. A copy of the contract will be kept on file in the FAST TRAIN office [See: http://jiju.gmu.edu/catalog/apolicies/gradstandards.html].

## TASKSTREAM REQUIREMENTS

Every candidate registered for any Curriculum and Instruction course with a required PBA is expected to submit it to TaskStream (regardless of whether the course is an elective, a onetime course or part of an undergraduate minor). Evaluation of the PBA by the course instructor will also be completed in TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete (IN) (even if the candidate has submitted the assessment as a hard copy or via email). Unless the IN grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

All assignments are due on the date indicated in the syllabus. ***Projects must be submitted to the TaskStream portal no later than 5:00pm EST on the due date.*** <u>Late assignments will not be accepted</u> unless there is a prior arrangement made between the candidate and the professor and only in exceptional circumstances for non-academic reasons beyond reasonable student control. Projects or papers submitted for credit in one course cannot be used for a grade in a different course, even they have been revised.  It's unethical.

## GMU POLICIES AND RESOURCES FOR STUDENTS

a.  The University Catalog, http://catalog.gmu.edu is the central resource for university policies affecting candidates, faculty, and staff in university academic affairs.

b.  Other policies are available at http://universitypolicy.gmu.edu . All members of the university are responsible for knowing and following established policies.

c.  Students must adhere to the guidelines of the George Mason University Honor Code [See http://oai.gmu.edu/honor-code ].

d.  Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/ ]

***e.***  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.***

f.  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 ].

g.  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/].

h.  Counseling and Psychological Services (CAPS) provide a wide range of services to students, faculty, and staff. Services are provided by a staff of professional counseling and clinical psychologists, social

workers, and counselors. CAPS provide individual and group counseling, workshops and outreach programs -- experiences to enhance a student's personal experience and academic performance. For more information please call (703) 993-2380 [See http://caps.gmu.edu ].

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

j. "Ask a Librarian"[See http://library.gmu.edu/mudge/IM/IMRef.html].CEHD Education Liaison librarian is Ms. Anne Driscoll and can be reached at adrdisco2@gmu.edu and CEHD Distance Education Liaison librarian is Ms. Tina Adams and can be reached at tadams11@gmu.edu .

k. 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 ].

l. For additional information on the College of Education and Human Development (CEHD), Graduate School of Education (GSE), please visit our website [See http://gse.gmu.edu ].

### COURSE WITHDRAWAL WITH DEAN'S APPROVAL

For graduate and non-degree students, withdrawal after the last day for dropping a course requires approval by the student's academic dean, and is permitted only for nonacademic reasons that prevent course completion (Mason Catalog). Candidates must contact their academic advisor to withdraw after the deadline. There is no guarantee that such withdrawals will be permitted.

### PLAGIARISM

Avoid plagiarism, which is using an author's words without citing the author in your paper. Follow APA (6th edition) writing and citation guidelines in order to correctly cite your sources. Plagiarism is unethical and illegal and violates the GMU Honor Code. It is grounds for dismissal from the program and from GMU.

### CEHD STATEMENT OF EXPECTATIONS

CEHD candidates must abide by the following:

#### *Academic Integrity*

The principle of academic integrity is taken very seriously and violations are treated gravely. What does academic integrity mean in this course? Essentially this: when you are responsible for a task, you will perform that task. When you rely on someone else's work in an aspect of the performance of that task, you will give full credit in the proper, accepted form. Another aspect of academic integrity is the free play of ideas. Vigorous discussion and debate are encouraged in this course, with the firm expectation that all aspects of the class will be conducted with civility and respect for differing ideas, perspectives, and traditions. When in doubt (of any kind) please ask for guidance and clarification.

#### *Absences*

Candidates are expected to participate every week on the discussions and activities for online courses for which they registered. Students should contact the professor ahead of non-participation online. Only approved (see Mason catalog) absences will not result in a grade penalty.

*Professional Behavior and Dispositions*
The Virginia Department of Education and the National Council for accreditation of Teacher Education promote standards of professional competence and dispositions. Dispositions are values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and all members of the learning community. GSE expects students, faculty, and staff to exhibit professional dispositions through: See http://cehd.gmu.edu/assets/docs/cehd/Dispositions%20for%20a%20Career%20Educator.pdf for a listing of these dispositions.

*Core Values Commitment*
The College of Education and Human Development (CEHD) is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles [See http://cehd.gmu.edu/values ].

## GUIDELINES FOR COURSE ASSIGNMENTS AND RUBRICS

*I ) CLASS PARTICIPATION (30% of the final grade)*
*EDUC 537 Foundations of Multicultural Education* is based on a pedagogical philosophy of transformation and a social constructivist theory of learning that employs dialogical approaches to classroom interaction and learning. This means that learning occurs through human interaction, resulting in the construction of knowledge and the eventual transformation of learners through ongoing reflection and praxis. Within this approach, students' active participation and engagement in online forums is fundamental. Knowledge construction and personal transformation are processes. As the session progresses, students will be expected to examine their pre-existing personal opinions critically and to reconstruct their own conceptual framework based on the readings, experiential projects, and reflective practice. There are three types of participation: 1) online class engagement in whole and small group discussions - with posted strands and peer responses that relate specifically to course readings, reflections, and topics; 2) online participation on activities and wikis –as assigned; and 3) in-depth, personal reflections that may be included in papers or on a *Blackboard* forum.

**Class Expectations:** During all forms of participation, please keep in mind the following ground rules (and others you and your colleagues may decide to add):
- *Attend actively and thoughtfully* – consider perspectives different from your own.
- Speak from your own experience or from the readings – *avoid interpreting for others*.
- *Respectfully challenge others' ideas*: if you disagree with something, respectfully disagree with the idea – and *please do not "attack" the person*.
- *Diverse views are welcome and enrich the discussions*. Everyone who wishes gets a chance to participate – encourage and *invite each team member to join in* and *avoid dominating the discussion*.
- *Professional behavior must be exhibited at all times* and during all interactions –including online and email communications with all individuals or groups the candidate collaborates for the purpose of meeting the requirements for this course (class participants, the professor, colleagues, schools, community, students, and families). Candidate's behavior and demeanor must be at all times in accordance with the *Professional Dispositions* and the *Core Values* of CEHD. Violation of the *professional dispositions* and poor reflection of the *core values* are taken very seriously and will result in grade reduction. The issue will be communicated to the candidate's academic advisor and the senior leadership of the college.

Candidates are expected to complete all required readings prior to class, attend 100% of the online forums and be prepared to actively engage in thoughtful and respectful dialogue with their peers, professor, or guest lecturers. If for reasons beyond your control you are unable to attend or be late for a posting, you should notify the instructor at the earliest opportunity. Absences are considered excused at the instructor's discretion, for reasons such as illness, accident, professional conferences, or family crisis. Students with excused absences may arrange an alternative assignment in lieu of class participation.

The coursework will be assigned on Blackboard. It must be completed before following class forum or at the time designated by the professor. Some of the work will be videos to watch and reflect on, written responses to questions, activities, or assignments or homework to prepare to be shared. As a follow-up to class discussions, students may be asked to continue the critical analysis of the themes discussed during class by posting on discussion strands, blogs, wikis, or forums.

This requirement is **30% of your total course grade** and therefore you need to ensure that you adhere closely to the guidelines outlined in this document. To get full credit every week in this on-line version of the course, the required work should be completed by Wednesday, the last day of the weekly cycle. The weekly cycle runs from Thursday (first day) to Wednesday (last day).

You are responsible to ensure that you follow <u>ALL</u> the instructions below and keep track of the number of your postings per week as well as monitor the quality of your comments according to the guidelines. You are required to submit to the professor (via email) a self-evaluation form with a record of the number and quality of postings every three weeks (*an email will be sent out remind you to submit your self-evaluation form every three weeks*). <u>The first and last week of classes are exempt from this requirement and given that you follow the instructions provided for the first and last weeks, you get the full credit</u>. The self-evaluation form is provided to you. For your online participation you will receive a midterm grade after the completion of six weeks. Feedback will be provided as needed during the duration of the course. The online participation guidelines are outlined in detail below:

- Complete all assigned readings at the beginning of the week and review them regularly.
- Support your comments and responses to the questions/topics posted on the discussion board making reference to the assigned and other additional readings while providing appropriate citations APA style.

- Your postings must be of professional value demonstrating reflective, analytical, critical, and creative thinking while making reference to practical applications of the theory and research in real settings by providing examples from your study and experience.

- Your postings must be in accordance to the *Core Values* of the CEHD and adhere to the *Professional Dispositions* and professional ethics at all times. Unprofessional, inappropriate, or unethical behavior will not be tolerated at any time during any of the interactions written or verbal. Academic freedom allows free expression of thought and beliefs within professional behavior boundaries and with the understanding that confidentiality will be respected at all times.

- ***Avoid redundancies and repetitions and avoid commenting for the sake of it without adding any particular value to the discussion***. Note that you are required to post three times per week in order to receive the full amount of points allocated for participation each week. Commenting more than three times a week is discouraged unless what you have to say truly helps to clarify an issue or question posted by another student or move the conversation forward.

- You are required to post three times each week. Your first posting is due by Saturday 5pm EST. Your second posting is due by Monday 5pm EST and your third posting is due by Tuesday 5pm EST. You have the obligation to adhere to this timeline and to the indicated due times to allow the discussion to move forward and be manageable by all as in most occasions participants live in different time zones. Late submissions will not be accepted.

- Note that although you are allowed to post comments, questions, responses or assignments on the weekends you should expect them to be addressed ONLY during the weekdays (Monday through Friday between 9am and 5pm EST). For this reason if you need to email or post clarification questions about assignments or course requirements you need to allow ample time to the professor or your fellow classmates to respond and avoid waiting till the last minute. In such cases, your questions may remain unanswered and you may end up producing work with errors which may result in grade point reduction.

- You will be divided in groups. Within your group you will be assigned either the role of the **Discussant** or the role of the **Facilitator** (these roles will alternate during the course of study).

- When you are the **Discussant** you are required –as outlined above – to post three times a week.

- When you are the **Facilitator** you are not required to post three times a week but to provide input based on the readings and your experience, facilitate and manage the discussion within your group, respond to other students' comments, clarify confusing points and ask probing questions. In the end of the week you are required to summarize the main points of the discussion into **Emerging Themes** in a Wiki format provided in your Group Wiki link. To be able to capture the entire discussion you are not bound to the posting times set for the discussants and you will be given one extra day (after Wednesday the closing day of the cycle) to complete your Summary Wiki which will be expected to be posted by Thursday 5pm EST. A detailed participation rubric is provided for your reference.

- *If this is your first online course delivered through Blackboard (Bb) or if you are not fluent/comfortable in using Bb or TaskSteam, it is your sole responsibility to study the tutorials provided on Bb or request IT support from the Division of Instructional Technology* (DoIT) [See http://doit.gmu.edu/learn.html ].

## II) BRIDGING THE DIVIDE (BD) PROJECT (25% of the final grade)
This assignment involves culturally diverse students, families, schools, and communities. The goal of the assignment is to better understand the role of culture in student learning and engagement.

**Instructions**
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 system in which their children are enrolled. You will analyze your findings and 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**

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. This should be a family that represents a non-majority culture in the school in which you are conducting your fieldwork. If possible, conduct the 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 use should be organized as sets of questions 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. 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 (do not transcribe the entire tape). How will you analyze the data in relation to the research on ELLs and the TESOL Standard on Culture?

**Suggested Format for Final Written Report**
Your paper must be organized with headings and subheadings according to the suggested format below and follow APA style writing guidelines including APA guidelines for cover page, citations, and references. Your main paper should total *10 pages maximum*. Exceeding the page limit will result in grade reduction. The transcription of part of the interview, the interview questions, any photographs and/or artifacts can be included in appendices.

**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.　Explain who is the family and 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.
　　4.　Social, economic, educational, and personal backgrounds.
　　5.　If applicable: Immigration (first, second generation) experience. Relatives in the area?
　　6.　Funds of knowledge, cultural competencies, difficulties encountered (e.g., prejudice, discrimination).

**B.** Educational Experience
　　What are 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." Highlight any cultural differences/similarities between home and school.

***Part II: Analysis:*** Analyze and interpret your research findings using theory and research from your 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, _follow APA format guidelines_ [*See the guidelines at Owl Purdue for guidance*].

***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 Culturally and Linguistically Diverse (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 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 speaking families 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***: Follow APA guidelines.
***Appendix I***: Interview protocol (questions)
***Appendix II***: Transcription of part of the interview
***Appendix III***: Photographs and other artifacts

### III) PHILOSOPHY OF TEACHING STATEMENT (15% of the final grade)
This is an assignment in both the EDCI 516 and EDUC 537 courses to measure the growth and evolution of your philosophy of education over time while you are studying in the program. You will use your personal beliefs and growing professional knowledge to write or revise your Philosophy of Teaching statement.

For this course your Philosophy of Teaching statement will focus on teaching Culturally Linguistically Diverse and Exceptional (CLDE) students and your principles and practices based on multicultural education. Your paper must be *organized with headings and subheadings*; follow APA 6th edition style; and *be five pages maximum*. You must provide references and citations according to the APA format. This is a **PBA *and the paper should be submitted to TaskStream.***

Your paper will need to blend SLA theories and research, discussion of culturally responsive teaching and how they can shape your instruction and a vision of your classroom. You will need to incorporate the history of ESL, policy issues for reflection and clarification, and an understanding of multicultural education and issues of equity in the classroom. You need to define your professional development plans (in a series of steps) based on your own personal reflections and analysis of student outcomes. Lastly, you need to demonstrate how you
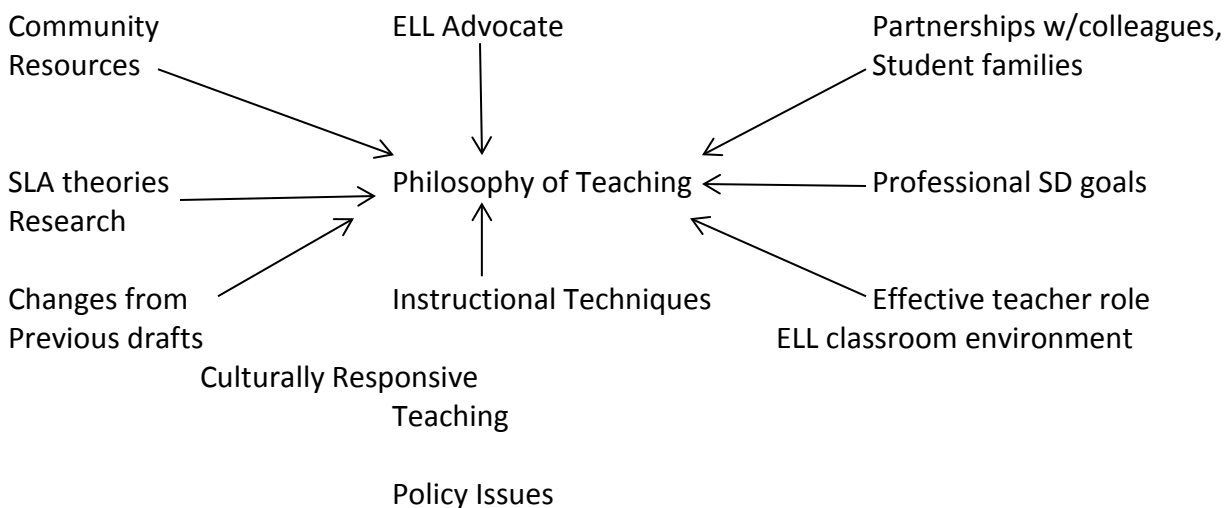
plan to build partnerships with colleagues and students' families as well as how you can be a community resource and advocate for your students. Keep the following in mind:

1) How will your understanding of theories related to language learning shape your teaching in the future?

2) What information about ESL history, research, public policy, and current practice will inform your instruction? What information about best practices in multicultural education and culturally responsive teaching will inform your instruction?

3) Reflect on your role and describe your goals for ensuring success of your students and yourself as a professional.

The statement should be a cohesive, first-person narrative that provides a clear picture of your classroom and your role as a teacher. It should include detailed self-reflection that discusses the role and characteristics of an effective teacher and expands on your own beliefs about professional development. Finally, it should reflect your understanding of and commitment to the critical issues to teaching second language learners and be personal but grounded in theory and research.

The paper should be reflective. To be effective and constructive, reflective writing needs to go beyond descriptions of events, readings or personal experience. You need to step back, explore, and analyze; consider different perspectives such as those found in your own teaching practice, discussions in class, or other materials you may have studied; make connections to relevant theories, supporting your ideas by references to other literature and to research; consider legal and organizational implications; show awareness of social and political influences; show what you have learned from your reading, this could include implications, predictions or conclusions you have drawn about your development as a career educator. By including very specific examples of teaching strategies, assignments, discussions, etc., you help readers visualize what actually happens (or will happen) in your learning environment.

Most philosophy of teaching statements avoid technical terms and favor language and concepts that can be broadly appreciated. It may be helpful to have someone from your field read your statement and give you some guidance on any discipline-specific jargon and issues to include or exclude.

Community Resources      ELL Advocate      Partnerships w/colleagues, Student families

SLA theories Research     →     Philosophy of Teaching ← Professional SD goals

Changes from Previous drafts     Instructional Techniques     Effective teacher role ELL classroom environment

Culturally Responsive Teaching

Policy Issues

**IV) FIELD EXPEREINCE PROJECT (10% of the final grade)**
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 or school that another field experience is taking place as long as separate field experience objectives are achieved and separately reported. It is a **PBA and the Log and Evaluation Forms should be submitted to TaskStream.**

*Field Experience Objectives:* As a result of this course component, candidates will be able to:
1. Engage in a teaching related fieldwork and observations of culturally appropriate/ responsive teaching practices in classrooms serving CLDE 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.
4. All candidates must divide –throughout their program of study- their hours of field experience between PK-6 and 7-12 schools. However, they can choose to complete all 20 hours required for this particular course either in an elementary or secondary school setting as long as they ensure that they have the 50/50 balance required by program guidelines before they apply for graduation.

*Field Experience Methods:* In order to achieve the EDUC 537 field experience objectives, candidates will engage in a minimum of 20 hours of school-based field experiences. They will conduct observations, teacher interviews and will interact with students. During their field experience candidates will keep a *professional reflection journal* to record findings and lessons learned. They can use their recordings from their journal for class discussions and reflections when they comment and respond to other students' work and to construct their *field experience blog* which will be posted on a designated area on Blackboard and will be available to all class participants for comments and reflections. The blog should be the culmination of the most important insights, experiences, reflections, and lessons learned by the candidate during the field work including tips and ideas of how the candidate will apply this learning to his or her own classroom and how will capitalize upon this experience to improve his/her practice and professional development as a teacher of ELLs.

Candidates will document on Taskstream the 20 hours of field experience using the Fieldwork Log and Evaluation Forms available on the FAST TRAIN website: http://fasttrain.gmu.edu/resources/forms. Failure to submit fieldwork forms to TaskStream will result in an "F" in the course. *Both forms must be signed either by the teacher candidate's cooperating ESL teacher or the school supervisor*.

*Please Remember*: You need to obtain *principal permission form* if you are conducting your field experience in your own school *and post it on TaskStream in the same column with the Field Hours Log and Evaluation*. If you are conducting your work at another school, remember that you are a guest and that professional courtesy is always essential. *Be sure to thank the teacher for his/her time.*

*Possible Target Areas for Fieldwork Journal Notes and Blog:*
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 should be an **interactive** experience for you and not passive. Suggestions follow for some possible interactive experiences.

### *Suggestions for 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? (Give 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*: (Note: 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)

### V) EQUITY ISSUE PAPER (15% of the final grade)
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 to resolve or address the issue. Your paper should be APA style and should not exceed the *seven pages in length*. This is a **PBA and the paper should be submitted to TaskStream.**

- 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, note create an action plan that could be implemented in your school and share with institutional leaders, colleagues or classmates. Seek and receive their feedback. Write up these ideas in Section III.
- After receiving feedback, write a Section IV for your paper, noting and evaluating their feedback and reflecting on how their suggestions may relate to improving the quality of education for CLD in your school and elsewhere.
- Carefully proofread and provide APA citations for all professional literature consulted.

***Equity Issue Paper Content & Format:***

**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?
What are 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 and feedback you received from others on the same issue?
What suggestions did your colleagues 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, and multiculturalism? How will you address this equity issue in your own classroom?


## VI. EQUITY ISSUE PRESENTATION (5% of the total grade)

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

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

3. Your presentation will be in a Power Point format or other software of your preference and will be posted in the designated area for your group on Bb. Your group members will review your Power Point and submit their reflections and comments for your review. This is an opportunity for professional growth from which both the presenters and the presentation reviewers can equally benefit.

## EDUC 537 ASSIGNMENT EVALUATION RUBRICS

*Online Participation Evaluation Rubric*

| Discussion Board Rubric | Approaches the Standards 1 | Meets the Standards 2 | Exceeds the Standards 3 |
|---|---|---|---|
| **Weeks 1 and 14 for all students** | Posts only some of the required information | Posts most of the required information | Posts all of the required information |
| **Weeks 2-13 for every week for those students in the role of the *Discussant*** | Posts only one time a week and the post does not adhere to the online participation guidelines outlined in the syllabus | Posts two times a week; the posts adhere to most of the online participation guidelines outlined in the syllabus. Provides citations from the readings and examples from experience and study | Posts three times and adheres to all of the online participation guidelines outlined in the syllabus. The citations and references to the assigned and additional readings are exceptionally suitable, the comments appropriate and concise, and the responses demonstrate reflective, critical and analytical thinking |
| **Weeks 2-13 for every week for those students in the role of the *Facilitator*** | Does not facilitate or manage the discussion in a rigorous and enthusiastic manner and does not summarize successfully the outcomes in the Wiki | Facilitates and manages the discussion well responding at least one time to each student in the group and summarizes the outcomes in a good Wiki but fails to capture accurately all of the three main themes which emerge from the discussion | The management and facilitation of the discussion is outstanding and is delivered with attention, enthusiasm while following good questioning, probing, clarification, paraphrasing, and summarizing techniques. Responds at least one time to each student in the group. Creates a Wiki that captures accurately and precisely all three main themes that have emerged from the weekly discussion |

*Bridging the Divide Evaluation Rubric*

| Category | Approaches Standards 1 | Meets Standards 2 | Exceeds Standards 3 |
|---|---|---|---|
| Understand and apply cultural values and beliefs in the context of teaching and learning to appropriately address the case study | 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 use 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 | 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 | 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 | 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 |

| | | | |
|---|---|---|---|
| Understands and applies the concepts of cultural competency, cultural identity and influence on learning | 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. | 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 develop 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 | Candidates did not provide description and critical reflection of BD process and made no connections to overall teaching practice | Candidates provide well-written and detailed self-reflection and critical analysis of BD process. Candidates provide clear connections between unit lesson planning and overall teaching | Candidates provide well-written and detailed self-reflection and critical analysis of BD process. Candidates draw deep and extensive connections to overall teaching practice |
| Paper Organization, Mechanics, Overall Cohesion, Writing Quality, and APA guidelines | Poor writing quality and extensive APA formatting errors prevent professional communication | Good writing quality and one or two APA minor formatting errors | Excellent writing quality and no APA formatting errors |

*Equity Issue Paper Evaluation Rubric*

| Category | Approaches Standards 1 | Meets Standards 2 | Exceeds Standards 3 |
|---|---|---|---|
| Understand and apply knowledge about cultural values and beliefs and the effects of racism, stereotyping, discrimination, bias, bullying, etc. | Candidates do not clearly describe an equity issue at the local level | Candidates clearly and specifically identified an equity issue at the local level | Candidates clearly and specifically identify an equity issue at the local level and provides evidence of its existence |
| Demonstrates knowledge of historical and contemporary research in multicultural education | Candidates do not provide sufficient connection to historical or contemporary research on the identified issue | Candidates provide well-written description of historical and contemporary research which is generalizable to the identified equity issue | Candidates provide 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 | Candidates do not provide sufficient connection between policy and legal research sited to the identified equity issue | Candidates provide well-written description of policy and legal research including historical contexts which is generalizable to the identified equity issue | Candidates provide 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 | Candidates provide limited resources and does not demonstrate knowledge of best practices | Candidates provide a variety of resources to identify best-practices to address the identified equity issue | Candidates provide 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 | Candidates create action plan without specific goals, activities or resources for implementation | Candidates create an action plan with specific goals but do not plan related activities and resources for implementation | Candidates create an action plan which clearly specifies goals for the activity/strategy, resources and implementation |

| Category | Approaches Standards 1 | Meets Standards 2 | Exceeds Standards 3 |
|---|---|---|---|
| Clearly and professionally communicate detailed self-reflection and analysis of the equity action plan | Candidates do not provide description and critical reflection of planning process and make no connections to overall teaching practice | Candidates provide well-written and detailed self-reflection and critical analysis. Candidates provide clear connections between planning and teaching | Candidates provide well-written and detailed self-reflection and critical analysis. Candidates draw deep and extensive connections from the action plan to overall teaching practice. Candidates share this knowledge with larger community of colleagues and/or classmates to enhance teaching and learning in a broader context |
| Paper Organization, Mechanics, Overall Cohesion, Writing Quality, and APA guidelines | Poor writing quality and extensive APA formatting errors prevent professional communication | Good writing quality and one or two APA minor formatting errors | Excellent writing quality and no APA formatting errors |

*Teaching Philosophy Statement Evaluation Rubric*

| Category | Approaches Standards 1 | Meets Standards 2 | Exceeds Standards 3 |
|---|---|---|---|
| Understand and apply knowledge about cultural values and beliefs and the effects of racism, stereotyping, discrimination, bias, bullying, etc. | Candidates do not include examples of cultural values that can have an effect on ELL learning but do not use this knowledge to support their Philosophy of Teaching | Candidates create the Philosophy of Teaching taking into consideration knowledge of students' culture and how it impacts student learning | Candidates consistently uses cultural knowledge throughout the Philosophy of Teaching to demonstrate their understanding the importance of cultural understanding in student learning and effective teaching |
| Use instructional techniques, research, history of ESL, and policy issues to reflect on and clarify their philosophy of teaching | Candidate demonstrates a growing ability to use knowledge about ESL history, research, public policy, and current practice to inform future instruction | Candidate demonstrates the ability to make connections between ESL history, research, public policy, and current practice to inform future instruction | Candidate demonstrates a firm grasp on the ways that ESL history, research, public policy, and current practice inform future instruction. |
| Clearly establish professional goals that will help the candidate create supportive learning environments for ELLS | Candidate provides only one professional goal; goal does not seem to provide ways to create a successful and supportive learning environment | Candidates creates a two or three of professional goals that are based on personal interest and clear self-reflection; goals are tailored to create positive outcomes for ELLs | Candidate creates several professional goals and include a serious of professional development options that will create cycle of continuous of professional development; goals are clearly informed by instructional reflections and analysis and tied directly with student outcomes |
| Demonstrate ability to build partnerships with colleagues and students' families, serve as community resource and advocate for ELLs | Candidate demonstrates limited understanding of the importance of building partnerships to support ELLs. Few ideas or examples are provides for current or future partnerships. | Candidate demonstrates understanding of the importance of building partnerships to support ELLs and provides examples of ways to engage partners effectively. Provides clearly articulated statement on the importance of advocating for ELLs. | Candidate provides multiple ways to engage partners effectively and clearly demonstrates an understanding of the importance in building and maintaining partnerships. Provides compelling statement on the importance for advocating for ELLs with specific examples. |

| Paper Organization, Mechanics, Overall Cohesion, Writing Quality, and APA guidelines | Poor writing quality and extensive APA formatting errors prevent professional communication | Good writing quality and one or two APA minor formatting errors | Excellent writing quality and no APA formatting errors |
|---|---|---|---|

## Field Experience Evaluation Form

*(for courses that do not require a teaching evaluation form)*

Mason Student:_____

G number: _____

Course: _____

Semester: _____

Cooperating Teacher:_____

Title: _____

Years of Experience: _____

Degree/License: _____

**Comments**:

_____

_____

_____

_____

_____

_____

_____

| PERSONAL AND PROFESSIONAL QUALITIES | Excellent | Above Average | Average | Below Average |
|---|---|---|---|---|
| Communication Skills | | | | |
| Dependable | | | | |
| Punctual | | | | |
| **Professional Qualities** | | | | |
| Demonstrates knowledge of child development | | | | |
| Demonstrates knowledge of content necessary for successful teaching | | | | |
| Understands how students differ in their approaches to learning | | | | |
| Can create learning experiences that make subject matter meaningful | | | | |
| Uses a variety of instructional or assessment strategies | | | | |
| Understands individual/group motivation to create a positive learning environment | | | | |
| Uses effective verbal and non-verbal communication strategies | | | | |
| Plans activities using knowledge of subject matter, students, community and curriculum goals | | | | |
| Engages in critical reflection to improve fieldwork experience | | | | |
| Fosters positive relationships with colleagues, students, and families | | | | |

# Field Experience Record

Mason Student:_____     Cooperating Teacher:_____

G number:     _____     Title:                _____

Course:        _____     Years of Experience:  _____

Semester:      _____     Degree/License:       _____

Please sign signature column to indicate that the student completed field experience in your classroom. Please make any additional comments on the back of this sheet. Thank you for your time, effort and support in this endeavor.

| Date | Grade | Subject or Action | School | Hours Observed | Teacher Signature |
|------|-------|-------------------|--------|----------------|-------------------|
|      |       |                   |        |                |                   |
|      |       |                   |        |                |                   |
|      |       |                   |        |                |                   |
|      |       |                   |        |                |                   |
|      |       |                   |        |                |                   |
|      |       |                   |        |                |                   |
|      |       |                   |        |                |                   |
|      |       |                   |        |                |                   |
|      |       |                   |        |                |                   |

Student's Signature:_____     Date:_____

**APPENDIX A: Recommended Bibliography**

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