George Mason University
College of Education and Human Development
Teaching Culturally & Linguistically Diverse and Exceptional Learners

Promoting Learning & Development Across the Lifespan

EDUC 537-6F1
Introduction to Culturally and Linguistically Diverse Learners
3 Credits, Spring 2017
Online, January 23rd to May 17th

Faculty

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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.

University Catalog Course 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.

Course Overview

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. This course meets the following program goals:

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.

Course Delivery Method (Online)

This course will be delivered online (76% or more) using an asynchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on **Monday, January 23rd at 8:00 a.m.)**.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

This online course is **not self-paced. You will be expected to complete one module every week**. Completing a Weekly Module includes reading, participating in Discussion Board, and completing any assignments and/or activities within that Week Module. You are asked to engage deeply with the course content, to take risks in your thinking, and to listen to and learn from your classmates.

Technical Requirements
To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox is required (note: Opera and Safari are not compatible with Blackboard).
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool. [Delete this sentence if not applicable.]
- 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 course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download: [Add or delete options, as desire.]
    - Adobe Acrobat Reader: https://get.adobe.com/reader/
    - Windows Media Player: https://windows.microsoft.com/en-us/windows/downloads/windows-media-player/
    - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations
- Course Week: [Include only the sentence below that is appropriate for the course. Delete the sentence that is not applicable.]
  Because asynchronous courses do not have a "fixed" meeting day, our week will start on [Day], and finish on [Day].
  Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
- Log-in Frequency:
  Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least [#] times per week. In addition, students must log-in for all scheduled online synchronous meetings. [Include this sentence only if the course is synchronous. Delete the sentence if the course is asynchronous.]
- Participation:
  Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities 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 who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:
  Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:
  Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the

student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

- Instructor Support:
  Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

- Netiquette:
  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.

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

Learner Outcomes or Objectives

This course is designed to enable students to do the following:

1. Analyze and interpret the historical, philosophical, economic, legal and sociocultural foundations of multicultural education.

2. Analyze how social structures of race, class, gender, (dis)ability, and sexual orientation create relations that privilege some and deny opportunity to others.

3. Evaluate and interpret the ways in which schooling influences and is influenced by equity issues.

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.

5. Understand how cultural groups and students' cultural identities affect language learning and school achievement.

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.

7. Describe culturally relevant teaching in terms of teacher characteristics, teaching strategies, and assumptions about teaching, learning, and knowing.

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.

9. Explain and provide examples of anti-bias strategies and practices.

10. Use 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.

11. Exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.

   Understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.

Professional Standards

GMU-GSE licensure courses are 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 ISTE Standards 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.

Upon completion of this course, students will have met the following professional standards:

NCATE-TESOL Standards*:*

Domain 1: Language
Candidates know, understand, and use the major theories and research related to the structure and acquisition of language to help English language learners' (ELLs') develop language and literacy and achieve in the content areas.

Standard 1.a. Language as a System
Candidates demonstrate understanding of language as a system, including phonology, morphology, syntax, pragmatics and semantics, and support ELLs as they acquire English language and literacy in order to achieve in the content areas.

Standard 1.b. Language Acquisition and Development

Candidates understand and apply theories and research in language acquisition and development to support their ELLs' English language and literacy learning and content-area achievement.

Domain 2, Standard 2: *Culture as It Affects Student Learning*

Candidates know, understand, and use major theories and research related to the nature and role of culture in their instruction. They demonstrate understanding of how cultural groups and individual cultural identities affect language learning and school achievement.

2.a. Understand and apply knowledge about cultural values and beliefs in the context of teaching and learning.

2.b. Understand and apply knowledge about the effects of racism, stereotyping, and discrimination to teaching and learning.

2.c. Understand and apply knowledge about cultural conflicts and home events that can have an impact on ELLs' learning.

2.d. Understand and apply knowledge about communication between home and school to enhance ESL teaching and build partnerships with ESOL families.

2.e. Understand and apply concepts about the interrelationship between language and culture.

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.

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.

Domain 3. Planning, Implementing, and Managing Instruction

Candidates know, understand, and use evidence-based practices and strategies related to planning, implementing, and managing standards-based ESL and content instruction. Candidates are knowledgeable about program models and skilled in teaching strategies for developing and integrating language skills. They integrate technology as well as choose and adapt classroom resources appropriate for their ELLs.

Standard 3.a. Planning for Standards-Based ESL and Content Instruction

Candidates know, understand, and apply concepts, research, and best practices to plan classroom instruction in a supportive learning environment for ELLs. They plan for multilevel classrooms with learners from diverse backgrounds using standards-based ESL and content curriculum.

Standard 3.b. Implementing and Managing Standards-Based ESL and Content Instruction

Candidates know, manage, and implement a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing. Candidates support ELLs' access to the core curriculum by teaching language through academic content.

Domain 4. Assessment

Candidates demonstrate understanding of issues and concepts of assessment and use standards-based procedures with ELLs.

Standard 4.a. Issues of Assessment for English Language Learners

Candidates demonstrate understanding of various assessment issues as they affect ELLs, such as accountability, bias, special education testing**,** language proficiency, and accommodations in formal testing situations.

Standard 4.b. Language Proficiency Assessment

Candidates know and can use a variety of standards-based language proficiency instruments to show language growth and to inform their instruction. They demonstrate understanding of their uses for identification, placement, and reclassification of ELLs.

Standard 4.c. Classroom‑Based Assessment for ESL

Candidates know and can use a variety of performance-based assessment tools and techniques to inform instruction for in the classroom.

Domain 5. Professionalism

Candidates keep current with new instructional techniques, research results, advances in the ESL field, and education policy issues and demonstrate knowledge of the history of ESL teaching. They use such information to reflect on and improve their instruction and assessment practices. Candidates work collaboratively with school staff and the community to improve the learning environment, provide support, and advocate for ELLs and their families.

Standard 5.a. ESL Research and History

Candidates demonstrate knowledge of history, research, educational public policy, and current practice in the field of ESL teaching and apply this knowledge to inform teaching and learning.

Standard 5.b. Professional Development, Partnerships, and Advocacy

Candidates take advantage of professional growth opportunities and demonstrate the ability to build partnerships with colleagues and students' families, serve as community resources, and advocate for ELLs.

ACTFL Standards:

2a.   Demonstrate understanding of the connections among the perspectives of a culture and its practices and products, and integrate the cultural framework for foreign language standards into their instructional practices.

ISTE Standards:

1. Facilitate and Inspire Student Learning and Creativity
3. Model Digital Age Work and Learning
4. Promote and Model Digital Citizenship and Responsibility

Relationship of EDUC 537 to InTASC 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.

Required Texts

Banks, J.A., & Banks, C.A. (2016). *Multicultural education: Issues and perspectives* (**9th ed**.). Hoboken, NJ: Wiley

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

Recommended Texts

American Psychological Association (2009). *Publication manual of the American psychological association* (6th ed.). Washington, DC: American Psychological Association.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., **Blackboard, Tk20 or both**).

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 **and the signed Fieldwork Log & Evaluation form** must be uploaded to Tk20 by the due dates noted in this syllabus. Please see the TCLDEL website for more information.

Note: The rubrics employed for assessment in TK20 are for accreditation purposes. The instructor may use different rubrics for assessing candidates' work on the PBAs for course grading purposes. These grading rubrics will align with the PBA descriptions in the syllabus and will be shared on Blackboard with candidates.

MAJOR ASSIGNMENTS OVERVIEW

Assignment	*Grade %*	*DUE DATE*
Class Participation	20	Ongoing throughout course
Bridging the Divide Project (**PBA**)	25	TBD – Must be submitted via TK20
Cultural Autobiography/Reflection Paper	20	TBD
Field Experience Log & Evaluation Form	10	TBD – Must be submitted to TK20
Equity Issue Paper (**PBA**)	15	TBD – Must be submitted to TK20
Equity Issue Presentation	10	TBD

Each course assignment is described below. TK20 evaluation criteria for the two Performance-Based Assessments in this course are located at the end of the syllabus.

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 that are communicated to the instructor *before* the due date. **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 thoughtful, thorough completion of all activities in the Weekly Modules. Thus, candidates' discussion and other work 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.

Note for Online Courses:

The main participatory activity is engaging in conversation with classmates via Discussion Board posts. **The Discussion Board posts and any other activities within a Weekly Module (e.g., a journal entry, addition to a Wiki page, etc.) are opportunities for candidates to demonstrate thorough engagement with all course content in the Weekly Modules. A class participation rubric that outlines these expectations is located on Blackboard.**

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 one or two **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 questions in the prompts 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 as well as of the strengths and needs of culturally and linguistically diverse students.

Bridging the Divide (BD) Project (**25%**)—**This assignment is a Performance-Based Assessment**

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 5-6 double-spaced pages, and include an APA-6 style cover page and a works cited page (if applicable). 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 his/her 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%) –***Must be submitted on TK20**

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 _____.** 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
_____.** 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).**

Fieldwork Experience Assessment
Documentation of your field experience using the Fieldwork Log & Evaluation form is required
which includes a signature from your field experience teacher(s) or supervisor(s). **The
Fieldwork Log & Evaluation Form is located on Blackboard and must be submitted in
TK20.** The fieldwork will be assessed as follows:

Complete: Signed Fieldwork Log & Evaluation Form documenting 20 hours of fieldwork and
supervisor's/mentor teacher's evaluation of candidate is uploaded to TK20 by the due date.
Incomplete: Fieldwork Log & Evaluation Form is incomplete (missing signature, hours, etc.)
and/or is not uploaded to TK20 by the 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 Issue Paper is a
Performance-Based Assessment must be submitted to Tk20.**

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. Rubric for this presentation is on Blackboard.**

Absences: Candidates are expected to fully 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. Unless extreme circumstances prevail that have been communicated to
the instructor, **candidates who fail to fully participate online for any two weeks will be**

considered to have two absences in this course and will not be permitted to complete the class.

Grading

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.

Course Withdrawal (W) 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.

Professional Dispositions

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

Core Values Commitment

The College of Education and 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/.

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.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.

- The Writing Center 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/).

- The Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach

programs) to enhance students' personal experience and academic performance (see http://caps.gmu.edu/).

- The Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see http://ssac.gmu.edu/). Students in need of these services may contact the office by phone at 703-993-3686. Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to http://ssac.gmu.edu/make-a-referral/.

For additional information on the College of Education and Human Development, please visit our website https://cehd.gmu.edu/.

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
To build this understanding, you will engage in a constructive dialogue with a first or second-generation immigrant family or a family from a non-majority culture that has a child/children in the school in which you are conducting your fieldwork. Select a family from a racial, linguistic, and socioeconomic background different from your own. Your aim is to gather information about their lives, backgrounds, values, and dreams with a particular emphasis on their experiences with the school system in which their child/children are enrolled. This information will serve as your *Findings.* You will carefully analyze your findings and reflect in writing on what you learned from this experience.

Participants and Location
Work with your cooperating teacher or school personnel to find a family to interview. Determine your school's policies with regard to obtaining permission and maintaining confidentiality of all data and members of the family interviewed. Change the name of the school and all family members' names to pseudonyms to protect their identity. 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 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, linguistic, and educational backgrounds.
4. Understand the importance of the home culture and its effect on student learning.
5. Seek to involve ESOL families in student learning.

Interview Process

You will need to develop an interview process to find out about the cultural, linguistic, and educational background of the family you are interviewing. Organize your interview into a set of questions in a conversational manner. Good interview questions consist primarily of open-ended questions that invite participants to engage in storytelling. That is, 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?").*

Have your questions prepared in a written/typed format. It may be helpful to record the interview, but be sure to specifically ask permission to do so. Otherwise, take detailed notes during the interview.

Specifically aim to collect these suggested types of information:

a. Physical characteristics of the home (if interviews are conducted in the home);
b. Community/neighborhood characteristics;
c. Demographic/background information;
d. Educational background of parents/guardians; ages and grades of the children;
e. Languages spoken in the home and by whom; level of literacy in languages spoken;
f. If applicable: Immigration experience (How/why they decided to come to the U.S. or the third country? What was it like?)--**take care not to ask about legal status**;
g. Childrearing practices and philosophy;
h. Economic/work issues;
i. Funds of Knowledge (Luis Moll);
j. Perspectives about education. What is a well-educated child? What are the roles of families and schools in children's education?
k. Experiences with children's school(s); Types of support they have received; Successes with language and literacy development in English;
l. Misunderstandings, difficulties, and challenges in school and how they have handled them;
m. What does the family 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, you may wish to take photographs and record your observations in a journal/notebook.

Processing the Interviews: Before reviewing your interview data 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? Review and reflect on your interview notes or recording as well as any field notes or photographs. Note interesting information, stories, or quotes. You may also consider your observational notes from the field site school about the child/children in this family.

Next Steps: Choose the most salient pieces of the interview to transcribe (include in an appendix—**do not transcribe the entire interview**). Then, think carefully about how you will analyze your *Findings* in relation to the research on ELLs, learning in this course, and the TESOL Standards related to culture and language and their influence on student learning and engagement.

Think about how you can understand and apply knowledge about:

*cultural values and beliefs in the context of teaching and learning.
*the effects of racism, stereotyping, and discrimination on teaching and learning.
*cultural conflicts and home events that can have an impact on ELLs' learning.
*communication between home and school to enhance ESOL teaching and build partnerships with ELLs' families.
*the interrelationship between language and culture.
*ELLs' cultures and how this knowledge can be incorporated into teaching.
*the way individual cultural identity affects learning and academic progress.

Format for Final Written Report

Your paper must be organized with headings and subheadings according to the format below and follow APA-6 style writing guidelines including APA guidelines for the title page, within-text citations, and references. **Do not include an abstract.**

Include the transcription of part of the interview, the interview questions, and any photographs and/or artifacts in appendices.

The recommended page count in the chart below **does** **not** include the title page, references or any appendices that you may include. *Please use double-space, Times New Roman 12-point font, and 1" margins.*

Section	Page Lengths Per Section
Introduction & Part I Findings	2.5 – 3.0 pages
Part II Analysis	3.0 – 5.0 pages
Part III Conclusions & Recommendations	2.0 – 3.0 pages

Part IV Personal Reflections	1.5 – 2.0 pages
Recommended Total	**9.0 – 13.0 pages**

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, educational, linguistic, and personal backgrounds.
   5. If applicable: Immigration (first, second generation) experience. Relatives in the area?
   6. Home and community funds of knowledge, cultural competencies, difficulties encountered in the U.S. (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? Support received? Educational successes and challenges--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 *Findings* about this family's story/experiences **using theory and research** from your readings on multicultural education and social justice. Aim to **integrate multiple themes addressed in this class and ground your analysis in a coherent, thoughtful, and thoroughly developed theoretical framework**. When citing course readings, *follow APA-6 format guidelines (Consult APA-6 Manual if you have one or consult the guidelines at Owl Purdue).*

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? In what way did this experiences shape or change your assumptions and beliefs? 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**, which specific recommendations do you have to improve educational experiences for this family and their child/children and/or for CLD families in general? 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 families and connect
    students' home and community funds of knowledge to instruction.
d. Strengthen culturally responsive instructional practices in the school.

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-6 guidelines.
Appendix I: Interview protocol (questions)
Appendix II: Transcription of part of the interview
Appendix III: Photographs and other artifacts (if available)

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 and its impact on non-majority group learners in your fieldwork school (or your own classroom if that is your fieldwork site)**. That is, you will identify a salient issue in your school (i.e., systemic racism, stereotyping, bias, lack of access to programs, placement in special education); review the educational research around this topic, and identify at least two strategies from this research that could be applied to address this issue in your classroom or school. Create a brief action plan for implementation to resolve or address the issue.

Your paper should be a highly-polished piece, reflective of graduate-level academic writing. Use double-spacing, *Times New Roman 12-pt font,* and follow APA-6 style for title page, within-text citations, and references page. Do not exceed the maximum page-length guidelines (in chart below). **Do not include an abstract.** This assignment is a **PBA and must be submitted to TK20.**

To begin:

- Identify an equity issue of interest to you and of importance in your school.
- Read the research from at least 5 scholarly sources about this equity issue, particularly about the way this issue may affect equitable outcomes for CLD learners in schools. Use our course readings as a starting point.
- You can use the Mason library online databases at http://library.gmu.edu/ for additional information.
- Synthesize your findings for Section I of your paper citing at least five academic research sources for your work.
- Use your findings to reflect on the way this equity issue is evident in 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 to address this equity issue.
- Based on your research, create a brief action plan that could be implemented in your school. Write up these ideas in Section III. Share your ideas *informally* with your cooperating teacher, other school colleges, and/or school leaders and seek their feedback. You may also seek feedback from course classmates.
- 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 *revise and edit* your paper. Be sure to provide APA-6 within-text citations for all professional literature consulted as well as on a References page.

Recommended Page Lengths:

Section	Page Length Parameters
Section I: Introduction	1.0 – 2.0
Section II: Research Related to the Issue	2.5 – 3.0
Section III: Possible Interventions & Brief Action Plan	1.5 – 2.0
Section IV: Additional Feedback from Colleagues/Peers	1.0 – 1.5
Conclusion	1.0 – 1.5
TOTAL (excluding Title Page and References page.	**7.0 – 10 pages**

Equity Issue Paper Content & Format:
Section I: Introduction to the Issue in your Setting
1. What is the background on the equity 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 equity 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 equity issue first come to the attention of reformers?
2. What studies have been done on the impact of this equity issue?

3. Based on the research, what are the effects of this equity issue on the non-majority group members?
4. Which interventions to address this equity issue have been successfully implemented in other settings?
5. What are the sensitivities/majority culture values regarding your issue?
6. How do these factors apply to or affect your school environment?

Section III: Possible Interventions
1. Based on your review of the literature, what are some possible strategies for addressing this equity issue in your field site/school setting?

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 this equity issue?
4. What benefits can you envision for CLD learners from such interventions?

Section IV: Additional Feedback
1. What have you learned from feedback you received from others about this 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 about this equity issue changed?
2. What have you learned from this experience?
3. How will you address this equity issue in your own classroom?

CLASS SCHEDULE for EDUC 537
Faculty reserve the right to alter the schedule as necessary, with notification to students.

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 Jan. 24th to Jan. 30th	Introductions Syllabus Review Exploring Multicultural Education	Thoroughly review all major assignments and participation expectations in syllabus Review all Mason policies and expectations in syllabus Become familiar with online asynchronous course organization on Blackboard	Complete **all** assignments and activities in **Weekly Module 1**
Week 2 Jan. 31st to Feb. 6th	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 *Agirdag, O. (2009). All languages welcomed here. *Educational Leadership, April,* 20-24.	Complete **all** assignments and activities in **Weekly Module 2**
Week 3 Feb. 7th to Feb. 13th	Culture & Influence on Learning; Cultural & Religious Pluralism	Banks, & Banks, Chapters 2 & 4 *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	Complete **all** assignments and activities in **Weekly Module 3**
Week 4 Feb. 14th to Feb. 20th	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**	Complete **all** assignments and activities in **Weekly Module 4**
Week 5 Feb. 21st to Feb. 27th	Multicultural Ed through the Lens of Race & SES	Banks & Banks, Chapter 3 & 9 *Gorski, P., & Swalwell, K. (March 2015). Equity literacy for all. *Educational Leadership, 72*(6), 34-40. *Gebhard, M., Harman, R., & Seger, W. (2007). Reclaiming recess in urban schools: The potential of systemic functional linguistics for ELLs and their teachers. *Language Arts, 84*(5), 419–430. **OR** * Ramos, K. (2014). Teaching adolescent ELs to write academic-style persuasive essays. *Journal*	Complete **all** assignments and activities in **Weekly Module 5**

		of Adolescent & Adult Literacy, 57(8), 655-665.	
Week 6 **Feb. 28th to March 6th**	Intercultural Development and Equitable Teaching Practices	Cushner, McClelland, & Safford, Chapter 6 *Delpit, L. (1988). The silenced dialogue: Power and pedagogy in educating other people's children. *Harvard Educational Review, 58*(3), 280-298.	Complete **all** assignments and activities in **Weekly Module 6**
Week 7 **March 7th to March 13th**	Teaching Culturally & Linguistically Diverse Students: The Culturally Competent Educator	Banks, Chapters 10 & 11 Cushner, McClelland, & Safford, Chapter 5 *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**	Complete **all** assignments and activities in **Weekly Module 7**
Week 8 **March 14th to March 20th**	Learning Communities in Global & Local Contexts: Sociocultural Perspectives; Critical Literacy Theory	Cushner, McClelland, & Safford, Chapters 7 & 8 *Janks, H. (2014). Critical literacy's ongoing importance for education. *Journal of Adolescent & Adult Literacy, 57*(5), 349-356. **We'll have a break from online work during this Mason spring break week, but please do read this week's texts!**	**No Discussion Board or Assignments or Activities in Weekly Module 8**
Week 9 **March 21st to March 27th**	Gender Equity in Schools	Banks & Banks, Chapters 5, 6, & 7	Complete **all** assignments and activities in **Weekly Module 9** **Equity Issue Paper DUE via TK20 and Blackboard Assignment Link by midnight Monday, March 27th and Equity Issue Presentation due via Discussion Board during Weekly Module #9**
Week 10 **March 28th to April 3rd**	Equity for LGBQT Students	Banks & Banks, Chapter 8 Cushner, McClelland, & Safford, Chapter 10	Complete **all** assignments and activities in **Weekly Module 10**

		*MacIntosh, L. (2007). Does anyone have a Band-Aid? Anti-homophobia discourses and pedagogical impossibilities. *Educational Studies, 33-43.*	
Week 11 **April 4th to April 10th**	Educational Equity for Students with Disabilities	Banks & Banks, Chapters 12 & 13 *Williams-Shealey, M., & Callins, T. (2007). Creating culturally responsive literacy programs in inclusive classrooms. *Intervention in School and Clinic, 42*(4), 195-197. *Collier, C. (2010). Asking the right questions, downloaded from www.colorincolorado.org	Complete **all** assignments and activities in **Weekly Module 11** (minimal this week)
Week 12 **April 11th to April 17th**	Effective Practices in Inclusive Classrooms	Cushner, McClelland, & Safford, Chapter 12 *Optional:* *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.	**No Discussion Board or Assignments or Activities in Weekly Module 12**
Week 13 **April 18th to April 24th**	Reflecting on One's Own Cultural Beliefs, Attitudes & Practices & Relation to Teaching	No Readings or Module work this week!	Work on completing Bridging the Divide and Cultural Autobiography
Week 14 **April 25th to May 1st**	Creating Effective Schools for All Children	Banks & Banks, Chapter 14 *Pransky, K., & Bailey, F. (2002/2003). To meet your students where they are, first you have to find them: Working with culturally and linguistically diverse at—risk students, *The Reading Teacher, 56*(4), 370-383. *Optional:* *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** assignments and activities in **Weekly Module 14** **Cultural Autobiography Due by midnight on Monday, May 1st**
Week 15 **May 2nd to May 8th**	Multicultural Perspectives on School Reform; Partnering with Culturally & Linguistically	Banks & Banks, Chapter 15 *Gándara, P., & Santibañez, L. (Feb. 2016). The teachers our English language learners need. *Educational Leadership, 73*(5), 32-37. *Breiseth, L. (Feb. 2016). Getting to know ELLs' families. *Educational Leadership, 73*(5), 46-50.	Complete **all** assignments and activities in **Weekly Module 15** **Bridging the Divide due via TK20 and Blackboard**

| Diverse Families | *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** | **Assignment Link by midnight on Monday, May 15th**

Complete Online Course Evaluation! |

EDUC 537 ASSIGNMENT EVALUATION RUBRICS

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	Candidate neither understands nor applies knowledge about how racism and	Candidate demonstrates a developing understanding of the ways racism and discrimination effect teaching and learning.	Candidate demonstrates an adequate understanding of the ways racism and discrimination effect teaching and learning.	Candidate demonstrates a sophisticated understanding of the ways racism and discrimination

discrimination to teaching and learning.	discrimination affect teaching and learning. No discussion of the ways racism and discrimination impact ESOL student learning.	Superficial discussion of the ways racism and discrimination impact ESOL student 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.	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 | 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. |

			culture influence how well she or he understands the new language and the ways that culturally appropriate new behaviors are modeled.	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	**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.

vary widely among students.				

Equity Issue Paper Evaluation Rubric

Levels of Achievement				
Criteria	**Does not meet standards (0/1)**	**Approaches 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 paper 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 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 paper 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.