

Diversity Infusion Project Stage 2
Department of Education & Wellness, Erin Hone & Marna Winter
Fall 2017– Spring 2018

Overview of the Project:

The goal of this project was to provide candidates with specifically designed, scaffolded experiences aimed to help candidates acquire cultural competency. Throughout the 8 semester hour course, approximately one hour per week was devoted to exploring candidates own personal diversities and the personal knowledge of their students. Chapters from the book, *Bright Ribbons Weaving Culturally Responsive Teaching into the Elementary Classroom*, by Lotus Linton Howard, 2017, were used to foster discussions that connected theory to experiences that candidates are finding in their practicum classroom. Professors assisted candidates in making explicit connections to the various pedagogy associated with the content areas, helping them to see how these ideas are threaded together, resulting in the implementation of research based practices. We invested much of our instructional time and assignments to this focus, as we feel it is the foundation of strong pedagogy, classroom practices, and ultimately the creation of a community of learners.

Fall 2017:

- Throughout the fall semester, both of our classes, who together make up part of our elementary/special education cohort engaged in supplemental activities that we hoped would have a deeper impact by providing evidence of what they have read and discussed in the Bright Ribbons text.
 - Students completed a **Context for Learning** assignment (attached), which is a requirement of the licensure performance assessment, edTPA. This assignment prompted them to recognize the many types of diversity present in their practicum classroom, which also prompted them to recognize the assets their students bring with them into their classrooms.
 - After a few weeks in their internship, students participated in the **Poverty Simulation** on campus. We have strategically placed this event later in their practicum because students will have enough time in their practicum to that point that they will experience elementary students in their classrooms who struggle socioeconomically. We often find the Poverty Simulation brings to light incorrect assumptions teacher candidates have about their students and their families.
 - On Saturday, September 23, we attended an all day **Diversity in Language and Culture: Teaching Today's Evolving Learners** conference at UNCG. This event provide time for us all to be together, build our relationship as a cohort, and also provided us time to discuss what they are learning on the spot, at the conference.
 - Students also completed an **Individual Student Conversation Task** (attached). They took the time to get to know a student in their practicum classroom who is different from them in one or more socio-cultural ways (i.e., race, religion, socio-economic status, home language); AND who seems to struggle at least somewhat with mathematics and/or science OR literacy and/or social studies (depending on the methods course they are taking). The goal of this task is to help them to truly get to

know a student, in an effort to use that information in their teaching. While this is what teachers should do with all students, this will give them a glimpse of this practice.

All candidates in the Teacher Education program are assessed using our Professional Dispositions & Indicators: Initial Candidate evaluation. Section E of this document specifically addresses relevant diversity proficiencies across 300 and 400 level methods and then finally in EDU 481 which is our student teaching culminating experience.

- o **Pre-assessment:** Students self evaluated at the beginning of the semester and again at the end. Students were given an outline of the proficiencies, on which they will take some time to brainstorm what this make look like in a classroom. As the semester progressed, students completed another outline, adding specific pedagogy and teacher actions, based on what they learn through coursework, our Diversity Infusion Project, and in their practicum setting. The purpose of this was to help them to explicitly notice what they are learning and how their thinking and understanding about culturally responsive teaching evolves.
- o **Post-assessment:** Students were given their pre-assessment form back at the end of the semester. They completed the same post-assessment. Our hope was that post assessment will include more rich, articulate, and solid examples of culturally responsive teaching practices for each of the proficiencies than they could on the pre-assessment. Students were asked to evaluate the project, elaborating on the experiences that most impacted their growth and understanding of culturally responsive teachers.

*Results from the pre/post assessment we learned that this assessment was not demonstrating what we had hoped. We had hoped that students would be able to demonstrate and implement the indicators. Although they were able to describe, they were not given a chance to completely implement nor were they developmentally ready. This is a skill that would be demonstration in EDU 481, student teaching.

Spring 2018:

Based on observation of student growth and student feedback, we made a few changes to the project for the second semester. Both professors felt that although it was informative, the book club took up a substantial amount of time. We wanted to be able to spend more time going into depth with the student learning and therefore removed to allow for additional time to spent on the assignments that were deemed to be most impactful by students in the fall. Our final assessment of the student was demonstrated on their performance rating on the North Carolina Evaluation Educator System, as rated by the student, clinical educator, and professor.

- Students also completed an **Individual Student Conversation Task** (attached). They took the time to get to know a student in their practicum classroom who is different from them in one or more socio-cultural ways (i.e., race, religion, socio-economic status, home language); AND who seems to struggle at least somewhat with mathematics and/or science OR literacy and/or social studies (depending on the methods course they are taking). The goal of this task is to help them

to truly get to know a student, in an effort to use that information in their teaching. While this is what teachers should do with all students, this will give them a glimpse of this practice.

- In addition to the Student Conversation Task, during the spring semester, Hone added a **Class Synthesis** assignment (attached). After reflecting on the impact of the Individual Student Conversation task, this assignment was added in an effort to push the students' to a deeper analysis and implications for their class as a whole. Students were required to have conversations that allowed them to really get to know the personal, cultural, and community assets of their students. The piece that has previously been missing is the student's ability to use that information to inform their teaching. They were asked to use their knowledge gained to discuss how they would make use of that information within the specific content they were teaching.
- Students completed a **Context for Learning** assignment (attached), which is a requirement of the licensure performance assessment, edTPA. This assignment will prompt them to recognize the many diversities present in their practicum classroom.
- **LGBTQIA Ally training** - the cohort participated in Ally training in March 2018. When asked how impactful this experience was on their growth as a culturally responsive teacher, students rated it a 3 (somewhat impactful) to 5 (extremely impactful).
- Choice of a **cultural event** - Night School Document, Spring Convocation speaker Angela Duckworth, or Race and Criminal Justice for Youth: Reflections from the Youth Justice Project. Students reflected on this experience as it relates to them personally and a professional.
- **Planning Commentary** for edTPA Learning Segment/Unit Planning (attached) - students in both courses completed the Planning Commentary in preparation for their culminating unit teaching. The prompts within this assignment require students to provide evidence of how they are planning with students' assets in mind.

Summary of Findings:

Original Project's Goal:

- The ultimate goal for this project is for students in the 300 level methods course to gain exposure to their own personal diversities, the personal knowledge of their students, working towards cultural knowledge of their students, both in general, but also with regards to the pedagogy of the content area methods course they are taking. This project prompted us to more purposefully infuse diversity experiences so that *all* teacher candidates are able to recognize the many assets their students bring into their classroom, including personal, cultural, and community knowledge of students, across pedagogy in all content areas.
- Recently we shifted the course offering so that our students take EDU 451 Teaching Diverse Learners to the junior year. Our goal was to provide additional scaffolded experiences to help students not only acquire cultural competency but also transfer this knowledge across classes and into the field of teaching.

The goal of this project was met through the following:

- Below you will find specific indicators that are addressed in the North Carolina Evaluation Educator System related to cultural competency. We were excited to see that our students successfully demonstrated appropriate developing or proficient rating in these areas. Indicators assessed related to cultural competence include:

2a. Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults.

2b. Teachers embrace diversity in school community and in the world.

2c. Teachers treat students as individuals.

2d. Teachers adapt their teaching for the benefit of students with specials needs.

2e. Teachers work collaboratively with the families and significant adult in the lives of their students.

3d. Teachers make instruction relevant to students.

4a. Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students.

4b. Teachers plan instruction appropriate for their students.

We are most excited about the students' demonstrated depth of engagement in getting to know their students (and all they bring with them in their cultural backpacks), understanding their own bias' and stereotypes, and how this shapes their current teaching beliefs. This was evident, not only through class discussions and assignments, but ultimately in their teaching performance and outcomes.

Implications for Future Use:

For the future, we intend to use these findings to inform our instruction. We have identified a few implications for our practice in terms of developing students' application of culturally sustaining pedagogy in practice:

- Continue to ensure that *discipline specific* readings and discussions of issues of culture and diversity are integrated throughout our methods courses. We also hope to continue to prompt our students to get to know and make use of their students' assets within the specific pedagogy they are teaching, regardless of the content area. Students were able to successfully transfer knowledge across courses and demonstrate cultural competence in their design of their unit planning and implementation.
- Our Elementary Education program is currently going through the revisioning process. Through this revisioning, students will now take a Foundation of Special Education course and revise our Teaching Diverse Learning to allow for even more focus to ensure that our candidates to engage even more deeply in culturally responsive experiences and curriculum.
- Continue to create more challenges and expectations for students to apply culturally sustaining pedagogies in their own planning and teaching.

Diversity Infusion Cohort Project (25% of course grade)

"Teaching begins with the learner. Effective teachers have high expectations for each and every learner and implement developmentally appropriate, challenging learning experiences within a variety of learning environments that help all learners meet high standards and reach their full potential. Teachers do this by combining a base of professional knowledge with the recognition that learners are individuals who bring differing personal and family backgrounds, skills, abilities, perspectives, talents and interests." (*InTASC Model Core Teaching Standards, p. 8*)

Rationale: The purpose of the assignments within this project is to prompt you to truly get to know your students and the cultural backpack they bring with them into *your* classroom. Equity should not be something that is "added on" in a classroom. You should approach every day with your students through an equity approach – within your lesson planning, problem posing, use of curriculum materials, and family/teacher relationships. Our hope is that the knowledge and understandings you gain from this assignment will in turn help you to be more culturally responsive teachers – to equip you with the habits and routines required to learn about your students, and use that in the creation of purposeful and relevant tasks and assignments.

Alignment to State and National Teacher Standards:

- InTASC Standard 2: Teachers use their understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- NC Professional Teaching Standard 2: Effective teachers establish a respectful environment for a diverse population of students.

Assignments:

1. **Cohort Book Club Discussions** – We will meet often with students from both 311 (ELA/SS) and 312 (math/science) to discuss and reflect on readings from the book *Bright Ribbons Weaving Culturally Responsible Teaching into the Elementary Classroom*, by Linton Howard. You will respond to the readings through Book Club and class discussions, quick writes, and reading responses.
Reading due dates will be announced in class.
 - a. **Part 1** – Chapters 1 – 3 read and discussed in class.
 - b. **Part 2** – Chapters 4 – 8 will be assigned jigsaw style. Your cross cohort group will provide an overview of the chapter and lead a class discussion on that ribbon and implications for your teaching. Presentation dates will be decided in class.
2. **Context for Learning:** First, you will get to know the context of your classroom community. You will observe and talk to your CT about the make up of the students in your classroom. This assignment will force you to summarize the diversity of your classroom, including ethnicities, spoken languages, race, special needs, and socioeconomic make up. You will need this information to purposefully plan your teaching experiences. Handout will be given in class and posted on Moodle. **Due Thursday, September 21.**
 - a. Along with this, take some time to explore the neighborhoods and areas surrounding your placement school. What stores are available? What leisurely things are there to do? What resources do they have available in their neighborhood?
3. **UNCG Diversity Conference – Saturday, September 23:** Please make plans to attend. More details will be provided at a later date.
4. **Individual Student Conversation Task:** Select one student from your practicum classroom who is different from you in one or more socio-cultural ways (i.e., race, socio-economic status, home language; do not select ONLY on the basis of difference in gender) AND who seems to struggle at least somewhat with mathematics and/or science OR literacy and/or social studies (depending on the methods course you are taking). Plan a time to have a conversation with this student. You will be given a list of questions in class to use to guide your conversation. You will type up your discussion and the student's response to those questions. **Due Thursday, September 28.**
5. **Poverty Simulation – date TBA:** We will participate in a poverty simulation on campus. Even if you have had the opportunity to participate in this before, it completely changes once you are in an internship setting with students who live in poverty. The goal of this experience is to help you to see life through the lens of your students and your students' families, who may struggle socioeconomically.
6. **Faces of Homelessness Cultural Event – Monday, November 13:** You should plan to attend this cultural event.

Diversity Infusion Cohort Project (15% of course grade)

"Teaching begins with the learner. Effective teachers have high expectations for each and every learner and implement developmentally appropriate, challenging learning experiences within a variety of learning environments that help all learners meet high standards and reach their full potential. Teachers do this by combining a base of professional knowledge with the recognition that learners are individuals who bring differing personal and family backgrounds, skills, abilities, perspectives, talents and interests." (*InTASC Model Core Teaching Standards, p. 8*)

Rationale: The purpose of the assignments within this project is to prompt you to truly get to know your students and the cultural backpack they bring with them into *your* classroom. Equity should not be something that is "added on" in a classroom. You should approach every day with your students through an equity approach – within your lesson planning, problem posing, use of curriculum materials, and family/teacher relationships. Our hope is that the knowledge and understandings you gain from this assignment will in turn help you to be more culturally responsive teachers – to equip you with the habits and routines required to learn about your students and use that in the creation of purposeful and relevant tasks and assignments.

Alignment to State and National Teacher Standards:

- InTASC Standard 2: Teachers use their understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- NC Professional Teaching Standard 2: Effective teachers establish a respectful environment for a diverse population of students.

Written Assignments:

1. **Context for Learning:** First, you will get to know the context of your classroom community. You will observe and talk to your CT about the individual students in your classroom. This assignment will force you to summarize the diversity of your classroom, including ethnicities, spoken languages, race, special needs, and socioeconomic make up. You will need this information to purposefully plan your teaching experiences. Handout will be given in class and posted on Moodle. (This is included with the Practicum Scavenger Hunt.) **Due Tuesday, February 27.**
2. **Individual Student Task:** You will spend extra time with one student from your practicum classroom who is different from you in one or more socio-cultural ways, learning about the students' competencies, interests, and outside activities. **Due Wednesday, February 28th.**
3. **Class Synthesis:** You will spend time getting to know the personal, community, and cultural assets your students bring with them to your classroom, as well as their dispositions and attitudes towards math. **Due Thursday, April 5th.**
4. **Required Cultural Events:** You should make plans to attend each of these events. **A reflection will be assigned in class and will be due following the event.**

Tuesday, February 27; McCrary Theatre, 7:30 p.m

Temple Grandin, "Developing Individuals Who Have Different Kinds of Minds"

Grandin is a prominent author and expert in the fields of animal science and autism as well as a professor of Animal Science at Colorado State University. In her lecture, she will discuss different ways of thinking including visual, math pattern and verbal. Admission: Elon ID.

Tickets available February 6 at the Center for the Arts Box Office. For information, call (336) 278-5610. *Sponsored by Autism Speaks, Elon Teaching Fellows, the Liberal Arts Forum and the Office of Cultural and Special Programs*

Thursday, March 29; Isabella Cannon Room, 7 p.m.

Race and Criminal Justice for Youth: Reflections from the Youth Justice Project

Co-Director of the Youth Justice Project, Elon Law alum, and Criminal Justice Studies spring speaker, Ricky Watson, Jr., will lead a race-equity based discussion on systems, the law, the School-to-Prison pipeline, the need for court alternatives, and improving educational outcomes for youth of color. The Youth Justice Project, a project of the Southern Coalition for Social Justice (SCSJ), works to ensure equity, fairness and justice for youth in high-quality education, juvenile and criminal systems. *Sponsored by Criminal Justice Studies and the Crime Studies Club*

Assets (knowledge of students)

- **personal:** Refers to specific background information that students bring to the learning environment. Students may bring interests, knowledge, mathematical/literacy dispositions, everyday experiences, family backgrounds, and so on, which a teacher can draw upon to support learning.
- **cultural:** Refers to the cultural backgrounds and practices that students bring to the learning environment, such as traditions, languages and dialects, worldviews, literature, art, and so on, that a teacher can draw upon to support learning.
- **community:** Refers to common backgrounds and experiences that students bring from the community where they live, such as resources, local landmarks, community events and practices, and so on, that a teacher can draw upon to support learning.

Assets (knowledge of students)

- **personal:** Refers to specific background information that students bring to the learning environment. Students may bring interests, knowledge, mathematical/literacy dispositions, everyday experiences, family backgrounds, and so on, which a teacher can draw upon to support learning.
- **cultural:** Refers to the cultural backgrounds and practices that students bring to the learning environment, such as traditions, languages and dialects, worldviews, literature, art, and so on, that a teacher can draw upon to support learning.
- **community:** Refers to common backgrounds and experiences that students bring from the community where they live, such as resources, local landmarks, community events and practices, and so on, that a teacher can draw upon to support learning.

Indicators of Cultural Responsiveness and Respect for Difference

Indicators	Pre & Post Assessment
<p>The candidate pursues a deeper understanding of diversity in all its many forms (including, but not limited to, race, ethnicity, gender expression, age, appearance, ability, spiritual belief, sexual orientation, socioeconomic status, community environment, language/dialect variation, and special education needs).</p>	
<p>The candidate articulates affirming views of student and family diversity and the assets diversities bring to the classroom, school, and community.</p>	
<p>The candidate acknowledges their own culture, background, beliefs, and educational experiences and the roles they play in teaching and learning.</p>	
<p>The candidate uses language that is not demeaning or harmful to any individual or group.</p>	
<p>The candidate counteracts negative stereotypes and bigotry through words and actions.</p>	
<p>The candidate values and encourages multiple perspectives.</p>	

Individual Student Conversations – Diversity Infusion Project

Due Tuesday, September 26

Select one student from your practicum classroom who is different from you in one or more socio-cultural ways (i.e., race, socio-economic status, home language; do not select ONLY on the basis of difference in gender) **AND** who seems to you to struggle at least somewhat with mathematics and/or science.

- Plan a time to have a *conversation* with this student.
- Use the list of questions below to guide your conversation. You do not need to ask all these questions, and you should feel free to adapt the questions as needed. Just keep your goal in mind: to learn more about the student's activities and interests, ideas and dispositions towards mathematics and science, as well as the community locations and activities that are familiar to students and their families. (This may need to take place over a few days/times).
- You will type up your discussion and the student's response to those questions.

Questions about Student's Competencies, Interests, and Activities:

- What things are you really good at? Out of school? In school?
- What do you like to do afterschool? What kinds of things do you like to do at home?
- What are your favorite things to do in school? Favorite subjects?
- What do you like to do at recess?
- Tell me about your family. Do you have any pets?

Questions about Students Home and Community Knowledge Bases and Resources:

- If I was going to walk from the school to your house, what are some things/places that I would see? (This gives you insights into the places that they pay attention to, what they are familiar with, what they notice, etc.)
- What are some places, besides your house, that you like to go after school?
- Where do you like to go with family/friends? What are some places in the community that you like to go to with your family? What do you do there? For example, where do you like to go on the weekends with your family? (This can include places such as grocery or other shopping.)
- What kinds of things do you do with family/friends at home - both regular routines (cooking) and things you enjoy (games)?
- What are some places close to our school that you have been to? What do you do at those places? (Can you think of any other places close to our school? Have you ever been to those places? What do people do there? What do you do there?)
- Can you think of any places in your community where people do math or use math? What about your family members, where do they use math? Where do they do math?
- Can you think of any places in your community where people do science or use science? What about your family members, where do they use science? Where do they do science?

Questions about Students' Ideas/Dispositions Related to Math & Science:

****You may focus this part specifically on math OR science, or choose to ask a combination of questions about both.**

- What are some things in math/science that you are really good at? What is something in math/science that you are not as good at? How do you know?
- What are some things in math/science that you really like? What about math/science do you not like, if anything?
- Do you think it is important to learn math/science? Why do you think it important to learn math/science?
- How would you describe what math/science is? (e.g. describe to younger sibling, or contrast it with another school subject)
- Who do you know that is good in math/science (in general, in class)? How do you know? What makes them good?

- Why do you think it is hard for some people to learn math/science?
- Do you use math/science outside of school? How?
- Who helps you with math/science if you get stuck in class? How about home? How do they help you?
- Have you learned math/science in a different school? Country? How was it similar or different?

Summary:

In a paper of approximately 3 - 4 pages, please respond to EACH of the following questions and sub-questions:

A. Introduce your student (using first name only or a pseudonym): Include age, grade, school, gender, race/ethnicity, family background, home language(s), etc. Explain why you selected this student (and compare/contrast the students' background with yours, noting the socio-cultural difference/s between you two). *This part is intended to be a brief introduction only. (1 short paragraph)*

B. Learning about your student. *What did you learn about your student that you did not know before? More specifically:*

- What did you learn about your student's competencies, interests, and activities,
 - the student's ideas/dispositions towards mathematics and/or science,
 - and the student's family and/or community based knowledge and experiences?
- Where in the student's community might provide a good site for exploring mathematics and/or science?

C. Learning about self. *What did you learn about yourself in this process?*

- Were any of your assumptions about students, their activities/interests, their communities/families, and their ideas/dispositions about math and/or science affirmed and/or challenged by participating in this process?

D. Links to course readings. *How do you relate what you learned to one or more of our class readings?*

	Not evident - 0	Unsatisfactory - 1	Satisfactory - 2
Student Introduction	Does not include this information.	Basic, lacking details or does not include information on all diversities.	Thoroughly describes student diversity in all respects, illustrating classroom context.
Student Questions			
Student's Competencies, Interests, and Activities	Does not include this information.	Includes insufficient questions that do not provide solid insight via student's responses.	Includes insightful questions AND captures student's responses.
Student's Home and Community Knowledge Bases and Resources	Does not include this information.	Includes insufficient questions that do not provide solid insight via student's responses.	Includes insightful questions AND captures student's responses.
Student's Ideas/Dispositions Related to Math & Science	Does not include this information.	Includes insufficient questions that do not provide solid insight via student's responses.	Includes insightful questions AND captures student's responses.
Response to Task Summary			
Introduction of Student: Required Information	Does not include this information.	Lacking some of the required information.	Includes all required information about the student.
Introduction of Student: Explanation of choice of student	Does not include this information.	Includes minimal explanation of student comparison (and contrast) to TC's background OR does not note socio-cultural difference of student to TC.	Solid explanation of student selection; includes comparison (and contrast) of students' background with TC; notes socio-cultural difference of student to TC.
Learning about your Students	Does not include this information.	Reflection on what was learned about student lacks details OR only addresses one of the two foci (as given in directions).	Includes insightful reflection on what was learned about student, addressing both foci questions (as given in directions).
Learning about Self	Does not include this information.	Reflection on what was learned about self lacks details.	Includes insightful reflection on what was learned about self.
Link to Readings	Does not include this information.	Connection(s) to readings not supported by explanation OR true connection not present.	Makes solid connection(s) from course readings to what was learned.

Student Conversation Tasks – Diversity Infusion Project

Part I: Individual Student Task (30%): Select one student from your practicum classroom who is different from you in one or more socio-cultural ways (i.e., race, socio-economic status, home language; do not select ONLY on the basis of difference in gender) **AND** who seems to you to struggle at least somewhat with mathematics and/or science.

- Have a conversation with your student.
- Use the list of questions below to guide your conversations. You do not need to ask all these questions, and you should feel free to adapt the questions as needed. Just keep your goal in mind: to learn more about this student's activities and interests, ideas and dispositions towards mathematics and science, as well as the community locations and activities that are familiar to students and their families. (This may need to take place over a few days/times).
- You will summarize what you learn about **this** students' assets and dispositions in a narrative.

What's Due - Individual Student Task due Wednesday, February 28th:

A. Introduce your student (using first name only or a pseudonym): Include age, grade, school, gender, race/ethnicity, family background, home language(s), etc. Explain why you selected this student (and compare/contrast the students' background with yours, noting the socio-cultural difference/s between you two). *This part is intended to be a brief introduction only.* (1 paragraph)

B. Include a list of the questions you asked your student.

C. Learning about your student. *What did you learn about your student that you did not know before?* More specifically:

- What did you learn about your student's competencies, interests, and activities,
 - the student's ideas/dispositions towards mathematics and/or science,
 - and the student's family and/or community based knowledge and experiences?
 - Where in the student's community might provide a good site for exploring mathematics and/or science?
-

Part II: Class Synthesis (70%): Spend some time getting to know the various students in your class. Listen to their conversations with each other, talk with them and prompt them to learn more about what makes them who they are – what they are bringing with them in their cultural backpack.

- Have conversations with your students to get to know their personal, cultural, and community assets.
 - **personal:** Refers to specific background information that students bring to the learning environment. Students may bring interests, knowledge, mathematical/literacy dispositions, everyday experiences, family backgrounds, and so on, which a teacher can draw upon to support learning.
 - **cultural:** Refers to the cultural backgrounds and practices that students bring to the learning environment, such as traditions, languages and dialects, worldviews, literature, art, and so on, that a teacher can draw upon to support learning.
 - **community:** Refers to common backgrounds and experiences that students bring from the community where they live, such as resources, local landmarks, community events and practices, and so on, that a teacher can draw upon to support learning.
- Use the list of questions below to guide your conversations. You do not need to ask all these questions, and you should feel free to adapt the questions as needed. Just keep your goal in mind: to learn more about your student's activities and interests, ideas and dispositions towards mathematics and science, as well as the community locations and activities that are familiar to students and their families. (This WILL need to take place over a few days/times).
- You will summarize what you learn about **your students'** assets and dispositions in a narrative.

What's Due - Class Synthesis due Thursday, April 5th:

A. Students' personal, community, cultural assets: What do you know about your students' everyday experiences, cultural and language backgrounds and practices, and interests?

B. Students' dispositions related to mathematics: What do you learn about the extent to which your students:

- perceive math as "sensible, useful, and worthwhile"

- persist in applying mathematics to solve problems
- believe in their own ability to learn mathematics

C. Learning about self. *What did you learn about yourself in this process?*

- Were any of your assumptions about students, their activities/interests, their communities/families, and their ideas/dispositions about math and/or science affirmed and/or challenged by participating in this process?

D. Implications for Teaching Math and Science. *In what ways will this information inform your teaching?*

- Based on what you learned from your student about his/her interests, family life, community, and dispositions about math and science, how will you make use of this information?

D. Links to course readings. *Can you make connections to any course readings?*

- Include a **Reference List** of the readings and resources you made connections to through this assignment.

Possible conversation questions:

Questions about Student's Competencies, Interests, and Activities:

- What things are you really good at? Out of school? In school?
- What do you like to do afterschool? What kinds of things do you like to do at home?
- What are your favorite things to do in school? Favorite subjects?
- What do you like to do at recess?
- Tell me about your family. Do you have any pets?

Questions about Students Home and Community Knowledge Bases and Resources:

- If I was going to walk from the school to your house, what are some things/places that I would see? (This gives you insights into the places that they pay attention to, what they are familiar with, what they notice, etc.)
- What are some places, besides your house, that you like to go after school?
- Where do you like to go with family/friends? What are some places in the community that you like to go to with your family? What do you do there? For example, where do you like to go on the weekends with your family? (This can include places such as grocery or other shopping.)
- What kinds of things do you do with family/friends at home - both regular routines (cooking) and things you enjoy (games)?
- What are some places close to our school that you have been to? What do you do at those places? (Can you think of any other places close to our school? Have you ever been to those places? What do people do there? What do you do there?)
- Can you think of any places in your community where people do math or use math? What about your family members, where do they use math? Where do they do math?
- Can you think of any places in your community where people do science or use science? What about your family members, where do they use science? Where do they do science?

Questions about Students' Ideas/Dispositions Related to Math & Science:

- What are some things in math/science that you are really good at? What is something in math/science that you are not as good at? How do you know?
- What are some things in math/science that you really like? What about math/science do you not like, if anything?
- Do you think it is important to learn math/science? Why do you think it important to learn math/science?
- How would you describe what math/science is? (e.g. describe to younger sibling, or contrast it with another school subject)
- Who do you know that is good in math/science (in general, in class)? How do you know? What makes them good?
- Why do you think it is hard for some people to learn math/science?
- Do you use math/science outside of school? How?
- Who helps you with math/science if you get stuck in class? How about home? How do they help you?
- Have you learned math/science in a different school? Country? How was it similar or different?

Individual Student Task					
	Limited – 1	2	Approaching Expectation - 3	4	Exceeds - 5
Introduction of Student	Student may be identified, but not key points. OR Student indiscriminately lists information.		Key points are identified. Supporting information is briefly summarized. Demonstrates an ability to generalize information.		All key points are identified. Supporting information is omitted unless essential to summary. Demonstrates an ability to synthesize information.
Questions asked	Questions asked are insufficient or inappropriate.		Questions asked are appropriate and will lead to quality information.		Questions asked are intentionally chosen to gather insightful information.
Learning about your Student's Competencies & Interests	Student may be identified, but not key points. OR Student indiscriminately lists information.		Key points are identified. Supporting information is briefly summarized. Demonstrates an ability to generalize information.		All key points are identified. Supporting information is omitted unless essential to summary. Demonstrates an ability to synthesize information.
Class Synthesis					
Students' Personal, Cultural, Community Assets	Synthesizes some of the information learned in regards to students' assets, but paraphrasing demonstrates limited understanding of these assets or clearly gathered from limited number of students OR deficit language is used at any point.		Synthesizes information learned from across the class in regards to students' assets, paraphrasing the ideas to demonstrate understanding.		Clearly synthesizes the information gained from across the class in regards to students' assets, paraphrasing the ideas and connecting them to other sources and related topics to demonstrate understanding.
Students' Dispositions Related to Math	Synthesizes some of the information learned in regards to students' dispositions, but paraphrasing demonstrates limited understanding of these attitudes.		Synthesizes information learned in regards to students' dispositions, paraphrasing the ideas and connecting them to other sources and related topics to demonstrate understanding.		Synthesizes some of the information learned in regards to students' assets, but paraphrasing demonstrates limited understanding.
Implications for Math & Science Instruction	Student gives no indication of how the student will use the insights and skills gained.		Student has generalized statements regarding how the reflection will direct future actions or beliefs.		Student provides concrete plans for further action or reflection for a specific purpose such as developing skills, improving self-understanding, or refining belief systems
Learning about Self	The reflection attempts to demonstrate thinking about learning but is vague and/or unclear about the personal learning process.		The reflection explains the student's thinking about his/her own learning processes.		The reflection explains the student's own thinking and learning processes, as well as implications for future learning.
Link to Readings & Course Content	Does not include any reference to outside reading or research to inform reflection		Reflection refers to past readings or research in a descriptive or citation fashion.		Connects reflection to past readings and research and indicates efforts to re-read or conduct additional research to learn more about aspects of the experience upon which reflection occurs. Describes specific insights or extensions of reflection gained from that reading and research
References	Demonstrates inconsistent use of credible, relevant sources to support ideas.		Demonstrates consistent use of credible, relevant sources to support ideas presented in summary and reflection.		