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

EDUC 537-6F1 – Introduction to Culturally and Linguistically Diverse Learners
3 Credits, Summer, 2020
Asynchronous Online, June 29th to August 19th

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

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 **June 29th at 8:00 a.m.**

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

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

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:
- High-speed Internet access with 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
  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
- 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:
  - 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/

Expectations
- Course Week Because asynchronous courses do not have a "fixed" meeting day, our week will start on **MONDAY**, and finish on **SUNDAY**.
- 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 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 21st century media and digital tools in teaching for global competence.

Professional Standards (TESOL/CAEP/ACTFL Standards)

GMU-SOED licensure courses are aligned with TESOL/CAEP 2019 *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 2019*:*

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

Cushner, K., McClelland, A., & Safford, P. (**2019**). *Human diversity in education: An intercultural approach* (**9th ed.**). McGraw-Hill.

Recommended Texts
American Psychological Association (2020). *Publication manual of the American psychological association* (7th ed.). Washington, DC: American Psychological Association.

SPECIAL NOTE FOR STUDENTS SEEKING INITIAL LICENSURE (e.g., You are NOT yet a licensed teacher):

The TCLDEL program has checkpoints for completion of Virginia state licensure requirements. In this course, we require proof that you have taken or have registered to take the VCLA and the Praxis Core Math. If you have not yet taken and passed the VCLA and taken the Praxis Core Math (or qualifying substitute--see: https://cehd.gmu.edu/teacher/test/), please submit a screenshot with proof of registration including test date for both tests through this assignment link. If you have passed the VCLA and taken/passed the Praxis Core Math, please submit a screenshot or document with proof. The deadline for submission of your screenshots or documentation is **August 14, 2020**.

Testing/Endorsements **information can be found on the TCLDEL Bb site:**

TCLDEL Local:
https://mymasonportal.gmu.edu/webapps/blackboard/content/listContent.jsp?course_id=_286544_1&content_id=_6802350_1&mode=reset

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.

NOTE: For Summer 2020, Performance-Based Assessments will be submitted via Blackboard only. TK20 submission will not be required.

Field Experience Record and Evaluation

The **field experience is a required component** of the teacher preparation program at George Mason University. **Note: For Summer 2020, due to the global pandemic, the 15-hour field experience is waived. However, the instructor will include video-based learning tasks throughout the course that are connected to the learning objectives and provide students with opportunities to engage with EDUC 537 course themes and concepts. You will access videos through a Mason Teachers Channel Account (directions available on Blackboard).**

Please note requirements for <u>subsequent</u> TCLDEL courses: All students will complete a minimum of **15 hours in field experience**. 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 Forms must be uploaded to TK20 on Blackboard**. These forms are located on Blackboard in your TCLDEL organization site in the "Fieldwork" page. **NOTE: If you are a foreign/world language candidate, you MUST complete all of your fieldwork in a foreign/world language classroom.**
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.

<center>**TCLDEL Fieldwork Log of Hours and Evaluation Assessment**</center>
Note: Not applicable for Summer 2020 only

	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**

<center>Major Assignments Overview</center>

Assignment	*Grade %*	*DUE DATE*
Class Participation	25	Ongoing throughout course
Bridging the Divide Project **Summer 2020 Alternative** (**PBA**)	25	TBD
Cultural Autobiography/Reflection Paper	20	TBD
Equity Issue Paper (**PBA**)	20	TBD
Equity Issue Presentation	10	TBD

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

Class Participation (25%)

Class participation is evidenced by thoughtful, thorough completion of all activities in the Weekly Modules. Thus, candidates' discussion and other work should reflect learning from readings, videos, and any other online content within the Weekly Modules. While your current knowledge as an educator is important to your understandings, demonstrating the way that engagement with the course content expands your understanding as a reflective practitioner is expected and necessary for earning full participation points. That is, candidates' work within each Weekly Module must reflect thorough preparation, which will be evidenced by critically analyzing, asking questions, making observations, and sharing reflections as well as by offering specific examples for incorporating learning from the course into their current or future teaching practice with culturally and linguistically diverse learners.

Note for Online Courses:

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

Candidates are expected to complete an **initial Discussion Board post by Friday night at midnight and to respond briefly but thoughtfully to two peers' posts by Sunday night at midnight.** Initial Discussion Board posts must be 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. **Candidates should cite texts (in parenthesis) from course readings that are referred to in the post. Full citations below the post are NOT needed unless the candidate is referring to texts outside of the course.** Candidates should AVOID the overuse of direct quotes in Discussion Board posts. Rather, please use your own words to paraphrase and weave together connections among texts with your own thinking.

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**
Note: An alternative Bridging the Divide will be required in Summer 2020 given that field experience for TCLDEL courses in Summer 2020 is waived due to the global pandemic. However, it is important for you to know the *purpose and goals of the original assignment:*
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

For Summer 2020, the Alternative Bridging the Divide performance-based assessment aligns to the spirit of the original assignment as well as to TESOL/CAEP Standards. The specific directions for the Alternative Bridging the Divide are located at the end of this syllabus, and the evaluation tool will be located on Blackboard. Bridging the Divide is a **PBA and the paper must be submitted via the Blackboard Assignment link for that purpose in Summer 2020.**

Cultural Autobiography/Reflective Personal Development Paper (20%)
This paper should be 5-6 double-spaced pages, and include an APA-7 style cover page and a works cited page (if applicable). Please refer to the rubric for this assignment on Blackboard. The purpose of this cultural autobiographical assignment is to **deeply explore your own multifaceted cultural identity as a principal step in understanding the way that this awareness is necessary for appreciating the influence of the intersection of culture, language, and identity on your work with bi-multilingual learners who come from a wide variety of backgrounds**. Guided by the understanding of the hybrid, fluid nature of culture and influences on our cultural selves from this course, this self-introspection offers you can opportunity to examine the roots of your own beliefs about education and to consider your experiences through a cultural-historical lens.

In this autobiographical narrative, you will explore your own personal history, reflecting on the sources of cultural identity as well as the socializing agents that transmit culture (Cushner, McClelland, & Safford, 2019) that have shaped your cultural self. In doing so, you may consider identifying some key events/experiences and key people in your life that have influenced your cultural identity and thereby your interactions in relationships and social/workplace encounters. This exercise challenges each candidate to critically unravel his or her cultural assumptions, beliefs, and biases by reflecting on the key factors that have shaped their cultural identities **as well as to consider why this deep self-knowledge matters for working with culturally and linguistically diverse children and families**.

You will need to be selective in what to include in this 5-6 page, double-spaced paper. Thus, it will be helpful to focus your narrative on the most impactful factors that have shaped your cultural identity and which are likely to be important in your current or future teaching with culturally, linguistically, and ability-diverse students. Please review rubric on Bb.

Equity Issue Paper (20 %) PBA and Presentation (10%)
Note: For Summer 2020, only slight modifications to this assignment have been made (noted in red within description below and detailed instructions at the end of the syllabus).
This project provides the opportunity to demonstrate your knowledge of the history, research, policy and current practices in ESOL or foreign/world language education in relation to an equity issue related to this course that is evident in your school/classroom or fieldwork setting. **In Summer 2020, you will be paired with a peer for this assignment around a mutually agreed upon Equity Issue. You and your partner will independently write and submit your own papers but will create the Equity Issue Presentation together.** Based on content from this course and careful thinking about practices/policies in the school setting, identify a salient equity issue (for example, racism, stereotyping, bias, lack of access to programs, inappropriate placement in special education, etc.). Locate, read, and synthesize

relevant research (minimum of five scholarly sources) related to the equity issue. Recommend strategies, linked to the research, to address this equity issue in the school setting. Create an action plan for implementation and gather feedback from colleagues/peers. **The Equity Issue Paper is a Performance-Based Assessment must be submitted via the Blackboard Assignment link for this purpose in Summer 2020.**

Your Equity Paper **multimedia presentation** is an opportunity to share your work with peers in this course. **Collaborate with your partner to create a multimedia presentation** that provides an overview of the equity issue in the school setting, key findings from research, possible solutions, feedback from colleagues/peers, and your reflections/conclusion. The presentation may be in the form of a **narrated** PowerPoint, Prezi, or Google Slides presentation. **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 School of Education

See the University Catalog for details: http://catalog.gmu.edu/policies/academic/grading/

Professional Dispositions

See https://cehd.gmu.edu/students/polices-procedures/

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 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 one or more absences in this 7.5-week course 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.

Faculty reserve the right to alter the schedule as necessary, with notification to students.

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

Class/Date	Theme/Topic	Preparation: Main Readings	Assignments DUE
Week 1 **June 29th to July 5th**	Introductions Syllabus Review Defining multicultural education Multicultural Education: Critical Perspectives Cultural & Religious Pluralism Culturally Responsive Pedagogy	**Thoroughly review in syllabus**: All major assignments Class participation expectations All Mason policies and expectations in syllabus **Become familiar with online asynchronous course organization on Blackboard**: Familiarize yourself with organization of Weekly Modules **Readings:** Cushner, McClelland, & Safford, Chapters **1, 2 & 9** ***Au, K. (2009).** Isn't culturally responsive instruction just good teaching? *Social Education 73*(4), 179-183. ***EunMi Haslam, R. (2018).** Checking our bias at the door. *Literacy Today, International Literacy Association, 36*(1), 24-26.	Complete **all assignments and activities in Weekly Module 1**
Week 2 **July 6th to July 12th**	Culture & the Culture-Learning Process Intercultural Interactions in Schools & Classrooms Influence of Culture on Teaching & Learning: A Deeper Look	**Readings:** 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, *The Education Alliance at Brown University,* **read pp. 5-14 only** ***Ladson-Billings, G. (2014).** Culturally relevant pedagogy 2.0: a.k.a. the remix. *Harvard Educational Review, 84*(1), 74-84. ***Paris, D. (2012).** Culturally sustaining pedagogy: A needed change in stance, terminology, and practice, *Educational Researcher, 41*(3), 93-97. ***Reece, L., & Nodine, P. (2014).** When immigrant is synonymous with terrorist: Culturally responsive teaching with English learners. *The Social Studies, 105,* 259-265. **REQUIRED – Complete a first reading of the journal article upon which the Bridging the**	Complete **all assignments and activities in Weekly Module 2** **Identify topic for Equity Issue paper and partner for Equity Issue presentation**

		Divide performance-based assessment will be based (located under "Bridging the Divide" section of the Major Assignments tab)**:** ***Pransky, K., & Bailey, F. (2002/2003).** To meet your students where they are, first you have to find them: Working with culturally and linguistically diverse at—risk students, *The Reading Teacher, 56*(4), 370-383.	
Week 3 **July 13th to July 19th**	The Intersection of Race, Ethnicity, & Language and Impact on Educational Experiences and Outcomes Intercultural Development and Develop-mental Model of Intercultural Sensitivity Equitable Teaching Practices	**Readings:** Cushner, McClelland, & Safford, **Chapters 5 & 6** ***Trumbull, E., Pacheco, M. (2005).** Leading with diversity: Cultural competencies for teacher preparation and professional development, Part II Culture, *The Education Alliance at Brown University,* **read pp. 15-28 only** ***Noguera, P.A. (2017).** Introduction to "Racial inequality and education: Patterns and prospects for the future," *The Educational Forum, 81*(2), 129-135. ***Gorski, P., & Swalwell, K. (March 2015).** Equity literacy for all. *Educational Leadership, 72*(6), 34-40. ***Primus Smith, N. (2018).** Questioning the norms: Critical conversations in equity with students and teachers. *Literacy Today, International Literacy Association, 36*(1), 16-17. *Recommended for Future:* ***Kubota, R. (2015).** Race and language learning in multicultural Canada: Towards critical antiracism. *Journal of Multilingual and Multicultural Development, 36*(1), 3-12. ***Delpit, L. (1988).** The silenced dialogue: Power and pedagogy in educating other people's children. *Harvard Educational Review, 58*(3), 280-298.	Complete **all** assignments and activities in **Weekly Module 3**
Week 4 **July 20th to July 26th**	Gender Equity in Schools; Equity for LGBTQ+ Students—Challenging Heteronorma-tivity	**Readings:** Cushner, McClelland, & Safford, **Chapter 10** **Vasquez, V. M. (2017).* Critical literacy. *Oxford Research Encyclopedia of Education,* 1-17. ***Sandretto, S. (2018**). A case for literacy with queer intent. *Journal of LGBT Youth, 15(3),* 197-211.	Complete **all** assignments and activities in **Weekly Module 4**

	Critical Literacy Theory	**Choices re Critical Literacy Theory:** ***Janks, H. (2014).** Critical literacy's ongoing importance for education. *Journal of Adolescent & Adult Literacy, 57*(5), 349-356. ***Enriquez, G. (2014).** Critiquing social justice picture books: Teachers' critical literacy reader responses. *The NERA Journal, 50*(1), 27-37. ***Bell Soares, L., & Wood, K. (2010).** A critical literacy perspective for teaching and learning social studies. *The Reading Teacher, 63*(6), 486-494. *Recommended for Future:* ***Mirra, N., Morrell, E., & Filipiak, D. (2018).** From digital consumption to digital invention: Toward a new critical theory and practice of multiliteracies. *Theory Into Practice, 57*(1), 12-19. ***Kaiser, E. (2017).** LGBTQ+ Voices from the Classroom: Insights for ESOL Teachers. *The CATESOL Journal, 29*(1), 1-21.	

Week 5
July 27th to Aug. 2nd
	Learning Communities in Global & Local Contexts;
	
	Teaching for Global Competence (TfGC) & Global Thinking Routines
	
	The 17 Global Goals for Sustainable Development
		Readings:
		Cushner, McClelland, & Safford, **Chapter 7**
		
		OECD/Asia Society (2018). *Teaching for Global Competence in a Rapidly Changing World* http://dx.doi.org/10.1787/9789264289024-en **Read pp. 4-16 only**
		
		*NAFSA Association of International Educators (2015). *InTASC as a framework: Viewing the InTASC standards through a global preparation lens,* **Review pp. 7-19 only**
		
		*Boix Mansilla, V. (2016/2017). How to be a global thinker. *Educational Leadership, Dec. 2016/Jan. 2017,* 11-16.
		
		Choose ONE:
		*Various articles in *Educational Leadership* (Dec. 2016-Jan. 2017):
		  Jackson, A.--The Antidote to Terrorism
		  Osler, A.--Teaching for Cosmopolitan Citizenship
		  Tucker, M.--Globally Ready
			Complete **all** assignments and activities in **Weekly Module 5**
			
			Cultural Autobiography DUE

Week 6 **Aug. 3rd to Aug. 9th**	Signature Pedagogies of Globally	**Readings:** ***Tichnor-Wagner, A., Parkhouse, H., Glazier, J., & Cain, J.M. (2016).** Expanding approaches to teaching for diversity and social justice in K-12	Complete **all** assignments and activities in **Weekly Module 6**

	Competent Teachers
	
	TfGC & Implications for Educators
	
	Performance Outcomes & I Can Statements for K-12 Learners
	
	Leveraging Digital Tools to Support Global Teaching Goals
		education: Fostering global citizenship across the content areas. *Education Policy Analysis Archives, 24*(59), 1-30.
		
		OECD/Asia Society (2018). *Teaching for Global Competence in a Rapidly Changing World* http://dx.doi.org/10.1787/9789264289024-en **Read pp. 20-27 only**
		
		Choose two grade/age levels to view in:
		*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.**
		
		Choose ONE:
		
		*Richardson, W. (Dec. 2016/Jan. 2017). Getting schools ready for the world. *Educational Leadership, 74*(4), 24-29.
		
		*Lindsay, J. (Dec. 2016/Jan 2017). Online Collaboration: How to Start. *Educational Leadership, 74*(4), 37-41.
		
		Choose ONE from *Educational Leadership* (Dec. 2016-Jan. 2017):
		   McKenney, Y.—Beyond the Single Story
		   Cotton, T.—Citizenship: What's Mathematics Have to Do With It?
			Equity Issue PRESENTATION DUE (one person from each pair submits)

Week 7 **Aug. 10th to Aug. 16th**	Educational Equity for Differently-Abled Students Effective Practices in Inclusive Classrooms; Creating Effective Schools for All Children— Partnerships	**Readings:** Cushner, McClelland, & Safford, Chapters **12 & 13** ***Furman, C. (2015).** "Why I am not a painter": Developing an inclusive classroom. *Education and Culture, 31*(1), 61-76. ***Williams-Shealey, M., & Callins, T. (2007)**. Creating culturally responsive literacy programs in inclusive classrooms. *Intervention in School and Clinic, 42*(4), 195-197. ***Araujo, B. (2009).** Best practices for working with linguistically diverse families. *Intervention in School and Clinic, 45*(2), 116-123.	Complete **all** assignments and activities in **Weekly Module 13** **Equity Issue Paper DUE**

	with CLD Families	*Breiseth, L. (Feb. 2016).* Getting to know ELLs' families. *Educational Leadership, 73*(5), 46-50. *Recommended for Future:* *Vaughn, S., Klingner, J., & Bryant, D. (2001). Collaborative strategic reading as a means to enhance peer-mediated instruction for reading comprehension and content-area learning. *Remedial and Special Education, 22*(2), 66-74.	
Week 7.5 **Aug. 17th to Aug. 19th**	Wrap-UP & Student Ratings of Instruction	**Readings:** ***Gándara, P., & Santibañez, L. (Feb. 2016).** The teachers our English language learners need. *Educational Leadership, 73*(5), 32-37 ***Trumbull, E., Pacheco, M. (2005).** Leading with diversity: Cultural competencies for teacher preparation and professional development, Part II Culture, *The Education Alliance at Brown University,* **pp. 29-39 only**	**No Discussion Board or other module activities** **Alternative Bridging the Divide Summer 2020 DUE** **Provide feedback to instructor re this course**

GUIDELINES FOR MAJOR ASSIGNMENTS

BRIDGING THE DIVIDE (BtD) PROJECT *Alternative Summer 2020* *(25% of the final grade)*
This Summer 2020 performance-based assessment (PBA) is an adaptation of the Bridging the Divide (BtD) project, maintaining the standards and aims of the original project. The principal goal of the assignment is to **increase your own expertise as a culturally responsive educator** through better understanding the role of culture in student learning and engagement. To meet this goal, you will analyze a classroom-based vignette from a practitioner journal article and apply the reflective, inquiry process explained in the article to a classroom-based scenario from your own experience to demonstrate your growing expertise around the creating culturally and linguistically responsive learning environments that recognize and value emergent bilingual children's funds of knowledge.

The article upon which the BtD performance-based assessment will be based is:

*Pransky, K., & Bailey, F. (2002/2003). To meet your students where they are, first you have to find them: Working with culturally and linguistically diverse at-risk students, *The Reading Teacher, 56*(4), 370-383.

This article is located in Blackboard under the "Bridging the Divide" section of the Major Assignments tab. **You will read this article during Week 2 and will need to return to the article throughout the course as you notice the way that theory and research-based best practices from course content connect to, reinforce, and/or enhance concepts from the Reflective Process described and applied in the article.** It will be important that you organize your thinking and note-taking around these connections in a way that makes sense to you (e.g., a graphic organizer, informal journal, etc.) throughout the course.

As you will read, Pransky and Bailey (2002/2003) describe a Reflective Process that follows these steps:
> ➢ Step 1 – Awareness
> ➢ Step 2 – Inquiry
> ➢ Step 3 – Reconceptualization
> ➢ Step 4 – Lesson

These steps of the Reflective Process are then demonstrated through 5 classroom-based vignettes. Once you have read the entire article, you will **select ONE of the classroom-based vignettes to focus on for the *Findings & Analysis* section** of your BtD paper.

Then, in the *Application* section **you will apply your learning about the Reflective Process to an actual scenario that you have observed or experienced at some point in your work** as an Instructional Assistant or as a classroom teacher with culturally and linguistically diverse (CLD) learner(s). Take time to reflect on **a scenario**--an occurrence, instructional task/outcome, learning struggle, misunderstanding, etc., that puzzled you during classroom instruction, that you may have not felt sure how to respond to or that you recognize, in hindsight and with new knowledge, that you may have approached differently. You will engage in an inquiry process around the real-world scenario that

you identify. **You will situate your application strongly and clearly in learning and theory/research from this course**.

Finally, in the *Reflection* **section you will explain the relevance of engaging in this type of inquiry as it relates to your work with CLD learners and their families.** You will explain how and why your learning from the BtD work is relevant to your development and professional knowledge as a culturally responsive educator.

Please find below the specific instructions for each section of your BtD paper, along with directions for how to structure and organize your paper.

Instructions
Findings & Analysis - Your aim is to demonstrate an understanding of how learners' *funds of knowledge* (e.g., culture, language, beliefs, values, ways of communicating and learning, etc.) shape their experiences in classrooms and schools. Importantly, you will aim to explain how and why this understanding is relevant, why it must influence the decisions that a culturally responsive educator makes around learning environments and activities with CLD learners and their families.

Select **ONE classroom-based vignette** from the Pransky and Bailey (2002/2003) article to **explore and analyze deeply**. **Interweave relevant concepts, theory/research from scholarly sources in this course to develop your analysis and explain your thinking**. There is a plethora of scholarly sources from this course to use, so take time to decide which ones are most relevant for analyzing the classroom-based scenario and meeting the aims of the Findings and Analysis section. (You are welcome to draw on other scholarly sources, but it is not necessary to find sources outside of this course).

Concepts to consider in your analysis (These are suggestions but not limitations!)**:**
  ➢ how language and culture interact in the formation of learners' identity;
  ➢ the way that individual cultural identity affects learning and academic outcomes;
  ➢ how cross-cultural misunderstandings can affect learners' engagement and outcomes;
  ➢ the way that cultural values and beliefs shape teaching and learning;
  ➢ the role of the home culture and language on learners' experiences in school;
  ➢ the way that teacher's cultural lens may not "match" learners' needs;

Application – The first step in this section is to **identify and describe** *a scenario*--an occurrence, instructional task/outcome, learning struggle, misunderstanding, etc., involving CLD learner(s) **from your own experience** as an Instructional Assistant or classroom teacher that puzzled you, that gave you pause, that you have wondered "what was going on and why." **Describe the scenario succinctly but in sufficient detail to convey clearly what happened/was happening and why the scenario was a relevant, thought-provoking experience for you**.

Use Pransky and Bailey's (2002/2003) Reflective Process *as a foundation* **for exploring and analyzing the scenario that you have selected**. Note: You are not exploring this scenario as "real-time inquiry," so make appropriate adjustments as you move through the steps of the Reflective Process. You may find it very useful to apply Pransky and Bailey's Conceptual Framework in Figure 2 on page 381 of their article as you consider your scenario. **Please be sure to address the**

following and to *situate your thinking and assertions in relevant theory/research* **from this course**:

- ➢ Which social and cultural processes were at play in your scenario?
- ➢ How did these social and cultural factors impact the CLD learner(s)' experience?
- ➢ How did your own cultural lens (beliefs, assumptions, biases) at that time influence the learner expectations, social norms, and/or nature of the activity present in your scenario?
- ➢ What did you need to know at that time that you did not know? Using your growing knowledge from this course, how might you have found out what you needed to know?
- ➢ What would you have done differently to be a culturally responsive educator in your scenario? How would you have applied knowledge of learner(s)' funds of knowledge to change your approach to/role in the scenario?
- ➢ How and why would different choices on your part have been more positive and culturally responsive for the learner(s)?

Note: **You do NOT have to answer these questions one-by-one**. They are meant as thinking prompts for you to consider how the and why the scenario could have turned out differently if you had the enhanced knowledge and tools that you are developing!

Reflection – In this section, you will convey how and why completing the BtD paper enhanced your professional knowledge for working effectively with CLD learners and their families. Consider: Why is your new professional knowledge significant for your teaching moving forward? What did you learn about yourself that can translate into strengthening your practice as a culturally responsive educator? In what ways can your growing professionalism positively impact your CLD learners' experiences and outcomes in your classroom/school? Why does this matter?!

Format for Writing the Bridging the Divide Paper

Your paper must be organized with the main headings in the chart below. **Please add other subheadings that make sense to you for organizing the flow of your paper.** Please avoid overly long sentences and paragraphs. Also, use direct quotes judiciously, if at all. It is best to explain concepts, theory/research from the course as well as your thinking/assertions in your own words and to cite sources appropriately. Please follow APA-7 style writing guidelines for within-text citations and citations on the References page. Include a title page, but **do not include an abstract.** The page lengths chart for your BtD paper below **does** **not** include the title page or References page(s). *Please use double-space, Times New Roman 12-point font, and 1" margins and page numbers.*

Section	Page Lengths Per Section
Findings and Analysis	4.0 – 5.0 pages
Application	4.0 – 5.0 pages
Reflection	2.0 – 3.0 pages
Recommended Total	**10.0 – 13.0 pages**

The evaluation tool for the BtD rubric is located on Blackboard.

EQUITY ISSUE PAPER (20% of the final grade) PBA
This major assignment 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 diverse learners in classrooms/school**. **In Summer 2020, you will be paired with a peer for this assignment around a mutually agreed upon Equity Issue. You and your partner will independently write and submit your own papers but will create the Equity Issue Presentation together.**

That is, you and a partner will identify a salient equity issue in classrooms/school (i.e., systemic racism, stereotyping, bias, lack of access to programs, inappropriate placement in special education, etc.). Work together to locate, read, and synthesize the relevant research around this topic. (**You can work with the same research and may wish to also focus on distinct aspects of the equity issue**). Identify at least two strategies **from this research** that could be applied to address this issue in classrooms/school **(You may identify the same strategies or may each identify a strategy or two)**. Collaborate to create a brief action plan for implementation to resolve or address the issue, and seek feedback on your recommendations from peers in this course.

Your individual 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-7 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 via the Blackboard Assignment link for that purpose in Summer 2020.**

To begin:
- Identify an equity issue of interest to you and your partner of importance in the school setting. Explain the way that the equity issue is observable in the school setting and why it is relevant.
- Read and synthesize relevant research from *at least 5 scholarly sources* (e.g., books and peer-reviewed journal articles) about this equity issue, particularly about the way this issue may affect equitable outcomes for CLD/bilingual and multilingual learners in schools. You may use our course readings as a starting point. You can use the Mason library online databases at http://library.gmu.edu/ for additional information. Link the research to the equity issue in the school setting and impact on diverse learners.
- From your research, identify at least two strategies, activities, or programs that could be applied in the school setting to address this equity issue. Create a brief action plan that could be implemented in the school setting. Share your recommendations *informally* with your peers from this course to seek their feedback. Reflect on this feedback and combine with your own thinking.
- Conclude your paper, reflecting on your own learning about this equity issue and why this knowledge matters in your current or future work with diverse learners.
- Carefully *revise and edit* your paper. Be sure to provide APA-7 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 school setting?
3. Why is it of concern to you as an educator working for equity?
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 is the equity issue impacting experience/outcomes for diverse learners?

Section II: Research Related to the Issue
1. How prevalent in this equity issue in PK-12 school settings?
2. What studies have been done on the impact of this equity issue on diverse learners?
3. Based on the relevant research, what are the concrete effects of this equity issue on diverse learners' experiences and/or outcomes in school settings?
4. What kinds of responses/interventions to address this equity issue have been proposed in relevant research?
5. How do dominant cultural values contribute to (affect or perpetuate) this issue and its impact on diverse learners?

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? Why?
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? What happens if this equity issue is not addressed?

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? Why is this important?
2. What have you learned from this experience? Why does this learning matter?
3. How will you address this equity issue in your current or future classroom?

EDUC 537 Equity Issue Paper Evaluation Rubric

Criteria	Does Not Meet Standards (1)	Approaches Standards (2)	Meets Standards (3)	Exceeds Standards (4)
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

Core Values Commitment

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

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see https://catalog.gmu.edu/policies/honor-code-system/   ).

- Students must follow the university policy for Responsible Use of Computing (see https://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/.

- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

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