

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



**EDUC 537- 001- CRN: 71664**  
**INTRODUCTION TO CULTURALLY AND LINGUISTICALLY DIVERSE LEARNERS**  
**3 CREDITS- Fall 2016**  
**Tuesdays, 4:30 pm-7:10 pm @ Thompson Hall 1018**

**Instructor: Prof. Elavie Ndura**

**Email: [endura@gmu.edu](mailto:endura@gmu.edu)**

**Phone: 703.993.9424 (Please note that email is the best way to communicate with instructor)**

**Office Hours: By Appointment and 2:00-3:00pm (Tuesdays)**

**Office Location: Thompson Hall 1501)**

### **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.

### **LEARNER OUTCOMES or OBJECTIVES**

This course is designed to enable students 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 STANDARDS

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: Introduction to Culturally and Linguistically Diverse Learners is a three-credit course designed for graduate students seeking a master's degree in Curriculum and Instruction, with a concentration in Teaching Culturally & Linguistically Diverse and Exceptional Learners (TCLDEL). It is one of the first courses of the master's degree and licensure programs and is required of all program participants. 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 INTASC Principles:**

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

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

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

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

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

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

**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 (8<sup>th</sup>ed.)*. ISBN : 9781118545881. Hoboken, NJ: Wiley.

Cushner, K., McClelland, A., Safford, P. (2015). ISBN 9780078110337  
*Human diversity in education: An intercultural approach 8<sup>th</sup> ed.*). New York: McGraw-Hill.

**RECOMMENDED TEXTS**

American Psychological Association (2010). ISBN: 97814338-05615 *Publication manual of the American Psychological Association (6<sup>th</sup>ed.)*. Washington, DC: American Psychological Association

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

**COURSE ASSIGNMENTS AND EXAMINATIONS**

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*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> ]. All written assignments must be submitted into Blackboard and as hard copies to the instructor.

<b>Assignment</b>	<b>Grade %</b>	<b>TESOL/ACTFL Standards</b>	<b>NETS-T Standards</b>
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

***Class 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 cultural diversity and culturally relevant teaching practices. 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, with an APA style cover page and a works cited page (if applicable). Please see posted rubric 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.

**TK20 PERFORMANCE-BASED ASSESSMENT SUBMISSION REQUIREMENT**

Every student registered for any TCLDEL course with a required performance-based assessment is required to submit these assessments, **Bridging the Divide Project** and the **Equity Issue Paper** to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a onetime course or as part of an undergraduate minor). Evaluation of the performance-based assessment 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.”

**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**

**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 a cohort program, please indicate “TCLDEL Cohort” on your request form FIRST, then select your program and placement location. HINT: Cohort courses have section numbers beginning with “6F” (e.g. EDUC 511.6F1).**

**Pre-service teachers:** If you are not currently working in a K-12 school, you will need to be placed in an appropriate fieldwork setting to complete your required PBAs and fieldwork hours. You must request a fieldwork site using the online Field Experience Request form available here: <https://cehd.gmu.edu/endorse/ferf> You will check the box indicating that: I will need George Mason (Clinical Practice Specialist) to arrange a placement for my field experiences (including observations and/or case studies). The deadline to submit your field experience placement is 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 a cohort program, please indicate “TCLDEL Cohort” on your request form, then select your program and placement location. HINT: Cohort courses have section numbers beginning with “6F” (e.g. EDUC 511.6F1).**

*(Optional):* In addition to the fieldwork log, each student will write a 2-3-page reflection on the fieldwork experience. The reflection should explain what you have learned from the fieldwork experience and your overall reflections on the process.

## 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.*

## LAPTOP/CELL PHONE POLICY

Laptop use is permitted at the discretion of the instructor and for specific purposes as assigned in the class (e.g. small group work). Laptops will be closed during discussions, lectures and other assignments in class which require your full attention. Cell phones must be turned off/silenced during class periods. Cell phones may be used during break.

## 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 George Mason University Disability Services and inform their instructor, in writing, as soon as possible. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (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.

## **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/>.**

**COURSE SCHEDULE for EDUC 537- FALL 2016**

<b>Class/Date</b>	<b>Theme/Topic</b>	<b>Readings</b>	<b>Assignments DUE</b>
Week 1 8/29	Introductions Syllabus Overview Rationale and goals of multicultural education	Defining Multicultural Education (from Multicultural Supersite): <a href="http://www.edchange.org/multicultural/initial.html">http://www.edchange.org/multicultural/initial.html</a> Defining Multicultural Education (from the National Association of Multicultural Education): <a href="http://www.nameorg.org/resolutions/definition.html">http://www.nameorg.org/resolutions/definition.html</a>	- Introductions - Discuss assignments - Sign up for group presentations
Week 2 9/06	MLK Commemoration Event @ JC Dewberry Hall; School culture, classroom organization, & school policy	Rosado, C (1996). What Makes a School Multicultural? Retrieved from <a href="http://www.edchange.org/multicultural/papers/caleb/multicultural.html">http://www.edchange.org/multicultural/papers/caleb/multicultural.html</a> Moll, L.C., Amanti, C., Neff, D., & Gonzalez, N. (1992). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms.	- Reflection on MLK Commemoration Event
Week 3 9/13	Culture, cultural identity, diversity, critical multicultural/ intercultural education; equity and the role of the teacher.	Banks & McGee Banks, Chapters 1&2 Cushner, McClelland, & Safford, Chapters 1, 2, 3,4 &5	- Notify instructor of Field Experience Site & Cooperating Teacher - Bridging the Divide Interview questions Completed - Cultural identity web - Focus issue for Equity paper
Week 4 9/20	Socioeconomic equity in education	Banks & McGee Banks, Chapters 3&4 Cushner, McClelland, & Safford, Chapter 13	- <b>Cultural autobiography/ Reflective personal development paper</b>
Week 5 9/27	Gender Equity and sexual orientation in Education	Banks & McGee Banks, Chapters 6,7,8 & 9 Cushner, McClelland, & Safford, Chapter 10	- Discuss sections I & II of Bridging the Divide Paper
Week 6 10/04	Race and Ethnic equity in education	Banks & McGee Banks, Chapter 11 Cushner, McClelland, & Safford, Chapter 6 McIntosh, P. (2000). White Privilege: Unpacking the invisible knapsack.	-Discuss sections III & IV of Bridging the Divide Paper
Week 7	No Class	Columbus Day Recess	<b>No Class</b>

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10/11			
Week 8 10/18	Linguistic equity in education	Banks & McGee Banks, Chapter 12  Cushner, McClelland, & Safford, Chapter 8	<b>-Bridging the Gap paper and Round-Robbin Presentations</b>
Week 9 10/25	Exceptionality and educational equity	Banks & McGee Banks, Chapters 13,14 & 15  Cushner, McClelland, & Safford, Chapter 11 & 12	
Week 10 11/01	Religion and educational equity	Banks & McGee Banks, Chapter 5  Cushner, McClelland, & Safford, Chapter 9  2009 Project on Religious Freedom: <a href="http://www.state.gov/g/drl/rls/irf/2009/index.htm">http://www.state.gov/g/drl/rls/irf/2009/index.htm</a>	-Discussion of Equity Issue Paper, Sections I & II
Week 11 11/08	Curricular and Pedagogical Reform	Banks & McGee Banks, Chapter 10  Understanding Multicultural Curriculum Transformation <a href="http://www.edchange.org/multicultural/curriculum/concept.html">http://www.edchange.org/multicultural/curriculum/concept.html</a>  Gay, G. (2002). Preparing for culturally responsive teaching. “ From knowing to doing” framework	-Discussion of Equity Issue Paper, Sections III & IV  -Instructional material evaluation and adaptation
Week 12 11/15	Transformative Multicultural Education: Practical Applications to further equity and social justice	Banks & McGee Banks ,Chapters 16 & 17	<b>-Equity Issue Paper presentations</b>
Week 13 11/22	Educational equity in a global context.	Cushner, McClelland, & Safford, Chapter 7  Chang, H. (2003). Multicultural education for global citizenship: A textbook analysis. Electronic Magazine of Multicultural Education [online], 5(2). Retrieved January 24, 2005 from <a href="http://www.eastern.edu/publications/emme/2003fall/chang.html">http://www.eastern.edu/publications/emme/2003fall/chang.html</a>  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	<b>-Equity Issue Paper presentations</b>

		<a href="http://www.eastern.edu/publications/emme/2003fall/lund.html">http://www.eastern.edu/publications/emme/2003fall/lund.html</a>	
Week 14 11/29	Equity in our teaching/global context.	Finish Equity Issue Paper presentations and discussions; Articulate philosophy of education and teaching	<b>-Equity Issue Paper</b>
Week 15 12/06	Wrap up & evaluations	Wrap up-Final Thoughts, Next Steps, Course Evaluation	<b>-Philosophy of Education and Teaching</b>

### DETAILED ASSIGNMENT INFORMATION

#### **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.

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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

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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;

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- 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

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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



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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?

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)
<p><b>Standard 2.a. Candidate understands and applies knowledge about cultural values and beliefs in the context of teaching and learning ESOL.</b></p>	<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>
<p><b>2.b. Understand and apply knowledge about the effects of racism, stereotyping, and discrimination to teaching and learning.</b></p>	<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</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</p>

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

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

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			different ways of learning and different cultural perspectives into her/his curriculum and instruction.	
<b>2.g. Understand and apply concepts of cultural competency, particularly knowledge about how an individual's cultural identity affects their learning and academic progress and how levels of cultural identity will vary widely among students.</b>	<b>Candidate neither understands nor applies knowledge about ELL's cultural identities affect their learning.</b>	Candidate demonstrates developing understanding of how ELLs' cultural identities will affect their learning.	Candidate demonstrates the capacity to plan and deliver instruction that values and adapts to students' different cultural perspectives.	Candidate consistently demonstrates the capacity to design in-class activities and opportunities for students and families to share and applies their cultural perspectives to learning objectives.

**Equity Issue Paper Evaluation Rubric**

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.

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**Field Experience Evaluation Form**

*(for courses that do not require a teaching evaluation form)*

Mason Student: \_\_\_\_\_  
 G number: \_\_\_\_\_  
 Course: \_\_\_\_\_  
 Semester: \_\_\_\_\_  
 Cooperating Teacher: \_\_\_\_\_  
 Title: \_\_\_\_\_  
 Years of Experience: \_\_\_\_\_  
 Degree/License: \_\_\_\_\_

**Comments:**

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<b>PERSONAL AND PROFESSIONAL QUALITIES</b>	<b>Excellent</b>	<b>Above Average</b>	<b>Average</b>	<b>Below Average</b>
Communication Skills				
Dependable				
Punctual				
<b>Professional Qualities</b>				
Demonstrates knowledge of child development				
Demonstrates knowledge of content necessary for successful teaching				
Understands how students differ in their approaches to learning				
Can create learning experiences that make subject matter meaningful				
Uses a variety of instructional or assessment strategies				
Understands individual/group motivation to create a positive learning environment				
Uses effective verbal and non-verbal communication strategies				
Plans activities using knowledge of subject matter, students, community and curriculum goals				
Engages in critical reflection to improve fieldwork experience				
Fosters positive relationships with colleagues, students, and families				





**APPENDIX A: Recommended Bibliography**

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