

George Mason University
Graduate School of Education
Concentration: Teaching Culturally and Linguistically Diverse and Exceptional Learners



EDUC 537 002: INTRODUCTION TO CULTURALLY AND LINGUISTICALLY DIVERSE LEARNERS
CRN: 75050
(3 CREDITS)
Fall 2015

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Office Location: Not applicable

COURSE DESCRIPTION

- A. Prerequisites/Co-requisites
 - a. Students are highly encouraged to complete EDUC 511, EDUC 537 and EDRD 515 within their first two semesters of enrollment in their graduate program.

- B. Catalog Description
 - a. Examines culturally & linguistically diverse learners through historical, sociological, and philosophical foundations. Explores teacher's culturally identity and implications for teaching diverse learners. Discusses culturally & linguistically responsive instructional and assessment practices and working with families and other school professionals. Requires 20 hours of PK-12 classroom fieldwork.

COURSE DELIVERY

EDUC 537 uses a seminar format for its face-to-face classes, 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. Some classes may consist of an online module or materials and resources posted for review or activities to be completed online. All instructions for these assignments and readings will be posted on Blackboard. 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, EDUC 537 uses the *Blackboard 9.1™* web-based course management system for online modules, assignments, materials, and resources, and for posting the syllabus, rubrics, presentations, readings, videos, and other updates. Candidates 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*

Following the *National Council for Accreditation of Teacher Education's* (NCATE) lexicon, this syllabus uses the term "*candidate*" to refer to EDUC 537 graduate students who are preparing to become teachers, and "*student*" to refer to pupils enrolled in PK-12 classes. For all online communications only GMU email will be utilized and candidates are expected to check their email regularly until all course requirements have been turned in and final grades have been posted. Candidates are required to use word processor, edit their paper, and use APA writing style 6th edition to produce quality written documents presented in a professional manner. Candidates are also expected to use technology and presentation software to produce quality presentations.

CEHD STATEMENT OF EXPECTATIONS

CEHD candidates must abide by the following:

Academic Integrity

The principle of academic integrity is taken very seriously and violations are treated gravely. What does academic integrity mean in this course? Essentially this: when you are responsible for a task, you will perform that task. When you rely on someone else's work in an aspect of the performance of that task, you will give full credit in the proper, accepted form. Another aspect of academic integrity is the free play of ideas. Vigorous discussion and debate are encouraged in this course, with the firm expectation that all aspects of the class will be conducted with civility and respect for differing ideas, perspectives, and traditions. When in doubt (of any kind) please ask for guidance and clarification.

Absences

Candidates are expected to participate every week on the discussions and activities for online courses for which they registered. Students should contact the professor ahead of non-participation online. Only approved (see Mason catalog) absences will not result in a grade penalty.

COURSE LEARNING OUTCOMES AND OBJECTIVES

Students completing EDUC 537 will be able to:

1. Analyze and interpret the historical, philosophical, economic, legal and sociocultural foundations of multicultural education. *[NCATE-TESOL Standards: 2.a. Nature and Role of Culture; 5.a. ESOL Research and History].*
2. Analyze how social structures of race, class, gender, (dis)ability, and sexual orientation create relations that privilege some and deny opportunity to others. *[NCATE-TESOL Standards: 2.a. Nature and Role of Culture; 2.b. Cultural Groups and Identity].*
3. Evaluate and interpret the ways in which schooling influences and is influenced by equity issues. *[NCATE-TESOL Standards: 2.a. Nature and Role of Culture; 2.b. Cultural Groups and Identity; 4.a. Issues of Assessment for ESL; 5.a. ESOL Research and History; 5.b. Professional Development, Partnerships, and Advocacy].*
4. Understand and use the major concepts, principles, theories, and research related to the nature and role of culture in academic achievement and individual student learning. *[NCATE-TESOL Standards: 1.b. Language Acquisition and Development; 2.a. Nature and Role of Culture].*
5. Understand how cultural groups and students' cultural identities affect language learning and school achievement. *[NCATE-TESOL Standards: 2.a. Nature and Role of Culture; 2.b. Cultural Groups and Identity].*
6. Understand and apply concepts, theories, research, and practice that facilitate the acquisition of a primary and new language in and out of classroom settings. *[NCATE-TESOL Standards: 1.a. Language as a System; 1.b. Language Acquisition and Development].*
7. Describe culturally relevant teaching in terms of teacher characteristics, teaching strategies, and assumptions about teaching, learning, and knowing *[NCATE/TESOL Standards: 3.a. Planning for Standards-Based ESL and Content Instruction; 3.c. Using Resources and Technology Effectively in ESL and Content Instruction; 4.c. Classroom-Based Assessment for ESL].*
8. Develop strategies that challenge unjust social structures and allow all children to learn and grow into citizens who will be actively involved in democracy. *[NCATE-TESOL Standards: 3.c. Using Resources and Technology Effectively in ESL and Content Instruction; 4.b. Language Proficiency Assessment; 5.b. Professional Development, Partnerships, and Advocacy]*
9. Explain and provide examples of anti-bias strategies and practices *[NCATE/TESOL Standards: 3.a. Planning for Standards-Based ESL and Content Instruction; 3.c. Using Resources and Technology*

Effectively in ESL and Content Instruction; 4.a. Issues of Assessment for ESL; 5.b. Professional Development, Partnerships, and Advocacy].

10. Facilitate and Inspire Student Learning and Creativity: Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments. [NETS-T 1: 1a, 1b, 1c, 1d].
11. Model Digital Age Work and Learning: Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society. [NETS-T 3: 3a, 3b, 3c, 3d].
12. Promote and Model Digital Citizenship and Responsibility: Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices. [NETS-T 4: 4a, 4b, 4c, 4d].
13. American Council on the Teaching of Foreign Languages (ACTFL), NCATE-ACTFLN Candidates demonstrate that they understand the connections among the perspectives of a culture and its practices and products, and they integrate the cultural framework for foreign language standards into their instructional practices [ACTFL 2A].
ACTFL/NCATE Program Standards for the Preparation of Foreign Language Teachers.
<http://www.actfl.org/i4a/pages/Index.cfm?pageid=3384>.

PROFESSIONAL ASSOCIATION STANDARDS ADDRESSED IN THIS COURSE

George Mason University follows the guidelines, professional standards and recommendations made by the National Council for Accreditation of Teacher Education (NCATE) for the accreditation of schools, colleges, and departments of education. GMU-GSE courses also follow the Interstate Teacher Assessment and Support Consortium (INTASC) standards and guidelines that identify those principles that should be present in all teaching environments, regardless of the subject or grade level. EDUC 537 also follows the National Education Technology Standards for Teachers (NETS-S). Effective teachers of all disciplines, subjects, and grade levels model and apply the NETS-S as they design, implement, and assess learning experiences and as they engage students in the classroom. They also provide positive models for ethical and effective use of technology to students, colleagues, parents, and the community.

EDUC 537: Foundations for Multicultural Education is a three-credit course designed for graduate students seeking a master's degree in Curriculum and Instruction, with a concentration in Teaching Culturally & Linguistically Diverse and Exceptional Learners (TCLDEL). It is one of the first courses of the master's degree and licensure programs and is required of all program participants. The relationship of EDUC 537 to GMU-GSE **program goals** is as follows:

1. *Diversity*. Learn the basic concepts and develop the necessary skills to successfully work with learners of differing backgrounds and value systems.
2. *Classroom teaching*. Candidates should be able to understand that there are multiple paths to learning and demonstrate skills and competency in teaching students from different backgrounds and varying learning styles.

3. *Democratic principles*. Candidates should be able to adopt teaching practices, which reflect democratic principles and support creating and sustaining democratic learning environments.
4. *Knowledge base for teaching in diverse and inclusive classrooms*. Candidates will learn the fundamental concepts pertaining to the teaching in culturally, linguistically, and socio-economically diverse classrooms.
5. *Utilization of research*. Candidates will critically evaluate theories of multicultural education and engage in systematic investigations of the knowledge base to inform their own or others' teaching practices.
6. *Curriculum*. Candidates will develop the skills needed to design, implement, and evaluate programs to enable them to work comfortably with students from different backgrounds.

Relationship of EDUC 537 to INTSAC Principles:

Principle #2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

Principle #3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Principle #5: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Principle #6: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Principle #9: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Principle #10: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

Academic Standards:

The standards referenced above aim to provide consistency in teacher education programs across the United States in terms of what ESOL teachers need to know and can do (i.e., knowledge, skills, and dispositions to effectively teach of culturally and linguistically diverse students).

Licensure courses are also aligned with TESOL/NCATE *Standards for the Accreditation of Initial Programs in P-12 ESOL Teacher Education*, the Interstate New Teacher Assessment and Support Consortium (INTASC) Standards, and American Counsel on the Teaching of Foreign Languages (ACTFL), which represent those principles that should be present in all teaching environments, regardless of the subject or grade level, and serve as a framework for the systematic reform of teacher preparation and professional development programs. Effective teachers of all disciplines, subjects, and grade levels model and apply the National Education Technology Standards for Teachers (NETS-S) as they design, implement, and assess learning experiences and as they engage students in the classroom to enhance and support learning while they provide positive models for ethical and effective use of technology to students, colleagues, parents, and the community.

REQUIRED TEXTS

Banks, J.A., Banks, C.A. (2013). *Multicultural education: Issues and perspectives (8thed.)*. ISBN : 9781118545881 Hoboken, NJ: Wiley

- Cushner, K., McClelland, A., Safford, P. (2014). ISBN 9780078110337 *Human diversity in education: An intercultural approach*. McGraw-Hill

RECOMMENDED TEXTS

American Psychological Association (2010). ISBN: 97814338-05615 *Publication manual of the American Psychological Association (6thed.)*. Washington, DC: American Psychological Association

Takaki, R. (2008). ISBN: 9780316022361 *A different mirror: A history of multicultural America*. Back Bay Books

COURSE ASSIGNMENTS and RELATIONSHIP TO STANDARDS

Performance Based Assessment (PBA) Requirements: All TCLDEL licensure courses have required PBAs. The required PBAs for this course are: **Bridging the Divide**, the **Field Experience Log** and **Evaluation Forms**, and the **Equity Paper**. These PBAs must be posted to Blackboard where they will be reviewed and graded. [See TCLDEL Resources website at: <http://fasttrain.gmu.edu/academics/programs>]

Assignment	Grade %	TESOL/ACTFL Standards	NETS-T Standards
Class Participation	20	1b, 2a, 2b, 3a, 4a, 4a, 5a, 5b	1a, 1d, 3a, 3b, 3c, 3d, 4a, 4c, 4d
Bridging the Divide Project (PBA) (submitted to Blackboard)	25	1b, 2a, 2b, 3a, 4a, 5a, 5b ACTFL NCATE Standards: 3a, 4a, 6a	1d, 3b, 3c, 4c, 4d
Autobiographical Paper	20	TESOL Standards: 2a, 2b, 2e, 2f, 2g ACTFL NCATE Standards: 3a, 4a, 6a	
Field Experience Project (submitted to Blackboard)	10	1b, 2a, 2b, 3a, 3c, 4b,4c, 5b	1b, 1c, 3b, 3c, 4a, 4b, 4c, 4d
Equity Issue Paper (PBA) (submitted to Blackboard)	15	5a, 5b	3b, 3c, 4b, 4d
Equity Presentation	10	5a, 5b	1d, 3a, 3b, 3c, 3d

Course Participation (20%)

This class is based upon **informed** participation. Students are expected to come to class prepared to discuss the assigned content using examples from the text or other readings to support classroom experiences and knowledge about educational psychology and child development. While your current knowledge as a teacher is important to your understandings, finding evidence and research-based support is critical to expanding your knowledge as a practitioner. Further, students are expected to actively participate in in-class activities, be supportive of their classmates and conduct themselves in a professional manner throughout the program. Finally, students are expected to arrive to class on time and be mindful of arrival, breaks and departure times from class. Any departure from the above

expectations will result in a deduction of points in the participation grade – simply ‘being’ in class is insufficient to obtain full participation points.

Bridging the Divide (BD) Project (25%) PBA

This assignment involves culturally diverse students, families, schools, and communities. The goal of the assignment is to better understand the role of culture in student learning and engagement. For this assignment, you will gather data and engage in a constructive dialogue with a first or second-generation immigrant family or a family that is of a non-majority culture within the school, country, or context in which you work. You will learn about their lives, backgrounds, values and dreams with a particular emphasis on their experiences with the school system in which their children are enrolled. You will analyze your findings and reflect in writing on what you learned from this experience. **BD is a PBA and the paper should be submitted to Blackboard.**

Cultural Autobiography/Reflective Personal Development Paper (20%)

The paper should be approximately 2,500 to 3,000 words in length, roughly 5-6 pages, an APA style cover page and a works cited page (if applicable). Please see posted rubric in in this syllabus. The purpose of this multicultural 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 her or his 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 lead to your current interest in teaching culturally, linguistically and ability diverse students. Further details and the rubric are available on Bb.

Field Experience (20 hours required; 10%)

In order to achieve the EDUC 537 Field Experience objectives, participants will engage in a minimum of 20 hours of school-based field experiences while conducting the Bridging the Divide Project (PBA) and the Equity Issue Paper. Students must document the 20 hours of field experience using the **Fieldwork Log of Hours Form** and the **Evaluation Form** available on the TCLDEL website:

<http://fasttrain.gmu.edu/resources/forms>. **The Log and Evaluation Forms should be submitted to Blackboard.**

Equity Issue Paper (15 %) PBA and Presentation (10%)

This project provides the opportunity to demonstrate your knowledge of the history, research, policy and current practices in ESL as it applies to an equity issue related to this course and how it impacts those in your own classroom or your fieldwork school. The paper and presentation should provide examples of compelling new collaborative research and programs that link universities with P-12 teachers.

Identify a salient issue in your school (for example, racism, stereotyping, bias, lack of access to programs, placement in special education); review the research in the field citing a minimum of five references. Identify two strategies to address this issue in your classroom or school. Create an action

plan for implementation in your classroom. **The Equity Issues Paper is submitted to Blackboard as a PBA.** It will be scored by your instructor.

The purpose of this 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. A list of online resources should be provided to share. It will be posted on Bb. The guidelines for the Equity Paper Presentation are outlined in Bb.

GRADING POLICY

At George Mason University course work is measured in terms of quantity and quality. A credit normally represents one hour per week of lecture or recitation or not fewer than two hours per week of laboratory work throughout a semester. The number of credits is a measure of quantity. The grade is a measure of quality. The university-wide system for grading graduate courses is as follows:

Grade	GRADING	Grade Points	Interpretation
A+	=100	4.00	Represents mastery of the subject through effort beyond basic requirements
A	94-99	4.00	
A-	90-93	3.67	
B+	85-89	3.33	Reflects an understanding of and the ability to apply theories and principles at a basic level
B	80-84	3.00	
C*	70-79	2.00	Denotes an unacceptable level of understanding and application of the basic elements of the course
F*	<69	0.00	

Note: "C" is not satisfactory for a licensure course
 "F" does not meet requirements of the Graduate School of Education

Incomplete (IN): This grade may be given to students who are in good standing but who may be unable to complete scheduled course work for a cause beyond reasonable control. The student must then complete all the requirements by the end of the ninth week of the next semester, not including the summer term, and the instructor must turn in the final grade by the end of the 10th week. Unless an explicit written extension is filed with the Registrar’s Office by the faculty deadline, the grade of ‘IN’ is changed by the registrar to an ‘F’. Faculty may grant an incomplete with a contract developed by the student with a reasonable time to complete the course at the discretion of the faculty member. The faculty member does not need to allow up to the following semester for the student to complete the course. A copy of the contract will be kept on file in the TCLDEL office [See: <http://jiju.gmu.edu/catalog/apolicies/gradstandards.html>].

BLACKBOARD REQUIREMENTS

Every student registered for any TCLDEL course with a required performance-based assessment is required to submit this assessment, Equity Issue Paper and Bridging the Divide project to Blackboard (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Blackboard. Failure to submit the assessment to 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 Blackboard submission, the IN will convert to an F nine weeks into the following semester.

HONOR CODE & INTEGRITY OF WORK

Integrity of Work: TCLDEL students must adhere to the guidelines of the George Mason University Honor Code (<http://oai.gmu.edu/honor-code/>). The principle of academic integrity is taken very seriously and violations are treated as such.

Violations of the Honor Code include:

1. Copying a paper or part of a paper from another student (current or past);
2. Reusing work that you have already submitted for another class (unless express permission has been granted by your current professor **before** you submit the work);
3. Copying the words of an author from a textbook or any printed source (including the Internet) or closely paraphrasing without providing a citation to credit the author. For examples of what should be cited, please refer to: <https://owl.english.purdue.edu/owl/resource/589/02/>
4. You may also not “reuse” fieldwork hours. Each placement must have 20 documented hours that are solely for each course that you are in; you may be at the same site, but the same hours may not be counted towards the same course.

LATE WORK POLICY

At the graduate level all work is expected to be of high quality and submitted on the dates due. *Work submitted late will be reduced one letter grade for every day of delay.* Because we live in uncertain times, if you have any extraordinary circumstances (*think* flood, earthquake, evacuation) that prevent you from submitting your work in a timely manner, it is your responsibility to contact the instructor as soon as possible after the circumstances occur and make arrangements to complete your work. *It is up to the discretion of the instructor to approve the late/makeup work.*

COURSE WITHDRAWAL WITH DEAN’S APPROVAL

For graduate and non-degree students, withdrawal after the last day for dropping a course requires approval by the student’s academic dean, and is permitted only for nonacademic reasons that prevent course completion (Mason Catalog). Candidates must contact their academic advisor to withdraw after the deadline. There is no guarantee that such withdrawals will be permitted.

GMU POLICIES AND RESOURCES FOR STUDENTS

- a. Students must adhere to the guidelines of the George Mason University Honor Code (See <http://oai.gmu.edu/the-mason-honor-code/>).
- b. Students must follow the university policy for Responsible Use of Computing (See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- c. Students are responsible for the content of university communications sent to their George Mason University 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.

- d. The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance (See <http://caps.gmu.edu/>).
- e. Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester (See <http://ods.gmu.edu/>).
- f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- g. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing (See <http://writingcenter.gmu.edu/>).

PROFESSIONAL DISPOSITIONS

Students are expected to exhibit professional behaviors and dispositions at all times. The Virginia Department of Education and the National Council for accreditation of Teacher Education promote standards of professional competence and dispositions. Dispositions are values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and all members of the learning community. GSE expects students, faculty, and staff to exhibit professional dispositions through: See

<http://cehd.gmu.edu/assets/docs/cehd/Dispositions%20for%20a%20Career%20Educator.pdf> for a listing of these dispositions.

CORE VALUES COMMITMENT

The College of Education & 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/>.

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website <http://gse.gmu.edu/>.

GUIDELINES FOR COURSE ASSIGNMENTS AND RUBRICS

CLASS PARTICIPATION (20% of the final grade)

This course is based on a pedagogical philosophy of transformation and a social constructivist theory of learning that employs dialogical approaches to classroom interaction and learning. This means that

learning occurs through human interaction, resulting in the construction of knowledge and the eventual transformation of learners through ongoing reflection and praxis. Within this approach, students' active participation and engagement in class and online forum is fundamental. Knowledge construction and personal transformation are processes. As the session progresses, students will be expected to examine their pre-existing personal opinions critically and to reconstruct their own conceptual framework based on the readings, experiential projects, and reflective practice. There are three types of participation: 1) classroom engagement in whole and small group discussion; 2) online *Blackboard* participation on activities and discussions –as assigned; and 3) in-depth, personal reflections that may be included in papers or on on-line or class discussions.

Candidates are expected to complete all required readings prior to class, attend 100% of the face to face class sessions, arrive on time, and be prepared to actively engage in thoughtful and respectful dialogue with their peers, professor, or guest lecturers.

Absences:

If for reasons beyond your control you are unable to attend or be late for a class, you should notify the instructor at the earliest opportunity. *Three late arrivals will be counted as an unexcused absence.* If you anticipate difficulties in consistently arriving on time (e.g., due to job or family commitments, etc.) please discuss your situation with the professor early in the course. Absences are considered excused in accordance with the Mason Catalog and typically for reasons such as illness, accident, or family crisis. Students with excused absences may arrange an alternative assignment in lieu of class participation (e.g. a 30 min. presentation on the week's readings may be decided) with the instructor's permission.

FIELD EXPERIENCE REQUIREMENTS

The **field experience is a required component** of the teacher preparation program at George Mason University. All students will complete a minimum of 20 hours in field experience for this course. Documentation of your field experience using the Fieldwork Evaluation & Log is required which includes a signature from your field experience teacher(s) or supervisor(s). The Fieldwork Evaluation & Log is located on Blackboard.

In-service teachers: Field experience can often be conducted in your own classroom if you have access to the population of students required for the PBAs. Please consult your instructor if you have questions about the viability of your classroom for fieldwork in this class. You must register for your school as your field experience site in the online Field Experience Request form available here: <https://cehd.gmu.edu/endorse/ferf> You will check the box indicating that: *"I will arrange my own field experiences (observations and/or case studies) because I am a full-time contracted school system employee and will complete field experience at my workplace."* The deadline to submit your field experience placement is September 15 (Fall) or February 15 (Spring). Failure to do so will result in an unsatisfactory grade for your fieldwork assignment. If you are taking this course as part of the *international* cohort program (FAST TRAIN), please indicate "international cohort" on your request form. All other cohorts will indicate their licensure/endorsement area as the program.

Pre-service teachers: If you are not currently working in a K-12 school, you will need to be placed in an appropriate fieldwork setting to complete your required PBAs and fieldwork hours. You must request a fieldwork site using the online Field Experience Request form available here: <https://cehd.gmu.edu/endorse/ferf> You will check the box indicating that: I will need George Mason (Clinical Practice Specialist) to arrange a placement for my field experiences (including observations

and/or case studies). The deadline to submit your field experience placement is September 15 (Fall) or February 15 (Spring). Failure to do so will result in an unsatisfactory grade for your fieldwork assignment. If you are taking this course as part of the *international* cohort program (FAST TRAIN), please check “international cohort” as your program on your request form. All other cohorts will indicate their licensure/endorsement area as the program.

BRIDGING THE DIVIDE (BD) PROJECT (25% of the final grade) PBA

This assignment involves culturally diverse students, families, schools, and communities. The goal of the assignment is to better understand the role of culture in student learning and engagement.

Instructions

You will gather data and engage in a constructive dialogue with a first or second-generation immigrant family or a family that is of a non-majority culture within the school, country, or context in which you work. You will learn about their lives, backgrounds, values and dreams with a particular emphasis on their experiences with the school system in which their children are enrolled. You will analyze your findings and reflect in writing on what you learned from this experience.

Interview Expectations

1. Develop understanding of how language and culture interact in the formation of student’s identity.
2. Identify any cross-cultural conflicts apparent in the interview process
3. Select appropriate teaching techniques based on knowledge of students’ cultural backgrounds
4. Understand the importance of the home culture and the effect on student learning.
5. Seek to involve ESOL families in student learning

Participants and Location

Select a family to interview. Determine your school policies with regard to permission and confidentiality of all data and members of the family interviewed. Change all names to pseudonyms to protect their identity. Interview a family from a racial, linguistic, and socioeconomic background different from your own. This should be a family that represents a non-majority culture in the school in which you are conducting your fieldwork. If possible, conduct the interviews in the family’s home. Try to include parents and/or guardians, other adults living in the home, and children.

Interview Process

You will need to develop an interview process. The process you use should be organized as sets of questions in a conversational manner. Good interviews consist primarily of open-ended questions that invite participants to engage in storytelling. Avoid questions that elicit only yes/no or very short answers (e.g., “Did you go to school?”) in favor of questions that encourage longer responses (e.g., “*Tell me about your childhood back home. What was your school like?*”) Use prompts to get participants to keep talking (e.g., “*Tell me more about that*” or “*How did that make you feel?*”). If you are using a tape recorder be sure to specifically ask permission to do so.

Find out about the cultural, educational, linguistic background of the people you are interviewing. Specifically you will need to collect these suggested types of information:

- a. Physical characteristics of the home (if interviews are conducted in the home);
- b. Community characteristics;
- c. Demographic/background information;

- d. Educational background of parents; ages and grades of the children;
- e. If applicable: Immigration experience (How/why they decide to come to the U.S. or the third country? What was it like?);
- f. Childrearing practices and philosophy;
- g. Economic/work issues;
- h. Funds of Knowledge (Luis Moll);
- i. Perspectives about education. What is a well-educated child? What are the roles of families and schools in children's education?
- j. Experiences with children's school(s). Types of support they have received;
- k. Misunderstandings, difficulties and challenges and how they have handled them;
- l. What do these families want their children's teachers and administrators to know about them and their children?

Family Context: If appropriate/safe in the country/culture in which you reside, take a walk through the neighborhood. How is it similar or different from your own neighborhood? What languages do you hear? What cultural, class, racial and religious contextual clues do you observe? How would it "feel" for a family to live here? Search for "cultural artifacts" (e.g., community centers, libraries, storefronts, places of worship, signs, and spaces) and what they represent to its residents. Go online and review sites that relate directly to the family heritage. As you explore, take photographs and record your observations in your journal.

Processing the Interviews: Review and discuss your field notes, photographs, and/or tape recording. Before listening to your interview recording for the first time, note your initial impressions of this family. What surprised you? What moved you? How might this family's story have changed your understanding of multicultural education, diversity, social justice, and family involvement in schools? Listen to the entire interview. Note interesting information, stories, or quotes.

Decide on your next steps. How will you pick out the most salient quotations to transcribe (do not transcribe the entire tape). How will you analyze the data in relation to the research on ELLs and the TESOL Standard on Culture?

Suggested Format for Final Written Report

Your paper must be organized with headings and subheadings according to the suggested format below and follow APA style writing guidelines including APA guidelines for cover page, citations, and references. The transcription of part of the interview, the interview questions, any photographs and/or artifacts can be included in appendices.

Introduction

Part I: Findings: When writing this section, try to place yourself in this family's shoes in order to understand how they have constructed meaning from their experiences. Explore their views about immigrating or their role in the host country, educating their children, and engaging with the educational system, and other relevant findings. Include the following:

A. Setting

1. Describe the setting in which the dialogue took place.
2. Describe the neighborhood and reflections about your walk-through.

3. Explain who is the family and why this family was chosen for this study.
 - a. Provide a brief history of the family.
 - b. Ages, places of birth, countries and cities where they have lived, and ages of children when immigrated.
4. Social, economic, educational, and personal backgrounds.
5. If applicable: Immigration (first, second generation) experience. Relatives in the area?
6. Funds of knowledge, cultural competencies, difficulties encountered (e.g., prejudice, discrimination).

B. Educational Experience

What are the family's perspectives about education? Family's experiences enrolling and supporting their children in their schools? Interactions with teachers and administrators? Problems encountered? Support received? What is working? What is not working? If relevant, contrast the way things are done "here" with the way things are done "back home." Highlight any cultural differences/similarities between home and school.

Part II: Analysis: Analyze and interpret your research findings using theory and research from your readings on multicultural education and social justice. This section should integrate multiple themes addressed in this class and should be grounded in a coherent, thoughtful, and thoroughly developed theoretical framework. When citing course readings, follow APA format guidelines [See the guidelines at Owl Purdue for guidance].

Part III: Conclusions and Recommendations: What is the meaning of this study? Prior to conducting this study, what did you expect to find about family involvement and Culturally and Linguistically Diverse (CLD) families? How did your assumptions and beliefs change as a result of this experience? What did you learn that is important to share with other PK-12 teachers?

Based on your findings, as well as related theory and research, what recommendations do you have to improve programs for CLD families? Provide specific, concrete examples of things teachers and schools can do to:

- a. Improve the understanding of faculty and staff about CLD families;
- b. Proactively develop stronger school-family partnerships;
- c. Make their schools and classrooms more welcoming places for CLD & non-native English speaking families and connect students' funds of knowledge to instruction.

Part IV: Personal Reflections: Explain what you learned through this project. Reflect on your own cultural background, as it shapes your interpretation of the results. What did this project mean to you? How has your knowledge and understanding changed? What assumptions were broken, and what new connections have you made? How will you use this learning in your future practice?

References: Follow APA guidelines.

Appendix I: Interview protocol (questions)

Appendix II: Transcription of part of the interview

Appendix III: Photographs and other artifacts

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

This project provides the opportunity to demonstrate your knowledge of the history, research, policy and current practices in ESL as it applies an equity issue related to this course and how it impacts those in your own or your fieldwork school. 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 education field and identify two strategies to address this issue in your classroom or school. Create an action plan for implementation to resolve or address the issue. Your paper should be APA style. This is a **PBA and the paper should be submitted to Blackboard.**

- Identify an issue of interest to you and of importance in your school. This issue may be one that emerges naturally from your Bridging interviews or from your fieldwork analysis as a topic on which you would like to focus additional attention.
- Do some background reading on studies of the issue in other settings, the impact of discriminatory processes, and other information related to your area. Use our course readings as a starting point.
- You can also use the GMU library online databases at <http://www.library.gmu.edu> for additional information.
- Synthesize your findings for Section I of your paper citing five research sources for your work.
- Begin to use your findings to reflect on your school.
- Think about how the issue is or is not being addressed and how members of the oppressed group may be affected. Begin to write up your observations and reflections for Section II.
- Identify two strategies, activities or programs that could be used in your setting.
- Based on your readings, note create an action plan that could be implemented in your school and share with institutional leaders, colleagues or classmates. Seek and receive their feedback. Write up these ideas in Section III.
- After receiving feedback, write a Section IV for your paper, noting and evaluating their feedback and reflecting on how their suggestions may relate to improving the quality of education for CLD in your school and elsewhere.
- Carefully proofread and provide APA citations for all professional literature consulted.

Equity Issue Paper Content & Format:

Section I: Introduction to the Issue in your Setting

1. What is the background on the issue?
2. How is it manifest in your setting?
3. Why is it of concern to you?
4. What were your purposes for focusing on this issue for your study?
5. How is the issue handled in your professional context?
6. How do others view members of the oppressed group?

Section II: Research Related to the Issue

1. When did this issue first come to the attention of reformers?
2. What studies have been done on the impact of this issue?
3. What interventions have been successfully implemented in other settings?
4. Based on the literature, what are the effects on the oppressed group members?
5. What are the sensitivities/majority culture values regarding your issue?
6. How do these factors apply to your environment?

Section III: Possible Interventions

1. Based on your review of the literature, what are some possible remedies for the situation?

2. In light of cultural constraints, how empowered do you feel to address the issue?
3. Within the context of your current professional position, what specific remedies can you offer to improve the equitable handling of your issue?
4. What benefits can you envision for such interventions?

Section IV: Additional Feedback

1. What have you learned from the experience and feedback you received from others on the same issue?
2. What suggestions did your colleagues offer you?
3. Do you agree or disagree with their views? Why?
4. What else was significant for you in learning about this issue from interacting with your colleagues?

Conclusion

1. How has your awareness changed?
2. What is your current thinking on issues of culture, diversity, and multiculturalism?
3. How will you address this equity issue in your own classroom?

Schedule of Classes

COURSE SCHEDULE for EDUC 537

Class/Date	Theme/Topic	Readings	Assignments DUE
Class 1	Introductions Syllabus Overview Rationale and goals of multicultural education	Banks, Chapter 1 & 2 Cushner, McClelland, & Safford, Chapters 1, 2, & 3 Defining Multicultural Education (from Multicultural Supersite): http://www.edchange.org/multicultural/initial.html Defining Multicultural Education (from the National Association of Multicultural Education): http://www.nameorg.org/resolutions/definition.html	- Introductions
Class 2	School culture, classroom organization, & school policy	Banks, Chapter 3 Cushner, McClelland, & Safford, Chapters 4 & 5 Rosado, C (1996). What Makes a School Multicultural? Retrieved from http://www.edchange.org/multicultural/papers/caleb/multicultural.html Moll, L.C., Amanti, C., Neff, D., & Gonzalez, N. (1992). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms.	- Discuss the interviewees, interview protocol drafts & notify instruction of interview for Bridging the Divide paper - Sign up for group presentations - Select articles and sign-up for dates of presentation
Class 3	Teacher culture: equity and the role of the teacher.	Riehl, P. (1993). Five Ways To Analyze Classrooms For An Anti-Bias Approach. In Todd, C. M. (Ed.), <i>School-age connections</i> , 2(6), pp. 1-3. Urbana-Champaign, IL: University of Illinois Cooperative Extension Service. Retrieved January 2005 from http://www.nccc.org/Diversity/sac26_anti-bias.analyz.html McIntosh, P. (2000). White Privilege: Unpacking the invisible knapsack.	- Notify instructor of Field Experience Site & Cooperating Teacher - Bridging the Divide Interview Completed - Student Presentations(2)
Class 4	Socioeconomic equity in education	Banks, Chapter 4 Cushner, McClelland, & Safford, Chapter 13 Delpit, L. (1995). Education in a multicultural society. Wong, S. (2000). Transforming the politics of schooling...	- Discuss sections I & II of Bridging the Divide Paper - Student Presentations(2)
Class 5	Race and Ethnic equity in education	Banks, Chapter 11 Cushner, McClelland, & Safford, Chapter 6 Bonilla-Silva (2002). The linguistics of color-blind racism. Lawrenc. (1997). Beyond racial awareness.	- Discuss sections III & IV of Bridging the Divide Paper - Student Presentations(2)

		Schniedwind, N. (2005). "There ain't no white people here!"	
Class 6	Linguistic equity in education	Banks, Chapter 12 Cushner, McClelland, & Safford, Chapter 8 Christenen, L. (1990). Teaching Standard English – Whose Standard: Thomas & Collier. (2003). The multiple benefits of dual language.	- Discuss Section I of Field Experience Project BRIDGING THE GAP PAPER DUE AND PRESENTATION TODAY
Class 7	Gender Equity and Sexuality in Education	Banks, Chapters 6, 7, 8, & 9 Cushner, McClelland, & Safford, Chapter 10	- Discuss section II of Field Experience Project. - Student Presentations(2)
Class 8	Ability and educational equity	Banks, Chapters 13, 14, & 15 Cushner, McClelland, & Safford, Chapter 12	- Discuss section III of Field Experience Project - Student Presentations(2) - GROUP PRESENTATION 1
Class 9	Religion and educational equity	Banks, Chapter 5 Cushner, McClelland, & Safford, Chapter 9 2009 Project on Religious Freedom: http://www.state.gov/g/drl/rls/irf/2009/index.htm	- Discuss Final Paper Projects - Student Presentations(2) FIELD EXPERIENCE PROJECTS DUE
Class 10	Curricular and Pedagogical Reform	Banks, Chapter 10 Understanding Multicultural Curriculum Transformation http://www.edchange.org/multicultural/curriculum/concept.html Gay, G. (2002). Preparing for culturally responsive teaching. Gere, et al. (2009). A visibility project: Learning to see how pre-service teachers take up culturally responsive pedagogy.	- Discuss section I of Equity Paper with Equity Group Peers - Student Presentations(2) - GROUP PRESENTATION 2
Class 11	Transformative Multicultural Education. Practical Applications to further equity	Banks, Chapter 16 & 17	- Discuss section II of Equity Paper with Equity Group Peers - GROUP PRESENTATION 3

Class 12	Educational equity in a global context.	<p>Cushner, McClelland, & Safford, Chapter 7</p> <p>Chang, H. (2003). Multicultural education for global citizenship: A textbook analysis. Electronic Magazine of Multicultural Education [online], 5(2). Retrieved January 24, 2005 from http://www.eastern.edu/publications/emme/2003fall/chang.html</p> <p>Lund, D. (2003). Building global awareness: Engaging student leaders in social responsibility. Electronic Magazine of Multicultural Education [online], 5(2). Retrieved January 24, 2005 from http://www.eastern.edu/publications/emme/2003fall/lund.html</p>	<ul style="list-style-type: none"> - Discuss section III of Equity Paper with Equity Group Peers - GROUP PRESENTATION 4 <p>EQUITY PAPER PRESENTATIONS</p>
Class 13	Equity in our teaching/global context.	Peer presentations and discussions	<p>EQUITY PAPER PRESENTATIONS</p> <p>EQUITY PAPERS DUE</p>
Class 14	Wrap up & evaluations	Wrap up-Final Thoughts, Next Steps Course Evaluation	PHILOSOPHY OF TEACHING DUE by midnight

EDUC 537 ASSIGNMENT EVALUATION RUBRICS

Bridging the Divide Evaluation Rubric

TESOL Standard	Does not meet Standard	Approaches Standard	Meets Standard	Exceeds Standard
Performance Indicators	(Score 1)	(Score 2)	(Score 3)	(Score 4)
Standard 2.a. Candidate understands and applies knowledge about cultural values and beliefs in the context of teaching and learning ESOL.	<p>Candidate neither understands nor applies knowledge about cultural values and beliefs in the context of teaching and learning ESOL.</p> <p>No discussion of the way cultural values and beliefs impact ESOL student learning</p>	<p>Candidate demonstrates a developing understanding of the way cultural values and beliefs impact ESOL student learning.</p> <p>Superficial discussion of the way cultural values and beliefs impact ESOL student learning.</p>	<p>Candidate demonstrates an adequate understanding of a variety of concepts about culture, including acculturation, assimilation, accommodation, biculturalism, the additive nature of culture, and the dynamics of prejudice, including stereotyping.</p> <p>Accurate and detailed discussion of the differences between fundamental concepts is detailed and accurate (e.g., acculturation, assimilation, accommodation, biculturalism, the additive nature of culture).</p>	<p>Candidate demonstrates a sophisticated understanding of a variety of concepts about culture, including acculturation, assimilation, accommodation, biculturalism, the additive nature of culture, and the dynamics of prejudice, including stereotyping and of the ways that cultural groups and students’ cultural identities affect language learning.</p> <p>Reflective and critical discussion of the ESOL family’s cultural values and beliefs and their impact in ESOL learning.</p>
2.b. Understand and apply knowledge about the effects of racism, stereotyping, and discrimination to teaching and learning.	<p>Candidate neither understands nor applies knowledge about how racism and discrimination affect teaching and learning.</p> <p>No discussion of the ways racism and discrimination impact ESOL student learning.</p>	<p>Candidate demonstrates a developing understanding of the ways racism and discrimination effect teaching and learning.</p> <p>Superficial discussion of the ways racism and discrimination impact ESOL student learning.</p>	<p>Candidate demonstrates an adequate understanding of the ways racism and discrimination effect teaching and learning. Accurate and detailed discussion of the ways racism and discrimination impact ESOL student learning.</p> <p>Candidate consistently demonstrates the capacity to use an antibias curriculum and materials that promote an</p>	<p>Candidate demonstrates a sophisticated understanding of the ways racism and discrimination effect teaching and learning. Reflective and critical discussion of the ways racism and discrimination impact ESOL student learning.</p> <p>Candidate demonstrates the capacity to design and deliver instruction that includes anti-</p>

			inclusive classroom climate, enhancing students' skills and knowledge to interact with each other.	bias materials and develop a classroom climate that purposefully addresses bias, stereotyping, and oppression.
2.c. Understand and apply knowledge about cultural conflicts and home events that can have an impact on ELLs' learning.	Candidate neither understands nor Applies knowledge about cultural conflicts and home events that can have an impact on ELLs' learning.	Candidate demonstrates a developing understanding of how cultural conflicts and home events affect interpersonal classroom relationships and ELL's learning.	Candidate demonstrates an adequate understanding of how cultural conflicts and home events affect interpersonal classroom relationships and ELL's learning. Candidate demonstrates the capacity to teach cross-cultural appreciation by addressing cross- cultural conflicts and establishing high expectations of ELLs' interactions across cultures.	Candidate demonstrates a sophisticated understanding of how cultural conflicts and home events affect interpersonal classroom relationships and ELL's learning. Candidate demonstrates the capacity to design and deliver instruction that allows students to participate in cross- cultural studies and cross-cultural extracurricular opportunities. Candidate demonstrates the capacity to integrate conflict resolution techniques into their instruction.
Standard 2.d. Candidate understands and applies knowledge about communication between home and school to enhance ESL teaching and build partnerships with ESOL families.	Candidate neither understands nor applies knowledge about communication between home and school. No discussion of home/school communication in a culturally responsive manner.	Candidate demonstrates a developing understanding of the relevance between home and school communication to enhance ESL teaching and build partnerships with ESOL families. . Superficial discussion of the relevance of home/school communication with an ESOL family in a culturally	Candidate demonstrates an adequate understanding of the relevance between home and school communication to enhance ESL teaching and build partnerships with ESOL families. Accurate and detailed discussion of the relevance of home/school communication with an ESOL family in a culturally responsive manner.	Candidate demonstrates a sophisticated understanding of the relevance between home and school communication to enhance ESL teaching and build partnerships with ESOL families. Reflective and critical discussion of the relevance of home/school communication with an ESOL family in a

		responsive manner.		culturally responsive manner.
Standard 2.e. Candidate understands and applies knowledge about the interrelationship between language and culture.	Candidate neither acknowledges nor understands the interrelationship between language and culture. No discussion of the interrelationship between language and culture	Candidate demonstrates awareness of interrelationship between language and culture Superficial discussion of the relevance of the interrelationship between language and culture	Candidate operates with the knowledge that a student's first language and culture influence how well she or he understands the new language and observes culturally appropriate new behaviors as they are modeled. Accurate and detailed discussion of the ways that student's first language and culture influence how well she or he understands the new language and the ways that culturally appropriate new behaviors are modeled.	Candidate recognizes that a student's first language and culture influence how well she or he understands the new language and observes culturally appropriate new behaviors as they are modeled and that the first language and culture of ESOL students continue to play an important role in their overall education. Reflective and critical discussion of how well she or he understands the new language, how she/he observes culturally appropriate new behaviors as they are modeled, and the fact that the first language and culture of ESOL students continue to play an important role in their overall education.
2.f. Use a range of resources, including the Internet, to learn about world cultures and specifically the cultures of students in their classrooms and apply that learning to instruction.	Candidate does not use a range of resources, including the Internet, to learn about world cultures and specifically the cultures of students in her/his project.	Candidate has a general understanding of major cultural groups and begins to identify resources to increase her/his knowledge and understanding.	Candidate uses a range of resources about major cultural groups to inform his/her understanding of his/her project participants. Candidate demonstrates the capacity to integrate different ways of learning and different cultural perspectives into her/his curriculum and instruction.	Candidate consistently demonstrates the capacity to design activities that are based on her/his knowledge of cultural groups and incorporate them into her/his teaching.
2.g. Understand and apply	Candidate neither	Candidate demonstrates	Candidate demonstrates the	Candidate consistently

<p>concepts of cultural competency, particularly knowledge about how an individual's cultural identity affects their learning and academic progress and how levels of cultural identity will vary widely among students.</p>	<p>understands nor applies knowledge about ELL's cultural identities affect their learning.</p>	<p>developing understanding of how ELLs' cultural identities will affect their learning.</p>	<p>capacity to plan and deliver instruction that values and adapts to students' different cultural perspectives.</p>	<p>demonstrates the capacity to design in-class activities and opportunities for students and families to share and applies their cultural perspectives to learning objectives.</p>
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Equity Issue Paper Evaluation Rubric

Criteria	Levels of Achievement			
	Does not meet standards (0/1)	Approaching standards (2)	Meets standards adequately (3)	Exceeds Standards (4)
Relevance of Topic to equity issue TESOL 5a	The topic has no detectible relevance to current equity issues.	The paper focuses on out-of-date materials and/or practice and is only indirectly relevant to an equity issue.	The topic of the proposal is for the most part timely and relevant to a critical multicultural education topic.	The topic of the paper is directly relevant to current equity issues in the field and relevant to the school context.
Importance and appropriateness of topic TESOL 5a	The topic's focus is irrelevant and of no importance to the critical multicultural education field.	The topic is related to the critical multicultural education field.	The topic is timely and appropriate to the critical multicultural education field.	The topic is of immediate relevant and importance to the critical multicultural education field and relevant to the school context.
Clarity of paper TESOL 5b	The paper needs work on sentence structure and fails to give outcomes.	The paper gives some ideas about outcomes, but needs to specify how they will be reached.	The language of the paper is somewhat problematic or provides little information about the message/ objective(s).	The paper is clearly and succinctly written in English and provides a clear statement of the message/objective(s) as well as an explicit statement of the outcomes and how they will be achieved.
Theory/ practice research contribution to the conference and to the field TESOL 5b	The topic is applicable to a very small number of the candidates (less than 5%). There is no mention of theory/ practice/ research in the paper	A fair group of candidates (around 30%) can benefit from it. The abstract mentions some theory/ practice/ research, which were used but it not specific.	Most candidates (over 50%) can benefit from this topic. The paper cites the theory/ practice/ research on which it is based in an understandable fashion and gives helpful information.	The topic is applicable to a large number of the candidates (over 90%). The paper cites the theory/practice/ research on which it is based and shows a clear connection to the content in a way that will be more memorable and useful.

Field Experience Record

Mason Student: _____

Cooperating Teacher: _____

G number: _____

Title: _____

Course: _____

Years of Experience: _____

Semester: _____

Degree/License: _____

Please sign signature column to indicate that the student completed field experience in your classroom. Please make any additional comments on the back of this sheet. Thank you for your time, effort and support in this endeavor.

Date	Grade	Subject or Action	School	Hours Observed	Teacher Signature

Student's Signature: _____ Date: _____

APPENDIX A: Recommended Bibliography

- Banks, G. (2008). *The Issue of Race; A resolution for the 21st Century*. Astoria, New York: Seaburn Publishing.
- Christensen, L. (1990). Teaching standard English: Whose standard? *The English Journal*, 79:2., pp. 36-4.
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- Gorski, P. C., Kristien Z., Nana Osei-K., & Sapp, J. (2012). *Cultivating social justice teachers: How teacher educators have helped students overcome cognitive bottlenecks and learn critical social justice concepts*. Stylus.
- Hooks, B. (1994). *Teaching to transgress: Education as the practice of freedom*. Routledge
- Jervis, K. (1996). How come there are no brothers on that list? Hearing the hard questions all children ask. *Harvard Education Review*, 66(3), 546-577.
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- Thomas, W. P., & Collier, V. P. (2003). The multiple benefits of dual language. *Educational Leadership*, 61(2).
- Wong, S. (2000). Transforming the politics of schooling in the U.S.: A model for successful academic achievement for language minority students. In J.K. Hall & W.G. Eggington (Eds.), *The Sociopolitics of English Teaching*. Tonawanda, NY: Multilingual Matters.
- Riehl, P. (1993). Five Ways To Analyze Classrooms For An Anti-Bias Approach. In Todd, C.M. (Ed.), *School-age connections*, 2(6), pp. 1-3. Urbana-Champaign, IL: University of Illinois Cooperative Extension Service. Retrieved January 2005 from http://www.nccc.org/Diversity/sac26_anti-bias.analyz.html