

# EDBE 2050: UNDERSTANDING AND TEACHING MULTILINGUAL STUDENTS



*We Feel You- From the Ancestors. Ricardo Levins Morales 2020.*

|                                                                                |                                            |
|--------------------------------------------------------------------------------|--------------------------------------------|
| Instructor: Juan de la Cruz, Ph.D ABD<br>Address as Profe(ssor) de la Cruz     | Pronouns: he/him/his/él                    |
| Meeting place/time: LANG 302<br>Mondays 5:30-8:20 p.m.                         | Student hours: send email for zoom meeting |
| Contact info: <a href="mailto:juan.delacruz@unt.edu">juan.delacruz@unt.edu</a> |                                            |

## CATALOG DESCRIPTION

This course uses an intersectional approach to understand and conceptualize the histories, backgrounds, identities, and current realities of multilingual students in US educational contexts. Critical theoretical, conceptual, and historical perspectives around multilingualism and multilingual learners will provide a foundation for engaging these same learners through empowering, humanizing, and research-based pedagogies, which will be discussed in the course.

**LAND ACKNOWLEDGEMENT:** To recognize the land is an expression of gratitude and appreciation to those whose territory we reside on, and a way of honoring the Indigenous people who have been living and working on the land over time. It is important to understand the long existing history that has brought us to reside on the land, and to seek to understand our place within that history. Land acknowledgements do not exist in a past tense, or historical context: colonialism is a current ongoing process, and we need to build our mindfulness of our present participation. Hence, it is essential to acknowledge that the land on which we gather is the occupied/unceded/seized territory of the Wichita and Caddo Affiliated Tribes. These tribes have stewarded this land throughout the generations and we would like to pay our respects to elders, both past and present. (Adapted from UNT's Division of Inclusion, Diversity, Equity and Access)

## FOCUS ON EQUITY & EQUITABLE PRACTICES

Acknowledging the pluralism of linguistically diverse populations, this course focuses on the literacy needs and the variety of language learning strategies of our diverse school

populations. Students in the class are expected to be sensitive to and responsible for the needs of all students in their instructional planning, material selections, and proposed activities. In addition, students are expected to broaden their knowledge base of multicultural issues, including: language differences; economic disparities; and cultural variations, and to evidence growing critical insight into these perspectives in their assignments as they prepare to work in public school classrooms. This insight is particularly important if teachers intend to provide excellent instruction for Communities of Color.

### REQUIRED TEXTBOOKS AND/OR MATERIALS

Espinoza, C. M., & Ascenzi-Moreno, L. (2021). *Rooted in strength: Using translanguaging to grow multilingual readers and writers*. Scholastic.

\*\*\*Not found in UNT Bookstore (orderly directly from Scholastic or Amazon)

All materials can be found on the [Course Guide: EDBE 2050](#)

Materials not found on Course Guide can be found on Canvas

### CENTERING PRACTICES FOR THE COURSE

- **Historicizing**: We will historicize the experiences of multilingual students by critically examining historical processes that have marginalized particular communities (and move this into praxis work)
- **Interrogate power**: We will interrogate dominative ways of being and knowing in the understanding and teaching of multilingual students.
- **Radical imagination**: We will radically imagine transformative processes and practices in our understanding and teaching of multilingual students for our future classrooms.

ALSO SEE [UNT teacher education Program commitments](#)

### COURSE PREREQUISITES

Admission to the Teacher Education Program

### COURSE GOALS

- Historical perspectives and demographic trends of multilingualism and multilingual learners in Texas and the US, and how racialization and deficit perspectives have contributed to harmful language ideologies at the levels of policy and practice for Indigenous groups, Black, Latinx, and other historically marginalized populations.
- Understand and problematize how multilingual learners have been labeled, tracked, and talked about historically in society and schools through deficit discourses anti-Blackness, and subtractive pedagogies.
- Examine key legislation that has impacted the trajectories of multilingual students at the state and national levels, along with initiatives and activism that have advocated for these same students.
- Provide an overview of the different types of programs that traditionally serve multilingual students in Texas and the US: ESL, Bilingual Education, Dual language, Newcomer; along with snapshots/ethnographic examples of multilingual students in these contexts and the importance of collaboration between educators in these different programs.
- Examine pedagogical approaches to teaching multilingual students that leverage students' linguistic, cultural, and academic realities and identities, while also positioning the community as a valuable resource.

## STUDENT EVALUATION (see descriptions below)

| ASSIGNMENTS                                                                               | Points |
|-------------------------------------------------------------------------------------------|--------|
| Reflective Digital Journal (5 @ 6 pts. apiece)                                            | 30     |
| Critical Case Study                                                                       | 25     |
| Understanding and teaching multilingual students: Radically imagining my future classroom | 30     |
| Attendance/Active participation                                                           | 15     |
| Total Points                                                                              | 100    |

### COURSE GRADING SCALE

|   |          |
|---|----------|
| A | 100-90   |
| B | 89-80    |
| C | 79-70    |
| D | 69-60    |
| F | Below 60 |

### MAJOR ASSIGNMENTS

Brief descriptions of major assignments are described below with corresponding due dates. Please refer back to this throughout the semester. A more detailed assignment sheet and evaluation rubric will be provided on Canvas a few weeks before each assignment is due. Please note that my preference is double-spaced, one-inch margins, and 12-point font for all assignments. *It makes it easier to read and provide feedback.*

#### Attendance/Active participation (15 points)

**Attendance:** This course is designed and organized to be highly collaborative and interactive. Our sessions will involve small and whole group activities and discussions. Therefore, your attendance and participation are essential to the learning of everyone in our course. It is very difficult to be enriched by discussions and collaborations if you are not physically present or prepared for class. [University policy 06.039](#) will be followed for attendance problems. If necessary, students may miss one class with a valid excuse (see [university policy for excused absences](#)) and not face penalties related to their grade (yet students are encouraged to save this absence for illness or emergencies that may arise). Students must let the instructor know as soon as possible if they will be missing class. It is the students' responsibility to obtain all notes and handouts missed during their absence. All assignments are due on dates indicated on the syllabus regardless of student absences. A second absence will result in a loss of points from the total grade. In the event that a student misses **four or more classes**, s/he will automatically receive a

failing grade. Students who miss more than one hour of class will be considered absent from that class meeting. Chronic tardiness or early departure will result in the lowering of a final grade at the instructor's discretion (arriving more than 15 minutes late or leaving more than 15 minutes early). Please note: it is the student's responsibility to drop this course, if necessary.

***For courses offered 1 time per week***

| # of Absences | Total participation points for the class<br>(out of 15 points) |
|---------------|----------------------------------------------------------------|
| 0 – 1         | 15                                                             |
| 2             | 10                                                             |
| 3             | 5                                                              |
| 4 or more     | You will automatically receive an F for your final grade       |

**COURSE ASSIGNMENTS (Rubrics will be provided in a timely manner)**

**Reflective Digital Journals (5 @ 6 pts. apiece)**

Throughout the trajectory of the semester, students will document their reactions, connections, and critical questions around the materials from the course. During the semester you will complete 5 entries about class materials. Prompts will be based on the week's classes, readings and other materials and may integrate one or a combination of the following:

- A powerful concept/idea from the reading(s)
- A video/documentary we saw in class
- An activity we did in class
- A children's book that we read in class
- A guest who came to class to talk with us

Written entries must:

- be at least 500 words
- be about the prompt(s) assigned and connect to the materials of the week
- reflect critically on your personal experiences (or lack thereof) in conjunction with the prompt

Recorded entries must:

- be a minimum of 3 minutes recorded on any video recording platform
- be about the prompt(s) assigned and connect to the materials of the week
- reflect critically on your personal experiences (or lack thereof) in conjunction with the prompt

+++The choice is yours to complete an assigned written or recorded entry. Finally, be sure to copy & paste or say the response you're responding to in your RDJ.

**RUBRIC**

### Critical Case Study (25 points)

In groups (2-3 students per group), students will complete an analysis of a critical case study that prioritizes bi/multilingual students in a hypothetical (but very similar to what they might encounter in the field) scenario. In this assignment, students will have the opportunity to critically analyze challenges within the scenario that do not align with our theoretical perspectives in the course. Students will be expected to present justice-oriented pedagogical practices that better fit the needs of their hypothetical students in a humanizing way. The final product should be 3-5 pages, including citations of course materials. A detailed rubric along with additional instructions will be provided in class.

*This assignment addresses all centering practices of our course.*

### Understanding and Teaching Multilingual Students: Radically imagining my future classroom (30 points)

Based on theoretical perspectives from the course and the co-construction of knowledge throughout the semester, each student will create a product (guidebook/zine/video/infographic/website/Tumblr/Canva/children's book, or other creative outlet) that focuses on their newfound understandings, discoveries, and critical reflections around the teaching of bi/multilingual students for the elementary classroom. This product should be something that demonstrates students' grasp of historical perspectives in the education of multilingual students, their emerging understanding of the realities and identities of these students, and ways they imagine engaging with them in their future classrooms.

We imagine this product as something that demonstrates students' growth and development alongside their radical imagination of what their future classroom with bi/multilingual students could look like, sound like, and feel like based on these newfound understandings, discoveries, and critical reflections that have emerged during the course. It is our hope that this product accompanies students' journey through the teacher education program and is a product that could be looked back upon and also be revised and reimaged as students gain more perspectives in future semesters.

Feel free to make this more specific to your trajectory as a future ESL, special education, early childhood, and bilingual education teacher. You are more than welcome to use tools and ideas you are gaining from other courses (we encourage these connections), but you cannot submit an assignment from another course.

In addition to the product you should include a 1-page summary that describes: concepts/ideas from the course materials, integration of centering practices #1, #2, and #3, integration of core commitments, and integration of learnings from homework hotline virtual field experience.

This assignment addresses centering practice #3: *Radical imagination: We will radically imagine transformative processes and practices in our understanding and teaching of multilingual students for our future classrooms.*

## RUBRIC

## COURSE OUTLINE & SCHEDULE

*This course syllabus/schedule is intended to be a guide and may be modified at any time at the instructor's discretion to enhance the learning experiences of students.*

**\*\*All materials found in [Course Guide: EDBE 2050](#) or Canvas**

| Week          | Materials (readings, videos, etc.) to be read before class unless otherwise designated                                                                                                                                                                                                                                                                      | Key topics/overarching questions                                                                                             | What do I need to do?                          |
|---------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------|
| 1<br>Aug. 21  | "3 ways to speak English" (Lyiscott, 2014)                                                                                                                                                                                                                                                                                                                  | Introduction to the course/syllabus, centering practices, core commitments                                                   |                                                |
| 2<br>Aug. 28  | <a href="#">"A Brief look at the History of Bilingual Education in the United States" (Rethinking Schools, 2017)</a><br><br>"Forgetting my first language" (Liao, 2021)                                                                                                                                                                                     | Brief history of bilingual education; intersection of language, identity, and race; introduction to virtual field experience | Digital Introduction due by beginning of class |
| 3<br>Sept. 11 | CHOOSE ONE:<br>"Positioning teachers, positioning learners: Why we should stop using the term English Learners" (Colombo et al., 2018);<br><br>"A critical perspective on the educational labeling of multilingual students in the US" (García-Mateus, Wong, & Chaparro, 2021)<br><br>ALL: "Centering black students in language education" (Shepard, 2021) | Who are and how we talk about multilingual students, raciolinguistics                                                        | RDJ #1                                         |
| 4<br>Sept. 18 | "Not mere abstractions: Language policies and language ideologies in U.S. settler colonialism" (Iyengar, 2014)<br><br>"American Boarding School Haunts Many" (podcast) (Charla Bear, 2008)                                                                                                                                                                  | Historical Perspectives; Settler colonialism and language ideologies                                                         |                                                |

|               |                                                                                                                                                                                                                                                                                                 |                                                                                                                           |        |
|---------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|--------|
| 5<br>Sept. 25 | <p>"Lemon Grove Incident" (documentary) (2013)</p> <p>"The Burial of Mr. Spanish" (Warren (host) Story Corps, 2017)</p> <p>"A lifetime without Spanish: The Latinos who lost their language and their fight to recover it" (video) (2021)</p>                                                   | Historical Perspectives; Policies and practices that have impacted language minority students at the national level       |        |
| 6<br>Oct. 2   | <p>"Chronology of events, court decisions, and legislation affecting language minority children in American public education" (Santa Ana, 2004)</p> <p>"Critically assessing the 1968 Bilingual Education Act at 50 years: Taming tongues and Latinx Communities" (García &amp; Sung, 2018)</p> | Key legislation; Bilingual Education Act of 1968; interest convergence                                                    | RDJ #2 |
| 7<br>Oct. 9   | <p>"Creating a more bilingual Texas" (Sikes &amp; Villanueva, 2021)</p> <p>"Chapter 89: State plan for educating English Learners" (TEA)</p> <p>"What are the different types of dual language programs?" (Flores, 2018)</p>                                                                    | Texas policy and emergent bilinguals; types of programs for emergent bilinguals; dual language bilingual education (DLBE) |        |
| 8<br>Oct. 16  | <p>"Nice white parents; episode 1" (podcast, 2020)</p> <p>"The truth about bilingualism: It's only for some students" (Mitchell, 2019)</p>                                                                                                                                                      | Current Perspectives: Gentrification of bilingual education;                                                              | RDJ #3 |
| 9<br>Oct. 23  | <p>"How to dismantle elite bilingualism" (Flores, 2019)</p> <p>"Bilingualism, biliteracy, biculturalism, and critical</p>                                                                                                                                                                       | COVID "learning loss"; CRP; critical consciousness in DLBE                                                                |        |

|               |                                                                                                                                                                                                                                                                                                 |                                                                                                                                              |                                                                     |
|---------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|
|               | consciousness for all (Palmer et al., 2019)                                                                                                                                                                                                                                                     |                                                                                                                                              |                                                                     |
| 10<br>Oct. 30 | <p>"Dismantling anti-Black racism in English language arts classrooms: Toward an anti-racist Black language pedagogy" (Baker-Bell, 2020)</p> <p>"From academic language to language architecture: Challenging raciolinguistic ideologies in research and practice" (Flores, 2020)</p>           | Black language, White mainstream English, anti-racist Black language pedagogies; raciolinguistic ideologies; white listening/reading subject | Critical Case Studies posted                                        |
| 11<br>Nov. 6  | <p>"What is translanguageing?" (video)</p> <p>"Understanding translanguageing in US literacy classrooms" (Seltzer &amp; de los Ríos, 2021)</p> <p>"'Make sure you see this': Counternarratives of multilingual Black girls' language and literacy practices" (Presiado &amp; Frieson, 2021)</p> | Translanguageing: stance, lens, and pedagogy; Black girl literacies                                                                          |                                                                     |
| 12<br>Nov. 13 | <p>"Rooted in strength" (Introduction, pp. 8-16);</p> <p>"Rooted in strength" (Chapter 1, pp. 18-29)</p>                                                                                                                                                                                        | Historically Responsive Literacy (HRL) Framework; More translanguageing; Literacy principles for emergent bilinguals; language portraits     | <p>Critical Case Study due by 11:59 p.m. 11/13/23</p> <p>RDJ #4</p> |
| 13<br>Nov. 27 | "Rooted in strength" (Chapter 2, pp. 30-40)                                                                                                                                                                                                                                                     | Getting to know emergent bilinguals; Language ecology                                                                                        | RDJ #5                                                              |
| 14<br>Dec. 4  | "Rooted in strength" (Chapter 3, pp.42-69)                                                                                                                                                                                                                                                      | Reading process for emergent bilinguals; environmental print; Student presentations                                                          | Connect reading and activities to final projects                    |
| 15            | Radically imagining my future                                                                                                                                                                                                                                                                   | Student                                                                                                                                      | Final projects due                                                  |

|         |           |               |  |
|---------|-----------|---------------|--|
| Dec. 11 | classroom | presentations |  |
|---------|-----------|---------------|--|

## UNT's Course Policies

### Course Materials for Remote Instruction

Remote instruction is a requirement of this course. Students will need access to a computer and Zoom to participate in fully remote portions of the class. Information about required synchronous Zoom sessions are provided in the schedule. Also, information on how to be successful in a remote learning environment can be found at <https://online.unt.edu/learn>

## KEY SERVICES AT UNT

[Health Alerts](#)

[Student Health and Wellness Center](#)

[COVID-19 Student success award](#)

[UNT Dean of Students](#)

[Return to Learn](#)

[Division of Inclusion, Diversity, Equity and Access](#)

Resources for DACA students: <https://www.unt.edu/daca>

[Scholarships in COE](#)

Additionally, UNT offers other support services such as:

COE Student Advising Office: <https://www.coe.unt.edu/student-advising-office>

Office of the Registrar: <http://registrar.unt.edu/regISTRATION>

Student Financial Aid and Scholarships: <http://financialaid.unt.edu/>

## DEPARTMENT OF TEACHER EDUCATION AND ADMINISTRATION: PREPARING TOMORROW'S EDUCATORS AND SCHOLARS

The Department of Teacher Education and Administration seeks to improve educational practice through the generation of knowledge and to prepare education professionals who serve all students in an effective, inclusive and equitable manner. Its focus is on the preparation of highly competent educators, researchers and administrators who employ current theory and research as they fill these important roles.

### Mission

The Department of Teacher Education and Administration integrates theory, research, and practice to generate knowledge and to develop educational leaders who advance the potential of all learners.

### Vision

We aspire to be internationally recognized for developing visionary educators who provide leadership, promote social justice, and effectively educate all learners.

## LATE WORK POLICY

Students are expected to turn in assignments at the designated time, but I understand that situations may arise where this may not be possible. It is your responsibility to communicate with me when such a situation occurs so that I am aware of this, along with a specific/hard date when you will turn in the assignment (within 1 week of the due date). In your communication with me about this late assignment you should also let me know where you are at in the process of completing it. If you do not turn in the assignment within the 1 week grace period, you will not be able to get full credit. The key here is to do your best to keep with the material and if you do by chance get behind please COMMUNICATE! I take this content and our community seriously and hope you will do the same!

## ATTENDANCE EXPECTATIONS

Class attendance and punctuality is a requirement for this course. Along those lines, *we are all human and we are living in unprecedented times*. We have lives that stretch far beyond the four walls of any institution. If you need to miss class for any emergency, please contact me first. I treasure the relationships with my students, so if you miss class and I have not been previously warned, I will genuinely be concerned about you (please take this into consideration). If you must miss class, it is expected that you will review any course material that you missed, as well as review the uploaded recordings (if applicable), course materials, and read the assigned literature for the class session.

Any unexcused absences and tardies will affect your participation grade. Each student may miss 2 classes without penalty (excused or unexcused). If you miss more than 2 classes, 5 percentage points will be deducted from your final grade for each additional class missed (unexcused absences). On the 4<sup>th</sup> unexcused absence, you will be referred to the ARR committee. If you have more than 5 unexcused absences, you will not get credit for the course. According to University policy 06.039, absences due to religious observances, active military duty, UNT-sponsored events, illness or extenuating circumstances, pregnancy and parenting, and official university closure will be excused. All other absences will be dealt with at the discretion of the instructor.

## UNT's Standard Syllabus Statements

**Academic Integrity Standards and Consequences.** According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.

**ADA Accommodation Statement.** UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one's specific course needs. Students may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of

accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the ODA website at [disability.unt.edu](http://disability.unt.edu).

**Emergency Notification & Procedures.** UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Blackboard for contingency plans for covering course.

## Department Syllabus Statements

**Student Evaluation Administration Dates.** Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13, 14 and 15 of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via *IASystem* Notification" ([no-reply@iasystem.org](mailto:no-reply@iasystem.org)) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey, they will receive a confirmation email that the survey has been submitted. For additional information, please visit the SPOT website at [www.spot.unt.edu](http://www.spot.unt.edu) or email [spot@unt.edu](mailto:spot@unt.edu).

**Sexual Assault Prevention.** UNT is committed to providing a safe learning environment free of all forms of sexual misconduct. Federal laws and UNT policies prohibit discrimination on the basis of sex as well as sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking and/or sexual assault, there are campus resources available to provide support and assistance. The Survivor Advocates can be reached at [SurvivorAdvocate@unt.edu](mailto:SurvivorAdvocate@unt.edu) or by calling the Dean of Students Office at 940-565- 2648.

## Educator Standards Addressed in this Course

The UNT Educator Preparation Program curriculum includes alignment to standards identified by the Texas State Board of Educator Certification (SBEC) for beginning educators. These standards are addressed throughout your preparation and assessed through the TExES Certification exams required for your teaching certificate. Additionally, the Commissioner of TEA has adopted these rules pertaining to Texas teaching standards:

### TEXAS TEACHING STANDARDS:

Standards required for all Texas beginning teachers fall into the following 6 broad categories:

- (1) Standard 1--Instructional Planning and Delivery.
  - a. Standard 1Ai,ii,iv
  - b. Standard 1Bi,ii (Lesson design)
- (2) Standard 2--Knowledge of Students and Student Learning
- (3) Standard 3--Content Knowledge and Expertise
- (4) Standard 4--Learning Environment
- (5) Standard 5--Data-Driven Practice
- (6) Standard 6--Professional Practices and Responsibilities

## English as Second Language Standards

### Domain I. Language Concepts & Language Acquisition

#### Competency 2 (Processes of 1st/2nd language acquisition)

2.a., 2.b. (L1 and L2 language acquisition and development)

2.d., 2. e. (Connections and challenges between L1/L2)

### Domain II. ESL Instruction and Assessment

#### Competency 3 (ESL teaching methods/leveraging this to plan and implement instruction)

3.b., 3.c., 3.d. (instructional methods/critical thinking for students with diverse linguistic needs)

#### Competency 4 (ESL teacher knows how to promote communicative development)

4.b., 4.c, 4.e., 4.g. (environment, support, resources, materials, language transfer, feedback)

#### Competency 5 (ESL teacher understands how to promote students' literacy development in L1)

5.d., 5.e., 5.g. (factors that impact L1 language acquisition; both social and technical)

#### Competency 6 (ESL teacher promotes content-area learning, language development, achievement)

6.b., 6.c. (knowledge of students' background to promote instruction and facilitate student use of learning strategies)

### Domain III (Foundations of ESL education, cultural awareness and family and community involvement)

#### Competency 8 (Understands the foundation of ESL education/types of programs)

8.a., 8.b. (historical, theoretical foundations of ESL programs, types of programs)

#### Competency 9 (Factors that impact ESL student learning/implement strategies for diverse classroom)

9.a., 9.b., 9.c., 9.d., 9.e. (understands linguistic/cultural diversity to contribute to multicultural/multilingual learning environment)

#### Competency 10 (Knows how to advocate for ESL students/include families and communities)

10.a., 10.b., 10.c., 10.d. (effective communication/practices to collaborate with families/communities to enhance ESL students' education)

## Pedagogy and Professional Responsibilities (PPR)

#### Competency 001 (Understands human development processes/application of knowledge)

1.001.1.K. (Productive learning environments; high expectations, equity)

#### Competency 002 (Understands issues of diversity/plan learning experiences accordingly)

1.002.A., B., C., D., E., F. (accepts students from diverse backgrounds, knows how to learn about students' backgrounds, knows how to be culturally responsive)

#### Competency 003 (Understands procedures for designing coherent instruction)

1.003.E. (knowledge of various types of resources and materials to enhance learning/engagement)