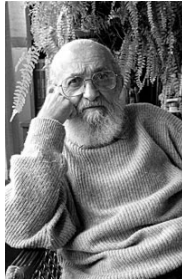


ED160, Culture, Community, and Diversity, Introduction to Critical Teaching
 Fall 2015, Dr. Robert H. Mayer
 Office: PPHAC328 Phone: 610-861-1452 E-Mail: merhm02@moravian.edu
 Class: T/Th 10:20-11:30 Office Hours: T/Th 1:15-3:15



"To live in openness toward others and to have an open-ended curiosity toward life and its challenges is essential to educational practice. To live this openness towards others respectfully and, from time to time, when opportune, critically reflect on this openness ought to be an essential part of teaching."

Paulo Freire

"Our lives begin to end the day we become silent about things that matter."

Martin Luther King Jr.

ESSENTIAL QUESTIONS

- Why teach?
- What important beliefs and ideas will guide my teaching?
- What questions do I need to ask and answer to be a teacher?
- What does a teacher need to know about the community their kids live in in order to be effective teachers and how should that knowledge affect the way he or she teaches?
- What is the best approach for situating my teaching in the context of the community and culture where my students live?
- How does the educational system help to sustain a system of poverty and inequality? / How can the educational system work to end poverty and inequality?

TEXTS

- > *To Teach: The Journey of a Teacher, Third Edition* by William Ayers
- > *Critical Pedagogy: Notes from the Real World* by Joan Wink
- > *The Poverty and Education Reader: A Call for Equity in Many Voices* Edited by Paul C. Gorski and Julie Landsman

GRADING

- Autobiography and Informal Paper on School & Community-5 Points
- Paper: Response to Ayers/*To Teach*-15 Points
- Paper: Critique of Wink-15 Points
- Paper: Education, Poverty, & Inequality-15 Points
- Field Journal-15 Points
- Homework: Journal or annotation-15 Points
- Final-Digital Portfolio-10 Points
- Successful completion of field experience-5 Points
- Attendance and participation-5 Points

PARTICIPATION (Thanks to Dr. Nicole Tabor for permission to use the statement below.)

Our classroom comprises a discourse community, in which we gain knowledge and insight through mutual inquiry as a result of both verbal and written interaction with others in the class. This interaction will take the form of co-operation as well as respectful disagreement. As a member of this discourse community, you will be expected to contribute intelligently and frequently to the discussion. Along with speaking, effective participation requires active and open-minded listening to others. Respond to and interact with your peers, not just with me. The more you participate, the more interesting, exciting, and rewarding this class will be. Always bring your textbook or articles, and also homework and notes to class. Expect to closely investigate details of the texts we are studying.

ATTENDANCE/ASSIGNMENTS

Since the issues being considered in the course require informed discussion and involvement, you are expected to attend every class with a basic understanding of the assigned reading or with questions to be raised about the reading. You are also expected to be on time. If you must be absent for some reason, you must let me know ahead of time, unless there is some emergency. In the case of an emergency, speak to me about the situation as soon as you are able. Absences will be excused for legitimate reasons such as illness. For each unexcused absence, a 0 will be calculated for 2% points of your total grade. *Missing more than three sessions will be a signal to me of a serious problem that we should discuss.*

There will be unannounced quizzes throughout the semester. You will be permitted to make up these quizzes if your absence is excused. In addition, it is your responsibility to find out about and secure any materials that may have been distributed or assignments given during missed classes.

Absence is not an excuse for missed work. If circumstances arise that keep you from completing an assignment when it is due, you should discuss the situation with me. I have provided my office phone number and e-mail so that you can contact me. It will be your responsibility to talk to class members to find out in detail what you missed, though I am always available to you.

Grades for assignments that are late without prior agreement will be lowered by 5% of the total value of the assignment on the first day and 5% more for every subsequent two days of lateness.

FIELD EXPERIENCE MEETINGS

In order to make arrangements for your field experience, you must attend a meeting either at 11:45 a.m. or 5:00 p.m. on Thursday September 3, both to be held in PPHAC 102.

ACADEMIC HONESTY

The Student Handbook defines plagiarism as: "A major form of academic dishonesty...the use, deliberate or not, of any outside source without proper acknowledgment." The Handbook then states, "Students may not submit homework, computer solutions, lab reports, or any other coursework prepared by, copied from, or dictated by others." I will abide by the overall academic honesty procedures as laid out in the student handbook. Make sure that you read the policies carefully. For instance, the Handbook also demands this. "Students must keep all notes, drafts, and materials used in preparing assignments until a final course grade is given." Please follow that dictum. You are encouraged to discuss readings and to seek feedback on papers from your colleagues in the class. Collaboration is great. Cheating is wrong. The work you turn in, ultimately, must be of your own creation.

Work proven to be in violation of the academic honesty policy will receive a 0 and the Dean of Curriculum & Academic Programs will be informed of the violation. In addition, violations of the academic honesty policy would reflect a cynical view of learning itself, one not needed in the educational world. Acts of plagiarism or cheating would make it very difficult for me to support the violator's application for student teaching.

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.

ACCOMMODATIONS

Students who wish to request accommodations in this class for a disability should contact Elaine Mara, assistant director of learning services for academic and disability support at the Academic Support Center at the lower level of Monocacy Hall, or by calling 610-861-1401. Accommodations cannot be provided until authorization is received from the Academic Support Center.

Comenius Center students who believe that 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 phone number for the Comenius Center is 610 861-1400.

CELL PHONES AND OTHER DEVICES

There are times we will use electronic devices in class including laptops, tablets, and occasionally phones. All should be used **only** for the defined class purpose and put away when not in use. In support of building a classroom community, cell phones need to be put away during class unless used for class purposes. During our time together, please focus on classroom communication and text before and after class, not during.

SCHEDULE OF CLASSES

INTRODUCING OURSELVES/WHY TEACH?

9/1 (T): Situating our teaching philosophy in autobiography [Start the creation of a teaching autobiography that moves toward a teaching philosophy]

Attend meeting for field experiences at 11:45 a.m. or 5:00 p.m. on Thursday September 3, both to be held in PPHAC 102.

FINDING OURSELVES IN TEACHING: *TO TEACH*

9/3 (Th): The challenge of teaching

Reading: Introduction, *To Teach*

📖Homework:

-Bring in brief descriptions of two more experiences/events that pushed you toward teaching

-Bring in a quote that captures your view of teaching.

-Complete a double-entry journal. See directions on p. 5 of syllabus.

[Note: All dialogue journals should be turned in as hard copy and ready for use in class.]

⇒Due: Mon., 9/7 by 8:00 A.M. in your GDF: Teaching Autobiography

9/8 (T): The Challenge of Teaching

Reading: Chapter 1, *To Teach*

📖Homework: Double-entry journal for chapter 1.

9/10 (Th): Seeing the Student

Reading: Chapter 2, *To Teach*

📖Homework: Write a two page journal entry as if you were Bill Ayers entitled, "What I believe about teaching, learning, and/or schooling"

9/15 (T): Building the Learning Environment/Knowing our Students and their Culture

Reading: Chapter 3 and Chapter 4, *To Teach*

9/17 (Th): Liberatory Learning and Curriculum

Reading: Chapter 5, *To Teach*

📖Homework: Double-entry journal for chapter 5.

9/22 (T): Testing mania and authentic assessment/ The Mystery of Teaching

Reading: Chapter 6 and Chapter 7, *To Teach*

9/24 (Th) Convocation: Karen Armstrong in Johnston Hall, 10:00 Processional and 10:30 Formal Program Begins

⇒DUE 9/29 in GDF folder, bringing a hard or digital copy to class: Two-page journal entry on Karen Armstrong talk. Write a summary of Dr. Armstrong's ideas and a critique. Specifically, what does she share about the causes for poverty and inequality and some possible solutions? How do you think these reasons connect with our job as teachers? In what ways do you agree or disagree with her ideas about poverty? Why?

9/28 (M) *Field Experience Begins*

TO WHAT EXTENT CAN EDUCATION END POVERTY AND INEQUALITY?

9/29 (T) Discussion of Karen Armstrong and Final Discussion of *To Teach*

10/1 (Th) Poverty, Inequality, and Schooling/Researching Approaches for School-Parent Connections

Reading: Gorski and Landsman (G & L), Introduction

⇒Due Fri. 10/2 by 4: First Field Journal Entry

⇒Due Monday, 10/5 (Noon): *To Teach* Paper in Google Docs Folder

10/6 (T) Poverty, Inequality, and Schooling

Reading: Gorski and Landsman (G & L) Chapter 2 (Bobby Ann Starnes), Chapter 3 (Buffy Smith), and Chapter 4 (Jeff Sapp)

📖Homework: TBA

10/8 (Th) Poverty, Inequality, and Teaching

Reading: Gorski and Landsman (G & L), Chapter 10 (Kristen L. Buras), Chapter 13 (Lori D. Ungemah), and Chapter 14 (Nicholas Hartlep)

📖Homework: TBA

- 10/15 (T) Poverty, Inequality, and Education: Some Hypotheses
Reading: Chapter 16 (Taharee A. Jackson), Chapter 18 (Fernandez-Williams), Chapter 19 (Isbell)
 Hearing about the William Penn Communities & Schools Progra
 ¶Homework: TBA
- 10/20 (T) Poverty, Inequality, the Community, and Parents
Reading: G & L, Chapter 23 (Sanchez), Chapter 24 (Carlock), Chapter 25 (Hoffman)
 ¶Homework: TBA
- 10/22 (Th) Pastor Greg Edwards on Education, Poverty, and Inequality, 7:30 in the UBC Room (Attendance is mandatory)
 ¶Homework: TBA
- 10/27 (T) Poverty, Inequality, and the Curriculum
Reading: G & L, Chapter 28 (Dudley-Marling) and Chapter 30 (Warren)
 ¶Homework: TBA
- 10/29 (Th) Poverty, Inequality, and Teaching
Reading: G & L, Chapter 32 (Gorski)
 ¶Homework: TBA
- 11/3 (T) Poverty, Inequality, and School Reform
Reading: G & L, Chapter 35 (Horn) and Chapter 36 (Thomas)
 ¶Homework: TBA

November 6 (F) Last day for withdrawal with W
 ⇒11/9 (Noon) Poverty and Inequality Paper Due in GDF

CRITICAL PEDAGOGY: BUILDING A PHILOSOPHY OF EDUCATION

- 11/10 (T) Joan Wink and Critical Pedagogy
Reading: Wink, Introduction & Ch. 1 (pp. 6-22; 33-44)
 ¶Homework (for all Wink assignments): Double-entry journal response to Wink
- 11/12 (Th) The Language of Critical Pedagogy (1)
Reading: Wink, Ch. 2 (pp. 45-65)
- 11/17 (T) The Language of Critical Pedagogy (2)
Reading: Wink, Ch. 2 (pp. 66-90)
- 11/19 (Th) The Philosophers (1)
Reading: Wink, Ch. 3 (pp. 91-110)
- ⇒DUE 11/18 (Wednesday) in GDF folder: Family-School Report
- 11/24 (T) The Philosophers (2)
Reading: Wink, Ch. 3 (pp. 110-135)
- 12/1 (T) Greer Hockemeier, Communities and School
- 12/3 (T) Doing critical pedagogy
Reading: Wink, Ch. 4 (pp. 142-173)
 ⇒Due Monday, 12/7 by Noon in GoogleDocs Folder: Final Statement on Critical Pedagogy
- 12/8 (T) Final Thoughts on Critical Pedagogy
Reading: Wink, Ch. 5 (pp. 174-211)
 ⇒Due Wed. 12/9 by Noon in GDF: Journal Summary
- 12/10 (Th) Building a Teaching Vision
- ⇒Due Thursday, Dec. 17, 1:30 p.m.: Portfolio and explanatory paper

ASSIGNMENTS

1) My Teaching Autobiography/Philosophy

Our worldview grows from our life. That is our worldview grows from our experiences, from books we read, from our family, our religious proclivities, people we meet, and more. Our reasons for wanting to be teachers should grow from that worldview and, hence, from that life we have lived and are living.

Begin your statement by explaining why you want to be a teacher, the truly important reasons. Some people argue that they want to be teachers because they have summers “off” or they think teaching is a secure profession. These are naive reasons to teach, driven by an ignorance of both how hard teaching is and how important it is. Others will sometimes say they want to teach because they care about kids. I would assume that is true for all of us. If you want to talk about caring for kids, talk about the important things you want to do for kids. Don’t just say you want to make a difference. What is the difference you want to make? So move beyond the facile and move toward the important. Tell me what you hope to accomplish as a teacher.

Once you have established or as you establish your reasons for being a teacher, explain what in your life brought you to teaching. You could start by discussing where you grew up and how that geography and culture shaped you. You might also talk about your family and your cultural background and the impact those factors had on you. Emphasize those moments that helped you see you wanted to be a teacher. You can tell me your life story, but focus mainly on those life moments that drove you toward teaching.

Finally, you might have uncertainty about your decision to become a teacher. Discuss that in your autobiography. This course should help you make decisions about yourself as a teacher. The autobiography is a good place to consciously go through that process.

Your autobiography should be around 3 pages, double-spaced, with one inch margins. Three pages is not really enough to tell your story, so if you want to write more, please do. Though it is not a formal paper, you should read over it to make sure it makes sense and to make sure you have made no glaring grammar errors. Also, spell check. I will look to see how adequately you respond to the above prompts and how genuine you are in your thoughts. [And I am always open to digital storytelling, if that is a format you choose.]

Some guiding questions:

- 1) What events or encounters in your life have impacted your decision to become a teacher?
- 2) What events or encounters in your life have helped to shape your beliefs about learning, teaching, and schooling?
- 3) How have books, writings,, movies, music, or other literature impacted your growing up and your decision to become a teacher and your beliefs about the educational enterprise?
- 4) What political events have shaped you?
- 5) Describe your cultural upbringing? How has the culture and community in which you were raised impacted your life?
- 6) What ideological and philosophical constructs have shaped and shape the way you experience the educational enterprise (learning, teaching, & schooling)?
- 7) Why do you want to be a teacher? What do you hope to accomplish as a teacher?

You do not need to answer all of the above questions. You need to help me see your decision to teach, your vision for teaching, and the events and/or people that drove that decision and vision.

Rubric/ Criteria

Writing includes

- Clear reasons for wanting to be a teacher,
- Rich descriptions of events that brought you to teaching,
- How those events and/or encounters with individuals or reading influenced the decision to become a teacher,
- Beliefs about learning, teaching, and schooling,
- How your broader life context, culture, socioeconomics, and community impacted you growing up,
- How broader political environment impacted you growing up.

(Due: Monday, September 7 by 8:00 A.M., Placed in Your GoogleDocs Folder)

2) To Teach Double-Entry Journal/Critical Pedagogy Double-Entry Journal

In reading *To Teach*, we want to do two things. First, we want to be able to explain the vision of William Ayers. What is Dr. Ayers telling us about teaching, schooling, curriculum, the world? Secondly, we want to critique his position. To what extent is his view valid? What ideas seem incorrect? How do we know? Given our critique, what is it I believe about teaching, schooling, curriculum, the world? So reading and reacting to *To Teach* should help us clarify our own vision. The double-entry journal will help us lay out both what William Ayers believes and what we believe.

For each journal entry, at the top of the page identify the chapter you are writing about. Then draw a line down the middle of the page. On the left side you will present at least six beliefs that Dr. Ayers lays out in the assigned reading. They can be paraphrased in a few sentences or more or you can present an important quote that captures Dr. Ayers’ position. On the right side, react to and critique the beliefs making sure that you come around to identifying

what you personally believe. You could react to each individual statement on the left or you could just write one flowing response.

You will write these double-entry journals where indicated on the syllabus. All double-entry journals need to be done and turned in as hard copy the class period it is due.

Critical Pedagogy Double-Entry Journal

In reading *Critical Pedagogy*, we want to do two things. First, we want to be able to explain the Joan Wink's take on the philosophy of critical pedagogy. Secondly, we want to critique the philosophy. To what extent is the view valid? What ideas seem incorrect? How do we know? Given our critique, what is it I believe about teaching, schooling, curriculum, the world? So reading and reacting to *Critical Pedagogy* should help us clarify our own vision. The double-entry journal will help us lay out both what critical pedagogues believe and what we believe.

For each journal entry, at the top of the page identify the chapter and pages you are writing about. Then draw a line down the middle of the page. On the left side you will present at least six beliefs that Joan Wink lays out in the assigned reading. They can be paraphrased in a few sentences or more or you can present an important quote that captures her position. On the right side, react to and critique the beliefs making sure that you come around to identifying what you personally believe. You could react to each individual statement on the left or you could just write one flowing response.

You will write these double-entry journals for every assignment. All double-entry journals need to be done and turned in as hard copy the class period it is due.

3) Field Experience Journal:

Each week write a two-page, double-spaced (one-inch margins) journal entry that includes both *description* and *analysis* of what you are experiencing in the classroom. Describe your experience carefully so the reader can grasp it and then show your thinking about that experience. Each entry should focus on *one topic* and not be a collection of observations.

Use the journal to consider concepts and issues being discussed in the readings and how they relate to the real world, the classroom you are in. Here are some questions that you might use to guide your observations, your thinking, and then your writing:

- To what extent are the concepts and issues presented in readings present in the classroom?
- Given the classroom I am in, how truthful is the depiction of these concepts and issues in the reading?
- What is the significance of those concepts and issues for how teachers should view the classroom?
- What are the implications of these concepts and issues for your practice?
- How do these experiences impact your practical/professional, personal, and philosophical development as a teacher?

Though journal writing does not need to have the polish of a formal paper, it does need to make sense. As with a letter that you send to a friend, read over what you have composed. Make sure it makes sense and make sure that most grammar errors have been corrected. Don't forget to use the spellcheck. There should be no spelling errors.

Starting with the week of September 28, turn in your entry each week by Friday at noon. (Note the **only** exception: September 10 when you will have until 4:00.) Turn your journal in through your EDUC160 GoogleDocs folder. Within your 160 folder, create a separate "Field Experience" folder. Place your journal in that folder making sure to place your name on the folder and to date the folder.

The entry for the last week of the semester will be an analysis of your journal where you discuss major themes and important learning captured in your entries. That entry is due Wednesday, December 9 by 4.

Criteria: Acceptable entries will be two pages in length (with no more than one-inch margins around) and include

- A focus on one topic
- Clear description
- Thoughtful Analysis
- Important topics
- Focus on concepts from reading
- No spelling errors

Consider also discussing the evolution of your autobiographical/philosophy statement.

4) School-Family/Community Connection Report

Answer the following question: What are some ways (at least three) for teachers to reach out in order to make connections between the school and the parents and community? Describe how to make these connections well. Why is important to establish connections between schools and family? Write a 3-4 page informal paper where you answer these questions. Cite sources in a reference section.

To research:

1) Attend a Family-School Event (This is a mandatory part of the project) Participate in some family-school event in the school where you are doing your field experience or elsewhere. An alternative to such participation could be an interview with a currently-practicing classroom teacher or administrator. (Before you carry out the interview, you need to share questions you will be using as the basis for your interview.)

Make sure it is an event where you are able to be helpful, where you are able to be an active participant. Use your participation to help answer the question for this report. Make sure that you adequately describe the event and your participation. Feel free to participate in and report on more than one event. Make sure the interview explores how the teacher and, perhaps the school they teach in, establish connections with parents.

2) Go on-line and find ways teachers connect with parents (ideas, examples such as webpages) and the community.

3) Talk to people at your school.

4) Find articles that lay out strategies. Include a reference page.

☞Due: Wednesday, 11/18 by Noon in GDF: Individual/Written School-Family Connection Report

5) PROFESSIONAL DIGITAL PORTFOLIO

Introduction

For your final project, create the first pieces of the digital portfolio you will shape throughout your time in the teacher education program. In its final form, your portfolio will be used when you go out on your job search. Therefore, at that time, it must have a professional look and feel. At the same time, your portfolio needs to capture a personal sense of you as a teacher. So you need to walk a fine line between professional and personal. In addition, the portfolio should convey feeling, such as your passion for teaching. In conveying that feeling, you don't want to merely state something like "I have great passion for teaching." You want to show that passion. For the purpose of the EDUC160 portfolio, I would encourage you to err on the side of the personal. Use this assignment as an opportunity to explore your teaching self. You can always tone things down to make it more professional later.

The Technical

You may use any digital format you choose. I'm going to suggest that you use Wix, <https://www.wix.com/my-account/sites/79e508b5-bc2b-44dc-a58f-5c2b32cc382d>. It allows you to easily construct a website/portfolio. I have been playing around with it and have started to create a shell that I kind of like: <http://mayerr7.wix.com/my-portfolio>. (I do not present this as a model. It is not professional. Rather, I share my playing around with you.)

Here is a model from Megan Troutman who graduated last year. She made this with Google: <https://sites.google.com/site/misstroutmanseportfolio/>

What Your 160 Digital Portfolio Needs to Contain and What It Needs To Do

First of all, you should create the shell you will use for the development of your portfolio. Have pages identified with some identifying buttons or whatnots to mark off what you might be doing in the future. My portfolio is a good model for that.

Secondly, the 160 part of your portfolio should capture a sense of you as a teacher. The word sense contains a lot: your journey, your beliefs, your broad philosophy, the way you work with kids, the way you construct learning opportunities for kids. Include a quote or two that captures your vision. You might include one, some, all of these items, or something else that capture you as a teacher. Consider using some images, including photos and videos from your field experience.

In terms of specifics, page one should introduce you as a teacher in some way.

Next, your portfolio needs to display at least **five pieces or extracts of pieces** that captures that teaching sense mentioned in the previous paragraph. Likely candidates for extracts include your autobiography, personal reactions from papers that contain core beliefs, pieces of your journal, teaching items you might have created during your field experience. Unless you have an absolute gem, don't just attach the entire paper. Pull out those parts that capture that teaching sense.

Finally, create a well-crafted one-page statement where you explain your portfolio to me. Overall, explain what you are trying to convey about yourself. Next tell me why you chose the items you did.

Rubric for Digital Portfolio

Key to Rating Scale

- 5 Student work exemplifies this component well
- 4 Student work clearly displays this component
- 3 Student work displays this component but could use further clarity or development
- 2 Student work minimally displays this component.
- 1 Student work does not display this component

____ 1. Contains at least parts of five items created for EDUC160

____ 2. A strong sense of who you are as a teacher comes through

____ 3. The portfolio is attractive

g____ 4. The paper makes clear why you included items and who you are as a teacher

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)