

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

EDUC 537-6F2/6F3 – Introduction to Culturally and Linguistically Diverse Learners

3 Credits, Spring 2020

Online & Face to Face

February 1, 2020, February 15, 2020; February 29, 2020, March 14, 2020

Peterson 1106

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 15 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 (Hybrid - Face-to-Face and Online)

This course will be delivered online using an asynchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal and in a face-to-face format on **4 Saturdays from 9:00 a.m. to 3:20 p.m.**

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 January 25th 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.

The online portion of this course is **not self-paced**. **You are expected to complete each Weekly Module between Saturday class meetings.** Completing a Weekly Module includes reading, participating on Discussion Board, and completing any accompanying assignments and/or activities associated with that Weekly Module. You are asked to engage deeply with the subject matter, to take risks in your thinking, and to listen to and learn from your classmates.

Course Week: This course is hybrid online asynchronous and face-to-face on Saturdays. Because our first meeting is on a Saturday, our week will **start on Mondays and finish on Sundays**.

Absences: Candidates are expected to present on **all four Saturday meetings**. **Any candidate who must miss a Saturday session due to unavoidable, extreme personal circumstances must communicate with the instructor before the Saturday meeting.** Extensive make-up assignments will be provided for any missed Saturday session, which must be completed within a timeframe indicated by the instructor. Additionally, class participation points will be decreased in a way that is proportional to class meeting hours (e.g., a Saturday session is equivalent to 2 three-hour class sessions). Any candidate who misses more than one Saturday session will not be permitted to complete the class.

Candidates must also fully participate every week in the online discussions and learning activities. **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 two weeks will be considered to have two absences in this course and will not be permitted to complete the class.

Technical Requirements

- **Course Week:** As this course is in hybrid/weekend format, our week will start on Mondays and finish on Sundays.
- **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 3 times per week.
- **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 ensure accessibility must be registered with George Mason University Disability Services.

Face-to-Face Expectations

This course uses a seminar format for its face-to-face Saturday meetings, which means the course is highly participative and requires candidates to take an active role in the presentation of materials. Accordingly, attendance and participation are extremely important. Methods of instruction include teacher led class discussion, small group activities, student led discussions of selected research topics, and database search of research-based articles. It also includes presentations, cooperative learning activities, hands-on field experiences, power point presentations, discussion boards, and wikis.

In addition to face to face instruction, this course uses the Blackboard Learning Management system (LMS) for online modules, assignments, materials, and resources, and for posting the syllabus, rubrics, presentations, readings, videos, and other updates. Students are encouraged to

visit the course's Bb website frequently to review the most current information and to keep up with any news, announcements and messages related to this course at <https://mymasonportal.gmu.edu>

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

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

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.

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 21st century media and digital tools in teaching for global competence.

Professional Standards (TESOL/CAEP/ACTFL Standards)

GMU-GSE licensure courses are aligned with TESOL/CAEP 2018 *Standards for Initial Programs in PreK-12 Teacher Preparation Programs*, 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:

TESOL-CAEP Standards 2018:

Standard 1: Knowledge about Language

Candidates demonstrate knowledge of English language structures, English language use, second language acquisition and development, and language processes to help English Language Learners

(ELLs) acquire academic language and literacies specific to various content areas.

1c Candidates demonstrate knowledge of language processes (e.g., interlanguage and language progressions) to facilitate and monitor ELLs' language learning in English.

Standard 2: ELLs in the Sociocultural Context

Candidates demonstrate and apply knowledge of the impact of dynamic academic, personal, familial, cultural, social, and sociopolitical contexts on the education and language acquisition of ELLs as supported by research and theories. Candidates investigate the academic and personal characteristics of each ELL, as well as family circumstances and literacy practices, to develop individualized, effective instructional and assessment practices for their ELLs. Candidates recognize how educator identity, role, culture, and biases impact the interpretation of ELLs' strengths and needs.

2a Candidates demonstrate knowledge of how dynamic academic, personal, familial, cultural, and social contexts, including sociopolitical factors, impact the education of ELLs.

2b Candidates demonstrate knowledge of research and theories of cultural and linguistic diversity and equity that promote academic and social language learning for ELLs.

2c Candidates devise and implement methods to understand each ELL's academic characteristics, including background knowledge, educational history, and current performance data, to develop effective, individualized instructional and assessment practices for their ELLs.

2d Candidates devise and implement methods to learn about personal characteristics of the individual ELL (e.g., interests, motivations, strengths, needs) and their family (e.g., language use, literacy practices, circumstances) to develop effective instructional practices.

2e Candidates identify and describe the impact of his/her identity, role, cultural understandings, and personal biases and conscious knowledge of U.S. culture on his/her interpretation of the educational strengths and needs of individual ELLs and ELLs in general.

Standard 3 Planning and Implementing Instruction

Candidates plan supportive environments for ELLs, design and implement standards-based instruction using evidence-based, ELL-centered, interactive approaches. Candidates make instructional decisions by reflecting on individual ELL outcomes and adjusting instruction. Candidates demonstrate understanding of the role of collaboration with colleagues and communication with families to support their ELLs' acquisition of English language and literacies in the content areas. Candidates use and adapt relevant resources, including appropriate technology, to effectively plan, develop, implement, and communicate about instruction for ELLs.

3a Candidates plan for culturally and linguistically relevant, supportive environments that promote ELLs' learning. Candidates design scaffolded instruction of language and literacies to support standards and curricular objectives for ELLs' in the content areas.

3d Candidates plan strategies to collaborate with other educators, school personnel, and families in order to support their ELLs' learning of language and literacies in the content areas.

3e Candidates use and adapt relevant materials and resources, including digital resources, to plan lessons for ELLs, support communication with other educators, school personnel, and ELLs and to foster student learning of language and literacies in the content areas.

Standard 5 Professionalism and Leadership

Candidates demonstrate professionalism and leadership by collaborating with other educators, knowing policies and legislation and the rights of ELLs, advocating for ELLs and their families, engaging in self-assessment and reflection, pursuing continuous professional development, and honing their teaching practice through supervised teaching.

5a Candidates demonstrate knowledge of effective collaboration strategies in order to plan ways to serve as a resource for ELL instruction, support educators and school staff, and advocate for ELLs.

5b Candidates apply knowledge of school, district, and governmental policies and legislation that impact ELLs' educational rights in order to advocate for ELLs.

5c Candidates practice self-assessment and reflection, make adjustments for self-improvement, and plan for continuous professional development in the field of English language learning and teaching.

ACTFL Standards: Cultures, Linguistics, Literatures, and Concepts from Other Disciplines

2a. Demonstrate target cultural understandings and compare cultures through perspectives, products, and practices of those cultures.

ISTE (2017) Standards for Educators:

1. Learner
2. Leader
3. Citizen

Relationship of EDUC 537 to InTASC Standards:

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Required Texts

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

Cushner, K., McClelland, A., & Safford, P. (2018). *Human diversity in education: An intercultural approach (9th ed.)*. New York, NY: McGraw-Hill.

Recommended Texts

American Psychological Association (2020). *Publication manual of the American psychological association (7th 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

- **Equity Issue Paper - DUE February 9, 2020**
- **Bridging the Divide – DUE March 15, 2020**

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 Due March 15, 2020

The **field experience is a required component** of the teacher preparation program at George Mason University. All students will complete a minimum of **15 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 15 hours per course (e.g., two courses require 30 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 Form must be uploaded to TK20 on Blackboard.** These forms are located on Blackboard in your TCLDEL organization site in the "Fieldwork" page.

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 the end of 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 the end of 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 15 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/ Reflection Paper	20	2/9/2020
Equity Issue Paper (PBA)	15	3/1/2020 – Must be submitted to TK20
Equity Issue Presentation	10	3/1/2020
Bridging the Divide Project (PBA)	25	3/15/2020 – Must be submitted via TK20
Field Experience Log & Evaluation Forms	10	3/15/2020 – Must be submitted to TK20

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 participation in all activities in class and in reflections. Thus, candidates' participation in class discussions, reflections, small groups, and other work should reflect learning from readings, videos, and any other content addressed. 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 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.

Cultural Autobiography/Reflective Personal Development Paper (20%)

Due 2/9/2020

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%)

Due 3/1/2020

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. 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.

Bridging the Divide (BD) Project (25%)—This assignment is a Performance-Based Assessment
Due 3/15/2020

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.**

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	GRADIN G	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 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 15 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 withdrawals 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.

Professional Dispositions

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

GMU Policies and Resources for Students

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/>

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 <https://ds.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 or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- **Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:** As a faculty member, I am designated as a “Responsible Employee,” and must

report all disclosures of sexual assault, interpersonal violence, and stalking to Mason's Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason's Title IX Coordinator by calling 703-993-8730, or emailing titleix@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 <http://cehd.gmu.edu/>.

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 Folders.*

Class/Date	Theme/Topic	Preparation: Main Readings
Week 1 Face-to-Face February 1 st	Introductions Syllabus Review Defining multicultural education	Thoroughly review in syllabus: All major assignments Class participation expectations All Mason policies and expectations in syllabus
	Influence of Culture on Teaching & Learning: A Deeper Look	Cushner, McClelland, & Safford, Chapters 3 & 4 *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> , read pp. 5-14 only
	Multicultural Ed through the Lens of Race & SES	Banks & Banks, Chapter 3 & 10 Cushner, McClelland, & Safford, Chapter 6 *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. *Gorski, P., & Swalwell, K. (March 2015). Equity literacy for all. <i>Educational Leadership</i> , 72(6), 34-40. *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.
Week 2 Online	Intercultural Development and Equitable Teaching Practices	Cushner, McClelland, & Safford, Chapter 5 Banks & Banks, Chapters 9 & 11 *Delpit, L. (1988). The silenced dialogue: Power and pedagogy in educating other people’s children. <i>Harvard Educational Review</i> , 58(3), 280-298. *Nieto, S. (August, 2010). Language, diversity, and learning: Lessons for education in the 21 st century, CALdigest, www.cal.org *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> , read pp. 15-28 only
	Gender Equity in Schools;	Banks & Banks, Chapters 5 & 6. Banks & Banks, Chapter 7

	Critical Literacy Theory	<p>Choices:</p> <p>*Janks, H. (2014). Critical literacy's ongoing importance for education. <i>Journal of Adolescent & 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., & Wood, K. (2010). A critical literacy perspective for teaching and learning social studies. <i>The Reading Teacher</i>, 63(6), 486-494.</p>
Week 3 Face-to-Face February 8 th	Multicultural Education: Critical Perspectives	<p>Banks & Banks, Chapter 1 Cushner, McClelland, & Safford, Chapters 1 & 2</p> <p>*Agirdag, O. (2009). All languages welcomed here. <i>Educational Leadership</i>, April, 20-24.</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>
	Intro to Culturally Responsive Pedagogy	
	Culture & Influence on Learning;	<p>Banks, & Banks, Chapters 2 & 4 Cushner, McClelland, & Safford, Chapter 9</p> <p>*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.</p> <p>*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</p>
	Cultural & Religious Pluralism	
Week 4 Online	Signature Pedagogies and Global Thinking Routines	<p>*Boix Mansilla, V. (2016/2017). How to be a global thinker. <i>Educational Leadership</i>, Dec. 2016/Jan. 2017, 11-16.</p> <p>* Boix Mansilla, V., Perkins., D. Ritchart, R., Tishmans, S., & Chua, F. (2017). Global thinking: An ID-Global bundle to foster global thinking dispositions through global thinking routines, 1-18. http://www.pz.harvard.edu/resources/global-thinking</p> <p>*Tichnor-Wagner, A., Parkhouse, H., Glazier, J., & 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</i>, 24(59), 1-30.</p>
	Inclusion vs Exclusion: An Issue of Global Significance across Time and Contexts	
	Performance Outcomes & I Can	*Boix Mansilla, V. & Jackson, A. (2011). <i>Educating for global competence: Preparing our youth to engage the world</i> . CCSSO

	<p>Statements to Guide K-12 Learners to:</p> <ul style="list-style-type: none"> *Investigate the World *Recognize Perspectives *Communicate Ideas *Take Action; <p>Improving Our Global Practices;</p> <p>Leveraging Digital Tools to Support Global Teaching Goals</p>	<p>& Asia Society, v.-117. Read Chapters II, III, and IV (pp. 11-38).</p> <p>*Center for Global Education, Asia Society (2013). Global Leadership, pp. 1-54. This document has Performance Outcomes and "I Can" Statements for K-12/age levels.</p> <p>*Merryfield, et al. (2012). Web resources for teaching about human rights. <i>Social Education</i>, 76(5), 266-268.</p>
<p>Week 5 Face-to-Face</p> <p>February 29th</p> <p>Guest Speaker</p>	<p>Equity for LGBTQ Students;</p> <p>Educational Equity for Differently-abled Students</p>	<p>Banks & Banks, Chapters 8, 12 & 13 Cushner, et al., Chapter 10</p> <p>*Sandretto, S. (2018). A case for literacy with queer intent. <i>Journal of LGBT Youth</i>, 15(3), 197-211.</p> <p>*Furman, C. (2015). “Why I am not a painter”: Developing an inclusive classroom. <i>Education and Culture</i>, 31(1), 61-76.</p> <p>*Williams-Shealey, M., & Callins, T. (2007). Creating culturally responsive literacy programs in inclusive classrooms. <i>Intervention in School and Clinic</i>, 42(4), 195-197.</p> <p>*Collier, C. (2010). Asking the right questions, downloaded from www.colorincolorado.org</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>Week 6 Online</p>	<p>Effective Practices in Inclusive Classrooms;</p> <p>Creating Effective Schools for All Children;</p> <p>Multicultural Perspectives on School Reform</p>	<p>Banks & Banks, Chapters 14 & 15 Cushner, McClelland, & Safford, Chapter 13</p> <p>*Araujo, B. (2009). Best practices for working with linguistically diverse families. <i>Intervention in School and Clinic</i>, 45(2), 116-123.</p> <p>*Breiseth, L. (Feb. 2016). Getting to know ELLs’ families. <i>Educational Leadership</i>, 73(5), 46-50.</p> <p>*Gándara, P., & Santibañez, L. (Feb. 2016). The teachers our English language learners need. <i>Educational Leadership</i>, 73(5), 32-37</p>

	Learning Communities in Global & Local Contexts; The 17 Global Goals for Sustainable Development	Cushner, McClelland, & Safford, Chapters 7 & chapter 8 *Coughlan, S. (2017). Global education rankings to measure tolerance. <i>BBC News</i> . http://www.bbc.com/news/business-42318895
Week 7 Face-to-Face March 14th	Global Competence Indicators across Grade Levels and Content Areas; More Pedagogical Practices for Teaching for Global Competence	*Boix Mansilla, V. & Jackson, A. (2011). <i>Educating for global competence: Preparing our youth to engage the world</i> . CCSSO & Asia Society, v.-117. Read Chapters V & VI (pp. 39-52) *Partnership for 21 st Century Skills. Teacher guide: K-12 global competence grade level indicators, 1-55.
Week 8 Online	Teaching for Global Competence: How We Can and Why We Do	*Boix Mansilla, V. & Jackson, A. (2011). <i>Educating for global competence: Preparing our youth to engage the world</i> . CCSSO & Asia Society, v.-117. Read Chapters VII & VIII (pp. 53-88) . *NAFSA: Association of International Educators (2012). <i>Preparing globally competent teachers</i> , 1-5 Dr. Anthony Jackson's one-page blog on Global Competence as a Matter of Equity

GUIDELINES FOR MAJOR ASSIGNMENTS

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:

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/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?

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. 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.*

Section	Page Lengths Per Section
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
Recommended Total	9.5 – 14.0 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:

B. 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).

C. 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)

EDUC 537 ASSIGNMENT EVALUATION RUBRICS

Equity Issue Paper Evaluation Rubric

Criteria	Does Not Meet	Approaches	Meets	Exceeds
Relevance of Equity Issue to Critical Multicultural Education TESOL 2a; 2b	Topic/issue not linked to field of critical multicultural education	Topic/issue is of minor importance in field of critical multicultural education	Topic/issue is relevant in field of critical multicultural education	Topic/issue is highly salient in field of critical multicultural education
Presentation of Equity Issue in Candidate's Field Setting TESOL 5b	Completely vague and/or inadequate presentation of background on equity issue; not relevant	Incomplete presentation of background on equity issue and its relevance in field setting	Focused, satisfactorily analytical presentation of background on equity issue and its relevance in field setting	Highly focused, analytical presentation of background on equity issue and its relevance in field setting
Quality of Research Conducted around Equity Issue TESOL 2a; 2b; 5b	Completely vague and/or inadequate presentation of research using 5 or fewer academic sources	Research is presented as summaries rather than synthesis using 5 or fewer academic sources	Satisfactorily nuanced synthesis of research around equity issue using 5 or more academic sources	Highly nuanced synthesis of research around equity issue using 5 or more academic sources
Presentation of Possible Interventions Related to Equity Issue TESOL 2c; 2d; 3a; 5b	Interventions are not grounded in research and/or are only vaguely responsive to equity issue in school setting	Interventions are loosely grounded in research and/or are not responsive to school setting in explicit way	Interventions are satisfactorily grounded in research and clearly respond to equity issue in school setting	Interventions are strongly grounded in research and highly responsive to equity issue in school setting
Incorporation of Feedback around Equity Issue Interventions TESOL 5b; 5c	Feedback was not sought in school setting and is not present in paper	Only minimal feedback sought in school setting; integration of feedback is minimal or unclear	Satisfactory effort to seek feedback in school setting; integration of feedback is satisfactory	Strong effort to seek feedback in school setting; integration of feedback is very clear
Reflective Conclusion around Equity Issue TESOL 2e; 5c	Personal learning around equity issue is not conveyed and/or relevance for CLD learners is not stated	Personal learning around equity issue is minimal; relevance of teaching CLD learners is unclear	Reflects satisfactory personal learning around equity issue; clear relevance for teaching CLD learners	Reflects deep personal learning around equity issue; high degree of relevance for teaching CLD learners

Bridging the Divide Evaluation Rubric

Criteria & Alignment to TESOL/CAEP Standards	Does Not Meet Standards (1)	Approaches Standards (2)	Meets Standards (3)	Exceeds Standards (4)
Demonstrate knowledge of how dynamic academic, personal, familial, cultural, and social contexts, including sociopolitical factors, impact the education of ELLs; TESOL/CAEP 2a, 2c, 2d	Candidate provides minimal introduction to and description of Findings around the bi-multilingual child/family’s cultural, linguistic, educational, and experiential background based on minimal effort to craft and conduct interview of child’s family and gathers minimal understanding of child’s learning environment and experiences in school setting.	Candidate provides adequate introduction to and description of Findings around the bi-multilingual child/family’s cultural, linguistic, educational, and experiential background based on adequate effort to craft and conduct interview of child’s family and gather basic understanding of child’s learning environment and experiences in school setting.	Candidate provides a satisfactorily detailed introduction to and description of Findings around the bi-multilingual child/family’s cultural , linguistic, educational, and experiential background based on satisfactory effort to craft and conduct interview of child’s family and gather firm understanding of child’s learning environment and experiences in school setting.	Candidate provides a thorough, sophisticated introduction to and description of Findings around the bi-multilingual child/family’s cultural, linguistic, educational, and experiential background based on superior effort to craft and conduct interview of child’s family and gather nuanced understanding of child’s learning environment and experiences in school setting.
Demonstrate knowledge of research and theories of cultural and linguistic diversity and equity that promote academic and social language learning for ELLs. TESOL/CAEP 2b	Candidate provides inadequate analysis and interpretation of Findings with minimal synthesis of relevant research and inadequate connection to theories/concepts from course readings/content	Candidate provides adequate analysis and interpretation of Findings that is situated in adequate synthesis of relevant research and basic level of connection to theories/concepts from course readings/content	Candidate provides satisfactory analysis and interpretation of Findings that is situated in satisfactory synthesis of relevant research and ample connection to theories/concepts from course readings/content	Candidate provides deeply nuanced analysis and interpretation of Findings that is situated in sophisticated synthesis of relevant research and extensive connection to theories/concepts from course readings/content
Apply Findings to develop effective, individualized	Candidate articulates only minimal set of research-	Candidate articulates basic set of research-	Candidate articulates clear set of research-	Candidate articulates exceptional set of

<p>instructional and assessment practices for their ELLs and support communication with other educators, school personnel to foster student learning of language and literacies in the content areas; Demonstrate knowledge of language processes to facilitate and monitor ELLs' language learning in English; TESOL/CAEP 1c, 2c, 2d, 3e</p>	<p>based recommendations that are not sufficient for building knowledge and implementation of culturally and linguistically responsive policies and practices in school across classrooms that inadequately value and leverage bi-multilingual learner and family funds of knowledge in a way that is not likely to strengthen language and literacy development through individualized instruction and assessment.</p>	<p>based recommendations that are adequately promising for building knowledge and implementation of culturally and linguistically responsive policies and practices in school across classrooms that adequately value and leverage bi-multilingual learner and family funds of knowledge in a way that may not effectively strengthen language and literacy development through individualized instruction and assessment.</p>	<p>based recommendations that are satisfactorily promising for building knowledge and implementation of culturally and linguistically responsive policies and practices in school across classrooms that satisfactorily value and leverage bi-multilingual learner and family funds of knowledge in a way that will satisfactorily strengthen language and literacy development through individualized instruction and assessment.</p>	<p>research-based recommendations that are strongly promising for building knowledge and implementation of culturally and linguistically responsive policies and practices in school across classrooms that highly value and leverage bi-multilingual learner and family funds of knowledge in a way that will effectively strengthen language and literacy development through individualized instruction and assessment.</p>
<p>Identify and describe impact of their own identity, role, cultural understandings, and personal biases and conscious knowledge of U.S. culture on their interpretation of educational strengths and needs of individual ELLs and ELLs in general TESOL/CAEP 2e</p>	<p>Candidate provides inadequate reflection that conveys inadequate learning from project and minimal understanding of impact of candidate's cultural identity (values, beliefs, and biases) on creating additive teaching and learning environments and experiences for bi-multilingual learners.</p>	<p>Candidate provides adequate reflection that conveys adequate learning from project and basic understanding of impact of candidate's cultural identity (values, beliefs, and biases) on creating additive teaching and learning environments and experiences for bi-multilingual learners.</p>	<p>Candidate provides nuanced, satisfactory reflection that conveys clear learning from project and clear understanding of impact of candidate's cultural identity (values, beliefs, and biases) on creating additive teaching and learning environments and experiences for bi-multilingual learners.</p>	<p>Candidate provides highly nuanced, sophisticated reflection that conveys deep learning from project and deep understanding of impact of candidate's cultural identity (values, beliefs, and biases) on creating additive teaching and learning environments and experiences for bi-multilingual learners.</p>

