EDUC 537-6F1 & EDUC 537-DL1
INTRODUCTION TO CULTURALLY AND LINGUISTICALLY DIVERSE LEARNERS
(3 CREDITS)
Fall 2016

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Office Location: 2603 Thompson Hall
Meeting Dates: August 29, 2016 – December 12, 2016
Meeting Time/Location: Weekly online modules beginning on Tuesdays

COURSE DESCRIPTION
   A. Prerequisites/Co-requisites
      a. 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
      a. 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.

COURSE DELIVERY
EDUC 537 This course will be delivered online using an asynchronous format via the Blackboard learning management system (LMS) housed in the MyMason portal (https://mymasonportal.gmu.edu). You will log into 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 **August 29, 2016 at 8:00 a.m. EST.**

Through online dialogue and activities, we will collectively explore ourselves as cultural beings, the role of culture and language in learning, and the richness that culturally and linguistically diverse learners bring to classrooms and schools as well as the challenges they may face. Your own experiences as teachers, readers, writers, and learners, along with the course readings and assignments, will be an important part of our developing collective understandings.

It is essential that you complete readings and activities in Weekly Modules on a weekly basis. Typically, an on-campus course meets once weekly for approximately 3 hours with the expectation for significant engagement with course content outside of the class meeting. Therefore, you should plan to spend .ample time each week engaging with the content, with the instructor, and with your peers. Successful students in an online learning environment are proactive, self-regulated, and manage their time well.

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 work, and use APA writing style 6th 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.

EXPECTATIONS FOR PARTICIPATION:

This online course is **not self-paced. You will be expected to complete one module every week**. Completing a module includes reading, participating in discussions with the whole class, and completing any accompanying assignments and/or activities 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:** Candidates must actively check the course Blackboard site and their GMU email for communications from the instructor (i.e., at a minimum this should be **3** times per week).

• **Participation**: Candidates are expected to actively engage in all course activities throughout the semester, which includes viewing of all course materials (e.g., readings, videos, etc.), completing all course activities and assignments, and participating in course discussions and group interactions (e.g., discussion board, journal reflections).

• **Technical Competence**: Candidates are expected to demonstrate competence in the use of all course technology. Candidates are expected to seek assistance from the instructor and/or College/University technical services if they are struggling with technical aspects of the course.

• **Technical Issues**: Candidates 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 **and within each Weekly Module on Blackboard** to which you are expected to adhere. It is the candidate's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

• **Instructor Support:** 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:** Netiquette is a way of defining professionalism through network communication; it is a way to foster a safe online learning environment. The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

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 and reread responses 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.

- **Accommodations**: Online learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Services.

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/

TK20 PERFORMANCE-BASED ASSESSMENT SUBMISSION REQUIREMENTS
Candidates registered for any TCLDEL course with required performance-based assessments (PBAs) are required to submit these assessments to Tk20 through Blackboard (regardless of whether the course is an elective, a one-time course, or part of an undergraduate minor). The Tk20 website is https://cehd.gmu.edu/aero/tk20. Evaluation of the PBAs by the course instructor will also be completed in Tk20. Failure to submit these assessments to Tk20 will result in the course instructor reporting the course grade as Incomplete (IN). All TCLDEL licensure courses have required PBAs. The required PBAs for this course are the **Bridging the Divide and Equity Issue Paper.** These PBAs must be uploaded to Tk20 by the due dates noted in this syllabus. Please see the TCLDE website for more information.

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. 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 in the discussions and activities in online courses for which they registered. Students should contact the professor ahead of any 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 (NCATE) 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 candidates, faculty, and staff to exhibit professional dispositions at all times: 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. Candidates are expected to adhere to these principles [See http://cehd.gmu.edu/values].

COURSE LEARNING OUTCOMES AND OBJECTIVES
Candidates 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].

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 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 Council 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.

EDUC 537 Introduction to Culturally and Linguistically Diverse Learners 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 culturally and linguistically diverse students).

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* (6th ed.). Washington, DC: American Psychological Association.

Assignment	Grade %	TESOL/ACTFL Standards	NETS-T Standards
Class Participation	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
Cultural Autobiography/Reflection Paper	20	TESOL Standards: 2a, 2b, 2e, 2f, 2g ACTFL NCATE Standards: 3a, 4a, 6a	
Field Experience Documentation (uploaded on Blackboard)	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 Presentation	10	1b, 2a, 2b, 3a, 3c, 4a, 4c, 5a, 5b	1d, 3a, 3b, 3c, 3d

MAJOR ASSIGNMENTS OVERVIEW

Please note: All assignments must be submitted on time according to due dates in the syllabus and within the online Weekly Modules. Late work will result in a drop of one letter grade for each day of lateness of any assignment. If there are extreme extenuating circumstances (e.g., medical emergency, etc.), candidates must contact the instructor before the due date to discuss a potential extension. Given the expectation that graduate students manage their course work well and complete it in a timely manner, extensions will only be considered for extraordinary circumstances. **It is strongly recommended that candidates develop an organized plan for working on the major assignments throughout the semester.**

Course Participation **(20%)**
Class participation is evidenced by thorough and thoughtful completion of all activities in the Weekly Modules. The two main activities are completing Discussion Board posts and Journal Entries. **Both the Discussion Board posts and the Journal Entries are opportunities for candidates to demonstrate thorough engagement with all course content in the Weekly Modules.** Thus, candidates' responses in both of these forums should reflect learning from readings, videos, and any other online content within the Weekly Modules. While your current knowledge as an educator is important to your understandings, demonstrating the way that engagement with the course content expands your understanding as a reflective practitioner is expected and necessary for earning full participation points. That is, candidates' work within each Weekly Module must reflect thorough preparation, which will be evidenced by critically analyzing, asking questions, making observations, and sharing

reflections as well as by offering specific examples for incorporating learning from the course into their current or future teaching practice with culturally and linguistically diverse learners. **The Discussion Board posts will be read by all course participants while the Journal Entries will only be read by the instructor.**

Candidates are expected to complete an **initial Discussion Board post by Friday night at midnight and to respond briefly but thoughtfully to two peers' posts by Sunday night at midnight.** Initial Discussion Board posts must be <u>one or two</u> **well-developed, carefully constructed, concise** paragraphs, written in professional language, that **synthesize** candidates' thinking around the prompts for the post with insights gained through readings/videos in the Weekly Module. In other words, the prompts for each post are meant to spark thinking and connections to candidates' experiences and to the course content rather than to be addressed question by question. **Responses to peers' posts can be a few sentences to a paragraph and must be thoughtful and respectful**. Please approach the Discussion Board interactions with the idea that we are communicating to expand our understanding of ourselves as cultural beings and of the strengths and needs of culturally and linguistically diverse students.

The **Journal Entries** within Weekly Modules will only be read by the instructor and must be completed **by Monday nights at midnight.** The Journal Entries may be based on brief readings, websites, videos, or simply questions that are posed for your reflection. The purpose of the Journal Entries is to give candidates another opportunity to share their thinking and learning around the course content with the instructor as well as to ask questions about the course content in a more informal manner. Please keep Journal Entries to **two or three paragraphs**. Although less formal than Discussion Board posts (e.g., Journal Entries do not need to be well-synthesized, carefully constructed responses), **candidates must take care to be positive and professional when expressing any personal viewpoints.**

Bridging the Divide (BD) Project **(25%) PBA**
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 within 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. Please refer to the rubric for this assignment. Bridging the Divide is a **PBA and the paper must be submitted to Tk20.**

Cultural Autobiography/Reflective Personal Development Paper (20%)

This paper should be approximately 2,500 to 3,000 words in length, roughly 5-6 double-spaced pages, and include an APA-6 style cover page and a works cited page (if applicable). Please refer to the rubric for this assignment. The purpose of this cultural autobiographical assignment is to **increase awareness of your cultural identity as a step in better understanding students who come from a wide variety of backgrounds**. As you look at your life and begin to articulate your beliefs about education, consider your experiences through a cultural-historical lens. In this autobiographical narrative, you will explore your own personal history, including the formation of your identity, beliefs and perspectives on education. In doing so, you may consider identifying some key events and key people in your life that have served to shape how you currently interact in relationships and social/workplace encounters. This exercise challenges each candidate to critically unravel his or her cultural assumptions by reflecting on the events and life experiences that have shaped their cultural premises. Focus your narrative on the aspects of your experience including individual, interpersonal, and cultural influences, which have led to your current interest in teaching culturally, linguistically, and ability-diverse students. Rubric is available on Bb.

Field Experience (20 hours r*equired; 10%*)

The **field experience is a required component** of the teacher preparation program at George Mason University. All students will complete a minimum of 20 hours in field experience for this course. Documentation of your field experience using the Fieldwork Evaluation & Log is required which includes a signature from your field experience teacher(s) or supervisor(s). **The Fieldwork Evaluation & Log is located on 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. Please consult your instructor if you have questions about the viability of your classroom for fieldwork in this class. 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 15th**. Failure to do so will result in an unsatisfactory grade for your fieldwork assignment. **If you are taking this course as part of a cohort program, please indicate "TCLDEL Cohort" on your request form FIRST, then select your program and placement location. HINT: Cohort courses have section numbers beginning with "6F" (e.g., EDUC 511.6F1)**.

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 15th.** Failure to do so will result in an unsatisfactory grade for your

fieldwork assignment. **If you are taking this course as part of a cohort program, please indicate "TCLDEL Cohort" on your request form, then select your program and placement location. HINT: Cohort courses have section numbers beginning with "6F" (e.g. EDUC 511.6F1).**

Field Experience Assessment:
Each candidate 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 follows:

• *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.

Equity Issue Paper (15 %) PBA and Presentation (10%)
This project provides the opportunity to demonstrate your knowledge of the history, research, policy and current practices in ESL as it applies to an equity issue related to this course as well as the impact of the equity issue on your own classroom or your fieldwork school. The paper and presentation should provide examples of compelling new collaborative research and programs that link universities with P-12 teachers.

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 the field citing a minimum of five references. Identify two strategies to address this issue in your classroom or school. Create an action plan for implementation in your classroom. **The Equity Issues Paper is submitted to Tk20 as a PBA.** It will be scored by your instructor.

The purpose of the **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. Please include a list of online resources with your presentation which will be posted on Blackboard. The presentation may be in the form of a PowerPoint with audio or Voicethread, a recorded Prezi, or a Google Slides presentation. Your presentation must be compatible with Blackboard.

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

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 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 TCLDEL office [See: http://jiju.gmu.edu/catalog/apolicies/gradstandards.html].

GMU POLICIES AND RESOURCES FOR STUDENTS
Policies

- Students must adhere to the guidelines of the Mason Honor Code (see http://oai.gmu.edu/the-mason-honor-code/).

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

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

- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see http://ods.gmu.edu/).

- Students must follow the university policy stating that all sound emitting devices shall be

silenced during class unless otherwise authorized by the instructor.

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.

GUIDELINES FOR MAJOR ASSIGNMENTS

BRIDGING THE DIVIDE (BtD) PROJECT (25% of the final grade) PBA
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 students' 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?

Format for Final Written Report
Your paper must be organized with headings and subheadings according to the suggested format below and follow APA-6 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 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 steps teachers and schools can take 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

EQUITY ISSUE PAPER (15% of the final grade) PBA

This project provides the opportunity to demonstrate your knowledge of the history, research, policy and current practices in ESOL as it applies to an equity issue related to this course as well as the impact of the equity issue on non-majority group learners in your own classroom or your fieldwork school. Identify a salient issue in your school (i.e., systemic 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-6 style. This assignment is a **PBA and must be submitted to Tk20.**

- Identify 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 topic/issue. Use our course readings as a starting point.
- You can also use the GMU library online databases at http://library.gmu.edu/ for additional information.
- Synthesize your findings for Section I of your paper citing five academic 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 non-majority 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 research, 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 manifested 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 non-majority 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 non-majority 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?

COURSE SCHEDULE for EDUC 537

The professor reserves the right to modify or alter assignments, tasks, due dates, and other requirements throughout the course to maximize the learning experience.

Note: All supplementary texts marked with an asterisk (*) can be located in the Weekly Modules.

Class/Date	Theme/Topic	Preparation: Main Readings	Assignments DUE
Week 1 Aug. 30 to Sept. 5th	Introductions Syllabus Review Defining multicultural education	Thoroughly review all major assignments and participation expectations in syllabus Review all GMU policies and expectations in syllabus Become familiar with online asynchronous course organization on Blackboard	Complete **all** readings/videos and activities in **Weekly Module 1**
Week 2 Sept. 6th to Sept. 12th	Multicultural Education: A Deeper Look	Banks & Banks, Chapter 1 Cushner, McClelland, & Safford, Chapters 1 & 2 *Nieto, S. (August, 2010). Language, diversity, and learning: Lessons for education in the 21st century, CALdigest, www.cal.org *Garcia, E., Jensen, B., & Scribner, K. (April, 2009). The demographic imperative. *Educational Leadership, 66*(7), 9-13.	Review Bridging the Divide assignment expectations; notify instructor of Field Experience site & interview plan; Complete **all** readings/videos and activities in **Weekly Module 2**
Week 3 Sept. 13th to Sept. 19th	Culture & Influence on Learning; Cultural & Religious Pluralism	Banks, & Banks, Chapters 2 & 5 * Rivera Maulucci, M. (2008). Intersections between immigration, language, identity and emotions: a science teacher candidate's journey, *Cultural Studies of Science Education, 3,* 17-42	Inform instructor of topic for Equity Issues Paper; Complete **all** readings/videos and activities in **Weekly Module 3**
Week 4 Sept. 20 to Sept. 26	Influence of Culture on Teaching & Learning: A Deeper Look	Cushner, McClelland, & Safford, Chapters 3, 4, & 9 *Trumbull, E., Pacheco, M. (2005). Leading with diversity: Cultural competencies for teacher preparation and professional development, Part II Culture, *The Education Alliance at Brown University,* **read pp. 5-14 only**	Work on Bridging the Divide, Equity Issues, & Cultural Autobiography Complete **all** readings/videos and activities in **Weekly Module 4**
Week 5 Sept. 27th to Oct. 3rd	Multicultural Ed through the Lens of Race & SES	Banks & Banks, Chapters 3, 4, & 10 *Delpit, L. (1988). The silenced dialogue: Power and pedagogy in educating other people's children. *Harvard Educational Review, 58*(3), 280-298.	Work on **Bridging the Divide (due Week 6)**, Equity Issues, & Cultural Autobio. Complete **all** readings/videos and activities in **Weekly Module 5**

Week 6 Oct. 4th to Oct. 10th	Intercultural Development and Equitable Teaching Practices	Cushner, McClelland, & Safford, Chapters 5 & 6 *Gorski, P., & Swalwell, K. (March 2015). Equity literacy for all. *Educational Leadership, 72*(6), 34-40.	**Upload Bridging the Divide Project into Tk20 by Sunday, Oct. 9th at midnight;** Complete **all** readings/videos and activities in **Weekly Module 6** (minimal this week as you finalize Bridging the Divide)
Week 7 Oct. 11th to Oct. 17th	Teaching Culturally & Linguistically Diverse Students: The Culturally Competent Educator	Banks, Chapters 11 & 12 *Gándara, P., & Santibañez, L. (Feb. 2016). The teachers our English language learners need. *Educational Leadership, 73*(5), 32-37. *Trumbull, E., Pacheco, M. (2005). Leading with diversity: Cultural competencies for teacher preparation and professional development, Part II Culture, *The Education Alliance at Brown University,* **read pp. 15-28 only**	Work on Equity Issues Paper & Presentation (due week 11); Work on Cultural Autobiography; Complete **all** readings/videos and activities in **Weekly Module 7**
Week 8 Oct. 18th to Oct. 24th	Learning Communities in Global & Local Contexts: Sociocultural Perspectives	Cushner, McClelland, & Safford, Chapters 7 & 8 *Walqui, A. (2006). Scaffolding instruction for English language learners: A conceptual framework. *The International Journal of Bilingual Education & Bilingualism, 9*(2), 159-179. *Zwiers, J., O'Hara, S., & Pritchard, R. (Dec. 2013). Eight essential shifts for teaching Common Core Standards to academic English learners. Academic Language Development Network, ALDNetwork.org, 1-10.	Work on Equity Issues Paper & Presentation (due week 11); Work on Cultural Autobiography; Complete **all** readings/videos and activities in **Weekly Module 8**
Week 9 Oct. 25th to Oct. 31st	Gender Equity in Schools	Banks & Banks, Chapters 6, 7, & 8 Your choice: Find and read a journal article or book chapter related to gender equity that interests you!	Work on Equity Issues Paper & Presentation (due week 11); Work on Cultural Autobiography; Complete **all** readings/videos and activities in **Weekly Module 9**

Week 10 Nov. 1st to Nov. 7th	Equity for LGBQT Students	Banks & Banks, Chapter 9 Cushner, McClelland, & Safford, Chapter 10 *Talburt, S. (2004). Constructions of LGBT youth: Opening up subject positions. *Theory Into Practice, 43,* 116-121. *Denzet-Lewis, B. (2009, Sept. 27). Coming out in junior high school. *New York Times Magazine,* 36-41, 52, 54-55.	Work on Equity Issues Paper & Presentation (**due Sunday Nov. 13th by midnight**); Work on Cultural Autobiography; Complete **all readings/videos and activities in Weekly Module 10**
Week 11 Nov. 8th to Nov. 14th	Educational Equity for Students with Disabilities	Banks & Banks, Chapters 13 & 14 *Williams-Shealey, M., & Callins, T. (2007). Creating culturally responsive literacy programs in inclusive classrooms. *Intervention in School and Clinic, 42*(4), 195-197.	**Upload Equity Issues Paper on Tk20 and Presentation on Blackboard by Sunday, Nov. 13th at midnight** Complete **all readings/videos and activities in Weekly Module 11** (minimal this week)
Week 12 Nov. 15th to Nov. 21st	Effective Practices in Inclusive Classrooms	Cushner, McClelland, & Safford, Chapters 11 & 12 *Vaughn, S., Klingner, J., & Bryant, D. (2001). Collaborative strategic reading as a means to enhance peer-mediated instruction for reading comprehension and content-area learning. *Remedial and Special Education, 22*(2), 66-74. *Collier, C. (2010). Asking the right questions, downloaded from www.colorincolorado.org	Continue to work on Cultural Autobiography paper (due week 14) Complete **all readings/videos and activities in Weekly Module 12**
Week 13 Nov. 22nd to Nov. 28th	Reflecting on One's Own Cultural Beliefs, Attitudes & Practices & Relation to Teaching	No Readings or Module work this week! *Happy Thanksgiving*	Continue to work on Cultural Autobiography paper (**due Sunday, Dec. 4th at midnight via Assignment Link on Blackboard**)
Week 14 Nov. 29th to Dec. 5th	Creating Effective Schools for All Children	Banks & Banks, Chapter 15 Cushner, McClelland, & Safford, Chapter 13 *Pransky, K., & Bailey, F. (2002/2003). To meet your students where they are, first you have to find them: Working with culturally and linguistically	**Upload Cultural Autobiography by Sunday, Dec. 4th at midnight via Assignment Link on Blackboard**

		diverse at—risk students, *The Reading Teacher, 56*(4), 370-383. *Vinogradova, P., Linville, H., & Bickel, B. (2011). "Listen to my story and you will know me": Digital stories as student-centered collaborative projects. *TESOL Journal, 2*(2), 173-201.	Complete **all** readings/videos and activities in **Weekly Module 14**
Week 15 Dec. 6th to Dec. 13th	Multicultural Perspectives on School Reform; Partnering with Culturally & Linguistically Diverse Families	Banks & Banks, Chapters 16 & 17 *Trumbull, E., Pacheco, M. (2005). Leading with diversity: Cultural competencies for teacher preparation and professional development, Part II Culture, *The Education Alliance at Brown University,* **read pp. 29-39 only** *Breiseth, L. (Feb. 2016). Getting to know ELLs' families. *Educational Leadership, 73*(5), 46-50. **Wrap up-Final Thoughts, Next Steps** **Course Evaluation**	Complete **all** readings/videos and activities in **Weekly Module 15** Complete Course Evaluation

Bridging the Divide Evaluation Rubric

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.	Candidate demonstrates a developing understanding of the ways racism and discrimination effect teaching and learning. Superficial discussion of the ways racism and	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	Candidate demonstrates a sophisticated understanding of the ways racism and discrimination effect teaching and learning. Reflective and critical discussion of the ways

	No discussion of the ways racism and discrimination impact ESOL student learning.	discrimination impact ESOL student learning.	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.	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 Issue Paper Evaluation Rubric

	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	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	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	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	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.

APPENDIX A: Recommended Bibliography

Banks, G. (2008). *The issue of race: A resolution for the 21st century.* Astoria, New York: Seaburn Publishing.

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

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

Gorski, P. C. & Pothini, S. (2014). *Case studies on diversity and social justice education.* Routledge.

Gorski, P. C., Kristien Z., Nana Osei-K., & Sapp, J. (2012). *Cultivating social justice teachers: How teacher educators have helped students overcome cognitive bottlenecks and learn critical social justice concepts.* Stylus.

Hooks, B. (1994). *Teaching to transgress: Education as the practice of freedom*. Routledge.

Jervis, K. (1996). How come there are no brothers on that list? Hearing the hard questions all children ask. *Harvard Education Review, 66*(3), 546-577.

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

Takaki, R. (2012). *A different mirror for young people: A history of multicultural America.* Seven Stories Press.

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

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

Riehl, P. (1993). Five ways to analyze classrooms for an anti-bias approach. In Todd, C.M. (Ed.), *School-age connections*, *2*(6), pp. 1-3. Urbana-Champaign, IL: University of Illinois Cooperative Extension Service.