

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



EDUC 537 DL1 – Introduction to Culturally and Linguistically Diverse Learners
3 Credits, Spring 2022
Asynchronous online, January 24 – May 18, 2022

Faculty

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Meeting Time: online
Meeting Location: online
Meeting Dates: January 24 – May 18

Prerequisites/Co-requisites

None

University Catalog Course Description

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

Course Overview

EDUC 537 Introduction to Culturally and Linguistically Diverse Learners is a three-credit course designed for graduate students seeking a master's degree in Curriculum and Instruction, with a concentration in Teaching Culturally & Linguistically Diverse and Exceptional Learners (TCLDEL). This course is required for candidates pursuing an initial teacher licensure in English as a Second Language (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 @gmu.edu) and email password. The course site will be available on **January 24th by 8:30 AM**.

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 Tuesday and finish on Monday night at midnight.**
Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
- Log-in Frequency:
Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least **3** times per week.
- Participation:
Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:
Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:
Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:
Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student’s responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support:
Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette:

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

- Accommodations:

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

Learner Outcomes or Objectives

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

1. Analyze and interpret the historical, philosophical, economic, legal and sociocultural foundations of multicultural education.
2. Analyze how social structures of race, class, gender, (dis)ability, and sexual orientation create relations that privilege some and deny opportunity to others.
3. Evaluate and interpret the ways in which schooling influences and is influenced by equity issues.
4. Understand and use the major concepts, principles, theories, and research related to the nature and role of culture in academic achievement and individual student learning.
5. Understand how cultural groups and students' cultural identities affect language learning and school achievement.
6. Understand and apply concepts, theories, research, and practice that facilitate the acquisition of a primary and new language in and out of classroom settings.
7. Describe culturally relevant teaching in terms of teacher characteristics, teaching strategies, and assumptions about teaching, learning, and knowing.
8. Develop strategies that challenge unjust social structures and allow all children to learn and grow into citizens who will be actively involved in democracy.
9. Explain and provide examples of anti-bias strategies and practices.
10. Use knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.

11. Exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.
12. Understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.

Global Learning Outcomes:

At the conclusion of this course, candidates will have:

- *Explored responsibilities of global citizenship and enhanced capacity to be receptive to others' perspectives, to welcome differences in interpretation and judgment, and to revise and expand their own views.
- *Developed pedagogical skills for teaching for global competence to help prepare PK-12 learners for constructive participation in the development of a more just, peaceful, and sustainable world.
- *Deepened understanding that world events and global issues are complex and interdependent and learned strategies for embedding engagement around authentic global issues and perspectives across content areas.
- *Increased knowledge about why and how to integrate global content, issues, and perspectives into standards-based curricula to foster PK-12 learners' preparation for learning, living, and working in a globalized world.
- *Enhanced ability to evaluate, critically choose, and use various forms of 21st century media and digital tools in teaching for global competence.

Professional Standards (TESOL/CAEP/ACTFL Standards)

GMU-SOED licensure courses are aligned with TESOL/CAEP 2019 *Standards for Initial Programs in PreK-12 Teacher Preparation Programs*, the Interstate New Teacher Assessment and Support Consortium (InTASC) Standards, and American Council on the Teaching of Foreign Languages (ACTFL), which represent those principles that should be present in all teaching environments, regardless of the subject or grade level, and serve as a framework for the systematic reform of teacher preparation and professional development programs. Effective teachers of all disciplines, subjects, and grade levels model and apply the ISTE Standards as they design, implement, and assess learning experiences and as they engage students in the classroom to enhance and support learning while they provide positive models for ethical and effective use of technology to students, colleagues, parents, and the community.

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

TESOL-CAEP Standards 2019:

Standard 1: Knowledge about Language

Candidates demonstrate knowledge of English language structures, English language use, second language acquisition and development, and language processes to help English Language Learners (ELLs) acquire academic language and literacies specific to various content areas.

1c Candidates demonstrate knowledge of language processes (e.g., interlanguage and language progressions) to facilitate and monitor ELLs' language learning in English.

Standard 2: ELLs in the Sociocultural Context

Candidates demonstrate and apply knowledge of the impact of dynamic academic, personal, familial, cultural, social, and sociopolitical contexts on the education and language acquisition of ELLs as supported by research and theories. Candidates investigate the academic and personal characteristics of each ELL, as well as family circumstances and literacy practices, to develop individualized, effective instructional and assessment practices for their ELLs. Candidates recognize how educator identity, role, culture, and biases impact the interpretation of ELLs' strengths and needs.

2a Candidates demonstrate knowledge of how dynamic academic, personal, familial, cultural, and social contexts, including sociopolitical factors, impact the education of ELLs.

2b Candidates demonstrate knowledge of research and theories of cultural and linguistic diversity and equity that promote academic and social language learning for ELLs.

2c Candidates devise and implement methods to understand each ELL's academic characteristics, including background knowledge, educational history, and current performance data, to develop effective, individualized instructional and assessment practices for their ELLs.

2d Candidates devise and implement methods to learn about personal characteristics of the individual ELL (e.g., interests, motivations, strengths, needs) and their family (e.g., language use, literacy practices, circumstances) to develop effective instructional practices.

2e Candidates identify and describe the impact of his/her identity, role, cultural understandings, and personal biases and conscious knowledge of U.S. culture on his/her interpretation of the educational strengths and needs of individual ELLs and ELLs in general.

Standard 3 Planning and Implementing Instruction

Candidates plan supportive environments for ELLs, design and implement standards-based instruction using evidence-based, ELL-centered, interactive approaches. Candidates make instructional decisions by reflecting on individual ELL outcomes and adjusting instruction. Candidates demonstrate understanding of the role of collaboration with colleagues and communication with families to support their ELLs' acquisition of English language and literacies in the content areas. Candidates use and adapt relevant resources, including appropriate technology, to effectively plan, develop, implement, and communicate about instruction for ELLs.

3a Candidates plan for culturally and linguistically relevant, supportive environments that promote ELLs' learning. Candidates design scaffolded instruction of language and literacies to support standards and curricular objectives for ELLs' in the content areas.

3d Candidates plan strategies to collaborate with other educators, school personnel, and families in order to support their ELLs' learning of language and literacies in the content areas.

3e Candidates use and adapt relevant materials and resources, including digital resources, to plan lessons for ELLs, support communication with other educators, school personnel, and ELLs and to foster student learning of language and literacies in the content areas.

Standard 5 Professionalism and Leadership

Candidates demonstrate professionalism and leadership by collaborating with other educators, knowing policies and legislation and the rights of ELLs, advocating for ELLs and their families, engaging in self-assessment and reflection, pursuing continuous professional development, and honing their teaching practice through supervised teaching.

5a Candidates demonstrate knowledge of effective collaboration strategies in order to plan ways to serve as a resource for ELL instruction, support educators and school staff, and advocate for ELLs.

5b Candidates apply knowledge of school, district, and governmental policies and legislation that impact ELLs' educational rights in order to advocate for ELLs.

5c Candidates practice self-assessment and reflection, make adjustments for self-improvement, and plan for continuous professional development in the field of English language learning and teaching.

ACTFL Standards: Cultures, Linguistics, Literatures, and Concepts from Other Disciplines

2a. Demonstrate target cultural understandings and compare cultures through perspectives, products, and practices of those cultures.

ISTE (2017) Standards for Educators:

1. Learner
2. Leader
3. Citizen

Relationship of EDUC 537 to InTASC Standards:

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

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

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

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the

effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

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

Required Texts

Cushner, K., McClelland, A., & Safford, P. (2022). *Human diversity in education: An intercultural approach* (10th ed.). McGraw-Hill.

Recommended Texts

American Psychological Association (2020). *Publication manual of the American psychological association* (7th ed.). 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. If you have not yet taken and passed the VCLA, please submit a screenshot with proof of registration including test date for the VCLA through this assignment link. If you have passed the VCLA, please submit a screenshot or document with proof. The deadline for submission of your screenshots or documentation is November 30th.

Here is the link to testing information in the TCLDEL Local Blackboard site

- https://mymasonportal.gmu.edu/ultra/organizations/_286544_1/cl/outline

Here is the link to testing information in the TCLDEL International Blackboard site -

https://mymasonportal.gmu.edu/ultra/organizations/_277801_1/cl/outline

If you have questions about the VCLA requirement, please contact your academic advisor, Marie Champagne, mchampa4@gmu.edu.

Course Performance Evaluation

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

VIA Performance-Based Assessment Submission Requirements

(Bridging the Divide and Equity Issue Paper)

Every student registered for any Teaching Culturally, Linguistically Diverse & Exceptional Learners program course with required performance-based assessments is required to submit these assessments and the Fieldwork Log of Hours and Evaluation Form to VIA 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 VIA through Blackboard. Failure to submit the assessment to VIA (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 VIA submission, the IN will convert to an F nine weeks into the following semester.

Note: The rubrics employed for assessment in VIA 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

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.)

***TCLDEL Fieldwork Log of Hours and Evaluation Forms must be uploaded to VIA on Blackboard.** These forms are located on Blackboard in your TCLDEL organization site in the "Fieldwork" page.

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

In-service teachers: Field experience can often be conducted in your own classroom if you have access to the population of students required for the PBAs and other assignments. Please consult your instructor if you have questions about the viability of your classroom for fieldwork in this class. You must register for your school as your field experience site in the online Field Experience Request form available here: <https://cehd.gmu.edu/endorse/ferf>. You will check the box indicating that: *"I will arrange my own field experiences (observations and/or case studies) because I am a full-time contracted school system employee and will complete field experience at my workplace."* **The deadline to submit your field experience request form (FERF) is the end of Week 2 of class.** Failure to do so will result in an unsatisfactory grade for your fieldwork assignment. If you are taking this course as part of a cohort program, please indicate "TCLDEL Cohort" on your request form FIRST, then select your program and placement location. HINT: Cohort courses have section numbers beginning with "6F" (e.g. EDUC 511.6F1).

Pre-service teachers: If you are not currently working in a K-12 school, you will need to be placed in an appropriate fieldwork setting to complete your required PBAs and fieldwork hours. You must request a fieldwork site using the online Field Experience Request form available here: <https://cehd.gmu.edu/endorse/ferf>. You will check the box indicating that: I will need George Mason (Clinical Practice Specialist) to arrange a placement for my field experiences (including observations and/or case studies). **The deadline to submit your field experience request form (FERF) is the end of Week 2 of class.** Failure to do so will result in an unsatisfactory grade for

your fieldwork assignment. If you are taking this course as part of a cohort program, please indicate “TCLDEL Cohort” on your request form, then select your program and placement location. HINT: Cohort courses have section numbers beginning with “6F” (e.g. EDUC 511.6F1).

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.

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

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**

EDUC 537 Major Assignments Overview

<i>Assignment</i>	<i>Grade %</i>	<i>DUE DATE</i>
Informed Class Participation	25	Ongoing throughout course
Cultural Autobiography/Reflection Paper	20	By or before midnight on <u>Tuesday, March 8th</u> via Blackboard Assignment link AND VIA link
Equity Issue Paper (PBA)	15	By or before midnight on <u>Tuesday, April 19th</u> via Bb Assignment link AND VIA link
Equity Issue Presentation (multimedia, narrated, collaborative)	15	By or before midnight on <u>Tuesday, April 19th</u> via Bb Assignment link AND VIA link
Bridging the Divide Project (PBA)	25	By or before midnight on <u>Monday, May 16th</u> via Bb Assignment link AND VIA link
Field Experience Log & Evaluation Forms	N/A	By or before midnight on <u>Monday, May 16th</u> via Bb Assignment link AND VIA link

Each course assignment is described below. VIA evaluation criteria for the two Performance-Based Assessments in this course 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.**

1. Informed class participation

(25% of the final grade)

DUE: Weekly

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.

Candidates are expected to complete an **initial Discussion Board post by Saturday night at midnight and to respond briefly but thoughtfully to two peers' posts by Monday 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.

**2. Bridging the Divide (BD) Project — This assignment is a Performance-Based Assessment (25% of final grade)
DUE: Monday, May 16th**

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. Please refer to the rubric for this assignment. Bridging the Divide is a **PBA and the paper must be submitted to VIA (as well as to Blackboard if required by instructor)**.

**3. Cultural Autobiography/Reflective Personal Development Paper (20% of the final grade)
DUE: Tuesday, March 8th**

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 an 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, 2022) 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.

4. Equity Issue Paper PBA and Presentation
(Paper is 15% of the final grade; Presentation is 15% of final grade)
Due: Tuesday, April 19th

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 colleagues/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 and must be submitted to VIA.**

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, or 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/>

Professional Dispositions

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

Honor Code & Integrity of Work

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

Violations of the Honor Code include:

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

Late Work Policy

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

Course Withdrawal with Dean Approval

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

EDUC 537 CLASS SCHEDULE

*Schedule is subject to change, with notice to students.

EDUC 537 Class Schedule

Module 1	<i>Introductions</i> <i>Syllabus Review Exploring multicultural education</i>
Dates	January 25 – January 31
Readings	Course Syllabus Choice readings/websites
Assignments	<ol style="list-style-type: none"> 1. Thoroughly review in syllabus: <ol style="list-style-type: none"> a. All major assignments b. Class participation expectations c. All Mason policies and expectations in syllabus 2. Become familiar with online asynchronous course organization on Blackboard: <ol style="list-style-type: none"> a. Watch introductory videos b. Familiarize yourself with organization of Weekly Modules (Very Important) <p>➤ Complete all readings, assignments and application activities in Weekly Module 1</p>

Module 2	<i>Multicultural & Global Education: Critical Perspectives</i> <i>Intro to Culturally Responsive Pedagogy</i>
Dates	February 1 – February 7
Readings	<p>Selected Readings from: Cushner, McClelland, & Safford, Chapters 1 & 2</p> <p>AND Selected Readings on Blackboard:</p> <p>*Au, K. (2009). Isn't culturally responsive instruction just good teaching? <i>Social Education</i> 73(4), 179-183.</p> <p>*Agirdag, O. (2009). All languages welcomed here. <i>Educational Leadership</i>, April, 20-24.</p> <p>*EunMi Haslam, R. (2018). Checking our bias at the door. <i>Literacy Today, International Literacy Association</i>, 36(1), 24-26.</p>
Assignments	<p>➤ Complete all readings, assignments and application activities in Weekly Module 2</p>

Module 3	<i>Culture & Culture-Learning Process</i> <i>Cultural & Religious Pluralism</i>
Dates	February 8 – February 14
Readings	<p>Selected Readings from: Cushner, McClelland, & Safford, Chapters 3 & 9</p> <p>*Gay, G. (2013). Teaching to and through cultural diversity. <i>Curriculum Inquiry</i> 43(1), 48-70.</p> <p>*Reece, L., & Nodine, P. (2014). When immigrant is synonymous with terrorist: Culturally responsive teaching with English learners. <i>The Social Studies</i>, 105, 259-265.</p> <p>Required: First reading of article with reflective, inquiry process upon which will be used to complete the Bridging the Divide major performance-based assessment:</p> <p>*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, <i>The Reading Teacher</i>, 56(4), 370-383.</p>
Assignments	➤ Complete all readings, assignments and application activities in Weekly Module 3

Module 4	<i>Influence of Culture on Teaching & Learning: A Deeper Look</i>
Dates	February 15 – February 21
Readings	<p>Selected Readings from: Cushner, McClelland, & Safford, Chapter 4 (STOP at Critical Incidents).</p> <p>*Johnson, A. (2018). Teaching in the gap: Improving academic achievement by centering our students. <i>Literacy Today, International Literacy Association</i>, 36(1), 19-20.</p> <p>*Ladson-Billings, G. (2014). Culturally relevant pedagogy 2.0: a.k.a. the remix. <i>Harvard Educational Review</i>, 84(1), 74-84.</p>

	<p>*Paris, D. (2012). Culturally sustaining pedagogy: A needed change in stance, terminology, and practice, <i>Educational Researcher</i>, 41(3), 93-97.</p> <p>*Trumbull, E., Pacheco, M. (2005). Leading with diversity: Cultural competencies for teacher preparation and professional development, Part II Culture, <i>The Education Alliance at Brown University</i>, read pp. 5-14 only</p> <p>Videos on Culturally Relevant Pedagogy (links in module)!</p>
Assignments	<p>➤ Complete all readings, assignments and application activities in Weekly Module 4</p>

Module 5	<i>Addressing Racial Equity in Classrooms and Schools</i>
Dates	February 22 – February 28
Readings	<p>Selected Readings from: Cushner, McClelland, & Safford, Chapter 6</p> <p>AND Selected Readings on Blackboard:</p> <p>*Noguera, P.A. (2017). Introduction to “Racial inequality and education: Patterns and prospects for the future,” <i>The Educational Forum</i>, 81(2), 129-135. Required</p> <p>*Gorski, P., & Swalwell, K. (March 2015). Equity literacy for all. <i>Educational Leadership</i>, 72(6), 34-40. Required</p> <p>*Kubota, R. (2015). Race and language learning in multicultural Canada: Towards critical antiracism. <i>Journal of Multilingual and Multicultural Development</i>, 36(1), 3-12.</p>
Assignments	<p>➤ Complete all readings, assignments and application activities in Weekly Module 5</p>

Module 6	<i>Intercultural Development and Equitable Teaching Practices</i>
Dates	March 1 – March 7
Readings	<p>Selected Readings from: Cushner, McClelland, & Safford, Chapter 5</p> <p>AND Selected Readings on Blackboard:</p>

	<p>*Delpit, L. (1988). The silenced dialogue: Power and pedagogy in educating other people’s children. <i>Harvard Educational Review</i>, 58(3), 280-298. (Dr. Lisa Delpit’s article is a seminal work that has endured for almost 30 years as an important piece for all educators of CLD learners to consider.)</p> <p>*Nieto, S. (August, 2010). Language, diversity, and learning: Lessons for education in the 21st century, CALdigest, www.cal.org</p> <p>*Primus Smith, N. (2018). Questioning the norms: Critical conversations in equity with students and teachers. <i>Literacy Today, International Literacy Association</i>, 36(1), 16-17.</p> <p>*Trumbull, E., Pacheco, M. (2005). Leading with diversity: Cultural competencies for teacher preparation and professional development, Part II Culture, <i>The Education Alliance at Brown University</i>, read pp. 15-28 only</p>
Assignments	<ul style="list-style-type: none"> ➤ Complete all readings, assignments and application activities in Weekly Module 6 ➤ Cultural Autobiography/Reflective Personal Development Paper ~ Due Tuesday, March 8

Module 7	<p><i>Gender Inclusive Schools & Equity for LGBTQ Students</i></p> <p><i>Critical Literacy Theory</i></p>
Dates	March 8 – March 14
Readings	<p>Selected Readings from: Cushner, McClelland, & Safford, Chapter 10</p> <p>AND REQUIRED Supplementary Texts:</p> <p>*Vasquez, V. M. (2017). Critical literacy. <i>Oxford Research Encyclopedia of Education</i>, 1-17. REQUIRED</p> <p>*Sandretto, S. (2018). A case for literacy with queer intent. <i>Journal of LGBT Youth</i>, 15(3), 197-211. REQUIRED</p> <p>Watch: A brief video about intersectionality (link in module) and an 18-min film from Teaching Tolerance, <i>Bibi</i> (link in module)</p> <p>AND: *Janks, H. (2014). Critical literacy’s ongoing importance for education. <i>Journal of Adolescent & Adult Literacy</i>, 57(5), 349-356.</p>

Assignments	➤ Complete all readings, assignments and application activities in Weekly Module 7
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Module 8	<i>Gender Inclusive Schools & Equity for LGBTQ Students</i> <i>Critical Literacy Theory</i>
Dates	March 15 – March 21 *** This is a light load week!
Readings	REQUIRED Supplementary Texts: Choices: *Enriquez, G. (2014). Critiquing social justice picturebooks: Teachers’ critical literacy reader responses. <i>The NERA Journal</i> , 50(1), 27-37. *Bell Soares, L., & Wood, K. (2010). A critical literacy perspective for teaching and learning social studies. <i>The Reading Teacher</i> , 63(6), 486-494.
Assignments	➤ Complete all readings, assignments and application activities in Weekly Module 8

Module 9	<i>Building Global Learning Communities</i> <i>The Power of Language in Linguistically Diverse Classrooms</i>
Dates	March 22 – March 28
Readings	<i>Teaching for Global Competence: Week 1</i> Selected Readings from: Cushner, McClelland, & Safford, Chapters 7 (REQUIRED) & chapter 8 AND REQUIRED Readings on Blackboard: *Various articles in <i>Educational Leadership</i> (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). <i>InTASC as a framework: Viewing the InTASC standards through a global preparation lens.</i>
Assignments	➤ Complete all readings, assignments and application activities in Weekly Module 9

	<p>➤ Reminder: It's time to start planning the presentation with your partner if you have not done so. Week 12 will come up quickly!</p>
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Module 10	<p><i>Signature Pedagogies and Global Thinking Routines</i></p> <p><i>Lived Experiences of Refugee & Immigrant Students: An Issue of Global Significance across Time and Contexts</i></p>
Dates	March 29 – April 4
Readings	<p><i>Teaching for Global Competence: Week 2</i></p> <p>Required Readings:</p> <p>*OECD/Asia Society (2018). <i>Teaching for global competence in a rapidly changing World</i>. http://dx.doi.org/10.1787/9789264289024-en</p> <p>*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. <i>Education Policy Analysis Archives</i>, 24(59), 1-30.</p> <p>*Boix Mansilla, V. (2016/2017). How to be a global thinker. <i>Educational Leadership</i>, Dec. 2016/Jan. 2017, 11-16.</p> <p>AND</p> <p>SELECTED Readings on Blackboard:</p> <p>*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</p>
Assignments	<ul style="list-style-type: none"> ➤ Complete all readings, assignments and application activities in Weekly Module 10 ➤ Keep devoting time to your Equity Issue Paper and Presentation and Bridging the Divide Performance-Based Assessments!

<p>Module 11</p> <p><u><i>2 Options for Spring Break</i></u></p>	<p><i>Performance Outcomes & I Can Statements to Guide K-12 Learners to: *Investigate the World, *Recognize Perspectives, *Communicate Ideas, *Take Action</i></p> <p><i>Improving Our Global Practices</i></p>
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	<p align="center"><i>Leveraging Digital Tools to Support Global Teaching Goals</i></p> <p align="center">Spring Break April 5 – April 11 <u>OR</u> April 12 – April 18</p>
Dates	<p>***Spring break Option A: Only for students working or conducting field work in Fairfax (FCPS break April 4 to 8)</p> <p>*** Spring break Option B: Other students whose Spring Break is from April 11 to April 15 (ACPS, APS, PWCS, MCPS or LCPS)</p> <p>***No readings and no discussion board during the week you choose. Please inform the instructor.</p>
Readings	<p align="center"><i>Teaching for Global Competence: Week 3</i></p> <p>Selected Readings from: *OECD/Asia Society (2018). <i>Teaching for global competence in a rapidly changing World</i>. http://dx.doi.org/10.1787/9789264289024-en Required pages ONLY.</p> <p>*Center for Global Education, Asia Society (2013). <i>Global Leadership</i>, pp. 1-54. This document has Performance Outcomes and "I Can" Statements for K-12/age levels. (Selected pages only)</p> <p>REQUIRED Supplementary Texts:</p> <p>*Merryfield, et al. (2012). Web resources for teaching about human rights. <i>Social Education</i>, 76(5), 266-268.</p> <p>*Richardson, W. (Dec. 2016/Jan. 2017). Getting schools ready for the world. <i>Educational Leadership</i>, 74(4), 24-29.</p> <p>*Lindsay, J. (Dec. 2016/Jan 2017). Online Collaboration: How to Start. <i>Educational Leadership</i>, 74(4), 37-41.</p>
Assignments due	<ul style="list-style-type: none"> ➤ Complete all readings, assignments and application activities in Weekly Module 12 ➤ Equity Issue presentations and paper ~ Due Tuesday, April 19 ➤ Continue to devote some time to Findings and Analysis section of your Bridging the Divide paper.

Module 12	<i>Global Competence Indicators across Grade Levels and Content</i>
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	<i>Areas</i> <i>More Pedagogical Practices for Teaching for Global Competence</i>
Dates	April 19– April 25
Readings	<p style="text-align: center;"><i>Teaching for Global Competence: Week 4</i></p> <p>Selected Readings from: *OECD/Asia Society (2018). <i>Teaching for global competence in a rapidly changing World</i>. http://dx.doi.org/10.1787/9789264289024-en pages 23-27 ONLY.</p> <p>*Partnership for 21st Century Skills. Teacher guide: K-12 global competence grade level indicators, 1-55. (Selected pages only)</p> <p>*Various articles in <i>Educational Leadership</i> (Dec. 2016-Jan. 2017): McKenney, Y.—Beyond the Single Story; Cotton, T.—Citizenship: What’s Mathematics Have to Do With It?</p> <p>AND REQUIRED Supplementary Text:</p> <p>*Merryfield, M. M. (2012). Four strategies for teaching open-mindedness, <i>Social Studies and the Young Learner</i> 25(3), 18-22.</p>
Assignments due	<ul style="list-style-type: none"> ➤ Complete all readings, assignments and application activities in Weekly Module 12

Module 13	<i>Teaching for Global Competence: How We Can and Why We Do</i>
Dates	April 26 - May 2
Readings	<p><i>Teaching for Global Competence Wrap Up: Week 5</i></p> <p>REQUIRED Readings from:</p> <p>NAFSA: Association of International Educators (2012). Preparing globally competent teachers, 1-5.</p> <p>Dr. Anthony Jackson's one-page blog on Global Competence as a Matter of Equity.</p>
Assignments	<ul style="list-style-type: none"> ➤ Complete all readings, assignments and application activities in Weekly Module 13

Module 14	<i>Educational Equity for Differently-Abled Students</i>
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	<i>Effective Practices in Inclusive Classrooms & Creating Effective Schools for All Children</i>
Dates	May 3 – May 9
Readings	<p>Selected Readings from: Cushner, et al., Chapter 12 & Chapter 13</p> <p>AND REQUIRED Supplementary Texts:</p> <p>*Furman, C. (2015). “Why I am not a painter”: Developing an inclusive classroom. <i>Education and Culture</i>, 31(1), 61-76.</p> <p>*Williams-Shealey, M., & Callins, T. (2007). Creating culturally responsive literacy programs in inclusive classrooms. <i>Intervention in School and Clinic</i>, 42(4), 195-197.</p> <p>*Araujo, B. (2009). Best practices for working with linguistically diverse families. <i>Intervention in School and Clinic</i>, 45(2), 116-123.</p> <p>*Breiseth, L. (Feb. 2016). Getting to know ELLs’ families. <i>Educational Leadership</i>, 73(5), 46-50.</p> <p>AND</p> <p>*Trumbull, E., Pacheco, M. (2005). Leading with diversity: Cultural competencies for teacher preparation and professional development, Part II Culture, <i>The Education Alliance at Brown University</i>, pp. 29-39 only</p> <p>Selected Readings from:</p> <p>*Gándara, P., & Santibañez, L. (Feb. 2016). The teachers our English language learners need. <i>Educational Leadership</i>, 73(5), 32-37</p>
Assignments	➤ Complete all readings, assignments and application activities in Weekly Module 14

Wrap-Up Week!	<i>Wrap-up Module</i> Finalize Bridging the Divide Project (PBA): Due May 16th
Dates	May 10 – May 16

Readings	<p>*** Reading and Bb Free Week, please dedicate this week to Major Assessment ~ Bridging the Divide</p> <ul style="list-style-type: none"> ➤ Complete Online Student Rating of Instruction!
Assignments	<ul style="list-style-type: none"> ➤ Finalize Bridging the Divide PBA ~ DUE before or by Monday, May 16th at midnight via Bb Assignment link AND VIA link ➤ Submit Bridging the Divide PBA by or before Monday, May 16th at midnight ~ via Bb Assignment link AND VIA link

GUIDELINES FOR MAJOR ASSIGNMENTS

BRIDGING THE DIVIDE (BiD) PROJECT (PBA)

25% of the final grade

DUE: Monday, May 16

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 by seeking to deeply know a culturally and linguistically diverse student and family's story.

Instructions

To build this understanding, you will engage in a constructive dialogue with a culturally and linguistically diverse family that has a child/children in the school in which you teach OR are conducting your fieldwork. **Please work with a family from a racial, linguistic, and socioeconomic background different from your own.** Your aim is to **seek to understand** their backgrounds, values, and dreams with a particular emphasis on their experiences with the school system in which their child/children are enrolled. This information will serve as your **Findings**. You will carefully analyze your Findings and reflect in writing on what you learn from this experience along with why/how this learning matters to your current/future teaching.

Participants and Location

Work with your cooperating teacher or school personnel to determine a family to interview. Determine your school's policies with regard to obtaining permission and maintaining confidentiality of all data and members of the family interviewed. Ask the mentor teacher about appropriate protocol to follow. **Change the name of the school and all family members' names to pseudonyms to protect their identity.** *If possible*, conduct the interviews in the family's home. **A parent/guardian or other adult living in the home with the focus student must be included in the interview.** Approach communication with the family respectfully and with sensitivity.

Interview Expectations

1. Develop understanding of how language and culture interact in the formation of student's identity.
2. Identify any cross-cultural conflicts apparent in the interview process.
3. Select appropriate teaching techniques that are responsive to student's cultural, linguistic, and educational background.
4. Understand the importance valuing the home culture as a bridge to learning in school.
5. Seek to enhance your own capacity to serve CLD families/children!
6. **Be sure to convey to the family that the purpose of this assignment is for YOU to gain expertise as a culturally responsive educator (not to "find out" information about them!). Assure anonymity and confidentiality of information** (will only be read by course professor).

Interview Process

Develop an interview tool to seek to understand the cultural, linguistic, and educational background of the family you are interviewing. Organize your interview into a set of questions in a conversational manner. Good interview questions consist primarily of open-ended questions that

invite participants to engage in storytelling. That is, avoid questions that elicit only yes/no or very short answers (e.g., “Did you go to school?”) in favor of questions that encourage longer responses (e.g., “*Tell me about your childhood back home. What was your school like?*”) Use prompts to encourage participants to elaborate (e.g., “*Tell me more about that*” or “*How did that make you feel?*”).

Have your questions prepared in a written/typed format. It may be helpful to record the interview, but be sure to specifically ask permission to do so. Otherwise, take detailed notes during the interview.

Aim to collect these suggested types of information:

- a. Physical characteristics of the home (if interviews are conducted in the home);
- b. Community/neighborhood characteristics;
- c. Demographic/background information;
- d. Educational background of parent(s)/guardian(s); ages and grades of the children;
- e. Languages spoken in the home and by whom; level of literacy in languages spoken;
- f. If applicable: Immigration experience (How/why they decided to come to the U.S. or the third country? What was it like?)--**take care not to ask about legal status;**
- g. Childrearing practices and philosophy;
- h. Economic/work issues;
- i. Funds of Knowledge—their beliefs, values, ways of communicating/interacting;
- j. Perspectives/beliefs around education. What is a well-educated child? What are the roles of families and schools in children’s education?
- k. Experiences with child/children’s school(s); Types of support they have received; Successes with language and literacy development in English;
- l. Misunderstandings, difficulties, and challenges in school and teacher/school efforts to address;
- m. What does the family want their child/children’s teachers and administrators to know about their experiences, values, and beliefs?

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

Processing the Interviews: Reflect on your interview Findings. What surprised you? What moved you? What affirmed or disconfirmed what you expected to learn? How may this family’s story shape your understanding of multicultural education, diversity, social justice, and/or family involvement in schools? Review and reflect on your interview Findings and any field notes. Note relevant information, stories, or quotes. You may also consider your observational notes from the field site school about the child/children in this family.

Next Steps: Choose the **most salient pieces of the interview to transcribe** (include in an Appendix—**do not transcribe the entire interview**). Then, think carefully about how you will

analyze your *Findings* in relation to the relevant research as well as the TESOL/ACTFL/InTASC Standards related to culture and language and their influence on student learning and engagement.

Think about how you can understand and apply knowledge about:

- *cultural values and beliefs in the context of teaching and learning.
- *the effects of racism, stereotyping, and discrimination on teaching and learning.
- *cultural conflicts and home events that can have an impact on bi-multilingual learners.
- *communication between home and school to enhance ESOL/foreign & world language teaching and build partnerships with bi-multilingual students’ families.
- *the interrelationship between language, culture, and identity.
- *bi-multilingual learners’ cultures and how this knowledge can be incorporated into teaching.
- *the way teacher’s knowledge of children’s cultural/linguistic identity affects learning and academic progress.

Format for Final Written Report

Your paper must be **organized with headings and subheadings according to the format below** and follow APA-7 style writing guidelines for the title page, within-text citations, and references. **Do not include an abstract.**

Include the transcription of part of the interview, the interview questions, and any photographs and/or artifacts in appendices in **ONE** document.

The page-length parameters in the chart below **do not** include the title page, references or any appendices that you may include. *Please use double-space, Times New Roman 12-point font, and 1” margins.*

Section	Page Lengths Per Section
Introduction & Part I Findings	3.0 – 4.0 pages
Part II Analysis	4.0 – 5.0 pages
Part III Conclusions & Recommendations	2.0 – 3.0 pages
Part IV Personal Reflections	1.5 – 2.0 pages
Recommended Total	10.5 – 14.0 pages

Introduction

Part I: Findings: When writing this section, try to place yourself in this family’s shoes in order to understand their experiences. Explore their views about immigrating or their lived experiences in the host country, educating their children, and engaging with the educational system, and other relevant Findings. Include the following:

A. Setting

1. Describe the setting in which the interview took place.
2. Describe the neighborhood and reflections gained from walk through/research.
3. Introduce the family and explain why this family was chosen for this study.
 - a. Provide a brief history of the family.
 - b. Ages, places of birth, countries and cities where they have lived, and ages of

child/children when immigrated.

4. Social, educational, linguistic, and cultural backgrounds.
5. If applicable: Immigration (first, second generation) experience. Relatives in the area?
6. Home and community funds of knowledge, cultural competencies, difficulties encountered in the U.S., positive experiences.

B. Educational Experience

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

Part II: Analysis: Analyze and interpret your *Findings* about this family's story/experiences **using theory and research** from content/readings in this course. Aim to **integrate multiple themes addressed in this class around multicultural education and social justice. Ground your analysis in a coherent, thoughtful, and thoroughly developed theoretical framework based on learning/content in this course.** This nuanced analysis that situates your Findings within learning from this course represents the "core" of this assignment.

Part III: Conclusions and Recommendations: What is the meaning of this study? Prior to conducting this study, what did you expect to learn about family involvement and bi-multilingual families? In what ways did this study shape or change your assumptions and beliefs? What did you learn that is salient for your current and future teaching? Which ideas are important to share with other PK-12 teachers?

Based on your *Findings*, as well as related theory and research, **which specific recommendations do you have to improve educational experiences for this family and learning environments and outcomes for their child/children and/or for bi-multilingual children/families in general?** Provide **specific, concrete examples** of steps teachers and schools can take to:

- a. Improve faculty and staff's understanding of the need to value experiences and beliefs (funds of knowledge) of bi-multilingual families in order to create culturally and linguistically responsive school environments and experiences across classrooms;
- b. Proactively develop stronger, culturally responsive school-family relationships and engagement;
- c. Make schools and classrooms more welcoming places for bi-multilingual families.
- d. Strengthen culturally responsive, effective, individualized instructional and assessment practices that are promising for fostering bi-multilingual learners' language and literacy development.

Part IV: Personal Reflections: Explain what you learned through this project. Reflect on your own cultural background, beliefs, values, and biases which shape your interpretation of the results. What did this project mean to you? How has your knowledge and understanding changed? What negative assumptions or biases were changed? What new connections and ideals have you embraced? How will you apply this learning in your current or future practice? Why does this effort matter to you and to your current or future students?

References: Follow APA-7 guidelines.

Appendix I: Interview protocol (questions)

Appendix II: Transcription of part of the interview

Appendix III: Photographs and other artifacts (if available)

EQUITY ISSUE PAPER (PBA)

(15% of the final grade)

DUE: Tuesday, April 19

This major assignment provides the opportunity to demonstrate your knowledge of the history, research, policy, and current practices in ESOL or foreign/world language education as it applies to **an equity issue related to this course and its impact on diverse learners in your fieldwork school (or your own classroom if that is your fieldwork site)**. That is, you will identify a salient equity issue in your school (i.e., systemic racism, stereotyping, bias, lack of access to programs, inappropriate placement in special education, etc.). Locate, read, and synthesize the relevant research around this topic, and identify at least two strategies from this research that could be applied to address this issue in your classroom or school. Create a brief action plan for implementation to resolve or address the issue, and seek feedback on your recommendations from school colleagues or peers in this course.

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.** This assignment is a **PBA and must be submitted to VIA.**

To begin:

- Identify an equity issue of interest to you and of importance in the school setting. Explain the way that the equity issue is observable in the school setting and why it is relevant.
- Read and synthesize relevant research from at least 5 scholarly sources 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 the school setting to address this equity issue. Create a brief action plan that could be implemented in the school setting. Share your recommendations *informally* with your cooperating teacher, other school colleges, school leaders, OR peers from this course to seek their feedback. Reflect on this feedback and combine with your own thinking.
- Conclude your paper, reflecting on your own learning about this equity issue and why this knowledge matters in your current or future work with diverse learners.
- Carefully **revise and edit** your paper. Be sure to provide APA-7 within-text citations for all professional literature consulted as well as on a References page.

Recommended Page Lengths:

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

Equity Issue Paper Content & Format:

Section I: Introduction to the Issue in your Setting

1. What is the background on the equity issue?
2. How is it manifested in your school setting?
3. Why is it of concern to you as an educator working for equity?
4. What were your purposes for focusing on this issue for your study?
5. How is the equity issue handled in your professional context?
6. How is the equity issue impacting experience/outcomes for diverse learners?

Section II: Research Related to the Issue

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

Section III: Possible 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 your field site/school setting?
2. In light of cultural constraints, how empowered do you feel to address the issue? Why?
3. Within the context of your current professional position, what specific remedies can you offer to improve the equitable handling of this equity issue?
4. What benefits can you envision for CLD/bilingual & multilingual learners from such interventions? What happens if this equity issue is not addressed?

Section IV: Additional Feedback

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

Conclusion

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

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

EDUC 537 ASSIGNMENT EVALUATION RUBRICS

Bridging the Divide Evaluation Rubric

Criteria & Alignment to TESOL/CAEP Standards	Does Not Meet Standards (1)	Approaches Standards (2)	Meets Standards (3)	Exceeds Standards (4)
Demonstrate knowledge of how dynamic academic, personal, familial, cultural, and social contexts, including sociopolitical factors, impact the education of ELLs; TESOL/CAEP 2a, 2c, 2d	Candidate provides minimal introduction to and description of Findings around the bi-multilingual child/family’s cultural, linguistic, educational, and experiential background based on minimal effort to craft and conduct interview of child’s family and gathers minimal understanding of child’s learning environment and experiences in school setting.	Candidate provides adequate introduction to and description of Findings around the bi-multilingual child/family’s cultural, linguistic, educational, and experiential background based on adequate effort to craft and conduct interview of child’s family and gather basic understanding of child’s learning environment and experiences in school setting.	Candidate provides a satisfactorily detailed introduction to and description of Findings around the bi-multilingual child/family’s cultural, linguistic, educational, and experiential background based on satisfactory effort to craft and conduct interview of child’s family and gather firm understanding of child’s learning environment and experiences in school setting.	Candidate provides a thorough, sophisticated introduction to and description of Findings around the bi-multilingual child/family’s cultural, linguistic, educational, and experiential background based on superior effort to craft and conduct interview of child’s family and gather nuanced understanding of child’s learning environment and experiences in school setting.
Demonstrate knowledge of research and theories of cultural and linguistic diversity and equity that promote academic and social language learning for ELLs. TESOL/CAEP 2b	Candidate provides inadequate analysis and interpretation of Findings with minimal synthesis of relevant research and inadequate connection to theories/concepts from course readings/content	Candidate provides adequate analysis and interpretation of Findings that is situated in adequate synthesis of relevant research and basic level of connection to theories/concepts from course readings/content	Candidate provides satisfactory analysis and interpretation of Findings that is situated in satisfactory synthesis of relevant research and ample connection to theories/concepts from course readings/content	Candidate provides deeply nuanced analysis and interpretation of Findings that is situated in sophisticated synthesis of relevant research and extensive connection to theories/concepts from course readings/content
Apply Findings to develop effective, individualized instructional and	Candidate articulates only minimal set of research-based recommendations that	Candidate articulates basic set of research-based recommendations that are adequately promising for	Candidate articulates clear set of research-based recommendations that are satisfactorily promising for	Candidate articulates exceptional set of research-based recommendations that are strongly promising for

<p>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; TESOL/CAEP 1c, 2c, 2d, 3e</p>	<p>are not sufficient for building knowledge and implementation of culturally and linguistically responsive policies and practices in school across classrooms that inadequately value and leverage bi-multilingual learner and family funds of knowledge in a way that is not likely to strengthen language and literacy development through individualized instruction and assessment.</p>	<p>building knowledge and implementation of culturally and linguistically responsive policies and practices in school across classrooms that adequately value and leverage bi-multilingual learner and family funds of knowledge in a way that may not effectively strengthen language and literacy development through individualized instruction and assessment.</p>	<p>building knowledge and implementation of culturally and linguistically responsive policies and practices in school across classrooms that satisfactorily value and leverage bi-multilingual learner and family funds of knowledge in a way that will satisfactorily strengthen language and literacy development through individualized instruction and assessment.</p>	<p>building knowledge and implementation of culturally and linguistically responsive policies and practices in school across classrooms that highly value and leverage bi-multilingual learner and family funds of knowledge in a way that will effectively strengthen language and literacy development through individualized instruction and assessment.</p>
<p>Identify and describe impact of their own identity, role, cultural understandings, and personal biases and conscious knowledge of U.S. culture on their interpretation of educational strengths and needs of individual ELLs and ELLs in general TESOL/CAEP 2e</p>	<p>Candidate provides inadequate reflection that conveys inadequate learning from project and minimal understanding of impact of candidate's cultural identity (values, beliefs, and biases) on creating additive teaching and learning environments and experiences for bi-multilingual learners.</p>	<p>Candidate provides adequate reflection that conveys adequate learning from project and basic understanding of impact of candidate's cultural identity (values, beliefs, and biases) on creating additive teaching and learning environments and experiences for bi-multilingual learners.</p>	<p>Candidate provides nuanced, satisfactory reflection that conveys clear learning from project and clear understanding of impact of candidate's cultural identity (values, beliefs, and biases) on creating additive teaching and learning environments and experiences for bi-multilingual learners.</p>	<p>Candidate provides highly nuanced, sophisticated reflection that conveys deep learning from project and deep understanding of impact of candidate's cultural identity (values, beliefs, and biases) on creating additive teaching and learning environments and experiences for bi-multilingual learners.</p>

Equity Issue Paper Evaluation Rubric

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

Core Values Commitment

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

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <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 VIA should be directed to VIAhelp@gmu.edu or <https://cehd.gmu.edu/aero/assessments>. Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek

assistance from Mason's Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

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