

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



EDUC 537-DL3 & 6F1 – Introduction to Culturally and Linguistically Diverse Learners  
3 Credits, Fall 2018  
Online, August 28<sup>th</sup> – December 9<sup>th</sup> , 2018

**Faculty**

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**Prerequisites/Co-requisites**

None

**University Catalog Course Description**

Examines the ways intersections of race, ethnicity, language, socioeconomic status, gender, sexual orientation, and ability affect equity for PK-12 culturally and linguistically diverse (CLD) learners. Invites educators to interrogate ways that personal cultural identity and biases influence instructional and assessment practices with CLD learners and relationships with families. 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). This course is required for candidates pursuing an initial teacher licensure in English as a Second Language (ESL/ESOL) or Foreign/World Language education. It is also required for teachers pursuing endorsement in ESL/ESOL PK-12 education and candidates pursuing Elementary Education licensure through the Virginia Department of Education. 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 (For 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, August 27<sup>th</sup> at 8:00 a.m. EST.**

**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 standard up-to-date browsers. To get a list of Blackboard's supported browsers see:  
[https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#supported-browsers](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers)
- To get a list of supported operation systems on different devices see:  
[https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#tested-devices-and-operating-systems](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems)
- 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://support.microsoft.com/en-us/help/14209/get-windows-media-player>
  - Apple Quick Time Player: [www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)

### ***Expectations***

- Course Week: Because asynchronous courses do not have a “fixed” meeting day, our week will start on TUESDAY and finish on MONDAY.
- 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.
12. Understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.

**Global Learning Outcomes:**

**At the conclusion of this course, candidates will have:**

\*Explored responsibilities of global citizenship and enhanced capacity to be receptive to others' perspectives, to welcome differences in interpretation and judgment, and to revise and expand their own views.

\*Developed pedagogical skills for teaching for global competence to help prepare PK-12 learners for constructive participation in the development of a more just, peaceful, and sustainable world.

\*Deepened understanding that world events and global issues are complex and interdependent and learned strategies for embedding engagement around authentic global issues and perspectives across content areas.

\*Increased knowledge about why and how to integrate global content, issues, and perspectives into standards-based curricula to foster PK-12 learners' preparation for learning, living, and working in a globalized world.

\*Enhanced ability to evaluate, critically choose, and use various forms of 21<sup>st</sup> century media and digital tools in teaching for global competence.

**Professional Standards (TESOL/NCATE/ ACTFL 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 (9<sup>th</sup>ed.)*. Hoboken, NJ: Wiley

Cushner, K., McClelland, A., & Safford, P. (2015). *Human diversity in education: An intercultural approach (8<sup>th</sup> ed.)*. New York, NY: 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 (Bridging the Divide and Equity Issue Paper)**

Every student registered for any Teaching Culturally, Linguistically Diverse & Exceptional Learners program course with required performance-based assessments is required to submit these assessments and the Fieldwork Log of Hours and Evaluation Form to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a one-time course or as part of an undergraduate minor). Evaluation of the performance-based assessments by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester.

**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.

### **Field Experience Record and Evaluation**

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 is required as well as a signed statement from your field experience teacher(s) or supervisor(s). If you are taking more than one course in

a semester, you must complete 20 hours per course (e.g., two courses require 40 hours of field experience). This means you may be completing different tasks for different courses in the same placement. Materials and products used for one course cannot be used for another course (e.g., videos, lesson plans, activities, etc.)

**\*TCLDEL Fieldwork Log of Hours and Evaluation Forms must be uploaded to TK20 on Blackboard.** These forms are located on Blackboard in your TCLDEL organization site in the “Fieldwork” page and on Bb.

**NOTE: If you are a foreign/world language candidate, you MUST complete all of your fieldwork in a foreign/world language classroom.**

**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 and other assignments. 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 request form (FERF) is Week 2 of class.** 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 request form (FERF) is Week 2 of class.** 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).

**Virginia state or county cohort teachers:** Cohort Students are required by their district and by TCLDEL to complete field experiences as required by the Virginia Department of Education for this program. Each district has arranged for candidates to be able to work at K-12 grade levels in order to complete all licensure requirements. Please contact your district coordinator for further information.

### **TCLDEL Fieldwork Log of Hours and Evaluation Assessment**

|   | Status of Student Work |              |
|---|------------------------|--------------|
|   | 1                      | 0            |
| Fieldwork Log of Hours demonstrates 20 hours of fieldwork completed, with a teacher-mentor or supervisor signature. | Complete               | Not Complete |

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

- **Assignments and/or Examinations**

Major Assignments Overview

| <i>Assignment</i>                       | <i>Grade %</i> | <i>DUE DATE</i>   |
|---|----------------|---|
| Class Participation                     | 20             | Ongoing throughout course   |
| Cultural Autobiography Paper            | 20             | <b>By or before midnight on October 8<sup>th</sup> via Blackboard Assignment Link.</b>              |
| Equity Issue Paper (PBA)                | 15             | <b>By or before midnight on Nov. 19<sup>th</sup> via TK20 and Blackboard Assignment Link</b>        |
| Equity Issue Presentation               | 10             | <b>By or before midnight on Sat. Nov. 17<sup>th</sup> via Discussion Board Link</b>                 |
| Bridging the Divide Project (PBA)       | 25             | <b>By or before midnight on Sunday, Dec. 9<sup>th</sup> via TK20 and Blackboard Assignment Link</b> |
| Field Experience Log & Evaluation Forms | 10             | <b>By or before midnight on Friday, Dec. 7<sup>th</sup> via TK20 only</b>                           |

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. **It is strongly recommended that candidates develop an organized plan for working on the major assignments throughout the semester.**

***Class 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 Saturday night at midnight and to respond briefly but thoughtfully to two peers' posts by Monday night at midnight**. Initial Discussion Board posts must be 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). 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.

*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 ESOL or foreign/world language education 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 PK-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 (or field site). Create an action plan for implementation in your classroom (or field site). **The Equity Issue Paper is a Performance-Based Assessment and 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. **It is not required to narrate your presentation but you are encouraged to do so.** Your presentation must be compatible with Blackboard.

- **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**

See the University Catalog for details:

<http://catalog.gmu.edu/policies/academic/grading/>

### **Honor Code & Integrity of Work**

**Integrity of Work:** TCLDEL students must adhere to the guidelines of the George Mason University Honor Code (<https://catalog.gmu.edu/policies/honor-code-system/>).

The principle of academic integrity is taken very seriously and violations are treated as such.

*Violations of the Honor Code* include:

1. Copying a paper or part of a paper from another student (current or past);
2. Reusing work that you have already submitted for another class (unless express permission has been granted by your current professor **before** you submit the work);
3. Copying the words of an author from a textbook or any printed source (including the Internet) or closely paraphrasing without providing a citation to credit the author. For

examples of what should be cited, please refer to:

<https://owl.english.purdue.edu/owl/resource/589/02/>

4. You may also not “reuse” fieldwork hours. Each placement must have 20 documented hours that are solely for each course that you are in; you may be at the same site, but the same hours may not be counted towards the same course.

### **Late Work Policy**

At the graduate level all work is expected to be of high quality and submitted on the dates due. *Work submitted late will be reduced one letter grade for every day of delay.*

Because we live in uncertain times, if you have any extraordinary circumstances (think flood, earthquake, evacuation) that prevent you from submitting your work in a timely manner, it is your responsibility to contact the instructor as soon as possible after the circumstances occur and make arrangements to complete your work. *It is up to the discretion of the instructor to approve the late/makeup work.*

### **Course Withdrawal with Dean Approval**

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

### **Online Participation/Attendance Policy**

Students are expected to participate in all online discussions. Not participating in an online discussion module will be reflected with a zero for the week and as an absence.

**Students with two or more absences will not receive credit for the course.**

### **Incomplete (IN)**

This grade may be given to students who are in good standing, but who may be unable to complete scheduled course work for a cause beyond reasonable control. The student must then complete all the requirements by the end of the ninth week of the next semester, not including summer term, and the instructor must turn in the final grade by the end of the 9th week. Unless an explicit written extension is filed with the Registrar's Office by the faculty deadline, the grade of IN is changed by the registrar to an F (Mason catalog).

Faculty may grant an incomplete with a contract developed by the student with a reasonable time to complete the course at the discretion of the faculty member. The faculty member does not need to allow up to the following semester for the student to complete the course. A copy of the contract will be kept on file in the APTDIE office.

## 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  |
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| Week 1<br>Aug. 28 <sup>th</sup> to<br>Sept. 3rd      | Introductions<br>Syllabus<br>Review<br>Defining<br>multicultural<br>education                                   | <b>Thoroughly review in syllabus:</b><br>All major assignments<br>Class participation expectations<br>All Mason policies and expectations in syllabus<br><br><b>Become familiar with online asynchronous course organization on Blackboard:</b><br>Watch introductory videos<br>Familiarize yourself with organization of Weekly Modules  | Complete <b>all</b> assignments and activities in <b>Weekly Module 1</b> |
| Week 2<br>Sept. 4 <sup>th</sup> to<br>Sept. 10th     | Multicultural<br>Education:<br>Critical<br>Perspectives<br><br>Intro to<br>Culturally<br>Responsive<br>Pedagogy | <b>Selected Readings from:</b><br>Banks & Banks, Chapter 1<br>Cushner, McClelland, & Safford, Chapters 1 & 2<br><br>*Au, K. (2009). Isn't culturally responsive instruction just good teaching? <i>Social Education</i> 73(4), 179-183.<br><br>*Agirdag, O. (2009). All languages welcomed here. <i>Educational Leadership</i> , April, 20-24.<br><br>*EunMi Haslam, R. (2018). Checking our bias at the door. <i>Literacy Today, International Literacy Association</i> , 36(1), 24-26.  | Complete <b>all</b> assignments and activities in <b>Weekly Module 2</b> |
| Week 3<br>Sept. 11 <sup>th</sup><br>to Sept.<br>17th | Culture &<br>Influence on<br>Learning;<br><br>Cultural &<br>Religious<br>Pluralism                              | <b>Selected Readings from:</b><br>Banks, & Banks, Chapters 2 & 4<br>Cushner, McClelland, & Safford, Chapter 9<br><br>*Gay, G. (2013). Teaching to and through cultural diversity. <i>Curriculum Inquiry</i> 43(1), 48-70.<br><br>*Reece, L., & Nodine, P. (2014). When immigrant is synonymous with terrorist: Culturally responsive teaching with English learners. <i>The Social Studies</i> , 105, 259-265.<br><br>*Rivera Maulucci, M. (2008). Intersections between immigration, language, identity and emotions: a science teacher candidate's journey, <i>Cultural Studies of Science Education</i> , 3, 17-42 | Complete <b>all</b> assignments and activities in <b>Weekly Module 3</b> |
| Week 4<br>Sept. 18 <sup>th</sup><br>to Sept.<br>24th | Influence of<br>Culture on<br>Teaching &  | <b>Selected Readings from:</b><br>Cushner, McClelland, & Safford, Chapters 3 & 4  | Complete <b>all</b> assignments and activities in <b>Weekly Module 4</b> |

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|   | Learning: A Deeper Look                                    | <p>*Johnson, A. (2018). Teaching in the gap: Improving academic achievement by centering our students. <i>Literacy Today, International Literacy Association</i>, 36(1), 19-20.</p> <p>*Ladson-Billings, G. (2014). Culturally relevant pedagogy 2.0: a.k.a. the remix. <i>Harvard Educational Review</i>, 84(1), 74-84.</p> <p>*Paris, D. (2012). Culturally sustaining pedagogy: A needed change in stance, terminology, and practice, <i>Educational Researcher</i>, 41(3), 93-97.</p> <p>*Trumbull, E., Pacheco, M. (2005). Leading with diversity: Cultural competencies for teacher preparation and professional development, Part II Culture, <i>The Education Alliance at Brown University</i>, <b>read pp. 5-14 only</b></p> | <b>Begin to work on draft of Cultural Autobiography—due in Week 6.</b>  |
| Week 5<br>Sept. 25 <sup>th</sup><br>to Oct. 1st | Multicultural Ed through the Lens of Race & SES            | <p><b>Selected Readings from:</b><br/>Banks &amp; Banks, Chapter 3 &amp; 10<br/>Cushner, McClelland, &amp; Safford, Chapter 6</p> <p>*Noguera, P.A. (2017). Introduction to “Racial inequality and education: Patterns and prospects for the future,” <i>The Educational Forum</i>, 81(2), 129-135.</p> <p>*Gorski, P., &amp; Swalwell, K. (March 2015). Equity literacy for all. <i>Educational Leadership</i>, 72(6), 34-40.</p> <p>*Kubota, R. (2015). Race and language learning in multicultural Canada: Towards critical antiracism. <i>Journal of Multilingual and Multicultural Development</i>, 36(1), 3-12.</p>   | <p>Complete <b>all</b> assignments and activities in <b>Weekly Module 5</b></p> <p><b>Revise Cultural Autobiography—due in Week 6.</b></p>  |
| Week 6<br>Oct. 2 <sup>nd</sup> to<br>Oct. 8th   | Intercultural Development and Equitable Teaching Practices | <p><b>Selected Readings from:</b><br/>Cushner, McClelland, &amp; Safford, Chapter 5<br/>Banks &amp; Banks, Chapters 9 &amp; 11</p> <p>*Delpit, L. (1988). The silenced dialogue: Power and pedagogy in educating other people’s children. <i>Harvard Educational Review</i>, 58(3), 280-298.</p> <p>*Nieto, S. (August, 2010). Language, diversity, and learning: Lessons for education in the 21<sup>st</sup> century, CALdigest, <a href="http://www.cal.org">www.cal.org</a></p> <p>*Primus Smith, N. (2018). Questioning the norms: Critical conversations in equity with students and</p>  | <p>Complete <b>all</b> assignments and activities in <b>Weekly Module 6</b></p> <p><b>Upload Cultural Autobiography to Blackboard Assignment Link by or before midnight on October 8<sup>th</sup>.</b></p> <p><b>Pre-Questionnaire prior to Teaching for Global</b></p> |

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|  |  | <p>teachers. <i>Literacy Today, International Literacy Association, 36(1), 16-17.</i></p> <p>*Trumbull, E., Pacheco, M. (2005). Leading with diversity: Cultural competencies for teacher preparation and professional development, Part II Culture, <i>The Education Alliance at Brown University, read pp. 15-28 only</i></p>  | <b>Competence modules</b>  |
| <p>Week 7<br/>Oct. 9<sup>th</sup> to<br/>Oct. 15<sup>th</sup></p>  | <p>Learning Communities in Global &amp; Local Contexts;</p> <p>The 17 Global Goals for Sustainable Development</p>                               | <p><b><i>Teaching for Global Competence</i></b><br/><b><i>Week 1</i></b></p> <p><b>Selected Readings from:</b><br/>Cushner, McClelland, &amp; Safford, Chapters 7 &amp; 8</p> <p>*Various articles in <i>Educational Leadership</i> (Dec. 2016-Jan. 2017):<br/>Jackson, A.--The Antidote to Terrorism<br/>Osler, A.--Teaching for Cosmopolitan Citizenship<br/>Tucker, M.--Globally Ready</p> <p>*Coughlan, S. (2017). Global education rankings to measure tolerance. <i>BBC News</i>.<br/><a href="http://www.bbc.com/news/business-42318895">http://www.bbc.com/news/business-42318895</a></p> <p>*PISA/OECD (2018). Preparing our youth for an inclusive and sustainable world: The OECD PISA global competence framework, 1-42.</p>   | <p>Complete <b>all</b> assignments and activities in <b>Weekly Module 7</b></p>  |
| <p>Week 8<br/>Oct. 16<sup>th</sup> to<br/>Oct. 22<sup>nd</sup></p> | <p>Signature Pedagogies and Global Thinking Routines</p> <p>Inclusion vs Exclusion: An Issue of Global Significance across Time and Contexts</p> | <p><b><i>Teaching for Global Competence</i></b><br/><b><i>Week 2</i></b><br/><b><i>Intro to "Who Belongs?"</i></b></p> <p><b>Selected Readings from:</b><br/>*Boix Mansilla, V. (2016/2017). How to be a global thinker. <i>Educational Leadership, Dec. 2016/Jan. 2017</i>, 11-16.</p> <p>*Boix Mansilla, V., Perkins, D., Ritchhart, R., Tishman, S., &amp; Chua, F. (2017). Global thinking: An ID-Global bundle to foster global thinking dispositions through global thinking routines, 1-18.<br/><a href="http://www.pz.harvard.edu/resources/global-thinking">http://www.pz.harvard.edu/resources/global-thinking</a></p> <p>*Tichnor-Wagner, A., Parkhouse, H., Glazier, J., &amp; Cain, J.M. (2016). Expanding approaches to teaching for diversity and social justice in K-12 education: Fostering global citizenship across the content areas. <i>Education Policy Analysis Archives, 24(59)</i>, 1-30.</p> | <p>Complete <b>all</b> assignments and activities in <b>Weekly Module 8 (Note: Includes practice/application of two Global Thinking Routines--these application activities are not graded assignments)</b></p> |

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| <p>Week 9<br/>Oct. 23<sup>rd</sup> to<br/>October<br/>29th</p> | <p>Performance<br/>Outcomes &amp; I<br/>Can<br/>Statements to<br/>Guide K-12<br/>Learners to:<br/>*Investigate<br/>the World<br/>*Recognize<br/>Perspectives<br/>*Communicate<br/>Ideas<br/>*Take Action;</p> <p>Improving Our<br/>Global<br/>Practices;</p> <p>Leveraging<br/>Digital Tools<br/>to Support<br/>Global<br/>Teaching<br/>Goals</p> | <p style="text-align: center;"><b>Teaching for Global Competence<br/>Week 3<br/>Continue “Who Belongs?”</b></p> <p><b>Selected Readings from:</b><br/>*Asia Society (2013). Center for global education:<br/>Global Leadership, 1-54</p> <p>*Policy Study Associates, Inc. &amp; America Achieves<br/>(2017). Instructional practices for deeper learning:<br/>Lessons for educators, i-24.</p> <p>*Various articles in <i>Educational Leadership</i> (Dec.<br/>2016-Jan. 2017):<br/>Richardson, W. – Getting Schools Ready for the<br/>World<br/>Lindsay, J.—Online Collaboration: How to Start</p> <p>*Merryfield, et al. (2012). Web resources for<br/>teaching about human rights. <i>Social Education</i>,<br/>76(5), 266-268.</p> <p>*Mirra, N., Morrell, E., &amp; Filipiak, D. (2018). From<br/>digital consumption to digital invention: Toward a<br/>new critical theory and practice of multiliteracies.<br/><i>Theory Into Practice</i>, 57(1), 12-19.</p> | <p>Complete <b>all</b><br/>assignments and<br/>activities in <b>Weekly<br/>Module 9 (Note:<br/>Includes<br/>practice/application<br/>of two Global<br/>Thinking Routines—<br/>these application<br/>activities are not<br/>graded assignments)</b></p> <p><b>Begin to work on<br/>Equity Issue Paper &amp;<br/>Presentation (due in<br/>Week 12)</b></p>  |
| <p>Week 10<br/>Oct. 30<sup>th</sup> to<br/>Nov. 5th</p>        | <p>Global<br/>Competence<br/>Indicators<br/>across Grade<br/>Levels and<br/>Content Areas;</p> <p>More<br/>Pedagogical<br/>Practices for<br/>Teaching for<br/>Global<br/>Competence</p>   | <p style="text-align: center;"><b>Teaching for Global Competence<br/>Week 4</b></p> <p><b>Selected Readings from:</b><br/>*Partnership for 21<sup>st</sup> Century Skills. Teacher guide:<br/>K-12 global competence grade level indicators, 1-<br/>55.</p> <p>*Various articles in <i>Educational Leadership</i> (Dec.<br/>2016-Jan. 2017):<br/>McKenney, Y.—Beyond the Single Story<br/>Cotton, T.—Citizenship: What’s Mathematics<br/>Have to Do With It?</p> <p>*Merryfield, M. M. (2012). Four strategies for<br/>teaching open-mindedness, <i>Social Studies and the<br/>Young Learner</i> 25(3), 18-22.</p>   | <p>Complete <b>all</b><br/>assignments and<br/>activities in <b>Weekly<br/>Module 10 (Note:<br/>Includes beginning to<br/>develop mini-unit<br/>Idea Sketch for<br/>teaching for global<br/>competence around<br/>issue of global<br/>significance in<br/>specific content area<br/>in PK-12 inclusive<br/>classroom---this<br/>application activity is<br/>not a graded<br/>assignment)</b></p> <p><b>Keep working on<br/>Equity Issue Paper &amp;<br/>Presentation (due in<br/>Week 12)</b></p> |

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| <p>Week 11<br/>Nov. 6<sup>th</sup> to<br/>Nov. 12<sup>th</sup></p>  | <p>Teaching for<br/>Global<br/>Competence:<br/>How We Can<br/>and Why We<br/>Do</p>                    | <p><b><i>Teaching for Global Competence Wrap Up<br/>Week 5</i></b></p> <p><b>Selected Readings from:</b><br/> *Longview Foundation (2008). Teacher preparation for the global age: The imperative for change, 1-40.<br/> *Partnership for 21<sup>st</sup> Century Learning (2014). Framework for state action on global education, 1-8.<br/> *NAFSA: Association of International Educators (2012). Preparing globally competent teachers, 1-5.<br/> *U.S. Department of Education International Strategy (2012-16). Succeeding globally through international education and engagement, 1-16.</p> <p><b>Recommended for Future:</b><br/> *Ficarra, J. (2017). Comparative international approaches to better understanding and supporting refugee learners. <i>Issues in Teacher Education</i>, 73-83.</p>   | <p>Complete <b>all</b> assignments and activities in <b>Weekly Module 10 (Note: Finalize and share mini-unit Idea Sketch for teaching for global competence around issue of global significance in specific content area in PK-12 inclusive classroom—this application activity is not a graded assignment)</b></p> <p><b>Keep working on Equity Issue Paper &amp; Presentation (due in Week 12)</b></p> |
| <p>Week 12<br/>Nov. 13<sup>th</sup> to<br/>Nov. 19<sup>th</sup></p> | <p>Gender Equity in Schools;<br/><br/>Equity for LGBTQ Students;<br/><br/>Critical Literacy Theory</p> | <p><b>Selected Readings from:</b><br/> Banks &amp; Banks, Chapters 5-8<br/> Cushner, McClelland, &amp; Safford, Chapter 10</p> <p>*Janks, H. (2014). Critical literacy’s ongoing importance for education. <i>Journal of Adolescent &amp; Adult Literacy</i>, 57(5), 349-356.</p> <p>*Enriquez, G. (2014). Critiquing social justice picturebooks: Teachers’ critical literacy reader responses. <i>The NERA Journal</i>, 50(1), 27-37.</p> <p>*Bell Soares, L., &amp; Wood, K. (2010). A critical literacy perspective for teaching and learning social studies. <i>The Reading Teacher</i>, 63(6), 486-494.</p> <p>*MacIntosh, L. (2007). Does anyone have a Band-Aid? Anti-homophobia discourses and pedagogical impossibilities. <i>Educational Studies</i>, 33-43.</p> <p>*Talbert, S. (2004). Constructions of LGBT youth: Opening up subject positions. <i>Theory into Practice</i>, 43(2), 116-121.</p> | <p>Complete <b>all</b> assignments and activities in <b>Weekly Module 12</b></p> <p><b>Equity Presentation due via Discussion Board link by Sat. Nov. 17<sup>th</sup>.</b></p> <p><b>Equity Issue Paper PBA due via TK20 and Blackboard Assignment Link by or before midnight on Mon. Nov. 19<sup>th</sup></b></p> <p><b>Post-Questionnaire for Teaching for Global Competence modules</b></p>           |
| <p>Week 13</p>  | <p>Educational Equity for</p>  | <p><b>Selected Readings from:</b><br/> Banks &amp; Banks, Chapters 12 &amp; 13</p>  | <p><b>NO Discussion Board this Week</b></p>  |

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| Nov. 20-<br>Nov. 26th                                       | Differently-<br>Abled<br>Students  | <p>*Furman, C. (2015). “Why I am not a painter”:<br/>Developing an inclusive classroom. <i>Education and Culture</i>, 31(1), 61-76.</p> <p>*Williams-Shealey, M., &amp; Callins, T. (2007).<br/>Creating culturally responsive literacy programs in<br/>inclusive classrooms. <i>Intervention in School and<br/>Clinic</i>, 42(4), 195-197.</p> <p>*Collier, C. (2010). Asking the right questions,<br/>downloaded from <a href="http://www.colorincolorado.org">www.colorincolorado.org</a></p>   | <b>Give some thought to<br/>organizing Bridging<br/>the Divide PBA – due<br/>by or before Sunday,<br/>Dec. 9<sup>th</sup> at midnight.</b>  |
| Week 14<br>Nov. 27 <sup>th</sup> to<br>Dec. 3 <sup>rd</sup> | Effective<br>Practices in<br>Inclusive<br>Classrooms;<br><br>Creating<br>Effective<br>Schools for All<br>Children;<br><br>Multicultural<br>Perspectives<br>on School<br>Reform | <p><b>Selected Readings from:</b><br/>Banks &amp; Banks, Chapters 14 &amp; 15<br/>Cushner, McClelland, &amp; Safford, Chapter 13</p> <p>*Araujo, B. (2009). Best practices for working<br/>with linguistically diverse families. <i>Intervention in<br/>School and Clinic</i>, 45(2), 116-123.</p> <p>*Breiseth, L. (Feb. 2016). Getting to know ELLs’<br/>families. <i>Educational Leadership</i>, 73(5), 46-50.</p> <p>*Gándara, P., &amp; Santibañez, L. (Feb. 2016). The<br/>teachers our English language learners need.<br/><i>Educational Leadership</i>, 73(5), 32-37</p> <p>*Trumbull, E., Pacheco, M. (2005). Leading with<br/>diversity: Cultural competencies for teacher<br/>preparation and professional development, Part II<br/>Culture, <i>The Education Alliance at Brown<br/>University</i>, pp. 29-39 only</p> <p><b>Recommended for future:</b><br/>*Pransky, K., &amp; Bailey, F. (2002/2003). To meet<br/>your students where they are, first you have to find<br/>them: Working with culturally and linguistically<br/>diverse at—risk students, <i>The Reading Teacher</i>,<br/>56(4), 370-383.</p> | Complete <b>all</b><br>assignments and<br>activities in <b>Weekly<br/>Module 14</b><br><br><b>Work on Bridging<br/>the Divide PBA – due<br/>by or before Sunday,<br/>Dec. 9<sup>th</sup> at midnight.</b> |
| Week 15<br>Dec. 4 <sup>th</sup> to<br>Dec. 9 <sup>th</sup>  |  | <p><b>Wrap-up days for finalizing Bridging the Divide<br/>PBA:</b></p> <p><b>DUE before or by Sunday, Dec. 9<sup>th</sup> at midnight<br/>via TK20 and Blackboard Assignment Link</b></p> <p><b>Field Experience Documentation forms DUE via<br/>TK20 before or by Friday, Dec. 7<sup>th</sup> at midnight<br/>via TK20 only</b></p>   | Complete Online<br>Course Evaluation!<br><br><b>Submit Bridging the<br/>Divide PBA by or<br/>before Sunday, Dec.<br/>9<sup>th</sup> at midnight.</b>  |

## **GUIDELINES FOR MAJOR ASSIGNMENTS**

### ***BRIDGING THE DIVIDE (BiD) 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. Ask the mentor teacher about appropriate protocol to follow. **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. A parent/guardian or other adult living in the home with the focus student must be included in the interview.

#### **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/foreign & world language learners, learning in this course, and the TESOL/ACTFL/InTASC 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’/foreign & world language learning.
- \*communication between home and school to enhance ESOL/foreign & world language teaching and build partnerships with ELLs’/bilingual & multilingual students’ families.
- \*the interrelationship between language and culture.
- \*ELLs’/bilingual & multilingual learners’ 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.*

| <b>Section</b>                         | <b>Page Lengths Per Section</b> |
|--|---------------------------------|
| Introduction & Part I Findings         | 3.0 – 4.0 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                 |
| <b>Recommended Total</b>               | <b>9.5 – 14.0 pages</b>         |

**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)/bilingual & multilingual 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/bilingual & multilingual 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/bilingual & multilingual families;
- b. Proactively develop stronger school-family partnerships;
- c. Make their schools and classrooms more welcoming places for CLD/bilingual & multilingual 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 or foreign/world language education 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/bilingual & multilingual 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 colleagues, 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/bilingual & multilingual learners 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:**

| <b>Section</b>  | <b>Page Length Parameters</b> |
|---|-------------------------------|
| 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                     |
| <b>TOTAL (excluding Title Page and References page.</b> | <b>7.0 – 10 pages</b>         |

### ***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/bilingual & multilingual 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?

**EDUC 537 ASSIGNMENT EVALUATION RUBRICS**

*Bridging the Divide Evaluation Rubric*

| TESOL Standard   | Does not meet Standard (Score 1)  | Approaches Standard (Score 2)  | Meets Standard (Score 3)  | Exceeds Standard (Score 4)  |
|--|---|--|---|---|
| Performance Indicators   |   |  |   |   |
| <b>Standard 2.a. Candidate understands and applies knowledge about cultural values and beliefs in the context of teaching and learning ESOL.</b> | <p>Candidate neither understands nor applies knowledge about cultural values and beliefs in the context of teaching and learning ESOL.</p> <p>No discussion of the way cultural values and beliefs impact ESOL student learning</p> | <p>Candidate demonstrates a developing understanding of the way cultural values and beliefs impact ESOL student learning.</p> <p>Superficial discussion of the way cultural values and beliefs impact ESOL student learning.</p> | <p>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.</p> <p>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).</p> | <p>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.</p> <p>Reflective and critical discussion of the ESOL family's cultural values and beliefs and their impact in ESOL learning.</p> |
| <b>2.b. Understand and apply knowledge about the effects of racism, stereotyping, and discrimination to teaching and learning.</b>               | <p>Candidate neither understands nor applies knowledge about how racism and discrimination affect teaching and learning.</p>  | <p>Candidate demonstrates a developing understanding of the ways racism and discrimination effect teaching and learning.</p>   | <p>Candidate demonstrates an adequate understanding of the ways racism and discrimination effect teaching and learning.</p> <p>Accurate and detailed discussion of the ways</p>   | <p>Candidate demonstrates a sophisticated understanding of the ways racism and discrimination effect teaching and learning.</p>   |

|  |   |  |   |   |
|--|---|--|---|---|
|  | No discussion of the ways racism and discrimination impact ESOL student learning.   | Superficial discussion of the ways racism and discrimination impact ESOL student learning.   | racism and discrimination impact ESOL student learning.<br><br>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.  | Reflective and critical discussion of the ways racism and discrimination impact ESOL student learning.<br><br>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.   |
| <b>2.c. Understand and apply knowledge about cultural conflicts and home events that can have an impact on ELLs' learning.</b> | 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.<br><br>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.<br><br>Candidate demonstrates the capacity to design and deliver instruction that allows students to participate in cross- cultural studies and cross-cultural extracurricular opportunities.<br><br>Candidate demonstrates the capacity to integrate |

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|   |  |   |  | conflict resolution techniques into their instruction.   |
| <b>Standard 2.d.<br/>Candidate understands and applies knowledge about communication between home and school to enhance ESL teaching and build partnerships with ESOL families.</b> | <p>Candidate neither understands nor applies knowledge about communication between home and school.</p> <p>No discussion of home/school communication in a culturally responsive manner.</p> | <p>Candidate demonstrates a developing understanding of the relevance between home and school communication to enhance ESL teaching and build partnerships with ESOL families. .</p> <p>Superficial discussion of the relevance of home/school communication with an ESOL family in a culturally responsive manner.</p> | <p>Candidate demonstrates an adequate understanding of the relevance between home and school communication to enhance ESL teaching and build partnerships with ESOL families.</p> <p>Accurate and detailed discussion of the relevance of home/school communication with an ESOL family in a culturally responsive manner.</p>   | <p>Candidate demonstrates a sophisticated understanding of the relevance between home and school communication to enhance ESL teaching and build partnerships with ESOL families.</p> <p>Reflective and critical discussion of the relevance of home/school communication with an ESOL family in a culturally responsive manner.</p>   |
| <b>Standard 2.e.<br/>Candidate understands and applies knowledge about the interrelationship between language and culture.</b>  | <p>Candidate neither acknowledges nor understands the interrelationship between language and culture.</p> <p>No discussion of the interrelationship between language and culture</p>         | <p>Candidate demonstrates awareness of interrelationship between language and culture</p> <p>Superficial discussion of the relevance of the interrelationship between language and culture</p>  | <p>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.</p> <p>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</p> | <p>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.</p> <p>Reflective and critical discussion of how well she or he understands the new language, how she/he</p> |

|  |   |  |  |   |
|--|---|--|--|---|
|  |   |  | that culturally appropriate new behaviors are modeled.   | 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. |
| <b>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.</b>  | <b>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.</b> | 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.<br><br>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.                            |
| <b>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.</b> | <b>Candidate neither understands nor applies knowledge about ELL's cultural identities affect their learning.</b>   | 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**

| <b>Levels of Achievement</b>                                     |   |   |   |   |
|--|---|---|---|---|
| <b>Criteria</b>  | <b>Does not meet standards (0/1)</b>  | <b>Approaches standards (2)</b>   | <b>Meets standards adequately (3)</b>   | <b>Exceeds Standards (4)</b>  |
| Relevance of topic to equity issue<br>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<br>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<br>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<br>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. |

## Professional Dispositions

See <https://cehd.gmu.edu/students/policies-procedures/undergraduate#profdisp>

## GMU Policies and Resources for Students

### *Policies*

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/> ).
- 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 silence all sound emitting devices during class unless otherwise authorized by the instructor.

### *Campus Resources*

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto: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/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

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