

MORAVIAN COLLEGE
Education 160 – Culture, Community, and Diversity:
An Introduction to Critical Teaching
Spring 2015

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No one can ever be a perfect teacher, which is why learning is such a constant necessity. The closer a teacher can get to perfect is indicated by how much he is willing to learn on the subject. The teacher who believes he is smart enough to put little effort into improvement is the teacher who will never get any better. Sutcliff

He who does the talking does the learning.

Initial Thoughts

Contrary to the perception that is often espoused by the public, quality teaching is not a job that allows you to walk into a classroom at 8 and leave at 3. It is not opening a text at chapter 1 in September and closing it in June at the end of the book. It is not the mindless continuation of what you did last year, and the year before that, and the year before that. Rather, it is struggling with educational philosophies that do not always match your own. It is being open to changing your educational philosophies when valid arguments are presented, whether the source be Paola Freire or the colleague in the next room. It is the endless hunt for just the right anecdote or explanation that will create the aha moment for your students. It is the continual search for new ideas, new methods, and new material. It is taking classes, taking classes, and taking more classes. It is knowing where you came from so that you have an idea of where you are going – or even, perhaps, where you should not go. It is never ever giving up on a student, even when your common sense questions your own judgment. It is a job that allows you to watch small children or teenagers grow into fine young men and women, and know that, somewhere along the line, you played a small part in that success story.

This job description should make you think about some of the realities of the role of an American teacher. The Introduction to Critical Teaching will continue this thought process by providing you with a basic foundation to think historically, socially, politically, philosophically, ethically, and personally about education in America and the role you want to play in its future.

Required Texts

Ayers, W. (2010). *To teach: The journey of a teacher* (3rd edition). New York: Teachers College Press.

Falk, B. & Blumenreich, M. (2012). *Teaching matters: Stories from inside city schools*. New York: The New Press.

Wink, J. (2011). *Critical pedagogy: Notes from the real world* (4th ed.). Boston: Pearson.

Note: We may use additional pertinent articles that I will make available to you through hard copy or your Moravian email.

Attendance

A classroom should be a community of learners, not simply a group of people who sit passively as they await knowledge to fall upon them. “*Success is not the result of spontaneous combustion. You have to set yourself on fire* (author unknown).” In order to accomplish this end, you are expected to attend every class, exhibit a basic understanding of the assigned reading, and be a lively, thoughtful participant in classroom discussions. Arrive on time and remain for the entire class period. If you must be absent for some reason, **you are to let me know in advance**; alternate work will be assigned. For each unexcused absence, a zero will be calculated for 2% of your total grade. It is your responsibility to inquire about and secure materials that were distributed or assignments that were made during a missed class. Absence is not an excuse for late work – papers can be forwarded to me electronically. If circumstances prevent you from completing an assignment on time, you **must** discuss the situation with me in advance of the due date. I have given you my email addresses and my phone number to facilitate this process. Grades for assignments that are late without prior agreement will be reduced by 5% of the total value for the first day and 5% more for every two days (*not* class days but calendar days) of lateness. You are a professional in training – adhere to professional expectations.

Academic Honesty

Your papers are out-of-class assignments. This permits you to discuss your ideas with other members of the class and to do the necessary reading and writing in whatever environment you find conducive. This dialogue is not plagiarism (the presentation of someone else's thoughts as your own), even when the discussion produces points of view that have something in common with other students. The College's position, however, on academic honesty is clear. For written work to be acceptable, its final form must be the product of your own thought and effort. If the work of others is quoted or paraphrased in your papers, cite that source using APA bibliographic notation (I will create a mini APA style guide for you and a similar guide is provided on the Reeves Library site). Remember the Student Handbook also advises you to "keep all notes, drafts, and materials used in preparing assignments until a final course grade is given." In addition, I expect the following honor statement to appear at the end of each paper, test, and quiz that you submit: "*I am aware of the need for honesty and integrity when doing my coursework.*" You are to sign your name below the statement. See the Handbook if you have additional questions.

All violations of academic honesty reported to the Dean are shared with the Teacher Education Committee at the time the candidate's application for student teaching is being considered. In the past, such violations have prevented the Committee from approving some candidates for student teaching.

Field Experience

The early field experience gives you the opportunity to begin your movement from the desk of the student to the desk of a teacher (though you will, hopefully, always see yourself as a student. "*One who learns from one who is learning drinks from a running stream*" - Native American proverb)." During these four hours a week you will observe classes, talk with cooperating teachers, and work with students. In order to set up your field experience, you must attend one of the two meetings being held by Ms. Modjadidi, the Education Department Field Experience Coordinator.

Cell Phones and Laptops

Since each of you has been raised with strong lessons in courtesy and respect, any expansion of a discussion about cell phone use, text messaging, or inappropriate laptop use during class should not be necessary. Reminder -You are a professional in training – adhere to professional expectations.

Written Assignments

Written assignments are to be turned in during the class session on the due date (see information under Attendance). Grades on late assignments will be reduced. All papers must be submitted in hard copy and typed with 1" margins on all sides, Times New Roman 12. Be sure to use spell check and proofread a hard copy before turning in the paper. APA format information can be accessed from AMOS/course tools; a handout will also be provided. Additional information will be discussed in class.

Essential Questions

1. What is culture?
2. How does language help to shape one's culture?
3. How does culture shape the nature of family?
4. What does a teacher need to know about culture and language in order to understand students within a classroom?
5. How should that knowledge of language and culture impact the way a teacher teaches?
6. What does a teacher need to know of the larger community from which his or her students come?
7. What does the teacher need to know about the local community to be an effective teacher?
8. How should a teacher reach out to the families of students/
9. What philosophical systems guide my teaching?

Assignments/Grades

Teaching Autobiography	10
Double Entry Journals	20
Field Experience Journals	20
Wink Paper	10
Video Response	5
Presentation Assignment	10
Differentiation Assignment	5
Final	15
Professionalism	5
(class participation, attendance, field experience)	

Course Schedule

1/19 Introductions, course overview, legacy sheets, writing issues

Inside Culturally Responsive Teaching

1/21 Intro to formalized double entry
Due: F and B: Chapters 1, 2, 3
Three passages as precursor to double entry

1/26 Review of info session, legacy sheets, and double entries
Due: F and B: Chapter 4
Double entry for chapters 1 – 4 (5 entries)

1/28 Overview of class legacy responses and academic memoir assignment
Due: Continuation of F and B double entry discussion

Inside School/Family Partnerships

2/2 Due: F and B: Section Two: Chapters 5 – 9
Rough draft of letter to co-operating teacher
Double entry for the readings – one from each chapter

2/4 Completion of discussion for Section Two
Due: Academic memoir rough draft

Inside Differentiated Teaching

2/9 Due: F and B: Chapters 10, 11, 12
Double entry (2 from each chapter)
Final copy of letter to co-op

Inside the Constraints of Urban Teaching

2/11 *Too Important to Fail* (secondary perspective)
Due: Final copy of academic memoir

2/16 *Field Experience starts this week*
Discussion of Section Four and *Too Important*
Due: Chapters 13, 14, 15, and Conclusion
Double entry (6 - at least one from each chapter/concl)

The Challenge of Teaching and Seeing the Student

2/18 Continuation of F and B Section Four
Ayers: Intro, Chapters 1 and 2
Double entry (2 from each section)
Due: *Too Important* Reaction/ Comparison paper

2/23 Creating and Environment and Building Bridges

Due: Ayers Chapters 3 and 4
Double Entry (3 from each)

Liberating the Curriculum and Keeping Track

2/25 Due: Ayers Chapters 5 and 6
Double entry (3 from each)
Field Experience #1

3/2 Hand out “The Harvest” and “Eleven”
Due: Ayers: Chapters 7 and 8
Dbl entry (5)

3/4 Continue Discussion of Ayers
Field experience # 2

3/9 and 3/11

Spring Break

3/16 Intro to student oral presentation
Due: Completion of “Eleven” and “The Harvest” – discussion

Critical Pedagogy: What Is It and Why Does It Matter?!

3/18 Topics for oral presentation – discussion and selection
Intro to Wink
Due: Field experience # 3

3/23 Due: Wink: Intro and chapters 1 and 2
Journal, dbl entry (6)

3/25 Discussion continues
Due: Field experience # 4

Critical Pedagogy: Where Does It Come From and How Do You Do It?

3/30 Due: Wink: Chapter 3
Double entry (5)

4/1 Wink discussion continues
Due: Field experience # 5

4/6 Wink: Chapter 4
Due: Double entry (5)

4/8 Wink discussion continues
Assign Wink paper
Due: Field experience # 6

Where in the World Do We Go from Here?

4/13 Wink: Chapter 5
Due: Double entry (5)
Outline for oral presentation

4/15 Wink discussion continues
Q and A about paper
Due: Field experience # 7

4/20 Field experience overview – class discussion
Due: Wink paper

4/22 Oral presentations
Have you turned in all of your field experience journals?

4/27 Oral presentations

4/29 Explanation of Final
General tying up of loose ends

Final Exam due: May 6 (9 to 10) Sitting area outside of Education department offices

Assignments

My Academic Memoir (An Excerpt)

A few years ago, in my zeal to absorb any and all analyses of the activities at the Democratic Convention, I tuned in to the Today show to see how Matt, Meredith, Al, and Ann chose to update the public. During one of the ensuing conversations, I learned about Ann's ethnic roots. Ann's mother was born in Japan and came to the United States when she fell in love with and married an American soldier. As part of a continuing series that followed all of the anchors as they journeyed to the home of their ancestors, Ann returned to Japan to reconnect with her mother's family and to honor her deceased mother's memory in a religious ceremony at the family shrine. Her narration of the piece ended with her own version of a not so unique thought – "Only by honoring our past can we fully realize our future."

This honoring of the past to realize your future is what I am asking you to do in your academic memoir. Think about the role your education has played in twisting and tweaking and turning you into who you are today. One of the purposes of your legacy sheet and your expectations of a teacher sheet was to get the creative juices flowing regarding this topic. Other questions that could spark an idea are:

1. Why do I want to be a teacher?
2. What sort of teacher do I want to be?
3. What are schools for?
4. What was my school like?
5. What broad social pressures affect the work of the teachers in my schools?
6. What is my vision of learning and teaching?
7. What events in my life have brought me to my current decision to teach?
8. What do you hope to accomplish as a teacher?
9. What were your parents' attitudes toward your school and education in general?
10. What do your parents think about your decision to be a teacher (not that I want this question answered as much as I simply want you to think about how or if this has impacted your thought process)?
11. Why am I uncertain about my decision to be a teacher?
12. What do your responses on your legacy sheet say to you about your education, your connections to you teachers and your school, the relationship between your school and your community?

You are not to feel limited by what I have given you, and if you want to run an idea by me, feel free to do so.

Other requirements (in no particular order)

1. Heading in upper left corner
 - a. Name
 - b. Education 160
 - c. Title of Paper (**create your own**)
 - d. Final due date
2. 1" margins
3. double-spaced for body, single spaced for heading
4. size 12 font, Times New Roman
5. 3 pages (ish)
6. specificity, specificity, specificity
7. interesting verbs graciously accepted; throwing in a bit of figurative language here and there wouldn't hurt either
8. no "happy, sad, glad" words
9. Pay attention to basic rules of grammar and punctuation
10. PROOFREAD in hard copy and use SPELLCHECK
11. Attach legacy sheet and teacher expectation sheet to the back of your paper if we did not complete them in class
12. Attach rubric to the front of your paper

Reminder – Honor Code

What questions do you have that I have overlooked?

Rubric for Academic Memoir

Content

- Author addresses the topic or question
- Author's point of view is clearly presented
- Author presents appropriate evidence to support point of view

Structure

Introduction

- Is clearly evident in the paper

Body

- Contains a complete discussion and support

Each paragraph

- Includes a topic sentence
- Develops one main idea
- Uses appropriate transition words/sentences

The Conclusion

- Presents a closing statement of the writer's position

Organization and Development

- Logically organized
- Has a solid point with supporting evidence

Style/Grammar

- Is concise and precise
- Is free of misspellings
- Is free of grammatical mistakes
- Does not contain incomplete sentences
- Uses correct punctuation
- Does not have errors in subject/verb/ agreement
- Uses pronouns correctly (this includes issues of agreement)
- Is free of jargon and clichés
- Uses sentence structure appropriate to college level writing
- Rough draft and teacher spew sheets attached

- Honor code, basic proofreading, antecedent issues, APA

Field Experience Journal

Your journal will be a record of your experiences in the field, which should include observation time, one-on-one or small group work, and opportunities to lead the class in a lesson. At times this experience has been likened to that of an anthropologist studying a foreign culture. The observer must be alert to all that is going on around him, asking appropriate and thoughtful questions, while at the same time monitoring his own internal dialogue. Hopefully, this experience will allow you to transition smoothly and competently from foreign culture to home base. The journal should be open and flowing; the following guidelines may be useful:

1. Your writing must be about your experience as a teacher or a discussion of what you observe in the classroom. I use the word “experience” broadly to include events in the classroom or within the broader school culture. Experience also includes what is going on inside of you as it relates to your becoming a teacher.
2. Describe one or two episodes from your experience. An episode, like an episode on television, is a series of actions that go together and tell a coherent story. The story could be as simple as your success working with kids using a particular method. It could be a description of what you see your co-operating teacher doing.
3. Describe the event with as much detail as possible. This will help you to think more clearly about the event and more accurately recall events for *reflection and analysis*.
4. In addition to your description, present your interpretation of the event. In other words, explain how this experience informs your own teaching? Things to think about – why did the lesson work, why didn’t it work, how does the lesson fit into the curriculum or a specific standard, how does it relate to any particular theory or dialogue from this class, how a perception has changed over time or with a new experience, etc.
5. Think about connections, specifically those that you can make to a class discussion, group discussion, or something within our texts.
6. One entry should be an interview with your cooperating teacher. You are to submit to me a list of questions you would like to pose to your cooperating teacher; I would like to have a copy of these questions one week prior to your interview. I suggest that you schedule this interview during the last half of your field experience since this will allow you to bring more experience (allowing for more insightful questions) to the table.
7. You are to write one time per week; each entry must be two to three typed pages. The first entry is due February 25 and the final entry is due April 22. Within that time frame you have been allowed one week for which you will not turn in a journal – that week is to be determined by you. All entries are to be turned in with your folder and should remain there for the entire semester.
8. Write your name, the date, the journal entry number, and classroom information at the top left of the page. We will talk in class about due dates for journals if you have to move the day of a field experience, but no journals will be accepted past April 26 unless you have received approval from me.
9. Let’s talk about grammar, spelling, punctuation, and sentence structure...
10. You will be graded on the thoughtful and careful discussion of one topic.
(We will expand on this a bit more in class). Please feel free, however, to use your own voice in the writing; be relaxed.
If you are looking for some specific examples:
 - a. Your work with students
 - b. A particular student’s learning process/results
 - c. What is it about a classroom setting and beyond that facilitates the learning process for a particular student (or the class)
 - d. A particular problem you are facing in the classroom
 - e. An “unsent” letter to one of the students
 - f. Aspects of the school culture that promote or hinder learning
 - g. Your belief system about a classroom as you see a day unfold
 - h. Write three questions about student learning. Using your experience, answer them.

- i. Describe your implementation or your co-op’s implementation of an interesting strategy. Analyze what was done. What worked? What problems emerged? Would you duplicate the lesson? How would you change the lesson?
- j. Discuss and analyze your successes and failures with classroom management.
- k. Address a contemporary issue, such as diversity, technology, standards, ELL, IEP’s (gifted or otherwise), tracking.
- l. Think about classroom situations that relate to issues found within our readings and class discussion.
- m. Classroom discipline/control – we will expand on this in class, but one entry MUST address this issue (Put DISC at top of that entry)
- n. I am open to any other reasonable offering.

Remember: MAKE CONNECTIONS

You are to make use of several of these options; do not zero in on one suggestion and continue to use a variation of a theme for every entry.

Please do not be reluctant to talk about your personal experiences that were less than successful. You have to take reasonable risks, you have to be willing to fail, you have to learn to reflect and improve upon whatever it is you do, and you have to be willing to listen to suggestions. It is not the failure that is the problem; it is the unwillingness to do anything about it.

Please address the following issues when writing your journals:

- | | |
|--|---|
| 1. Clear focus, lesson learned or reaffirmed | 5 |
| 2. Supporting development of point | 6 |
| 3. Strong introduction | 2 |
| 4. Strong conclusion | 2 |
| 5. Specificity | 2 |
| 6. Minimal errors in grammar and punctuation | 1 |
| 7. Conciseness (minimize the wordiness of your sentences) | 2 |
| 8. No unnecessary use of adverbs (so, very, etc.) | 1 |
| 9. No boring adjectives (nice, great, etc.) | 1 |
| 10. Watch the overuse of “be” as a main verb; try for strong verbs | 1 |
| 11. No sentence structure issues | 2 |

PROOFREAD HONOR CODE

“Too Important To Fail” Tavis Smiley

The students, parents, and administrators interviewed in “Too Important to Fail” give you insight to issues similar to those presented in *Teaching Matters*, but with a secondary spin. Just as good teaching can be effective across all spectrums of student, student issues can be the same no matter what the age or ability level. 1) Select three key issues discussed by one or more individuals within the video and compare these issues and scenarios to similar situations found within the Falk and Blumenreich text. 2) Select one student or issue that particularly captured your attention, briefly describe the individual or the situation, and describe how this segment of the film has informed your teaching and what information this video brought to the teaching table that had not crossed your radar prior to the viewing.

Rubric – see Field Experience Journal

Critical Pedagogy Wink Paper (Due dates at bottom of page)

You are about to begin your tenth year as a successful and passionate classroom teacher. Your school’s administration considers you to be one of the academic leaders within the school, citing, among other factors, your energy, your involvement within the lives of your students and your school, your work ethic, and your willingness to continue taking courses. They have also expressed their satisfaction with the continued improvement of your students’ scores on standardized tests.

The administration has decided that you are the perfect role model for the first and second year teachers, and have asked that next year you spend half of your day mentoring the novice teachers who teach the same subject/grade that you do. You will be using both in-class observations and out-of-class conferencing. You are excited by this opportunity, but you also realize the enormity of the task ahead of you. As you brainstorm for a starting point, you realize that critical pedagogy will provide the foundation for your guidance of the new teachers. Wasting no time getting started, you construct a report that describes critical pedagogy and explains why this program will be valuable for the novice teachers and the District. In this report you:

1. Summarize Wink’s description of critical pedagogy. Because you can’t discuss everything in Wink’s book, choose three core ideas that appeal to you, that you use regularly, and that drive her vision and yours. You must also explain and integrate into the paper at least two key terms (examples: conscientization, dialectic) and two foundational thinkers (examples: Friere, Skutnabb-Kangas).
2. How would using critical pedagogy improve the teaching, and possibly, the curriculum in your school?
3. Consider specific parameters for your writing
 - a. Clarity
 - b. Precise vocabulary
 - c. Unity
 - d. Concrete examples about students, teachers, classrooms, and schools
 - e. Strong intro, development, support, concl
 - f. Writing elements on memoir rubric
 - g. Your life as a student, field experiences, or other relevant, first-hand examples
 - h. A clear position, though you may want to insert some “devil’s advocate” thoughts
4. Clearly situate yourself. Are you a middle school math teacher? An elementary art teacher? Is demographic information about your school relevant?
5. Final Thoughts
 - a. Re-read information on syllabus about expectations for papers
 - b. Turn in rough draft(s) with final copy (rubric, final draft, rough draft)
 - c. Follow all format requirements found on the final page of memoir assignment sheet
 - d. Use your APA sheets to cite any paraphrases of/quotes within Wink
 - e. Due dates –

Rubric for Critical Pedagogy Report

- A. Clear Position Taken and Explored
 - 5 The report presents a clear position on the usefulness of critical pedagogy and that position is examined throughout the paper.
 - 4 The report presents a position on the usefulness of critical pedagogy, though the reader must read between the lines. The position is then examined throughout the paper.
 - 3 The report takes a weak position on the usefulness of critical pedagogy.
 - 2 The report takes no position on the usefulness of critical pedagogy.
- B. Presentation of Critical Pedagogy
 - 5 View of critical pedagogy as presented by Wink is accurately captured.
 - 4 View of critical pedagogy reflects Wink’s position to a large extent but contains some distortions or inaccuracies.
 - 3 View of critical pedagogy caricatures Wink’s position.
 - 2 View of critical pedagogy does not reflect Wink in any way.
- C. Critical Terminology
 - 5 The report appropriately incorporates and explains at least two terms associated with the framework of critical pedagogy theory. The terms are integrated into the text of the paper.
 - 4 The report incorporates and explains at least one term associated with the framework of critical pedagogy theory. The term is integrated into the text of the paper.
 - 3 The report appropriately incorporates and explains two terms associated with critical pedagogy theory. The terms are not integrated into the text of the paper.
 - 2 The report mentions one term associated with critical pedagogy theory but does not adequately explain it or integrate it into the paper.
- D. Names of Theorists
 - 5 The report appropriately incorporates and explains the thinking of at least two educators associated with critical pedagogy theory. The ideas are integrated into the text of the paper.
 - 4 The report appropriately incorporates and explains the thinking of one educator associated with the critical pedagogy theory. The thinker’s ideas are integrated into the text of the paper.
 - 3 The report mentions two thinkers associated with critical pedagogy but does not adequately explain or adequately integrate the thinking into the paper.
 - 2 The report contains one or no references to thinkers associated with critical pedagogy. NO further explanation is given.
- E. Support

- 5 Strong support for all positions taken in the report is evident. The support is specific and based on experience (to be addressed in class).
- 4 Some support is offered for positions taken. (see above).
- 3 Weak or inappropriate support is offered for positions taken.
- 2 No support is offered for positions taken.

F. Well Argued

- 5 The overall impact of the paper leaves the reader ready to accept the author's position.
- 4 The author's argument is convincing.
- 3 The author's position is poorly argued.
- 2 The author does not present any argument.

G. Clarity.

- 5 All paragraphs and sentences are well crafted. Words are well chosen.
- 4 Paragraphs, sentences, and word choices are solid.
- 3 Paragraphs, sentences, and word choices are weak.
- 2 The paper lacks clarity in any sense of the word.

H. Opening/Closing

- 5 Strong opening and closing are included
- 4 Good opening and closing are included.
- 3 Weak opening and closing are included.
- 2 No opening or closing is included.

I. Audience

- 5 The report speaks directly to fellow teachers.
- 4 The report suggests that teachers are an audience.
- 3 The report addresses an audience, but it is not teachers.
- 2 The paper addresses no clear audience.

J. Grammar and Spelling

- 5 Entire paper has fewer than 4 mechanical errors, including spelling errors, sentence fragments, improper use of tenses, and punctuation issues (see rubric for academic memoir).
- 4 Entire paper has 4 mechanical errors (see above).
- 3 Entire paper has 5 mechanical errors.
- 2 Entire paper has more than 5 mechanical errors.

K. APA (Reference page and parenthetical documentation)

- 5 Paper has less than 2 errors in APA format
- 3 Paper has less than 4 errors in APA format

Comments

“The Harvest” and “Eleven”

Our discussion of “The Harvest” and “Eleven” illustrated one of the ways it is possible to tweak the curriculum to develop a lesson in a way that may appeal to students who do not respond to the curriculum lesson as presented in a textbook. Think of an out-of-the-box lesson that will present a standard in the curriculum (to be expanded on in class) in a way that moves away from typical chalk and talk.

The syllabus is subject to change if circumstances necessitate adjustments. Appropriate notice will be given.

Students who wish to request accommodations in this class for a disability should contact Ms. Elaine Mara, Assistant Director of Academic and Disability Support, located on the first floor of Monocacy Hall (extension 1401). Accommodations cannot be provided until authorization is received from the Academic and Disability Support Office.

Comenius Center students who believe they may need accommodations in this class are encouraged to contact the Dean of the Comenius Center as soon as possible to enhance the likelihood that such accommodations are implemented in a timely fashion. The number for the Comenius Center is 610-861-1400.

STATE STANDARDS ADDRESSED IN EDUC 160

STUDENTS ARE EXPECTED TO:

- have a knowledge of PreK-4 educational foundation in theory and policy in work with children (EC I. B1)
- develop concepts of culture (EC II. D1)
- recognize the central role that families play in the development of children with and without disabilities (EC IV. A1)
- recognize impact of children with disabilities on family systems and concerns of families with exceptional learning needs (EC IV. A3)
- know legal rights of families including laws related to family and student confidentiality (EC IV. A3)
- recognize variations in beliefs, traditions, and values related to children and learning across and within cultures including child rearing practices, parent/child interaction styles and discipline (EC IV. A4)
- recognize impact of differences in values, languages, poverty, socioeconomics and customs that can exist between the home and school (EC IV. A5)
- identify the impact of culture on one's own beliefs, values and behaviors (EC IV. A5)
- develop and sustain partnerships with families via respectful, ongoing, meaningful communication with family members (EC IV. B1)
- recognize when to involve families in the policy decisions of a program (EC IV. B2)
- recognize how to provide families with meaningful opportunities to be involved throughout their child's education including effective conferencing with families (EC IV. B3)
- strategies for keeping families informed of children's progress including working with linguistic and cultural interpreters for culturally and linguistically diverse families (EC IV. B4)
- develop skills to provide information about community resources, parenting education, and child development to families (EC IV. B5)
- develop awareness of community resources useful to families of children with and without disabilities (EC IV. B6)
- create positive social contexts for learning (EC V. A1)
- identify how the development of all young adolescents occurs in the context of classrooms, families, peer groups, communities and society (ML, I. B4)
- legal rights and responsibilities of the teacher related to special education referral and evaluation and the rights and procedural safeguards that students are guaranteed (ACC I.)
- demonstrate understanding of the legal rights and responsibilities of the teacher for special educational referral and evaluation and the rights and procedural safeguards that students are guaranteed. (ACC I. A2)
- demonstrate an understanding of possible causes and implications of over-representation of minorities in special education so as not to misinterpret behaviors that represent cultural, linguistic differences as indicative of learning problems. (ACC I. A3)
- demonstrate an understanding of the meaningful roles that parents and students play in the development of the student's education (ACC I. E5)
- demonstrate sensitivity towards multicultural and economic perspectives in order to encourage parent participation (ACC I. E6)
- demonstrate an understanding of how to support student and family communication and meaningful participation in the student's educational program (ACC I. E7)
- work collaboratively with all members of the student's instructional team including parents and agency personnel (ACC I. E8)
- demonstrate knowledge of language systems, structures, functions, and variation (EII I. A1)
- identify socio-cultural characteristics of ELLs including educational background and demographics. (EII I. B1)
- describe how ELLs' cultural communication styles and learning styles affect the learning process (EII I. B2)

- describe how ELLs' cultural values affect their academic achievement and language development (EII I. B3)
- identify bias in instruction, materials and assessments (EII I. B4)
- demonstrate cross-cultural competence in interactions with colleagues: administrators, school and community specialists, students and their families (EII I. B5)
- observe culturally and/or linguistically diverse instructional settings (EII I. B6)
- describe the legal responsibilities related to serving ELLs (EII II. C1)