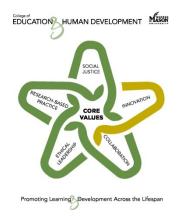**GEORGE MASON UNIVERSITY**
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
GRADUATE SCHOOL OF EDUCATION

Teaching Culturally, Linguistically Diverse & Exceptional Learners

INTRODUCTION TO CULTURALLY AND LINGUISTICALLY DIVERSE LEARNERS

EDUC 537: SECTION 6F1 (3 CREDITS)

Fall 2015

September 1-December 13

PROFESSOR:
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Virtual office hours: Available for real-time chat by appointment through email
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COURSE DESCRIPTION

    A. Prerequisites/Co-requisites
- Students are highly encouraged to complete EDUC 511, EDUC 537 and EDRD 515 within their first two semesters of enrollment in their graduate program.

    B. Catalog Description
- Examines culturally & linguistically diverse learners through historical, sociological, and philosophical foundations. Explores teacher's culturally identity and implications for teaching diverse learners. Discusses culturally & linguistically responsive instructional and assessment practices and working with families and other school professionals. Requires 20 hours of PK-12 classroom fieldwork.

DELIVERY METHOD:

This course will be delivered entirely online using an asynchronous format via the Blackboard learning management system (LMS) housed in the MyMason portal (https://mymasonportal.gmu.edu). You will log in to the Blackboard course site using your Mason email name (i.e., everything before @masonlive.gmu.edu) and email password. The course site will be available on September 1, 2015 at 8 AM EST.

NATURE OF COURSE

This course is a seminar. This means that our work together will primarily be through dialogue with each other. Instead of utilizing lectures, each class will depend on the ideas that we collectively develop as we engage in ongoing discussion about international education and child development. Your own experiences as teachers, readers, writers, and learners, along with the course readings, will be an important part of our developing collective understandings.

It is vitally important for each student to complete readings on a weekly basis. Typically, a course meets once weekly for approximately 2.5 hours. For each of the 15 modules, you should spend this amount of time on the website in addition to your weekly readings and work. Successful students in an online learning environment are proactive, self-regulated, and manage their time well.

EXPECTATIONS FOR PARTICIPATION

This online course is **not self-paced.** You will be expected to complete one module every week. Completing a module involves reading, participating in discussions with the whole class, and completing any accompanying assignments associated with that module. You are asked to engage deeply with the subject matter, to take risks in your thinking, and to listen to and learn from your classmates.

- **Course Week:** This course is asynchronous: Because asynchronous courses do not have a "fixed" meeting day, our week will **start** on **Tuesdays**, and **finish** on **Mondays**.
- **Log-in Frequency:** Students must actively check the course Blackboard site and their GMU email for communications from the instructor, at a minimum this should be **3** times per week.
- **Participation**: Students are expected to actively engage in all course activities throughout the semester, which include viewing of all course materials (e.g., readings, videos, etc.), completing course activities (e.g., journal reflections, wikis, etc.), and assignments, and participating in course discussions and group interactions.
- **Technical Competence**: Students are expected to demonstrate competence in the use of all course technology. Students are expected to seek assistance if they are struggling with technical components of the course.
- **Technical Issues**: Students should expect that they could experience some technical difficulties at some point in the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- **Workload**: Expect to log in to this course **at least 3 times a week** to read announcements, participate in the discussions, and work on course materials. Remember, this course is **not** self-paced. There are **specific deadlines** and **due dates** listed in the **CLASS SCHEDULE** section of this

syllabus to which you are expected to adhere. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

- **Advising:** If you would like to schedule a one-on-one meeting to discuss course requirements, content or other course-related issues, we can meet via telephone or web conference. Send me an email to schedule your one-on-one session and include your preferred meeting method and suggested dates/times.

- **Netiquette:** Our goal is to be **collaborative**, not combative. Experience shows that even an innocent remark in the online environment can be misconstrued. I suggest that you always re-read your responses carefully before you post them to encourage others from taking them as personal attacks. **Be positive in your approach to others and diplomatic with your words.** I will do the same. Remember, you are not competing with each other but sharing information and learning from one another as well as from the instructor.

TECHNICAL REQUIREMENTS:

To participate in this course, students will need the following resources:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox. Opera and Safari are not compatible with Blackboard.
- Consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of the course requirements.
- The following software plug-ins for Pcs and Macs respectively, available for free downloading by clicking on the link next to each plug-in:
  - Adobe Acrobat Reader: http://get.adobe.com/reader/
  - Windows Media Player: http://windows.microsoft.com/en-US/windows/downloads/windows-media-player
  - Apple QuickTime Player: www.apple.com/quicktime/download/
- A headset microphone for use with the Blackboard Collaborate web conferencing tool.

LEARNER OUTCOMES or 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].
13. American Council on the Teaching of Foreign Languages (ACTFL), NCATE-ACTFLN Candidates demonstrate that they understand the connections among the perspectives of a culture and its practices and products, and they integrate the cultural framework for foreign language standards into their instructional practices [ACTFL 2A].
    ACTFL/NCATE Program Standards for the Preparation of Foreign Language Teachers. http://www.actfl.org/i4a/pages/Index.cfm?pageid=3384.

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 a concentration in Teaching Culturally & Linguistically Diverse and Exceptional Learners (TCLDEL). 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,* the Interstate New Teacher Assessment and Support Consortium (INTASC) Standards, and American Counsel on the Teaching of Foreign Languages (ACTFL), 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.

REQUIRED TEXTS:

Banks, J., and Banks, C. (2013). *Multicultural education: Issues and perspectives* (8[th]ed.). Hoboken, NJ: Wiley. (ISBN 9781118360088)

Cushner, K., McClelland, A., and Safford, P. (2014). *Human diversity in education: An intercultural approach*. New York: McGraw-Hill Education. (ISBN 9780078110337)

RECOMMENDED TEXTS:

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6[th]ed.). Washington, DC: American Psychological Association. (ISBN 9781433805615)

Takaki, R. (2008). *A different mirror: A history of multicultural America*. New York: Back Bay Books. (ISBN 9780316022361)

Note: Additional readings may be posted on Blackboard.

COURSE ASSIGNMENTS AND EXAMINATIONS:

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

Assignment	*Grade %*	*TESOL/ACTFL Standards*	*NETS-T Standards*
Class Participation/Blackboard Discussions	20	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 ACTFL NCATE Standards: 3a, 4a, 6a	1d, 3b, 3c, 4c, 4d
Autobiographical Paper	20	TESOL Standards: 2a, 2b, 2e, 2f, 2g ACTFL NCATE Standards: 3a, 4a, 6a	
Field Experience Project & Log of Hours (PBA)	10	1b, 2a, 2b, 3a, 3c, 4b,4c, 5b	1b, 1c, 3b, 3c, 4a, 4b, 4c, 4d
Equity Issue Paper (PBA)	15	5a, 5b	3b, 3c, 4b, 4d
Equity Presentation	10	1b, 2a, 2b, 3a, 3c, 4a, 4c, 5a, 5b	1d, 3a, 3b, 3c, 3d

NETIQUETTE

As we will be working together in an online environment, netiquette will be significantly important in terms of creating a community of thinkers and learners. Netiquette is a way of defining professionalism through network communication; it is a way to foster a safe on-line learning environment. All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. You are encouraged to comment, question, or critique an idea but you are not to attack an individual.

For our class, here are the netiquette guidelines for working and communicating online:

- Do not use offensive language.
- Never make fun of someone's ability to read or write.
- Keep an "open-mind" and be willing to express even your minority opinion.
- Think before you push the "Send" button.
- Do not hesitate to ask for feedback.
- When in doubt, always check with your instructor for clarification.
- Popular emoticons such as ☺ or / can be helpful to convey your tone but do not overdo or overuse them.

BLACKBOARD REQUIREMENTS

Every student registered for any Teaching Culturally, Linguistically Diverse & Exceptional Learners program course with a required performance-based assessment is required to submit these assessments: Field Experience Project & Log of Hours, The Bridging the Divide Paper, and the Equity Issues Paper to Blackboard (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Blackboard. Failure to submit the assessment to Blackboard will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Blackboard submission, the IN will convert to an F nine weeks into the following semester.

GMU E-MAIL AND WEB POLICY

Mason uses electronic mail (**www.gmu.edu/email**) to provide official information to students. Examples include notices from the library, notices about academic standing, financial aid information, class materials, assignments, questions, and instructor feedback. Students are responsible for the content of university communication sent to their Mason e-mail account and are required to activate that account and check it regularly (Mason catalog). All communication sent for this course will be sent to your Mason email account.

All communication sent for this course will be sent to your Mason email account. I will respond to emails as soon as I can (i.e., within 24 hours or less).

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

Integrity of Work: TCLDEL students must adhere to the guidelines of the George Mason University Honor Code (http:/oai.gmu.edu/honor-code/). The principle of academic integrity is taken very seriously and violations are treated as such.

Violations of the Honor Code include:
1. Copying a paper or part of a paper from another student (current or past);
2. Reusing work that you have already submitted for another class (unless express permission has been granted by your current professor **before** you submit the work);
3. Copying the words of an author from a textbook or any printed source (including the Internet) or closely paraphrasing without providing a citation to credit the author. For examples of what should be cited, please refer to: https://owl.english.purdue.edu/owl/resource/589/02/
4. You may also not "reuse" fieldwork hours. Each placement must have 20 documented hours that are solely for each course that you are in; you may be at the same site, but the same hours may not be counted towards the same course.

INCOMPLETE (IN)

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 summer term, and the instructor must turn in the final grade by the end of the 9th 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 (Mason catalog). 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 APTDIE office.

FIELDWORK ASSESSMENT

Each student is required to complete 20 hours of fieldwork for this course. The fieldwork will performed in conjunction with each of the Performance Based Assessments for the course*.* The fieldwork will be marked as:

Satisfactory: completion of all assignments with high quality in a timely and efficient manner.

Unsatisfactory: incomplete and/or low quality of assignments submitted or work submitted than one week late from due date.

NOTE: Failure to submit documentation of successful completion of your **fieldwork in a timely manner** will make you ineligible to register for coursework or be recommended for licensure.

COURSE WITHDRAWAL WITH DEAN 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). *Students must contact an academic advisor* in APTDIE to withdraw after the deadline. There is no guarantee that such withdraws will be permitted.

GMU POLICIES AND RESOURCES FOR STUDENTS

    a.   Students must adhere to the guidelines of the George Mason University Honor Code (See **http://oai.gmu.edu/the-mason-honor-code/**).

    b. Students must follow the university policy for Responsible Use of Computing (See **http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/**).

    c. 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.

    d. 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/**).

    e. 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/**).

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

    g. 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/**).

ONLINE PARTICIPATION/ATTENDANCE POLICY

Students are expected to participate in **all** online discussions. Not participating in an online discussion module will be reflected with a zero for the week and as an absence. **Students with two or more absences will not receive credit for the course.**

LATE WORK/SUBMISSION

At the graduate level all work is expected to be of high quality and submitted on the dates due. *Work submitted late will be reduced one letter grade for every day of delay.* Because we live in uncertain times, if you have any extraordinary circumstances (*think* flood, earthquake, evacuation) that prevent you from submitting your work in a timely manner, it is your responsibility to contact the instructor as soon as possible after the circumstances occur and make arrangements to complete your work. *It is up to the discretion of the instructor to approve the late/makeup work.*

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

CORE VALUES COMMITMENT
The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: **http://cehd.gmu.edu/values/**.

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website http://gse.gmu.edu/.

COURSE REQUIREMENTS

All assignments should be turned in on the due date indicated in the schedule below via Blackboard. The submission deadline for assignments is 11:59 pm EST of the due date indicated for each assignment. All projects must be typed, in a legible 12-point font, with one-inch margins, and double-spaced. **All writing assignments should be submitted as Word documents, or a word processor based format**. Writing quality (including mechanics, organization, and content) is figured into the overall points for each writing assignment, so please proofread carefully. Late papers and projects will not be accepted without penalty, except for in extraordinary circumstances. I am happy to clarify and lend assistance on projects and assignments, but please contact me within a reasonable timeframe.

1. **Class and Discussion Board Participation (20%)** Ongoing

> Each week in our class we will have an online group discussion of the readings that are assigned for the module. You are expected to participate in this discussion in a substantive way (by both responding directly to the prompt and by responding to others' comments). Your participation in class and discussion board conversations is **20%** of your final grade.

> **Please note, as this is an online course, all our discussion will be in the form of the electronic discussion board. It is not acceptable to wait until the end of the week to post your comments as you will not be able to engage fully in the discussion, and others will not have an opportunity to engage with your thoughts and comments. **Each module will begin on a Tuesday and run through the following Monday.** You must start posting for each module by *Friday at midnight (EST)* so that the class will have Friday through Monday to engage in conversation.

> **Students will be expected to respond to each of the discussion questions that the instructor posts.
> **Additionally, students should respond to **at least three** posts from other classmates.

> Discussion board is particularly important in a class such as this as it provides us with a forum for discussion of the topics we will be exploring and an open space to work through our own

thoughts and ideas. Some of the richest and most robust discussions I have ever heard (seen) have taken place on a discussion board, and it is my hope that you will actively engage your colleagues in this medium. To provide a bit of a framework for participating in discussion board, please see the general "criteria for Blackboard Discussions" below.

Important Note: Discussion board for each module will be "open" only during the week that the module is active. You will always be able to go back and read earlier responses, but you will only be able to physically post in that week's discussion board during the week we are working on it.

Criteria for Blackboard Discussions
1. Responses to the *initial questions* that I post to start the discussion should be a minimum of one short paragraph.
2. Each module begins on a Tuesday. You should *begin* posting by Friday at midnight (at the latest). This will give us time to engage in discussion over the remainder of the module.
3. Postings should be distributed during the discussion period (not concentrated all on one day or at the beginning and/or end of the period).
   *Please note: it is acceptable to post your responses to my initial questions at the same time. **However, your responses to your colleagues should be distributed throughout the course of the module and not done in one fell swoop.**
4. Avoid postings that are limited to 'I agree' or 'great idea', etc. If you agree (or disagree) with a posting then say why you agree by supporting your statement with concepts from the readings or by bringing in a related example or experience.
   *Please note: it is perfectly fine to send "agree" or "great idea" responses with a brief comment on why you agree (or perhaps disagree). These responses do **not** have to be a paragraph in length.
5. Every week you should respond to **each** of the discussion questions that I post. Additionally, you should respond to at least **three** posts from other classmates **unless** otherwise noted in the discussion board prompt.
6. Address the questions as much as possible (don't let the discussion stray).
7. It is a **good idea** to use quotes from the articles that support your postings. Include page numbers when you do quote.
8. Bring in related prior knowledge if/when you can (work experience, prior coursework, readings, etc.). This greatly adds to the richness of the conversation.
9. Use proper etiquette (proper language, typing, etc.). Please avoid using "text" talk (such as "C U," "B4," "cuz," etc.). It is a graduate level course, so it is important that, while the Discussion Board is meant to be an open and safe space for discussion and exchanges, we should aim to maintain appropriate adherence to grammar and style.

Evaluation of Discussion Board

At the end of each module, you will receive a score on your participation in the discussion board conversation. The rubric that will be used to provide your scores is found under "Assessment Rubrics" at the end of this syllabus.

2. **BRIDGING THE DIVIDE PROJECT (25%) PBA** (Due on Monday, October 12th)

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. 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 the family is 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; and
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

3. EQUITY ISSUES PAPER (15%) – PBA (Due on Monday, December 7th)

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

- 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 citing five research sources for your work.
- 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

1. What is the background on the issue?
2. How is it manifest in your setting?
3. Why is it of concern to you?
4. What were your purposes for focusing on this issue for your study?
5. How is the issue handled in your professional context?

6. How do others view members of the oppressed group?

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

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

Section IV: Additional Feedback
1. What have you learned from the experience and feedback you received from others on the same issue?
2. What suggestions did your colleagues offer you?
3. Do you agree or disagree with their views? Why?
4. What else was significant for you in learning about this issue from interacting with your colleagues?

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

5. FIELD EXPERIENCE LOG & EVALUATION (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 while conducting the Bridging the Divide Project (PBA) and the Equity Issues Project. Students must document the 20 hours of field experience using the *Fieldwork Log of Hours Form* and the *Evaluation Form* available on the TCLDEL website: http://gse.gmu.edu/teaching-culturally-diverse-exceptional-learners/. **The Log and Evaluation Forms should be submitted to Blackboard.**

In-service teachers: Field experience can often be conducted in your own classroom if you have access to the population of students required for the PBAs. You must register for your school as your field experience site in the online Field Experience Request form available here: https://cehd.gmu.edu/endorse/ferf. You will check the box indicating that: *"I will arrange my own field experiences (observations and/or case studies) because I am a full-time contracted school system employee and will complete field experience at my workplace."* **The deadline to submit your field experience placement is September 15 (Fall)** or February 15 (Spring). Failure to do so will result in an

unsatisfactory grade for your fieldwork assignment. If you are taking this course as part of the *international* cohort program (FAST TRAIN), please indicate "international cohort" on your request form.

Pre-service teachers: If you are not currently working in a K-12 school, you will need to be placed in an appropriate fieldwork setting to complete your required PBAs and fieldwork hours.   You must request a fieldwork site using the online Field Experience Request form available here: https://cehd.gmu.edu/endorse/ferf. You will check the box indicating that: I will need George Mason (Clinical Practice Specialist) to arrange a placement for my field experiences (including observations and/or case studies). **The deadline to submit your field experience placement is September 15 (Fall)** or February 15 (Spring). Failure to do so will result in an unsatisfactory grade for your fieldwork assignment. If you are taking this course as part of the *international* cohort program (FAST TRAIN), please check "international cohort" as your program on your request form.

CLASS SCHEDULE:

Class Date Module	Theme/Topic	Readings	Assignments DUE
Class 1 Sep. 1-7 Module #1	Introductions Syllabus Overview Rationale and goals of multicultural education	• Banks, Chapter 1 & 2 • Cushner, McClelland, & Safford, Chapters 1, 2, & 3 • Defining Multicultural Education (from Critical Multicultural Pavilion): http://www.edchange.org/multicultural/initial.html • Defining Multicultural Education (from the National Association for Multicultural Education): http://www.nameorg.org/definitions_of_multicultural_e.php	- Introductions
Class 2 Sep. 8-14 Module #2	School culture, classroom organization, & school policy	• Banks, Chapter 3 • Cushner, McClelland, & Safford, Chapters 4 & 5 • Rosado, C. (1996). What Makes a School Multicultural? Retrieved from http://www.edchange.org/multicultural/papers/caleb/multicultural.html • Moll, L.C., Amanti, C., Neff, D., & Gonzalez, N. (1992). Funds of Knowledge for Teaching: Using a Qualitative Approach to Connect Homes and Classrooms	- Discuss the interviewees, interview protocol drafts & notify instructor of interview for Bridging the Divide paper - Sign up for group presentations - Select peer-reviewed articles and sign-up for dates of presentation
Class 3 Sep. 15-21 Module #3	Teacher culture: equity and the role of the teacher	• 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. • McIntosh, P. (1988). White Privilege: Unpacking the invisible knapsack	- Complete Bridging the Divide Interview - Student Presentations - **Field experience placement due 9/15** (notify instructor of site and cooperating teacher)
Class 4 Sep. 22-28	Socioeconomic equity in education	• Banks, Chapter 4 • Cushner, McClelland, & Safford, Chapter 13 • Delpit, L.D. (1992). Education in a Multicultural Society: Our Future's Greatest Challenge	- Discuss sections I & II of Bridging the Divide Paper - Student

Module #4		• Wong, S. (2000). Transforming the politics of schooling…	Presentations(2)
Class 5 Sep. 29-Oct. 5 Module #5	Race and ethnic equity in education	• Banks, Chapter 11 • Cushner, McClelland, & Safford, Chapter 6 • Bonilla-Silva, E. (2002). The Linguistics of Color Blind Racism: How to Talk Nasty about Blacks without Sounding "Racist" • Lawrence, S.M. (1997). Beyond race awareness: white racial identity and multicultural teaching • Schniedewind, N. (2005). "There ain't no white people here!": The transforming impact of teachers' racial consciousness on students and schools	- Discuss sections III & IV of Bridging the Divide Paper - Student Presentations(2)
Class 6 Oct. 6-Oct. 12 Module #6	Linguistic equity in education	• Banks, Chapter 12 • Cushner, McClelland, & Safford, Chapter 8 • Christensen, L. (1990). Teaching Standard English – Whose Standard • Thomas & Collier. (2003). The multiple benefits of dual language.	- Discuss Section I of Field Experience Project **BRIDGING THE DIVIDE PROJECT DUE on Monday, October 12th**
Class 7 Oct. 13-19 Module #7	Gender Equity and Sexuality in Education	• Banks, Chapters 6, 7, 8, & 9 • Cushner, McClelland, & Safford, Chapter 10	- Discuss section II of Field Experience Project - Student Presentations(2)
Class 8 Oct. 20-26 Module #8	Ability and educational equity	• Banks, Chapters 13, 14, & 15 • Cushner, McClelland, & Safford, Chapter 12	- Discuss section III of Field Experience Project - Student Presentations(2) - GROUP PRESENTATION 1
Class 9 Oct. 27-Nov. 2 Module #9	Religion and educational equity	• Banks, Chapter 5 • Cushner, McClelland, & Safford, Chapter 9 • 2009 Project on Religious Freedom: http://www.state.gov/g/drl/rls/irf/2009/index.htm	- Discuss Final Paper Projects - Student Presentations(2) **FIELD EXPERIENCE PROJECTS DUE on**

			Monday, November 2nd
Class 10 Nov. 3-9 Module #10	Curricular and Pedagogical Reform	• Banks, Chapter 10 • Understanding Multicultural Curriculum Transformation http://www.edchange.org/multicultural/curriculum/concept.html • Gay, G. (2002). Preparing for culturally responsive teaching. • Gere, et al. (2009). A visibility project: Learning to see how pre-service teachers take up culturally responsive pedagogy.	- Discuss section I of Equity Paper with Equity Group Peers - Student Presentations(2) - GROUP PRESENTATION 2
Class 11 Nov. 10-16 Module #11	Transformative Multicultural Education. Practical Applications to further equity	• Banks, Chapter 16 & 17	- Discuss section II of Equity Paper with Equity Group Peers - GROUP PRESENTATION 3
Class 12 Nov. 17-23 Module #12	Educational equity in a global context.	• Cushner, McClelland, & Safford, Chapter 7 • Chang, H. (2003). Multicultural education for global citizenship: A textbook analysis. Electronic Magazine of Multicultural Education [online], 5(2). Retrieved January 24, 2005 from http://www.eastern.edu/publications/emme/2003fall/chang.html • 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 http://www.eastern.edu/publications/emme/2003fall/lund.html	- Discuss section III of Equity Paper with Equity Group Peers - GROUP PRESENTATION 4 EQUITY PAPER PRESENTATIONS
Class 13 Nov. 24 & 30 (abbreviated week-Thanksgiving Recess) Module #13	TBD	TBD	TBD

Class 14 Dec. 1-7 Module #14	Equity in our teaching/global context	• Peer presentations and discussions	<mark>EQUITY PAPER PRESENTATIONS</mark> **EQUITY PAPERS DUE on December 7th**
Class 15 Dec. 8-13 (abbreviated week-course ends on Sunday, December 13th) Module #15	Wrap up & evaluations	• Wrap up-Final Thoughts • Next Steps • Online Course Evaluation	**PHILIOSOPHY OF TEACHING DUE December 13th**

ASSESSMENT RUBRICS:

Discussion Board

Weekly Online Discussions Rubric				
Criteria	**Excellent**	**Good**	**Average**	**Poor**
Timely discussion contributions	Postings are well distributed throughout the module (i.e., posts span four or more time periods). Initial posting is on time.	Postings are mostly distributed throughout the module (i.e., posts span three time periods). Initial posting is on time.	Postings minimally distributed (i.e., responses are posted from two time periods). Initial posting is on time.	Postings are not distributed throughout the week (i.e., responses are posted at one time). Initial posting is late.
Responsiveness to discussion and demonstration of knowledge and understanding gained from assigned readings	It is very clear that readings were understood and incorporated well into responses.	The readings were understood and incorporated into responses.	The postings demonstrate a questionable relationship to the reading material.	It is not evident that readings were understood and/or not incorporated into discussion.
Adherence to on-line protocols	All on-line protocols were followed.	1 online protocol was not adhered to in the module.	2-3 online protocols were not adhered to in the module.	4 or more online protocols were not adhered to in the module.
Points	9-10	8	6-7	5 or less

Autobiographical Essay

Criteria	UNACCEPTABLE	BEGINNING: Does not adequately meet expectations.	DEVELOPING: Meets expectations adequately.	ACCOMPLISHED: Strongly meets expectations
Family background and world view	Personal life details and descriptions are limited or unclear; the length is not adequate for development. No evidence of exploring her/ his family cultural, ethnic, and linguistic background or worldview.	Some personal life details and descriptions loosely connected; ineffective transitions, seems random. Little evidence of exploring her/ his family cultural, ethnic, and linguistic background or worldview.	Some personal life details and descriptions present from candidate's life. Adequately explores her/ his family cultural, ethnic, and linguistic background and worldview.	Paper contains relevant and meaningful personal life details and descriptions about the candidate. Thoroughly engages and explores socio-historical implications of one's family cultural, ethnic, and linguistic background, while linking concepts to self-identification.
Content	Many details are not in a logical or expected order. There is little sense that the writing is organized.	Some details are not in a logical or expected order, and this distracts the reader. Includes information on all required topics	Details are placed in a logical order, but the presentation style sometimes makes the writing less interesting. Includes information on all required topics	Details are placed in a logical order and the way they are presented effectively keeps the reader's attention. Includes information on all required topics.
Quality of analysis	Essay is superficial and/or with very little analysis.	Essay is thoughtful but lacks depth or complexity	Essay shows thoughtful analysis that communicates sincere grappling with the questions	Essay reflects thoughtful analysis that shows complexity of thinking and a well-constructed argument. Analysis is highly provocative. There is a "wow" factor.
Mechanics: language, grammar usage, APA style	There are many misspellings or grammatical errors and/or paper does not follow APA 6th ed. formatting requirements.	Although only some formatting requirements are followed and a significant number of misspelled words or poorly constructed sentences exist, the main ideas can still be identified.	Most of the formatting requirements are met fairly consistently, the layout used is easy to read and follow, grammar, mechanics and spelling used are basically correct, and there are only a few misspelled words.	All format requirements are met consistently, required sections are in the correct order; the essay is easy to read and understand; and all sentences are grammatically correct with only a few spelling or mechanical errors.
Score	13 or below	14-15	16-18	19-20

Bridging the Divide

TESOL Standard Performance Indicators	Does not meet Standard (Score 1)	Approaches Standard (Score 2)	Meets Standard (Score 3)	Exceeds Standard (Score 4)
Standard 2.a. Candidate understands and applies knowledge about cultural values and beliefs in the context of teaching and learning ESOL.	Candidate neither understands nor applies knowledge about cultural values and beliefs in the context of teaching and learning ESOL. No discussion of the way cultural values and beliefs impact ESOL student learning	Candidate demonstrates a developing understanding of the way cultural values and beliefs impact ESOL student learning. Superficial discussion of the way cultural values and beliefs impact ESOL student learning.	Candidate demonstrates an adequate understanding of a variety of concepts about culture, including acculturation, assimilation, accommodation, biculturalism, the additive nature of culture, and the dynamics of prejudice, including stereotyping. Accurate and detailed discussion of the differences between fundamental concepts is detailed and accurate (e.g., acculturation, assimilation, accommodation, biculturalism, the additive nature of culture).	Candidate demonstrates a sophisticated understanding of a variety of concepts about culture, including acculturation, assimilation, accommodation, biculturalism, the additive nature of culture, and the dynamics of prejudice, including stereotyping and of the ways that cultural groups and students' cultural identities affect language learning. Reflective and critical discussion of the ESOL family's cultural values and beliefs and their impact in ESOL learning.
2.b. Understand and apply knowledge about the effects of racism, stereotyping, and discrimination to teaching and learning.	Candidate neither understands nor applies knowledge about how racism and discrimination affect teaching and learning. No discussion of the ways racism and discrimination impact ESOL student learning.	Candidate demonstrates a developing understanding of the ways racism and discrimination effect teaching and learning. Superficial discussion of the ways racism and discrimination impact ESOL student learning.	Candidate demonstrates an adequate understanding of the ways racism and discrimination effect teaching and learning. Accurate and detailed discussion of the ways racism and discrimination impact ESOL student learning. Candidate consistently demonstrates the capacity to use an antibias curriculum and materials that promote an inclusive classroom climate, enhancing students' skills and knowledge to interact with each other.	Candidate demonstrates a sophisticated understanding of the ways racism and discrimination effect teaching and learning. Reflective and critical discussion of the ways racism and discrimination impact ESOL student learning. Candidate demonstrates the capacity to design and deliver instruction that includes anti-bias materials and develop a classroom climate that purposefully addresses bias, stereotyping, and oppression.

2.c. Understand and apply knowledge about cultural conflicts and home events that can have an impact on ELLs' learning.	Candidate neither understands nor Applies knowledge about cultural conflicts and home events that can have an impact on ELLs' learning.	Candidate demonstrates a developing understanding of how cultural conflicts and home events affect interpersonal classroom relationships and ELL's learning.	Candidate demonstrates an adequate understanding of how cultural conflicts and home events affect interpersonal classroom relationships and ELL's learning. Candidate demonstrates the capacity to teach cross-cultural appreciation by addressing cross- cultural conflicts and establishing high expectations of ELLs' interactions across cultures.	Candidate demonstrates a sophisticated understanding of how cultural conflicts and home events affect interpersonal classroom relationships and ELL's learning. Candidate demonstrates the capacity to design and deliver instruction that allows students to participate in cross- cultural studies and cross-cultural extracurricular opportunities. Candidate demonstrates the capacity to integrate conflict resolution techniques into their instruction.
Standard 2.d. Candidate understands and applies knowledge about communication between home and school to enhance ESL teaching and build partnerships with ESOL families.	Candidate neither understands nor applies knowledge about communication between home and school. No discussion of home/school communication in a culturally responsive manner.	Candidate demonstrates a developing understanding of the relevance between home and school communication to enhance ESL teaching and build partnerships with ESOL families. . Superficial discussion of the relevance of home/school communication with an ESOL family in a culturally responsive manner.	Candidate demonstrates an adequate understanding of the relevance between home and school communication to enhance ESL teaching and build partnerships with ESOL families. Accurate and detailed discussion of the relevance of home/school communication with an ESOL family in a culturally responsive manner.	Candidate demonstrates a sophisticated understanding of the relevance between home and school communication to enhance ESL teaching and build partnerships with ESOL families. Reflective and critical discussion of the relevance of home/school communication with an ESOL family in a culturally responsive manner.

| Standard 2.e. Candidate understands and applies knowledge about the interrelationship between language and culture. | Candidate neither acknowledges nor understands the interrelationship between language and culture.

No discussion of the interrelationship between language and culture | Candidate demonstrates awareness of interrelationship between language and culture

Superficial discussion of the relevance of the interrelationship between language and culture | Candidate operates with the knowledge that a student's first language and culture influence how well she or he understands the new language and observes culturally appropriate new behaviors as they are modeled.

Accurate and detailed discussion of the ways that student's first language and culture influence how well she or he understands the new language and the ways that culturally appropriate new behaviors are modeled. | Candidate recognizes that a student's first language and culture influence how well she or he understands the new language and observes culturally appropriate new behaviors as they are modeled and that the first language and culture of ESOL students continue to play an important role in their overall education.

Reflective and critical discussion of how well she or he understands the new language, how she/he observes culturally appropriate new behaviors as they are modeled, and the fact that the first language and culture of ESOL students continue to play an important role in their overall education. |
|---|---|---|---|---|
| **2.f. Use a range of resources, including the Internet, to learn about world cultures and specifically the cultures of students in their classrooms and apply that learning to instruction.** | **Candidate does not use a range of resources, including the Internet, to learn about world cultures and specifically the cultures of students in her/his project.** | Candidate has a general understanding of major cultural groups and begins to identify resources to increase her/his knowledge and understanding. | Candidate uses a range of resources about major cultural groups to inform his/her understanding of his/her project participants.

Candidate demonstrates the capacity to integrate different ways of learning and different cultural perspectives into her/his curriculum and instruction. | Candidate consistently demonstrates the capacity to design activities that are based on her/his knowledge of cultural groups and incorporate them into her/his teaching. |

2.g. Understand and apply concepts of cultural competency, particularly knowledge about how an individual's cultural identity affects their learning and academic progress and how levels of cultural identity will vary widely among students.	Candidate neither understands nor applies knowledge about ELL's cultural identities affect their learning.	Candidate demonstrates developing understanding of how ELLs' cultural identities will affect their learning.	Candidate demonstrates the capacity to plan and deliver instruction that values and adapts to students' different cultural perspectives.	Candidate consistently demonstrates the capacity to design in-class activities and opportunities for students and families to share and applies their cultural perspectives to learning objectives.

Equity Issues Paper

	Levels of Achievement			
Criteria	**Does not meet standards (0/1)**	**Approaching standards (2)**	**Meets standards adequately (3)**	**Exceeds Standards (4)**
Relevance of Topic to equity issue TESOL 5a	The topic has no detectible relevance to current equity issues.	The paper focuses on out-of-date materials and/or practice and is only indirectly relevant to an equity issue.	The topic of the proposal is for the most part timely and relevant to a critical multicultural education topic.	The topic of the paper is directly relevant to current equity issues in the field and relevant to the school context.
Importance and appropriateness of topic TESOL 5a	The topic's focus is irrelevant and of no importance to the critical multicultural education field.	The topic is related to the critical multicultural education field.	The topic is timely and appropriate to the critical multicultural education field.	The topic is of immediate relevant and importance to the critical multicultural education field and relevant to the school context.
Clarity of paper TESOL 5b	The paper needs work on sentence structure and fails to give outcomes.	The paper gives some ideas about outcomes, but needs to specify how they will be reached.	The language of the paper is somewhat problematic or provides little information about the message/ objective(s).	The paper is clearly and succinctly written in English and provides a clear statement of the message/objective(s) as well as an explicit statement of the outcomes and how they will be achieved.
Theory/ practice research contribution to the conference and to the field TESOL 5b	The topic is applicable to a very small number of the candidates (less than (5%). There is no mention of theory/ practice/ research in the paper	A fair group of candidates (around 30%) can benefit from it. The abstract mentions some theory/ practice/ research, which were used but it not specific.	Most candidates (over 50%) can benefit from this topic. The paper cites the theory/ practice/ research on which it is based in an understandable fashion and gives helpful information.	The topic is applicable to a large number of the candidates (over 90%). The paper cites the theory/practice/ research on which it is based and shows a clear connection to the content in a way that will be more memorable and useful.