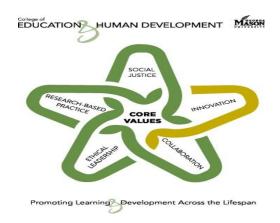**George Mason University**
College of Education and Human Development
Teaching Culturally & Linguistically Diverse and Exceptional Learners

EDUC 537-DL1 & 6F1 – Introduction to Culturally and Linguistically Diverse Learners
3 Credits, Fall 2020
Asynchronous Online, August 27th to Dec. 13th 2020

Faculty
Name: Kathleen Ann Ramos, Ph.D.
Office Hours: By appointment (virtual only for fall 2020—use email to request)
Office Location: 2604 Thompson Hall
Office Phone: 703.993.6213
Email Address: kramos8@gmu.edu

Prerequisites/Co-requisites
None

University Catalog Course Description
Examines the ways intersections of race, ethnicity, language, socioeconomic status, gender, sexual orientation, and ability affect equity for PK-12 culturally and linguistically diverse (CLD) learners. Invites educators to interrogate ways that personal cultural identity and biases influence instructional and assessment practices with CLD learners and relationships with families. Requires 15 hours of PK-12 classroom fieldwork.

Important Note: For Fall 2020, in-school and/or virtual field experiences with PreK-12 mentor teacher will NOT be required. In this course, video-based field experience via Mason Teaching Channel--free access for Mason students via directions provided on Blackboard) will be required and linked to alternative performance-based assessments.

For COVID 19 procedures in Fall 2020: Students, please be aware of and follow all policies and procedures for Mason's Safe Return to Campus: https://www2.gmu.edu/Safe-Return-Campus

Course Overview

EDUC 537 Introduction to Culturally and Linguistically Diverse Learners is a three-credit course designed for graduate students seeking a master's degree in Curriculum and Instruction, with a concentration in Teaching Culturally & Linguistically Diverse and Exceptional Learners (TCLDEL). This course is required for candidates pursuing an initial teacher licensure in English as a Second Language (ESOL) or Foreign/World Language education. It is also required for teachers pursuing endorsement in ESOL PreK-12 education and candidates pursuing Elementary Education licensure through the Virginia Department of Education. This course meets the following program goals:

1. _Diversity_. Learn the basic concepts and develop the necessary skills to successfully work with learners of differing backgrounds and value systems.
2. _Classroom teaching_. Candidates should be able to understand that there are multiple paths to learning and demonstrate skills and competency in teaching students from different backgrounds and varying learning styles.
3. _Democratic principles_. Candidates should be able to adopt teaching practices, which reflect democratic principles and support creating and sustaining democratic learning environments.
4. _Knowledge base for teaching in diverse and inclusive classrooms_. Candidates will learn the fundamental concepts pertaining to the teaching in culturally, linguistically, and socio-economically diverse classrooms.
5. _Utilization of research_. Candidates will critically evaluate theories of multicultural education and engage in systematic investigations of the knowledge base to inform their own or others' teaching practices.
6. _Curriculum_. Candidates will develop the skills needed to design, implement, and evaluate programs to enable them to work comfortably with students from different backgrounds.

Course Delivery Method (For Online)

This course will be delivered online (76% or more) using an asynchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on **Monday, August 24, 2020 at 8:00 a.m. EST**.

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

This online course is **not self-paced. You will be expected to complete one module every week**. Completing a Weekly Module includes reading, participating in Discussion Board, and

completing any assignments and/or activities within that Week Module. You are asked to engage deeply with the course content, to take risks in your thinking, and to listen to and learn from your classmates.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:
- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see: https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers
  To get a list of supported operation systems on different devices see: https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool. [Delete this sentence if not applicable.]
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download: [Add or delete options, as desire.]
  - Adobe Acrobat Reader: https://get.adobe.com/reader/
  - Windows Media Player:
  - https://support.microsoft.com/en-us/help/14209/get-windows-media-player
  - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations
- Course Week: Because asynchronous courses do not have a "fixed" meeting day, **our week will start on THURSDAY and finish on WEDNESDAY**.
- Log-in Frequency:
  Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials **at least 3 times per week**.
- Participation:
  Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:
  Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:

Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.

- Workload:
  Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

- Instructor Support:
  Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

- Netiquette:
  The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

- Accommodations:
  Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes or Objectives

This course is designed to enable students to do the following:

1. Analyze and interpret the historical, philosophical, economic, legal and sociocultural foundations of multicultural education.

2. Analyze how social structures of race, class, gender, (dis)ability, and sexual orientation create relations that privilege some and deny opportunity to others.

3. Evaluate and interpret the ways in which schooling influences and is influenced by equity issues.

4. Understand and use the major concepts, principles, theories, and research related to the nature and role of culture in academic achievement and individual student learning.

5. Understand how cultural groups and students' cultural identities affect language learning and school achievement.

6. Understand and apply concepts, theories, research, and practice that facilitate the acquisition of a primary and new language in and out of classroom settings.

7. Describe culturally relevant teaching in terms of teacher characteristics, teaching strategies, and assumptions about teaching, learning, and knowing.

8. Develop strategies that challenge unjust social structures and allow all children to learn and grow into citizens who will be actively involved in democracy.

9. Explain and provide examples of anti-bias strategies and practices.

10. Use knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.

11. Exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.

12. Understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.

Global Learning Outcomes:

At the conclusion of this course, candidates will have:

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

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

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

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

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

Professional Standards (TESOL/CAEP/ACTFL Standards)

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

Upon completion of this course, students will have met the following professional standards:

TESOL/CAEP Standards*:*

Domain 1: Language
Candidates know, understand, and use the major theories and research related to the structure and acquisition of language to help English language learners' (ELLs') develop language and literacy and achieve in the content areas.

Standard 1.a. Language as a System
Candidates demonstrate understanding of language as a system, including phonology, morphology, syntax, pragmatics and semantics, and support ELLs as they acquire English language and literacy in order to achieve in the content areas.

Standard 1.b. Language Acquisition and Development
Candidates understand and apply theories and research in language acquisition and development to support their ELLs' English language and literacy learning and content-area achievement.

Domain 2, Standard 2: *Culture as It Affects Student Learning*
Candidates know, understand, and use major theories and research related to the nature and role of culture in their instruction. They demonstrate understanding of how cultural groups and individual cultural identities affect language learning and school achievement.

2.a. Understand and apply knowledge about cultural values and beliefs in the context of teaching and learning.

2.b. Understand and apply knowledge about the effects of racism, stereotyping, and discrimination to teaching and learning.

2.c. Understand and apply knowledge about cultural conflicts and home events that can have an impact on ELLs' learning.

2.d. Understand and apply knowledge about communication between home and school to enhance ESL teaching and build partnerships with ESOL families.

2.e. Understand and apply concepts about the interrelationship between language and culture.

2.f. Use a range of resources, including the Internet, to learn about world cultures and specifically the cultures of students in their classrooms and apply that learning to instruction.

2.g. Understand and apply concepts of cultural competency, particularly knowledge about how an individual's cultural identity affects their learning and academic progress and how levels of cultural identity will vary widely among students.

Domain 3. Planning, Implementing, and Managing Instruction
Candidates know, understand, and use evidence-based practices and strategies related to planning, implementing, and managing standards-based ESL and content instruction. Candidates are knowledgeable about program models and skilled in teaching strategies for developing and integrating language skills. They integrate technology as well as choose and adapt classroom resources appropriate for their ELLs.

Standard 3.a. Planning for Standards-Based ESL and Content Instruction
Candidates know, understand, and apply concepts, research, and best practices to plan classroom instruction in a supportive learning environment for ELLs. They plan for multilevel classrooms with learners from diverse backgrounds using standards-based ESL and content curriculum.

Standard 3.b. Implementing and Managing Standards-Based ESL and Content Instruction
Candidates know, manage, and implement a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing. Candidates support ELLs' access to the core curriculum by teaching language through academic content.

Domain 4. Assessment
Candidates demonstrate understanding of issues and concepts of assessment and use standards-based procedures with ELLs.

Standard 4.a. Issues of Assessment for English Language Learners
Candidates demonstrate understanding of various assessment issues as they affect ELLs, such as accountability, bias, special education testing**,** language proficiency, and accommodations in formal testing situations.

Standard 4.b. Language Proficiency Assessment

Candidates know and can use a variety of standards-based language proficiency instruments to show language growth and to inform their instruction. They demonstrate understanding of their uses for identification, placement, and reclassification of ELLs.

Standard 4.c. Classroom-Based Assessment for ESL
Candidates know and can use a variety of performance-based assessment tools and techniques to inform instruction for in the classroom.

Domain 5. Professionalism
Candidates keep current with new instructional techniques, research results, advances in the ESL field, and education policy issues and demonstrate knowledge of the history of ESL teaching. They use such information to reflect on and improve their instruction and assessment practices. Candidates work collaboratively with school staff and the community to improve the learning environment, provide support, and advocate for ELLs and their families.

Standard 5.a. ESL Research and History
Candidates demonstrate knowledge of history, research, educational public policy, and current practice in the field of ESL teaching and apply this knowledge to inform teaching and learning.

Standard 5.b. Professional Development, Partnerships, and Advocacy
Candidates take advantage of professional growth opportunities and demonstrate the ability to build partnerships with colleagues and students' families, serve as community resources, and advocate for ELLs.

ACTFL Standards:
2a.   Demonstrate understanding of the connections among the perspectives of a culture and its practices and products, and integrate the cultural framework for foreign language standards into their instructional practices.

ISTE Standards:
1. Facilitate and Inspire Student Learning and Creativity
3. Model Digital Age Work and Learning
4. Promote and Model Digital Citizenship and Responsibility

Relationship of EDUC 537 to InTASC Standards:
Standard #1: **Learner Development**. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

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

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

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

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

Required Texts

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

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

SPECIAL NOTE FOR STUDENTS SEEKING INITIAL LICENSURE (e.g., You are NOT yet a licensed teacher):
The TCLDEL program has checkpoints for completion of Virginia state licensure requirements. In this course, we require proof that you have taken or have registered to take the VCLA and the Praxis Core Math. If you have not yet taken and passed the VCLA and taken the Praxis Core Math (or qualifying substitute--see: https://cehd.gmu.edu/teacher/test/), please submit a screenshot with proof of registration including test date for both tests through this assignment link. If you have passed the VCLA and taken/passed the Praxis Core Math, please submit a screenshot or document with proof. The deadline for submission of your screenshots or documentation is by the last day of this course."

Testing/Endorsements **information can be found on the TCLDEL Bb sites:**
TCLDEL International:
https://mymasonportal.gmu.edu/webapps/blackboard/content/listContent.jsp?course_id=_277801_1&content_id=_6802340_1&mode=reset

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

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20 or both).

TK20 Performance-Based Assessment Submission Requirements
(Bridging the Divide and Equity Issue Paper)
NOTE: Submission of Performance-Based Assessments to TK20 will NOT be required during fall 2020. Students will submit instructor-designed Alternative Performance-Based Assessments via Blackboard Assignment links as per directions on Bb.
Every student registered for any Teaching Culturally, Linguistically Diverse & Exceptional Learners program course with required performance-based assessments is required to submit these assessments and the Fieldwork Log of Hours and Evaluation Form to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a one-time course or as part of an undergraduate minor). Evaluation of the performance-based assessments by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester.

Note: The rubrics employed for assessment in TK20 are for accreditation purposes. The instructor may use different rubrics for assessing candidates' work on the PBAs for course grading purposes. These grading rubrics will align with the PBA descriptions in the syllabus and will be shared on Blackboard with candidates.

Field Experience Record and Evaluation
Important Note: For Fall 2020, in-school and/or virtual field experiences with PreK-12 mentor teacher will NOT be required. In this course, video-based field experience via Mason Teaching Channel (free access for Mason students who will create accounts using Mason emails via directions provided on Blackboard) will be required and linked to alternative performance-based assessments.

Not Applicable for fall 2020: The **field experience is a required component** of the teacher preparation program at George Mason University. All students will complete a minimum of **15 hours in field experience** for this course. Documentation of your field experience is required as well as a signed statement from your field experience teacher(s) or supervisor(s). If you are taking more than one course in a semester, you must complete 15 hours per course (e.g., two courses require 30 hours of field experience). This means you may be completing different tasks for different courses in the same placement. Materials and products used for one course cannot be used for another course (e.g., videos, lesson plans, activities, etc.)

*Not Applicable for fall 2020. TCLDEL Fieldwork Log of Hours and Evaluation Forms must be uploaded to TK20 on Blackboard. These forms are located on Blackboard and in your TCLDEL organization site in the "Fieldwork" page on Bb.

N/A for fall 2020: NOTE: If you are a foreign/world language candidate, you MUST complete all of your fieldwork in a foreign/world language classroom.

N/A for fall 2020: Virginia state or county cohort teachers: Cohort Students are required by their district and by TCLDEL to complete field experiences as required by the Virginia Department of Education for this program. Each district has arranged for candidates to be able to work at K-12 grade levels in order to complete all licensure requirements. Please contact your district coordinator for further information.

N/A for fall 2020: TCLDEL Fieldwork Log of Hours and Evaluation Assessment

	Status of Student Work	
	1	0
Fieldwork Log of Hours demonstrates 15 hours of fieldwork completed, with a teacher-mentor or supervisor signature.	Complete	Not Complete

N/A for fall 2020: NOTE: Failure to submit documentation of successful completion of your fieldwork in a timely manner will make you ineligible to register for coursework, be recommended for licensure, or receive a grade for this course.

- **Assignments and/or Examinations**

Major Assignments Overview

Assignment	*Grade %*	*DUE DATE*
Informed Class Participation	25	Ongoing throughout course
Cultural Autobiography Paper	20	**By or before midnight on Oct. 14th via Blackboard Assignment Link.**
Equity Issue Paper (**PBA**) **Adjusted for fall 2020**	15	**By or before midnight on Nov. 18th via Blackboard Assignment Link**
Equity Issue Presentation (multimedia, narrated, collaborative)	15	**By or before midnight on Nov. 18th via Discussion Board Link**

Bridging the Divide Project (PBA) **Alternative assignment for fall 2020**	25	**By or before midnight on Sunday, Dec. 13th via Blackboard Assignment Link**
Field Experience Log & Evaluation Forms	N/A	**N/A for fall 2020**

Each course assignment is described below. Evaluation criteria for the two Performance-Based Assessments for fall 2020 are located at the end of the syllabus. **It is strongly recommended that candidates develop an organized plan for working on the major assignments throughout the semester.**

Informed Class participation (25%)

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

Note for Online Courses:

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

As our weeks will run from Thursday (first day of module) to Wednesday (last day of module), candidates are expected to complete an **initial Discussion Board post by Monday night at midnight and to respond briefly but thoughtfully to two peers' posts by Wednesday night at midnight.** Initial Discussion Board posts must be two **well-developed,** paragraphs, written in professional language, that **synthesize** candidates' thinking around the prompts for the post with insights gained through readings/videos in the Weekly Module. In other words, the questions in the prompts are meant to spark thinking and connections to candidates' experiences and to the course content rather than to be addressed question by question. **Candidates should cite texts (in parenthesis) from course readings that are referred to in the post. Full citations below the post are NOT needed unless the candidate is referring to texts outside of the course. Candidates should AVOID the overuse of direct quotes in Discussion Board posts. Rather, please use your own words to paraphrase and**

weave together connections among texts with your own thinking.

Responding to peers' posts represents an opportunity to deepen the dialog by posing thoughtful questions for peers and sharing thinking around the weekly content. Responses to peers' posts can be a few sentences to a paragraph and must be thoughtful and respectful. Please approach the Discussion Board interactions with the idea that we are communicating to expand our understanding of ourselves as cultural beings as well as of the strengths and needs of culturally and linguistically diverse students.

Bridging the Divide (BD) Project **(25%)—This assignment is a Performance-Based Assessment Note: An alternative Bridging the Divide will be required in Fall 2020 as it cannot be completed in its original form during the global pandemic. However, it is important for you to know the** *purpose and goals of the original assignment:*
This assignment involves culturally diverse students, families, schools, and communities. The goal of the assignment is to **better understand the role of culture in student learning and engagement.** For this assignment, you will gather data and engage in a constructive dialogue with a first or second-generation immigrant family or a family that is of a non-majority culture within the school, country, or context in which you work. You will learn about their backgrounds, values, dreams, and perspectives with a particular emphasis on their experiences within the school system in which their children are enrolled. You will analyze your findings and reflect in writing on what you learned from this experience
For Fall 2020, the Alternative Bridging the Divide performance-based assessment aligns to the spirit of the original assignment as well as to TESOL Standards. The specific directions for the Alternative Bridging the Divide are located at the end of this syllabus, and the evaluation tool is located on Blackboard. Bridging the Divide is a **PBA and the paper must be submitted via the Blackboard Assignment link for that purpose in Fall 2020.**

Cultural Autobiography/Reflective Personal Development Paper (20%)

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

In this autobiographical narrative, you will explore your own personal history, reflecting on the sources of cultural identity as well as the socializing agents that transmit culture (Cushner, McClelland, & Safford, 2019) that have shaped your cultural self. In doing so, you may consider

identifying some key events/experiences and key people in your life that have influenced your cultural identity and thereby your interactions in relationships and social/workplace encounters. This exercise challenges each candidate to critically unravel his or her cultural assumptions, beliefs, and biases by reflecting on the key factors that have shaped their cultural identities **as well as to consider why this deep self-knowledge matters for working with culturally and linguistically diverse children and families**.

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

Equity Issue Paper (15 %) PBA and Presentation (15%)
Note: For fall 2020, only slight modifications to this assignment have been made
This project provides the opportunity to demonstrate your knowledge of the history, research, policy and current practices in ESOL or foreign/world language education in relation to an equity issue related to this course that is currently evident in schools/classrooms. Based on content from this course and careful thinking about practices/policies in school settings, **you and a partner** will identify a salient equity issue (for example, systemic racism's impact on student discipline, access to advanced coursework, consideration for gifted and talented education, stereotyping and stereotype threat, bias/deficit lens, inappropriate placement in special education, etc.). Locate, read, and synthesize relevant research (minimum of five scholarly sources) related to the equity issue. Recommend strategies/brief action plan, linked to the research, to address this equity issue in a school setting. Gather feedback from peers in this course about your recommendations. **You may share resource sources, but each person in the pair will write an individual Equity Issue Paper. The Equity Issue Paper is a Performance-Based Assessment.**

Your Equity Issue **multimedia narrated presentation is an opportunity to collaborate with your partner and to share your collaborative work with peers in this course.** In the Equity Issue presentation, you and your partner will provide an overview of the equity issue in the school setting, key findings from research, possible strategies/brief action plan to address the equity issue, feedback from colleagues/peers around your proposed ideas, and a reflection/conclusion. The **narrated presentation** may be in the form of a PowerPoint with audio or VoiceThread, a recorded Prezi, a Google Slides presentation, etc. **Your presentation must be compatible with Blackboard**.

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

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

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

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

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

Violations of the Honor Code include:
1. Copying a paper or part of a paper from another student (current or past);
2. Reusing work that you have already submitted for another class (unless express permission has been granted by your current professor **before** you submit the work);
3. Copying the words of an author from a textbook or any printed source (including the Internet) or closely paraphrasing without providing a citation to credit the author. For examples of what should be cited, please refer to: https://owl.english.purdue.edu/owl/resource/589/02/
4. You may also not "reuse" fieldwork hours. Each placement must have 15 documented hours that are solely for each course that you are in; you may be at the same site, but the same hours may not be counted towards the same course.

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

Course Withdrawal with Dean Approval

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

Online Participation/Attendance Policy
Students are expected to participate in **all** online discussions. Not participating in an online discussion module will be reflected with a zero for the week and as an absence. **Students with two or more absences will not receive credit for the course.**

Incomplete (IN)
This grade may be given to students who are in good standing, but who may be unable to complete scheduled course work for a cause beyond reasonable control. The student must then complete all the requirements by the end of the ninth week of the next semester, not including summer term, and the instructor must turn in the final grade by the end of the 9th week. Unless an explicit written extension is filed with the Registrar's Office by the faculty deadline, the grade of IN is changed by the registrar to an F (Mason catalog). Faculty may grant an incomplete with a contract developed by the student with a reasonable time to complete the course at the discretion of the faculty member. The faculty member does not need to allow up to the following semester for the student to complete the course. A copy of the contract will be kept on file in the APTDIE office.

CLASS SCHEDULE for EDUC 537
Faculty reserve the right to alter the schedule as necessary, with notification to students.

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

Class/Date	Theme/Topic	Preparation: Main Readings	Assignments DUE
Week 1 August 27th to Sept. 2nd	Introductions Syllabus Review Exploring Multicultural education	**Thoroughly review in syllabus**: All major assignments Class participation expectations All Mason policies and expectations in syllabus **Become familiar with online asynchronous course organization on Blackboard**: Watch introductory videos Familiarize yourself with organization of Weekly Modules	Complete **all** assignments and activities in **Weekly Module 1**
Week 2 Sept. 3rd to Sept. 9th	Multicultural and Global Education: Critical Perspectives Intro to Culturally Responsive Pedagogy	**Selected Readings from:** Cushner, McClelland, & Safford, Chapters 1 & 2 *Au, K. (2009). Isn't culturally responsive instruction just good teaching? *Social Education 73*(4), 179-183. *Agirdag, O. (2009). All languages welcomed here. *Educational Leadership, April,* 20-24. *EunMi Haslam, R. (2018). Checking our bias at the door. *Literacy Today, International Literacy Association, 36*(1), 24-26.	Complete **all** assignments and activities in **Weekly Module 2**
Week 3 Sept. 10th to Sept. 16th	Culture & Culture-Learning Process; Cultural & Religious Pluralism	**Selected Readings from:** Cushner, McClelland, & Safford, Chapters 3 & 9 *Gay, G. (2013). Teaching to and through cultural diversity. *Curriculum Inquiry 43*(1), 48-70. *Reece, L., & Nodine, P. (2014). When immigrant is synonymous with terrorist: Culturally responsive teaching with English learners. *The Social Studies, 105,* 259-265. **Required:** First reading of article with reflective, inquiry process upon which will be used to complete the Bridging the Divide major performance-based assessment: ***Pransky, K., & Bailey, F. (2002/2003).** To meet your students where they are, first you have to find them: Working with culturally and linguistically diverse at-risk students, *The Reading Teacher, 56*(4), 370-383.	Complete **all** assignments and activities in **Weekly Module 3**

		Recommended for Future *Rivera Maulucci, M. (2008). Intersections between immigration, language, identity and emotions: a science teacher candidate's journey, *Cultural Studies of Science Education, 3,* 17-42	
Week 4 Sept. 17th to Sept. 23rd	Influence of Culture on Teaching & Learning: A Deeper Look	**Selected Readings from:** Cushner, McClelland, & Safford, Chapter 4 *Johnson, A. (2018). Teaching in the gap: Improving academic achievement by centering our students. *Literacy Today, International Literacy Association, 36*(1), 19-20. *Ladson-Billings, G. (2014). Culturally relevant pedagogy 2.0: a.k.a. the remix. *Harvard Educational Review, 84*(1), 74-84. *Paris, D. (2012). Culturally sustaining pedagogy: A needed change in stance, terminology, and practice, *Educational Researcher, 41*(3), 93-97. *Trumbull, E., Pacheco, M. (2005). Leading with diversity: Cultural competencies for teacher preparation and professional development, Part II Culture, *The Education Alliance at Brown University,* **read pp. 5-14 only**	Complete **all assignments and activities in Weekly Module 4** **Begin to work on draft of Cultural Autobiography—due in Week 7.**
Week 5 Sept. 24th to Sept. 30th	Addressing Racial Equity in Classrooms and Schools	**Selected Readings from:** Cushner, McClelland, & Safford, Chapter 6 *Noguera, P.A. (2017). Introduction to "Racial inequality and education: Patterns and prospects for the future," *The Educational Forum, 81*(2), 129-135. *Gorski, P. (2019). Avoiding racial equity detours. *Educational Leadership, April,* 56-61. *Gorski, P., & Swalwell, K. (March 2015). Equity literacy for all. *Educational Leadership, 72*(6), 34-40. *Kubota, R. (2015). Race and language learning in multicultural Canada: Towards critical antiracism. *Journal of Multilingual and Multicultural Development, 36*(1), 3-12.	Complete **all assignments and activities in Weekly Module 5** **Revise and edit Cultural Autobiography—due in Week 7.**
Week 6 Oct. 1st to Oct. 7th	Intercultural Development and Equitable	**Selected Readings from:** Cushner, McClelland, & Safford, Chapter 5	Complete **all assignments and activities in Weekly Module 6**

	Teaching Practices	*Delpit, L. (1988). The silenced dialogue: Power and pedagogy in educating other people's children. *Harvard Educational Review, 58*(3), 280-298. *Nieto, S. (August, 2010). Language, diversity, and learning: Lessons for education in the 21st century, CALdigest, www.cal.org *Primus Smith, N. (2018). Questioning the norms: Critical conversations in equity with students and teachers. *Literacy Today, International Literacy Association, 36*(1), 16-17. *Trumbull, E., Pacheco, M. (2005). Leading with diversity: Cultural competencies for teacher preparation and professional development, Part II Culture, *The Education Alliance at Brown University,* **read pp. 15-28 only**	**Begin to finalize Cultural Autobiography— due next week.**
Week 7 Oct. 8th to Oct. 14th	Gender Inclusive Schools & Equity for LGBTQ Students Critical Literacy Theory	**Selected Readings from:** Cushner, McClelland, & Safford, Chapter 10 **AND** **REQUIRED Supplementary Texts**: *Vasquez, V. M. (2017). Critical literacy. *Oxford Research Encyclopedia of Education,* 1-17. **Sandretto, S. (2018)**. A case for literacy with queer intent. *Journal of LGBT Youth, 15(3),* 197-211. **Choices:** *Janks, H. (2014). Critical literacy's ongoing importance for education. *Journal of Adolescent & Adult Literacy, 57*(5), 349-356. *Enriquez, G. (2014). Critiquing social justice picturebooks: Teachers' critical literacy reader responses. *The NERA Journal, 50*(1), 27-37. *Bell Soares, L., & Wood, K. (2010). A critical literacy perspective for teaching and learning social studies. *The Reading Teacher, 63*(6), 486-494. *Recommended for Future:* *Mirra, N., Morrell, E., & Filipiak, D. (2018). From digital consumption to digital invention: Toward a new critical theory and practice of multiliteracies. *Theory Into Practice, 57*(1), 12-19.	Complete **all assignments and activities in Weekly Module 7** **Upload Cultural Autobiography to Blackboard Assignment Link by or before midnight on October 14th.**

Week 8 Oct. 15th to Oct. 21st	Building Global Learning Communities The Power of Language in Linguistically Diverse Classrooms	***Teaching for Global Competence Week 1*** **Selected Readings from:** Cushner, McClelland, & Safford, Chapters 7 (**REQUIRED)** & chapter 8 **AND** *Various articles in *Educational Leadership* (Dec. 2016-Jan. 2017): Jackson, A.--The Antidote to Terrorism Osler, A.--Teaching for Cosmopolitan Citizenship Tucker, M.--Globally Ready *NAFSA Association of International Educators (2015). ***InTASC as a framework: Viewing the InTASC standards through a global preparation lens.*** (Selected pages only)	Complete **all** assignments and activities in **Weekly Module 8** **Begin to draft** Equity Issue Paper & Presentation (due in Week 12)
Week 9 Oct. 22nd to Oct. 28th	Signature Pedagogies and Global Thinking Routines Lived Experiences of Refugee & Immigrant Students: An Issue of Global Significance across Time and Contexts	***Teaching for Global Competence Week 2*** **REQUIRED readings:** *OECD/Asia Society (2018). *Teaching for global competence in a rapidly changing World.* http://dx.doi.org/10.1787/9789264289024-en **Required pages ONLY.** *Tichnor-Wagner, A., Parkhouse, H., Glazier, J., & Cain, J.M. (2016). Expanding approaches to teaching for diversity and social justice in K-12 education: Fostering global citizenship across the content areas. *Education Policy Analysis Archives, 24*(59), 1-30. *Boix Mansilla, V. (2016/2017). How to be a global thinker. *Educational Leadership, Dec. 2016/Jan. 2017,* 11-16. **Resource:** *Boix Mansilla, V., Perkins, D., Ritchhart, R., Tishman, S., & Chua, F. (2017). Global thinking: An ID-Global bundle to foster global thinking dispositions through global thinking routines, 1-18. http://www.pz.harvard.edu/resources/global-thinking	Complete **all** assignments and activities in **Weekly Module 9** **Work on** Equity Issue Paper & Presentation (due in Week 12)
Week 10 Oct. 29th to Nov. 4th	Performance Outcomes & I Can	***Teaching for Global Competence Week 3*** **Selected Readings from:**	Complete **all** assignments and

	Statements to Guide K-12 Learners to: *Investigate the World *Recognize Perspectives *Communicate Ideas *Take Action; Improving Our Global Practices; Leveraging Digital Tools to Support Global Teaching Goals	*OECD/Asia Society (2018). *Teaching for global competence in a rapidly changing World.* http://dx.doi.org/10.1787/9789264289024-en **Required pages ONLY.** ***Center for Global Education, Asia Society (2013).** Global Leadership, pp. 1-54. **This document has Performance Outcomes and "I Can" Statements for K-12/age levels.** (Selected pages only) **Supplementary Texts:** *Merryfield, et al. (2012). Web resources for teaching about human rights. *Social Education, 76*(5), 266-268. *Richardson, W. (Dec. 2016/Jan. 2017). Getting schools ready for the world. *Educational Leadership, 74*(4), 24-29. *Lindsay, J. (Dec. 2016/Jan 2017). Online Collaboration: How to Start. *Educational Leadership, 74*(4), 37-41.	activities in **Weekly Module 10** **Work on Equity Issue Paper & Presentation (due in Week 12)**

Week 11 Nov. 5th to Nov. 11th	Global Competence Indicators across Grade Levels and Content Areas;
	
	More Pedagogical Practices for Teaching for Global Competence
		Teaching for Global Competence Week 4
		Selected Readings from:
		*OECD/Asia Society (2018). *Teaching for global competence in a rapidly changing World.* http://dx.doi.org/10.1787/9789264289024-en **Required pages ONLY.**
		
		*Partnership for 21st Century Skills. Teacher guide: K-12 global competence grade level indicators, 1-55. (**Selected pages only**)
		
		Various articles in *Educational Leadership (Dec. 2016-Jan. 2017):
		   McKenney, Y.—Beyond the Single Story
		   Cotton, T.—Citizenship: What's Mathematics Have to Do With It?
		AND
		*Merryfield, M. M. (2012). Four strategies for teaching open-mindedness, *Social Studies and the Young Learner 25*(3), 18-22.
			Complete **all** assignments and activities in **Weekly Module 11 (Includes Idea Sketch)**
			
			Work on Equity Issue Paper & Presentation (due in Week 12)

Week 12 Nov. 12th to Nov. 18th	Teaching for Global Competence: How We Can and Why We Do	***Teaching for Global Competence Wrap Up Week 5*** **Dr. Anthony Jackson's one-page blog on Global Competence as a Matter of Equity (required)**	Complete **all** assignments and activities in **Weekly Module 12**

		Recommended for Future: *Ficarra, J. (2017). Comparative international approaches to better understanding and supporting refugee learners. *Issues in Teacher Education,* 73-83.	**Finalize Equity Issue Paper & Presentation (DUE by or before Nov. 18th)**
Week 13 Nov. 19th to Nov. 25th	Educational Equity for Differently-Abled Students; Effective Practices in Inclusive Classrooms;	**SELECTED READING FROM:** Cushner, et al., Chapter 12 **AND** ***Furman, C. (2015).** "Why I am not a painter": Developing an inclusive classroom. *Education and Culture, 31*(1), 61-76. ***Williams-Shealey, M., & Callins, T. (2007).** Creating culturally responsive literacy programs in inclusive classrooms. *Intervention in School and Clinic, 42*(4), 195-197. *Araujo, B. (2009). Best practices for working with linguistically diverse families. *Intervention in School and Clinic, 45*(2), 116-123. *Breiseth, L. (Feb. 2016). Getting to know ELLs' families. *Educational Leadership, 73*(5), 46-50.	Complete **all** assignments and activities in **Weekly Module 13** **Work on Bridging the Divide (due in Week 15)**
Week 14 Nov. 26th to Dec. 2nd	HAPPY THANKS-GIVING	*NO READINGS OR ASSIGNMENTS THIS WEEK*	
Week 15 Dec. 3rd to Dec. 9th	Creating Effective Schools for All Children;	**Selected Readings from:** Cushner, McClelland, & Safford, Chapter 13 *Gándara, P., & Santibañez, L. (Feb. 2016). The teachers our English language learners need. *Educational Leadership, 73*(5), 32-37 *Trumbull, E., Pacheco, M. (2005). Leading with diversity: Cultural competencies for teacher preparation and professional development, Part II Culture, *The Education Alliance at Brown University,* **pp. 29-39 only**	Complete **all** assignments and activities in **Weekly Module 15** **Bridging the Divide PBA – due by or before Sunday, Dec. 13th at midnight.** Complete Online Student Rating of Instruction!
Thurs. Dec. 10th to Sunday Dec. 13th	**Wrap-Up Days!**	**Finalize Bridging the Divide PBA:** **DUE before or by Sunday, DEC. 13th at midnight Blackboard Assignment Link**	Complete Online Student Rating of Instruction! **Submit Bridging the Divide PBA by or before Sunday, Dec. 13th at midnight.**

Professional Dispositions

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

GMU Policies and Resources for Students

Policies

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

- Students must follow the university policy for Responsible Use of Computing (see http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).

- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.

- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see http://ods.gmu.edu/).

- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.

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

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

GUIDELINES FOR MAJOR ASSIGNMENTS

BRIDGING THE DIVIDE (BtD) PROJECT ***Alternative Fall 2020*** ***(25% of the final grade)***
This Fall 2020 performance-based assessment (PBA) is an alternative Bridging the Divide (BtD) project, maintaining the standards and aims of the original project.

The principal goal of the assignment is to **increase your own expertise as a culturally responsive educator** through better understanding the role of culture in student learning and engagement. To meet this goal, you will analyze a classroom-based vignette from a practitioner journal article (Pransky & Bailey, 2002/2003).

You will then apply the reflective, inquiry process explained in the article to a classroom-based scenario **from a Mason Teaching Channel video. You must follow specific directions on Blackboard to USE YOUR MASON EMAIL (……@masonlive.gmu.edu) to create a MASON Teaching Channel account.**

Mason Teaching Channel video for this assignment will be shared on Blackboard.

Your goal is to use the reflective, inquiry process to demonstrate your growing expertise for creating culturally and linguistically responsive learning environments that recognize and value bi-multilingual children's funds of knowledge.

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

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

This article is located in Blackboard under the "Bridging the Divide" section of the Major Assignments tab. **You will read this article during Week 3 and will need to return to the article throughout the course as you notice the way that theory and research-based best practices from course content connect to, reinforce, and/or enhance concepts from the Reflective Process described and applied in the article.** It will be important that you organize your thinking and note-taking around these connections in a way that makes sense to you (e.g., a graphic organizer, informal journal, etc.) throughout the course.

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

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

Then, in the *Application* **section you will apply your learning about the Reflective Process to a Mason Teaching Channel video scenario.** You will engage in the inquiry process around this real-world scenario. **You will situate your application strongly and clearly in learning and theory/research from this course**.

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

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

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

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

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

Application – **Watch the Mason Teaching Channel video indicated on Blackboard for this part of this paper** (Mason Teaching Channel videos are on Blackboard). **Imagine that YOU are the teacher in the video.**

Take time to reflect on this instructional scenario as the teacher. You may consider any relevant concepts from your analysis of the classroom-based vignette from the Pransky and Bailey article. **Think about:**

*What puzzles you? What is going on? Why?
*Which aspects of this lesson excerpt give you pause? Where do you think you might feel unsure about how to respond--change your approach, meet needs of learner(s), adjust the lesson in some way, etc.?
*What is your thinking about how you would approach this scenario differently if you had more knowledge and understanding of learner(s)?

Use Pransky and Bailey's (2002/2003) Reflective Process *as a foundation* **for exploring and analyzing the video-based scenario**. Note: You are not exploring this scenario as "real-time inquiry," so make appropriate adjustments as you move through the steps of the Reflective Process. You may find it very useful to apply Pransky and Bailey's Conceptual Framework in Figure 2 on page 381 of their article as you consider the video-based scenario. **Remember, you are imagining that you are the teacher in the video. Please be sure to think about the following and to** *situate your thinking and assertions in relevant theory/research* **from this course**:

- ➢ Which social and cultural processes are at play in the video-based scenario?
- ➢ How do these social and cultural factors impact the CLD learner(s)' experience?
- ➢ How might your cultural lens (beliefs, assumptions, biases) "as the teacher" influence the learner expectations, social norms, and/or nature of the activity in the video scenario?
- ➢ What do you need to know that is not readily apparent in the video? Using your growing knowledge from this course, how might you find out what you need to know?
- ➢ What might you do to enhance culturally responsive teaching in this scenario? How might you use knowledge of learner(s)' funds of knowledge to be more a more effective culturally responsive educator?

Note: **You do NOT have to answer all of these questions one-by-one**. They are meant as thinking prompts for you to consider!

Reflection – In this section, you will convey how and why completing the Bridging the Divide paper enhanced your professional knowledge for working effectively with CLD learners and their families. Consider: Why is your new professional knowledge significant for your current or future teaching? What did you learn about yourself that can translate into strengthening your current or future practice as a culturally responsive educator? In what ways can your growing

professionalism positively impact CLD learners' experiences and outcomes in your current or future classroom/school? Why does this matter?!

Format for Writing the Bridging the Divide Paper

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

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

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

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

This project provides the opportunity to demonstrate your knowledge of the history, research, policy, and current practices in ESOL or foreign/world language education as it applies to **an equity issue** related to this course that is currently evident in schools/classrooms. Based on learning from this course and/or knowledge about practices/policies in school settings, **you and a partner** will identify a salient equity issue (for example, systemic racism's impact on student discipline, access to advanced coursework, consideration for gifted and talented education, stereotyping and stereotype threat, bias/deficit lens, inappropriate placement in special education, etc.). Locate, read, and synthesize relevant research (minimum of five scholarly sources) related to the equity issue. Recommend strategies/brief action plan, linked to the research, to address this equity issue in a school setting. Gather feedback from peers in this course about your recommendations. **You may share resource sources, but each person in the pair will write an individual Equity Issue Paper.**

Your paper should be a highly-polished piece, reflective of graduate-level academic writing. Use double-spacing, *Times New Roman 12-pt font,* and follow APA-7 style for title page, within-text citations, and references page. **Do not exceed the maximum page-length guidelines (in chart below)**. **Do not include an abstract.**

To begin:

- Identify an equity issue of interest to you and your partner that is of importance in the school setting. Explain the way that the equity issue is real and relevant in school settings.
- Read and synthesize relevant research from at least 5 scholarly sources about this equity issue, particularly about the way this issue may affect equitable outcomes for CLD/bilingual & multilingual learners in schools. You may use our course readings as a starting point. You can use the Mason library online databases at http://library.gmu.edu/ for additional information. Link the research to the equity issue in the school setting and impact on diverse learners.
- From your research, identify at least two strategies, activities, or programs that could be applied in a school setting to address this equity issue. Create a brief action plan that could be implemented in a school setting. Share your recommendations *informally* with peers from this course to seek their feedback. Reflect on this feedback and combine with your own thinking.
- Conclude your paper, reflecting on your own learning about this equity issue and why this knowledge matters in your current or future work with diverse learners.
- Carefully ***revise and edit*** your paper. Be sure to provide APA-7 within-text citations for all professional literature consulted as well as on a References page.

Recommended Page Lengths:

Section	Page Length Parameters
Section I: Introduction	1.0 – 2.0
Section II: Research Related to the Issue	2.5 – 3.0
Section III: Possible Interventions & Brief Action Plan	1.5 – 2.0
Section IV: Additional Feedback from Colleagues/Peers	1.0 – 1.5
Conclusion	1.0 – 1.5
TOTAL (excluding Title Page and References page.	**7.0 – 10 pages**

Equity Issue Paper Content & Format:
Section I: Introduction to the Issue in your Setting – consider:
1. What is the background on the equity issue?
2. How is it manifested in school settings?
3. Why is it of concern to you as an educator working for equity?
4. Why did you and your partner decide to focus on this issue for your paper?
5. How is the equity issue handled in your professional context (if applicable)?
6. How might this equity issue impact experiences/outcomes for diverse learners?

Section II: Research Related to the Issue
1. How prevalent is this equity issue in PreK-12 school settings?
2. Which relevant studies have been done on the impact of this equity issue on diverse

learners?

3. Based on the relevant research, what are the effects of this equity issue on diverse learners' experiences and/or outcomes in school settings?

4. What kinds of strategies or interventions to address this equity issue have been proposed in relevant research?

5. How do dominant cultural values contribute to (affect or perpetuate) this issue and its impact on diverse learners?

Section III: Possible Strategies/Brief Action Plan to Address Equity Issue

1. Based on your review of the literature, what are some possible strategies for addressing this equity issue in school settings?

2. How empowered would you feel to address the issue? Why?

3. How might you advocate for this equity issue to be addressed? How might you seek others' interest and support in addressing this issue?

4. What benefits can you envision for CLD/bilingual & multilingual learners from these strategies? What happens if this equity issue is not addressed?

Section IV: Additional Feedback

1. What have you learned from feedback you received from others about this issue?

2. What suggestions did your colleagues offer you?

3. Do you agree or disagree with their views? Why?

4. What else was significant for you in learning about this issue from interacting with your colleagues?

Conclusion

1. How has your awareness about this equity issue changed? Why is this important?

2. What have you learned from this experience? Why does this learning matter?

3. What have you learned that will help you to work to address this equity issue in your current or future classroom?

Equity Issue Paper Evaluation Rubric

Criteria	Does Not Meet Standards (1)	Approaches Standards (2)	Meets Standards (3)	Exceeds Standards (4)
Relevance of Equity Issue to Critical Multicultural Education TESOL 2a-g; 5a	Topic/issue not linked to field of critical multicultural education	Topic/issue is of minor importance in field of critical multicultural education	Topic/issue is relevant in field of critical multicultural education	Topic/issue is highly salient in field of critical multicultural education
Presentation of Equity Issue in Candidate's Field Setting TESOL 2 a-g; 5a, b	Completely vague and/or inadequate presentation of background on equity issue; not relevant	Incomplete presentation of background on equity issue and its relevance in field setting	Focused, satisfactorily analytical presentation of background on equity issue and its relevance in field setting	Highly focused, analytical presentation of background on equity issue and its relevance in field setting
Quality of Research Conducted around Equity Issue TESOL 2a-g; 5a	Completely vague and/or inadequate presentation of research using 5 or fewer academic sources	Research is presented as summaries rather than synthesis using 5 or fewer academic sources	Satisfactorily nuanced synthesis of research around equity issue using 5 or more academic sources	Highly nuanced synthesis of research around equity issue using 5 or more academic sources
Presentation of Possible Interventions Related to Equity Issue TESOL 2a-g; 5a, b	Interventions are not grounded in research and/or are only vaguely responsive to equity issue in school setting	Interventions are loosely grounded in research and/or are not responsive to school setting in explicit way	Interventions are satisfactorily grounded in research and clearly respond to equity issue in school setting	Interventions are strongly grounded in research and highly responsive to equity issue in school setting
Incorporation of Feedback around Equity Issue Interventions TESOL 2a-g; 5a, b	Feedback was not sought in school setting and is not present in paper	Only minimal feedback sought in school setting; integration of feedback is minimal or unclear	Satisfactory effort to seek feedback in school setting; integration of feedback is satisfactory	Strong effort to seek feedback in school setting; integration of feedback is very clear
Reflective Conclusion around Equity Issue TESOL 2a-g; 5a, b	Personal learning around equity issue is not conveyed and/or relevance for CLD learners is not stated	Personal learning around equity issue is minimal; relevance of teaching CLD learners is unclear	Reflects satisfactory personal learning around equity issue; clear relevance for teaching CLD learners	Reflects deep personal learning around equity issue; high degree of relevance for teaching CLD learners