

# George Mason University

## College of Education and Human Development

College of  
EDUCATION HUMAN DEVELOPMENT



Promoting Learning & Development Across the Lifespan

**EDCI 423 Methods for Teaching PK-6 English Learners in Inclusive Classrooms**  
**Summer 2021**  
**3 credit hours**  
**Synchronous & Asynchronous Online**  
**Mondays & Wednesdays, 1:30 – 4:30 p.m.**  
**May 17 – July 13, 2021**

### Faculty

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### Prerequisites/Co-requisites

Admission to Elementary Education licensure program; ELED course sequence as approved by advisor.

### University Catalog Course Description

Examines current research, theory, and policy as applied to teaching and learning with K-6 English learners (ELs). Explores research-based methods, instructional frameworks, and culturally and linguistically responsive strategies for teaching ELs effectively in K-6 inclusive classrooms. This course requires 15 hours of field observation.

**NOTE: Field placements are waived for Summer 2021 due to COVID-19. Students will access video-based experiences using Mason Teaching Channel accounts.**

### Course Overview

Teacher education students in this course will delve deeply into best practices for creating culturally responsive, equitable teaching and learning environments for K-6 English learners

(ELs) in inclusive classrooms. Students gain and apply knowledge around critical topics for educating K-6 ELs. Students in this course develop a thorough understanding of the way that teacher beliefs and values affect teaching and learning with culturally and linguistically diverse (CLD) children; the way that K-6 ELs represent diverse social, cultural, linguistic, and educational backgrounds; and the way that teachers must value K-6 ELs' funds of knowledge in classrooms and schools. Other important topics include viewing ELs and their families from a strengths-based perspective, embracing bilingualism/multilingualism and biliteracy as lifelong assets, and building positive relationships with CLD families in order to build bridges between home and community practices and schools.

Students will learn about instructional methods, frameworks, and strategies that support all learners in diverse classrooms in learning grade-level, rigorous content while developing academic language and literacy practices. Sociocultural practices that emphasize collaborative, cognitively challenging, language-rich learning experiences that include appropriate scaffolds to meet each learner's individual needs will be highlighted. Using digital tools to enhance content learning and language and literacy development will also be emphasized. Inquiry-based, hands-on learning experiences will allow students to understand ways to integrate VA Standards of Learning, World Class Instructional Design and Assessment (WIDA) English Language Development Standards, and TESOL's 6 Principles for Exemplary Teaching of English Learnings in instructional design and implementation. Students will apply learning to design the kind of instruction and formative assessments that provide K-6 ELs in inclusive classrooms with ample opportunities to use language actively to build and communicate understanding around standards-aligned, grade-level content concepts.

In this course, students will also examine the importance of collaboration among all stakeholders (K-6 teachers, ESOL teachers, instructional specialists, administrators, parent(s)/guardian(s) and families, and community members and organizations) in teaching and serving ELs with equity and excellence.

### **Course Delivery Method**

This course will be delivered blended online (76% or more) **using a synchronous and 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 **May 17th at 8:00 a.m.**

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

This online course is **not self-paced. You will be expected to complete one module every week.** Completing a Weekly Module includes reading, participating in Discussion Board, and completing any assignments and/or activities within that Weekly 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](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](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 Zoom conferencing tool.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
  - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
  - Windows Media Player:  
<https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
  - Apple Quick Time Player: [www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)

### *Expectations*

- **Course Week: Our course will begin on the day that our first synchronous meeting takes place—Monday, May 17<sup>th</sup> at 1:30 p.m. We will have synchronous meetings on most Mondays (see course schedule). We will not meet synchronously on Wednesdays except for a few dates due to Monday holidays.**
- **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. In addition, students must log-in for all scheduled online synchronous meetings.
- **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.

### **Required Text:**

Echevarria, J., Vogt, M.E., & Short, D.J. (2017), **5th Ed.** *Making content comprehensible for English learners: The SIOP Model.* Pearson.

### **AND**

Heritage, M., Walqui, A., & Linqanti, R. (2015). *English language learners and the new standards: Developing language, content knowledge, and analytical practices in the classroom.* Harvard Education Press.

**Please note:** Teacher education journal articles and other texts (from educational websites, etc.) will be uploaded to Blackboard for further required reading.

### **Learning Outcomes:**

- Become deeply familiar with the legal responsibilities of elementary educators towards English learners (ELs) with respect to federal and state laws, policies, and practices;

- Identify ways that teachers’ cultural lens, beliefs, and values may influence perspectives around ELs and their families as well as instructional decisions;
- Develop an understanding of current second language acquisition theories and application to practice to support K-6 ELs in learning grade-level content and developing academic language and literacy practices in tandem;
- Build an understanding of how to align the VA Standards of Learning (SOLs) and the World-Class Instructional Design and Assessment (WIDA) English Language Development (ELD) Standards Framework in instructional design and formative assessment with elementary English learners (ELs) across content areas;
- Apply research-based best practices around instructional frameworks and strategies for designing and implementing grade-level, standards-aligned, appropriately scaffolded, culturally responsive content area instruction for diverse K-6 English learners in inclusive classrooms;
- Collaborate with mentor teacher and ESOL teacher around instructional design for ELs in inclusive classrooms in content areas; (Field placements waived in Summer 2021).
- Identify how to advocate for ELs and their families as well as for the benefits of bilingualism and biliteracy in classrooms and school systems;
- Distinguish language learning from learning disability; be able to articulate cautions for considerations around referring ELs for potential special education services;
- Identify culturally and linguistically appropriate ways to recognize giftedness in ELs;
- Become familiar with current research, organizations, and resources for pursuing one’s own professional development around effective and equitable practices with K-12 ELs throughout one’s career;
- View ELs’ and their families from strengths-based perspective; identify and explain ways to value ELs’ funds of knowledge in classrooms and schools and to build bridges between home and community practices and school settings.

**Professional Standards (Interstate Teacher Assessment and Support Consortium [InTASC] and Council for the Accreditation of Educator Preparation [CAEP])**

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

**InTASC Model Core Teaching 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 #4: Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

**Standard #5: Application of Content.** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

**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 #8: Instructional Strategies.** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

**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.

### **CAEP K-6 Elementary Teacher Preparation Standards**

#### **Standard 1 – Understanding and Addressing Each Child’s Developmental and Learning Needs.**

**Component 1.a:** Candidates use their understanding of how children grow, develop and learn to plan and implement developmentally appropriate and challenging learning experiences within environments that take into account the individual strengths and needs of children.

**Component 1.b:** Candidates use their understanding of individual differences and diverse families, cultures, and communities to plan and implement inclusive learning experiences and environments that build on children’s strengths and address their individual needs.

#### **Standard 2—Understanding and Applying Content and Curricular Knowledge for Teaching**

**Component 2.a:** Candidates demonstrate and apply understandings of the elements of literacy critical for purposeful oral, print, and digital communication.

#### **Standard 3—Assessing, Planning, and Designing Contexts for Learning**

**3.c:** Candidates plan instruction including goals, materials, learning activities and assessments.

**3.d:** Candidates differentiate instructional plans to meet the needs of diverse students in the classroom.

#### **Standard 5 – Developing as a Professional**

**Component 5.a:** Candidates work collaboratively with colleagues, mentors, and other school personnel to work toward common goals that directly influence every learner’s development and growth.

### **Attendance**

Attendance is **mandatory and required**. Attendance is directly tied to the class participation grade for this course. In the event that a class must be missed due to unavoidable extenuating circumstances, please communicate to the professor *prior to the event or as soon as possible after the event*. Students without a serious, extenuating reason for missing a class will lose the participation points for that class session. Students who miss a class for any reason are responsible for obtaining pertinent notes/information from a peer. The instructor may require make-up work for unavoidable absences. Students are expected to participate in **all** online discussions and complete all active learning tasks in weekly modules each week. Not participating fully in an online module will be reflected with a zero for the week and as an absence. **In this summer session, students with 1 unexcused class sessions will receive a “one letter grade” deduction from the final grade in the course. Students who miss 2 or more class sessions will not be able to pass the course.**

### **Course Performance Evaluation**

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

### **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.

A+	=100	4.00
A	94-99	4.00
A-	90-93	3.67
B+	85-89	3.33
B	80-84	3.00
C	70-79	2.00
D	60-69	1.00
F	<59	0.00

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

All CEHD/CHSS undergraduate and graduate students are held to the university grading policies as described in the Academic Policies section of the current catalog, which can be accessed at <http://catalog.gmu.edu>.

## Honor Code & Integrity of Work

**Integrity of Work:** Elementary Education 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:

**It is expected that all class assignments will be submitted on time** to the correct location as per the instructor’s directions. Therefore, **late assignments will not receive full credit.**

Assignments turned in late will receive an automatic deduction of one letter grade for each day of lateness. All assignments must be submitted on the due date stated within the syllabus and must be submitted in the format outlined by the instructor (TK20, Blackboard assignment link, TK20 and Blackboard assignment link, printed hard copy, etc.)..

<b>Specific Assignments:</b>	
	<b>Point Value</b>
Class Participation	160
Research Article Summary & Analysis Visual Representation	50
Going Digital Blog	25
Content Area Lesson Plan Scaffolded for Level 2 ELs	100
Social, Cultural, Linguistic, and Educational Case Study	150
<b>TOTAL</b>	<b>485 points</b>

### Assignment Descriptions:

**Class Participation (20 points weekly for 8 weeks = 160 points):** Throughout this course, students are expected to work in a variety of different partner and group configurations as determined by the instructor. *Successful learning depends on active engagement in meaningful interactions with your peers!* 😊

Thus, students’ **thorough preparation for and enthusiastic participation in all activities** is an important part of this course. Informed class participation is evidenced by thoughtful,



thorough completion of **ALL** active learning activities in the Weekly Modules and thorough preparation for and active engagement during synchronous sessions. Students' discussion and other learning tasks should reflect deep learning from readings, videos, and any other online content within the Weekly Modules. While you are encouraged to share your perspective as a future educator, 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, your synchronous and asynchronous work each week 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 future teaching practice with culturally and linguistically diverse learners.

The main participatory **asynchronous** activities are engaging in dialog with classmates via Discussion Board posts AND completing and sharing active learning application activities. **The Discussion Board posts and any other active learning tasks within a Weekly Module (e.g., WordPress blog entry, multimodal representations, application activities, etc.) are opportunities for students to demonstrate thorough engagement with all course content in the Weekly Modules.**

**Initial Discussion Board posts will be due by Saturday night at midnight with brief but thoughtful responses to at least two peers' posts by Monday at noon.** Initial Discussion Board posts must be two well-developed paragraphs, written in professional language, that **synthesize** students' 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 students' experiences and perspectives as well as to the course content rather than to be addressed question by question. **Students should refer to readings/content from the current week in the post. Students should AVOID the overuse of direct quotes in Discussion Board posts. Rather, please use your own words to paraphrase and weave together connections among readings/content with your own thinking and experiences.**

**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.

Students will be provided with a *Class Participation Checklist* on Blackboard that outlines the expectations for earning the 20 weekly participation points.

**Research Article Summary & Analysis Visual Representation (50 points):** Students select a peer-referred teacher education journal article about teaching elementary ELs. **Students will read, summarize, and share critical thinking about the article by creating a visual representation.** Students will be given a list of practitioner journal articles on Blackboard from which to choose as well as guiding questions to think about in the creation of the visual representation. **Each student will select a different journal article.** The current research articles are related to a variety of topics about teaching elementary ELs. Thus, this assignment will provide each student with the opportunity to select a topic of interest and become acquainted

with current research on that topic as well as with professional journals for educators to continue to learn more about teaching ELs throughout their careers. Students are responsible for locating and downloading the article selected. Students will upload their visual representations via a specific Discussion Board link for that purpose in order to make their thinking and learning visible to their peers. Directions and evaluation tool for this assignment are located on Blackboard under the “Major Assignments” tab.

**Going Digital Blog (25 points):** In recognition of the importance of valuing and developing elementary learners’ multiliteracies, students will share a contribution to a “Going Digital” WordPress blog on Blackboard once during this course. Students will be asked to share a digital tool that can be incorporated into instruction to support content learning and language development with young ELs. Students will offer a concrete example to explain how this tool could be employed during a content area lesson for a specific purpose. A “get started” list of digital tools will be provided on Blackboard, but students are welcome to share others that they have observed or learned about during fieldwork experiences or in other courses!

**Content Area Lesson Plan and Reflective Paper (100 points):** This *major* assignment represents an opportunity for students *to apply* what they have learned to design a lesson around a standards-aligned, grade-level content concept with appropriate scaffolds for ELs at WIDA Level 2 Emerging. In this lesson design, students will demonstrate their understanding of how to create rigorous, interactive, engaging, appropriately scaffolded and culturally responsive instruction that integrates content learning with language and literacy development in an inclusive classroom with Level 2 ELs.

Students will **use the lesson plan template provided on Blackboard** (adapted from the SIOP Model) for this assignment. The lesson plan must include both content and language objectives and must be based on VA Standards of Learning and WIDA English Language Development Standards for the grade-level and content area chosen for the lesson plan. **These content and language objectives must be written in learner-friendly, grade-level appropriate language** (e.g., “I can” . . . statements).

The lesson plan must clearly reflect appropriate strategies and scaffolds for supporting Level 2 ELs in making progress toward the lesson’s content and language objectives. **Students should include any strategy or strategies from the textbooks that make sense for the lesson’s goals.** The instructional tasks and formative assessments that would allow the teacher (and learners) to accurately gauge learners’ progress toward reaching the content and language objectives must be clearly described. Scaffolds such as graphic organizers, visuals, websites, digital tools, hands-on materials or realia, as well as any formative assessments must be included or fully described.

**Students will develop the lesson plan throughout the course and will share, explain, and provide feedback to peers about their lesson plan during the course.** In this way, students can make their thinking visible and draw on learning from this course, other courses, field sites, and their peers as they develop their lesson plan.

As part of this assignment, **students will write a 2-3 page, double-spaced reflective paper to accompany their lesson plan.** In this reflective writing, students will explain the *how and why*

of their instructional decisions as they created the lesson plan. In other words, students will clearly explain how and why each component of the lesson plan makes sense for supporting Level 2 ELs in an inclusive classroom setting in making progress toward the lesson's content and language objectives.

The **evaluation tool** for this content area lesson plan and paper is located on Blackboard.

**Social, Cultural, Linguistic, and Educational Case Study *Alternative Performance-Based Assessment for Summer 2021* (150 points)**

The principal goal of this major assignment is to **enhance 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 selection of Mason Teaching Channel videos. 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 videos 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 **Social, Cultural, Linguistic, and Educational Case Study** 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 **Social, Cultural, Linguistic, and Educational Case Study** 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., annotating the article, 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 paper.

Then, in the *Application* section you will **apply your learning about the Reflective Process to ONE 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 the **Social, Cultural, Linguistic, and Educational Case Study** is relevant to your professional knowledge and growth as a culturally responsive educator.

Please find below the specific instructions for each section of your **Social, Cultural, Linguistic, and Educational Case Study** 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. Pransky and Bailey (2002/2003) present this concept based on Gee's (1990) notion of *Discourse Communities* (see left-hand column on p. 373 of their article). 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**. **“Analysis” here refers to making strong, clear connections between what you have learned in EDCI 423 and the vignette you have chosen. Strive to interweave relevant concepts, theory/research from scholarly sources in this course to develop your analysis and explain your thinking.** There are many 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 ALL of the Mason Teaching Channel videos indicated on Blackboard for this part of this paper (Mason Teaching Channel videos are on Blackboard). **CHOOSE one video to focus on for the Application section. Imagine that YOU are the teacher in the video.**

**Take time to reflect on this instructional scenario as the teacher.** Consider the same kinds of concepts related to the importance of culture, language, and identity that you thought about to analyze the vignette!

**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. Think about the following and be sure to clearly connect your thinking and assertions to relevant theory, research, and learning from this course:**

- Which social and cultural processes are at play in the video-based scenario? What questions come to mind for you about these learners?
- How do these social and cultural factors seem to impact the learner(s)' experience in this classroom?
- Why would it be important to consider the way that your own cultural lens (beliefs, assumptions, biases) "as the teacher" may influence the learning expectations, social norms, and/or nature of the tasks in the video scenario? That is, how might you apply knowledge of your own cultural self to teaching and interacting with these learners?
- What other knowledge might you need to have about learners' *funds of knowledge* 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? Why would this effort be important?

Note: **You do NOT have to answer all of these questions one at a time.** They are meant as thinking prompts for you to incorporate as you weave together your analysis!

**Reflection** – In this section, you will convey how and why completing the **Social, Cultural, Linguistic, and Educational Case Study** enhanced your professional knowledge for working

effectively with CLD learners and their families. Consider: Why is your new professional knowledge significant for your future teaching? What did you learn about yourself that can translate into strengthening your future practice as a culturally responsive educator? In what ways can your growing professionalism positively impact CLD learners' experiences and outcomes in your future classroom/school? Why does this matter?!

### Format for Writing the Social, Cultural, Linguistic, and Educational Case Study

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 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
<b>Recommended Total</b>	<b>10.0 – 13.0 pages</b>

**The evaluation tool for this performance-based assessment is located on Blackboard.**

### Fieldwork Log of Hours and Evaluation Forms **Not applicable for Summer 2021**

The signed Fieldwork log of hours and Evaluation forms **must be uploaded to TK20 on Blackboard.** These forms are located on Blackboard and are the forms that must be used.

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

**NOTE:** Failure to submit documentation of successful completion of your fieldwork in a timely manner will make you ineligible to register for coursework, be recommended for licensure, or receive a grade for this course. **N/A for Summer 2021**

### Professional Dispositions

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

## Course Content and Schedule:

*Please note: The instructor reserves the right to change the syllabus as necessary. Students will be given ample notification in class and on Blackboard of any changes.*

*The asterisk (\*) indicates journal articles and/or other print resources that will be uploaded to Blackboard.*

Class/Date	Theme/Topic	Learning Activities	Weekly Assignments/Readings
Week 1 May 17 to May 23rd	<p><b>Live Online Synchronous Zoom session (see Blackboard for Zoom link) on Monday, May 17<sup>th</sup> from 1:30 – 4:30 p.m.</b></p> <p>Introduction to course &amp; review of syllabus</p> <p>Introduction to diversity among English learners (ELs)</p> <p>Viewing ELs from strengths-based perspective</p> <p>Benefits of Bilingualism</p>	<p>Please review syllabus ahead of live online session!</p> <p>Discuss expectations for attendance, and fieldwork; review major assignments;</p> <p>Introduction to Explore TESOL (2019) 6 Principles for Exemplary Teaching of English Learners  <a href="http://www.tesol.org/the-6-principles/the-6-principles">http://www.tesol.org/the-6-principles/the-6-principles</a></p>	<p>Complete <b>all</b> assignments and learning application activities in <b>Weekly Module 1—see Blackboard.</b></p> <p><b>Assignments/Readings DUE for NEXT Class</b>  <b>Read:</b>            SIOP textbook Chapter 1            Heritage, Walqui, &amp; Linqunti, Chapter 1</p> <p><b>Go Digital Blog due last day of Week 3</b></p>

Class/Date	Theme/Topic	Learning Activities	Weekly Assignments/Readings
Week 2 May 24 <sup>th</sup> to May 30th	<p><b>Live Online Synchronous Zoom session (see Blackboard for Zoom link) on Monday, May 24<sup>th</sup> from 1:30 – 4:30 p.m.</b></p> <p>Laws, Policies &amp; Procedures that inform educational practice w. ELs</p> <p>Intro to newly revised <b>*WIDA (2020) English Language Development Standards Framework K-12; The Big Ideas:</b>            Equity of Opportunity &amp; Access            Integration of Content &amp; Language            Collaboration among Stakeholders            Functional Approach to Language Development</p> <p>WIDA's Can-Do Philosophy!</p>	<p>What is meant by using asset-based approaches to teaching ELs?</p> <p>How do teachers recognize, value, and leverage ELs' funds of knowledge in lesson design?</p> <p>Share thinking around WIDA's (2019) Guiding Principles of Language Development  <a href="https://wida.wisc.edu/teach/language-learning">https://wida.wisc.edu/teach/language-learning</a> Begin KWL</p>	<p>Complete <b>all</b> assignments and learning application activities in <b>Weekly Module 2—see Blackboard.</b></p> <p><b>Assignments/Readings DUE for NEXT Class</b>  <b>Read:</b>            SIOP textbook Chapter 2            Heritage, Walqui, &amp; Linqunti, Chapter 2 <b>AND</b>  <b>On Bb:</b>            *Lindahl &amp; Watkins (2014)            What's on the "LO" Menu?            Supporting academic language objective development</p> <p><b>Go Digital Blog due last day of Week 3</b>            Select and read article for Research Summary &amp; Analysis Visual Assignment <b>(due last day of Week 4)</b></p>

Class/ Date	Theme/Topic	Learning Activities	Weekly Assignments/Readings
Week 3 May 31 <sup>st</sup> to June 6th	<p><b>NOTE Live Online Synchronous Zoom session (see Blackboard for Zoom link) will be on Wednesday, June 2<sup>nd</sup> from 1:30 – 4:30 p.m. due to Memorial Day holiday.</b></p> <p>A deeper look at the WIDA (2020) Amplified English Language Development Standards: WIDA ELD Standards Statements Key Language Uses Language Expectations Proficiency Level Descriptors</p> <p>Teaching Content &amp; Language in an integrated way—writing content and language objectives</p>	<p>How do WIDA ELD Standards Framework work in tandem with VA Standards of Learning (SOLs)?</p> <p>How can teachers write effective content and language objectives? Why is this important?</p> <p>What is meant by scaffolding to <i>amplify, not simplify</i>, learning content concepts with ELs?</p>	<p>Complete <b>all</b> assignments and learning application activities in <b>Weekly Module 3</b>—see <b>Blackboard</b>.</p> <p><b>Go Digital Blog due by or before midnight on June 6<sup>th</sup>.</b></p> <p><b>Assignments/Readings DUE for NEXT Class</b> <b>Read:</b> SIOP textbook Chapters 3 &amp; 4 <b>AND</b> a first read of article upon which Social, Cultural, Linguistic &amp; Educational Case Study assignment will be based: <b>On Blackboard</b> *Pranksy &amp; Bailey (2002/2003). To meet your students where they are, first you have to find them.</p> <p>Work on Research Article Summary &amp; Analysis Visual <b>(due last day of Week 4)</b></p>

Class/ Date	Theme/Topic	Learning Activities	Weekly Assignments/Readings
Week 4 June 7 <sup>th</sup> to June 13th	<p><b>Live Online Synchronous Zoom session (see Blackboard for Zoom link) on Monday, June 7<sup>th</sup> from 1:30 – 4:30 p.m.</b></p> <p>Building Background: Concepts’ linked to students’ backgrounds; Links between past learning and new learning; Developing key vocabulary</p> <p>Comprehensible Input: Clear explanation of academic tasks; Using a variety of techniques to teach content &amp; language in an integrated way</p>	<p>Why might there be a mismatch between teachers’ instructional approaches and ELs’ funds of knowledge? How can teachers implement culturally and linguistically responsive teaching?</p> <p>What does effective vocabulary instruction look like?</p> <p>What kinds of strategies and techniques can teachers use to make content concepts accessible to ELs from different educational backgrounds and varying levels of English language proficiency?</p>	<p>Complete <b>all</b> assignments and learning application activities in <b>Weekly Module 4</b>—see <b>Blackboard</b>.</p> <p><b>Research Article Summary &amp; Analysis Visual DUE by or before midnight on June 13<sup>th</sup>.</b></p> <p><b>Assignments/Readings DUE for NEXT Class</b> <b>Read:</b> SIOP textbook, Chapter 5 Heritage, Walqui &amp; Linquanti, Chapter 3</p> <p>Begin to work on <b>Content</b></p>



			<p><b>Area Lesson Plan (draft of LP due last day of Week 5)</b></p> <p><b>Select a vignette from Pransky &amp; Bailey article—begin draft of Findings &amp; Analysis for Social, Cultural, Educational &amp; Linguistic Case Study (due first day of Week 8 due to July 4<sup>th</sup> holiday)</b></p>
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Class/Date	Theme/Topic	Learning Activities	Weekly Assignments/Readings
Week 5 June 14 <sup>th</sup> to June 20 <sup>th</sup>	<p><b>Live Online Synchronous Zoom session (see Blackboard for Zoom link) on Monday, June 14<sup>th</sup> from 1:30 – 4:30 p.m.</b></p> <p>Teaching cognitive, metacognitive, and language learning strategies</p> <p>The Zone of Proximal Development (ZPD) and scaffolding toward a Gradual Increase of Student Independence (GISI)</p> <p>Embedding ample opportunities for higher-order thinking in lesson design (Bloom’s taxonomy revised and Webb’s Depth of Knowledge)</p>	<p>Workshop with critical friends around draft of content area lesson plan assignment.</p> <p>Why is it important to teach learning strategies and provide ample opportunities for learners to know when to choose them and how to use them?</p> <p>How can <i>translanguaging</i> practices support ELs in learning content concepts and applying language learning strategies?</p> <p>How can teachers apply cognitive, functional, and sociocultural theories in practice to promote the integration of conceptual, analytical, and linguistic development?</p>	<p>Complete <b>all</b> assignments and learning application activities in <b>Weekly Module 5--see Blackboard.</b></p> <p><b>Content Area Lesson Plan <u>solid draft</u> due by or before midnight on June 20<sup>th</sup> to DB link for that purpose AND Bb Assignment link for that purpose (no points/evaluation but you will receive feedback from instructor).</b></p> <p><b>Assignments/Readings DUE for NEXT Class</b>  <b>Read:</b>            SIOP Textbook Chapters 6 &amp; 7</p> <p><b>Watch ALL of the Mason Teaching Channel videos indicated on Bb for</b> Application part of SCEL Case Study. <b>CHOOSE</b> one video to focus on for the Application section. <b>Imagine that YOU are the teacher in the video.</b>  <b>Begin to draft Application section. SCEL Case Study due first day of Week 8 due to July 4<sup>th</sup> holiday.</b></p>

Class/Date	Theme/Topic	Learning Activities	Weekly Assignments/Readings
Week 6 June 21 <sup>st</sup> to June	<p><b>NO LIVE ONLINE SESSIONS THIS WEEK. All work will be asynchronous via instructions in Weekly Module 6 on Blackboard.</b></p>	<p>Engage with critical friends around solid draft of content area lesson plan assignment.</p>	<p>Complete <b>all</b> assignments and learning application activities in <b>Weekly Module 6--see Blackboard.</b></p>

27th	<p>Interaction – the “heart” of effective lesson design with ELs;</p> <p>A deeper look at translanguaging pedagogy;</p> <p>Hands-on practice opportunities to apply content and language learning;</p> <p>Integrating reading, writing, listening, and speaking in content area lesson design;</p>	<p>Why is student-to-student interaction with ample opportunities to use language actively to make meaning around content concepts essential for ELs to learn content and build language and literacy skills?</p> <p>Why is it important to connect practice and application activities to lesson objectives?</p> <p>How is content learning enhanced through integrating language domains?</p>	<p><b>Assignments/Readings DUE for NEXT Class</b>  <b>Read:</b>          SIOP textbook Chapter 9          Heritage, Walqui &amp; Linquanti, Chapter 4  <b>AND</b>          *Thibaut &amp; Curwood (2018).          Multiliteracies in practice:          Integrating multimodal production across the curriculum (<b>on Bb</b>).</p> <p><b>Assignments/Readings DUE for NEXT Class</b>  <b>Continue working on</b>          Findings &amp; Analysis &amp; Application sections of SCLE Case Study; Draft Reflection section (<b>final paper due by first day of Week 8 due to July 4<sup>th</sup> holiday</b>)</p>
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Class/Date	Theme/Topic	Learning Activities	Weekly Assignments/Readings
Week 7 June 28 <sup>th</sup> to July 4 <sup>th</sup>	<p><b>Live Online Synchronous Zoom session (see Blackboard for Zoom link) on Monday, June 28<sup>th</sup> from 1:30 – 4:30 p.m.</b></p> <p>Integrating formative assessment in lesson design; assessment as a social act;</p> <p>Providing meaningful feedback to learners on language output;</p> <p>Using a multiliteracies approach to teach content concepts and enhance language and literacy development;</p>	<p>How do formative assessments guide teachers AND learners to assess progress toward lesson’s objectives <i>during learning</i>?</p> <p>How can a multiliteracies approach allow ELs to demonstrate content understanding and apply language and literacy skills?</p> <p>Why are opportunities for self-assessment and peer-assessment supportive in learning content and language?</p>	<p><b>NO Discussion Board or Online activities after Monday class on 6/28 this week.</b></p> <p><b>FINISH Social, Cultural, Educational &amp; Linguistic Case Study paper – DUE by or before midnight on JULY 5<sup>th</sup> (first day of Week 8)</b></p> <p><b>Assignments/Readings DUE for NEXT Class</b>  <b>Read:</b>          SIOP textbook Chapter 10          Heritage, Walqui &amp; Linquati, Chapter 5</p> <p><b>Final version of content area lesson plan and reflective paper due by or before midnight on Tuesday, July 13<sup>th</sup>.</b></p>

Class/Date	Theme/Topic	Learning Activities	Weekly Assignments/Readings
Week 8	<p><b>NOTE Live Online Synchronous Zoom session (see Blackboard for</b></p>	<p>What must teachers know and do before considering ELs for potential</p>	<p>Complete <b>all</b> assignments and learning application</p>

<p>July 5<sup>th</sup> to July 11<sup>th</sup></p>	<p><b>Zoom link) will be on Wednesday, July 7th from 1:30 – 4:30 p.m. due to Independence Day holiday.</b></p> <p>Cautions around linguistic and cultural bias in standardized and/or summative assessments—the need for multiple measures and careful interpretation;</p> <p>Issues of reading development and assessment;</p> <p>Multi-Tiered Systems of Support (MTSS) and Positive Behavioral Interventions and Supports (PBIS);</p> <p>Project-Based Learning (PBL) for designing rigorous, standards-aligned, interactive instruction that integrates language and literacy development with content learning</p>	<p>referrals to special education?</p> <p>Why is high-quality, culturally responsive, Tier 1 instruction essential in every classroom and the responsibility of every teacher?</p> <p>How can teachers assess whether they are providing a high-quality Tier 1 instructional environment that is culturally and linguistically responsive to individual EL strengths and needs?</p> <p>Why are multiple measures and deep knowledge about students’ social, educational, cultural, and linguistic stories so important?</p>	<p>activities in <b>Weekly Module 8--see Blackboard.</b></p> <p><b>Social, Cultural, Educational &amp; Linguistic Case Study paper – DUE by or before midnight on JULY 5<sup>th</sup>.</b></p> <p><b>Final version of content area lesson plan and reflective paper due by or before midnight on Tuesday, July 13<sup>th</sup>.</b></p> <p><b>Complete Student Ratings of Instruction!</b></p>
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### Core Values Commitment

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

### GMU Policies and Resources for Students

#### *Policies*

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <https://ds.gmu.edu>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

#### *Campus Resources*

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>
- **Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:** As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy

1202. If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason's Title IX Coordinator by calling 703-993-8730, or emailing [titleix@gmu.edu](mailto:titleix@gmu.edu).

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

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

Criteria & Alignment to	Does Not Meet Standards (1)	Approaches Standards (2)	Meets Standards (3)	Exceeds Standards (4)
InTASC & CAEP K-6 Standards				
<p><b>FINDINGS AND ANALYSIS</b> Demonstrate knowledge of how dynamic academic, personal, familial, cultural, and social contexts, including sociopolitical factors, impact the education of ELLs; <b>InTASC #1, #2</b> <b>CAEP K-6 #1, #2</b></p>	<p>Provides minimal understanding of how learners' <i>funds of knowledge</i> (e.g., culture, language, beliefs, values, ways of communicating and learning, etc.) shape their experiences in classrooms and schools; Provides minimal explanation of how and why this understanding is relevant for decisions that a culturally responsive educator makes around learning environments and activities with CLD learners and their families</p>	<p>Provides adequate understanding of how learners' <i>funds of knowledge</i> (e.g., culture, language, beliefs, values, ways of communicating and learning, etc.) shape their experiences in classrooms and schools; Provides adequate explanation of how and why this understanding is relevant for decisions that a culturally responsive educator makes around learning environments and activities with CLD learners and their families</p>	<p>Provides satisfactory understanding of how learners' <i>funds of knowledge</i> (e.g., culture, language, beliefs, values, ways of communicating and learning, etc.) shape their experiences in classrooms and schools; Provides satisfactory explanation of how and why this understanding is relevant for decisions that a culturally responsive educator makes around learning environments and activities with CLD learners and their families</p>	<p>Provides a thorough, sophisticated understanding of how learners' <i>funds of knowledge</i> (e.g., culture, language, beliefs, values, ways of communicating and learning, etc.) shape their experiences in classrooms and schools; Provides thorough explanation of how and why this understanding is relevant for decisions that a culturally responsive educator makes around learning environments and activities with CLD learners and their families</p>
<p><b>FINDINGS AND ANALYSIS CONTINUED</b> Demonstrate knowledge of research and theories of cultural and linguistic diversity</p>	<p>Provides inadequate synthesis of relevant research and extensive connection to theories/concepts from course readings/content;</p>	<p>Provides adequate synthesis of relevant research and extensive connection to theories/concepts from course readings/content; Adequately interweaves</p>	<p>Provides satisfactory synthesis of relevant research and extensive connection to theories/concepts from course readings/content; Satisfactorily</p>	<p>Provides sophisticated synthesis of relevant research and extensive connection to theories/concepts from course readings/content; Superbly interweaves relevant concepts, theory/research</p>

<p>and equity that promote academic and social language learning for ELLs.  <b>InTASC #1, #2</b>  <b>CAEP K-6 #1, #2</b></p>	<p>Inadequately interweaves relevant concepts, theory/research from scholarly sources in this course to develop analysis and explain thinking</p>	<p>relevant concepts, theory/research from scholarly sources in this course to develop analysis and explain thinking</p>	<p>interweaves relevant concepts, theory/research from scholarly sources in this course to develop analysis and explain thinking</p>	<p>from scholarly sources in this course to develop analysis and explain thinking</p>
<p><b>APPLICATION</b>  Apply Findings to develop effective, individualized instructional and assessment practices for their ELLs and support communication with other educators, school personnel to foster student learning of language and literacies in the content areas;  Demonstrate knowledge of language processes to facilitate and monitor ELLs' language learning in English;  <b>InTASC #3, #7, #8</b>  <b>CAEP K-6 #3</b></p>	<p>Provides an inadequate exploration and analysis of a video scenario and inadequately <i>situates thinking and assertions about the scenario in relevant theory/research</i> from this course;  Includes inadequate emphasis on knowledge of one's own cultural identity for effectively working with CLD learners.</p>	<p>Provides an adequate exploration and analysis of a video scenario and adequately <i>situates thinking and assertions about the scenario in relevant theory/research</i> from this course;  Includes adequate emphasis on knowledge of one's own cultural identity for effectively working with CLD learners.</p>	<p>Provides a satisfactorily developed exploration and analysis of a video scenario and satisfactorily <i>situates thinking and assertions about the scenario in relevant theory/research</i> from this course;  Includes satisfactory emphasis on knowledge of one's own cultural identity for effectively working with CLD learners.</p>	<p>Provides a thorough, nuanced exploration and analysis of a video scenario with CLD learners and strongly and clearly <i>situates thinking and assertions about the scenario in relevant theory/research</i> from this course;  Includes strong emphasis on knowledge of one's own cultural identity for effectively working with CLD learners.</p>
<p><b>REFLECTION</b>  Address impact of one's own identity, role, cultural understandings, and personal biases and</p>	<p>Inadequately developed reflection regarding the way that new professional knowledge is significant for</p>	<p>Adequately developed reflection regarding the way that new professional knowledge is significant for teaching CLD learners</p>	<p>Satisfactorily developed reflection regarding the way that new professional knowledge is significant for teaching CLD learners</p>	<p>Thorough, nuanced reflection regarding the way that new professional knowledge is significant for teaching CLD learners (e.g. What did you learn about yourself that can</p>

<p>conscious knowledge of U.S. culture on their interpretation of educational strengths and needs of individual ELLs and ELLs in general; Practice self-assessment and reflection, make adjustments for self-improvement, and plan for continuous professional development in the field of English language learning and teaching</p> <p><b>InTASC #2, #10</b> <b>CAEP K-6 #1, #5</b></p>	<p>teaching CLD learners (e.g. What did you learn about yourself that can translate into strengthening your practice as a culturally responsive educator? In what ways can your growing professionalism positively impact your CLD learners' experiences and outcomes in your classroom/school? Why does this matter?)</p>	<p>(e.g. What did you learn about yourself that can translate into strengthening your practice as a culturally responsive educator? In what ways can your growing professionalism positively impact your CLD learners' experiences and outcomes in your classroom/school? Why does this matter?)</p>	<p>(e.g. What did you learn about yourself that can translate into strengthening your practice as a culturally responsive educator? In what ways can your growing professionalism positively impact your CLD learners' experiences and outcomes in your classroom/school? Why does this matter?)</p>	<p>translate into strengthening your practice as a culturally responsive educator? In what ways can your growing professionalism positively impact your CLD learners' experiences and outcomes in your classroom/school? Why does this matter?)</p>
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