

## Diversity of Learners and Settings

|                   |  |                         |   |
|-------------------|--|-------------------------|---|
| <b>Instructor</b> | Jacob K. Kelley  | <b>Meeting Time</b>     | Tuesday   |
| <b>Office</b>     | Haley Center 2320  |                         | 5:00 pm to 7:50 pm  |
| <b>Phone</b>      | 334-844-4460   | <b>Meeting Location</b> | Haley Center 2467   |
| <b>Email</b>      | <a href="mailto:jkk0019@auburn.edu">jkk0019@auburn.edu</a> | <b>Chat with Me</b>     | Schedule a time to chat with me by using <a href="#">Calendly</a> . |
|                   | Please allow 24 hours for responses to email.              |                         |   |

### Course Information

#### Overview

Paulo Freire (1970) argued, “No one can be authentically human while he prevents others from being so” (p. 85). You will respond to that provocation by exploring the social construction of difference in order to acknowledge, appreciate, and affirm the diversity that exists among learners. Rejecting the notion of deficit thinking (Valencia, 2010), you will be tasked with critically and reflectively examining how society manufactures and maintains systems of oppression that shape the life chances of learners. Your practice as a teacher will be informed and enhanced by the end of this course through interrogating the sociohistorical, sociopolitical, and sociocultural contexts in which schools are situated and by identifying the social forces that act upon learners, teachers, families, and communities. Thus, you will become empowered to deploy a humanizing pedagogy (Carter Andrews et al., 2019) in professional roles.

#### Learning Outcomes<sup>1</sup>

1. You will be able to discuss the social construction of difference as a historical and contemporary process that forms categories among people in society.
2. You will be able to critique the systems of oppression in society that shape the life chances of learners with marginalized and minoritized identities.
3. You will be able to evaluate practices, policies, and programs in an effort to counter the oppression of learners in classrooms and schools.
4. You will be able to develop instructional and informational materials that acknowledge, appreciate, and affirm the diversity that exists among learners.
5. You will be able to contribute to a culture of teaching and learning that is characterized by openness, curiosity, dialogue, care, joy, and humility.

#### Major Teaching Methods

This course utilizes multiple approaches to teaching and learning. You will be engaged as part of a learning community that functions as a partnership between all of us, so you should expect discussions and other collaborative learning tasks during our time together. Reading and reflection will be central to your learning throughout the course. Service learning is also a requirement.

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<sup>1</sup> Please refer to Appendix for the alignment between FOUN 3000 and the Alabama Core Teaching Standards that serves as a rationale for its place in the College of Education.

## **Required Texts**

Adams, M., Blumfield, W. J., Catalano, D. C. J., DeJong, K. S., Hackman, H. W., Hopkins, L. E., ... Zúñiga, X. (Eds.). (2018). *Readings for diversity and social justice* (4<sup>th</sup> ed.). Routledge. ISBN: 978-1138055285

## **Course Assessment**

### **Evidence of Learning**

#### ***Attendance and Engagement***

The course is designed to function as a learning community in which each of us plays an integral part. You are not only responsible for the learning of yourself, but you are also obligated to the learning of one another. Thus, it is important that you attend every meeting at the designated times. Likewise, you will be expected to contribute in such a way that not only demonstrates your learning but also contributes to the learning of your peers. This means that you have completed the readings and are prepared for discussions. Furthermore, you contribute to the learning community in such a way that is aligned with the community norms established early on in the course. You accumulate points by both attending and engaging each meeting. If you are absent but still want to accumulate the points, you should email me for an alternative task.

#### ***Textual Interactions***

Reading will play a crucial role in your learning throughout the semester. You will be asked to complete a total of 13 textual interactions prior to discussion of the readings. The textual interactions are housed on Flip, an online platform that allows users to post videos to an interactive board. You will respond to a prompt based on the readings for that week. Each textual interaction should be approximately 3 minutes in length. You should make sure that the textual interactions are in your own words and not simply direct quotes from the authors. You also want to make connections between the readings and your life in such a way that demonstrates thoughtful consideration of new—and potentially challenging—ideas.

#### ***Critical Reflections***

A fundamental part of your practice as a future teacher is critical reflection, which is a meaning-making process that requires you to examine your assumptions about teaching and learning as a part of experience. Throughout the semester, you will engage in 3 critical reflections that invite you to consider the ways in which the readings, discussions, and other activities from the course are relevant to your practice as a future teacher. Below are the specifics for each of the critical reflections:

1. **Where You Stand:** The first critical reflection takes the form of a discussion board post. You will craft a discussion board post (200 words) in which you discuss how your social location influences your practice as a future teacher. It should draw on the learning that occurred during Weeks 2–6. More specifically, it should demonstrate your understandings of race and class as constructs that are particularly salient in education. You will submit it to Canvas.
2. **Letter to Learners:** The second critical reflection takes the form of a letter to learners. You will write a letter (400 words) in which you describe how your perspective has evolved as a result of the learning that took place during Weeks

7–11. This letter is meant to demonstrate to the learners you will work with in the future that the course has shaped your practice as a teacher to be equitable and just. Provide specific examples. This is a creative writing task, not a letter you would actually send. You will submit it to Canvas.

3. Photo Narration: The third critical reflection takes the form of a photo narration. You will take 3 photos (must be original) and write a narrative (300 words) that address what equity and justice mean to you as a future teacher. It should draw on learning that occurred during the entire semester. This is your opportunity to demonstrate how the course has informed your practice as a teacher in such a way that makes your learning visible. You will submit it to Canvas.

### **Podcast Episode**

In lieu of a final exam, you will instead contribute to a podcast that allows you to apply course content in an educative manner. This project is purposefully divided into 5 phases as a way for me to provide gradual feedback as you move throughout the course. You will select a topic related to the course to further explore through a dialogue with a classmate that is recorded. Each of you will pose two open-ended questions on the topic. A minimum of 3 peer-reviewed sources is required to scaffold your dialogue, which should be submitted as a reference list formatted in [APA style](#). The final artifact will be a 10-minute podcast episode on the topic that will be compared with the others and shared publicly to multiple audiences. You will submit it to Canvas. You will also provide feedback on two other podcast episodes from peers.

### **Grade Scheme**

| <b>Assignment</b>              | <b>Points</b>     |
|--------------------------------|-------------------|
| Attendance and Engagement (15) | 15 Points         |
| Textual Interactions (13)      | 65 Points         |
| Critical Reflections (3)       | 30 Points         |
| Podcast Episode (1)            | 40 Points         |
| Topic (1)                      | 2 Points          |
| Reference List (1)             | 5 Points          |
| Questions (1)                  | 8 Points          |
| Upload (1)                     | 15 Points         |
| Peer Feedback (2)              | 10 Points         |
| <b>Total</b>                   | <b>150 Points</b> |

### **Grade Scale**

| <b>Letter Grade</b> | <b>Point Range</b> |
|---------------------|--------------------|
| A                   | 135-150            |
| B                   | 120-134            |
| C                   | 105-119            |
| D                   | 90-104             |
| F                   | 0-89               |

## **Service Learning<sup>2</sup>**

Service learning is an approach that links theory and practice as you perform a meaningful task in the community and reflect on your experience as it relates to your learning. As part of this course, you are required to complete a total of 25 hours of service learning at a relevant site in the community. Service learning will be assessed as Satisfactory or Unsatisfactory. You must receive Satisfactory to complete FOUN 3000. This means that you complete all service learning assignments, fulfill the 25 hours at the service learning site, and satisfy the performance criteria set by the coordinator, Brittany Foster. Refer to the service learning syllabus for more details.

Students who fail to complete the requirements or receive an Unsatisfactory for service learning will receive a grade of Incomplete for FOUN 3000. Students who receive a grade of Incomplete must again attempt service learning the next semester. If a student fails to receive a satisfactory assessment or fails to complete all of the requirements of service learning for a second time, they will receive a grade of F for FOUN 3000. These 25 service hours are part of the total number of field experience hours mandated by the Alabama State Department of Education.

## **Policies and Resources**

### **Attendance and Engagement**

As previously mentioned, it is expected that you attend every meeting at the designated times and contribute in such a way that not only demonstrates your learning but also contributes to the learning of your peers. This means that you have completed the readings and are prepared for discussions. While technology is certainly permitted, please do not let it become a distraction. Because this course involves a lot of active learning, there is no distinction between an excused and an unexcused absence. If you are absent but still want to accumulate points for Attendance and Engagement, you should email me for an alternative task.

### **Late Work**

You should strive to submit assignments by the due date. This academic habit not only mirrors how professional life functions but also ensures that ample time is allocated for feedback. It is undeniable that life happens to us all, so assignments submitted late will still be evaluated without any penalty. Please reach out to me if you need additional time on an assignment prior to the due date.

### **Communication**

Outside communication between me and the class will occur via the university email system. Please refrain from using your personal email account (e.g., Gmail and Yahoo) or the Canvas message function when communicating with me. I recommend creating a separate folder for all communication that occurs between you and other members of the class, especially me as the instructor.

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<sup>2</sup> The requirements for service learning are established by the coordinator, Brittany Foster. Please direct any comments or questions to her at [bdf0016@auburn.edu](mailto:bdf0016@auburn.edu). I simply enter whether or not you completed the requirements into Canvas based on the information she provides me.

## **Academic Honesty**

All portions of the Auburn University Student Academic Honesty code (Title XII) found in the [Student Policy eHandbook](#) will apply to this class. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee. It is expected that all information borrowed from other sources will be acknowledged. Furthermore, you should not seek the assistance of Generative AI tools like ChatGPT for assignments. Given the nature of the assignments in this course, the use of Generative AI tools would be considered academic dishonesty.

## **Humanizing Language**

Every human—including those in the schools you will soon be serving—is worthy of dignity, respect, and compassion. This means that the language we use when referring to them should reflect their inherent value as humans. Simply put, our words matter! Some examples of dehumanizing language are “illegals,” “retarded,” and “tranny.” It is important to note that language evolves, so we must all be committed to lifelong learning as part of our practice as teachers. Please refer to the [APA Inclusive Language Guidelines](#).

## **Basic Needs**

Any student who faces challenges securing their food, housing, etc. and believes this may affect their performance in this course or others is urged to contact Auburn University’s [Basic Needs Center](#) for support. Furthermore, please notify me if you are comfortable in doing so, as this will allow me to connect you with any other known resources on campus and in the community.

## **Mental Health**

If you are experiencing stress—personal or academic—during the semester that feels unmanageable, Auburn University’s [Student Counseling & Psychological Services](#) (SCPS) offers a variety of services to support you. The mission of SCPS is to provide comprehensive preventative and clinical mental health services to enhance the psychological well-being of individual students as well as the broader campus culture. As the instructor of record, I am available to speak with you regarding stresses related to your work in this course, and I can assist in connecting you with the SCPS network of care. You can schedule an appointment yourself with the SCPS by calling 334-844-5123 or by stopping by their offices on the bottom floor of Haley Center or the second floor of the Auburn University Medical Clinic.

If you or someone you know needs to speak with a professional counselor immediately, the SCPS offers counseling during both summer term as well as the traditional academic year. Students may come directly to the SCPS and be seen by the counselor on call, or you may call 334-844-5123 to speak with someone.

## **Title IX and Gender-Based Violence**

Auburn University is committed to providing a learning, working, and living environment that promotes personal integrity, civility, and mutual respect in an environment free of

discrimination on the basis of gender, which includes all forms of sexual misconduct. Gender discrimination violates an individual's fundamental rights and personal dignity. Auburn University prohibits gender discrimination in all its forms, including the crimes of sexual assault, domestic/dating violence, and stalking. I am considered a mandated reporter, so please be aware that any disclosure about gender-based violence must be reported. Please visit Auburn University's [Title IX Office](#) for more information about confidential and non-confidential resources.

### **Syllabus Modifications**

You might think of this syllabus as a living document. I reserve the right to modify the schedule and content of this syllabus in order to meet the needs of the students and/or in light of university schedule changes. I will update you on any syllabus modifications in a timely manner.

### **Land Acknowledgement**

I acknowledge that Auburn University sits on the ancestral lands of the Muscogee Nation. I honor the enduring relationships that exist between the Muscogee Nation and these lands. I understand the historical and contemporary impacts of colonization on Indigenous peoples, including the Muscogee Nation. I recognize that this statement is but one tiny step on my journey toward decolonial praxis as I continue to learn and grow.

## Course Schedule

| Dates          | Topics  | Readings and Tasks  |
|----------------|---|---|
| Week 1<br>1/16 | Overview of the Course<br>Community Norms<br>Becoming an Effective Teacher  | <b>Read:</b><br><input type="checkbox"/> Syllabus<br><input type="checkbox"/> Walker, "Twelve Characteristics of an Effective Teacher: A Longitudinal, Qualitative, Quasi-Research Study of In-Service and Pre-Service Teachers' Opinions" (Canvas)   |
| Week 2<br>1/23 | Conceptual Foundations:<br>Identity, Difference, Socialization              | <b>Read:</b><br><input type="checkbox"/> Kirk & Okazawa-Rey, "Identities and Social Locations: Who Am I? Who Are My People?" (pp. 10–15)<br><input type="checkbox"/> Johnson, "The Social Construction of Difference" (pp. 16–21)<br><input type="checkbox"/> Harro, "The Cycle of Socialization" (pp. 27–34)<br><br><b>Due:</b><br><input type="checkbox"/> Textual Interaction on Flip  |
| Week 3<br>1/30 | Conceptual Foundations:<br>Power, Oppression, Intersectionality             | <b>Read:</b><br><input type="checkbox"/> Sue, "Microaggressions, Marginality, and Oppression" (pp. 22–26)<br><input type="checkbox"/> Young, "Five Faces of Oppression" (pp. 49–59)<br><input type="checkbox"/> Collins & Bilge, "Intersectionality Revisited" (pp. 59–64)<br><br><b>Due:</b><br><input type="checkbox"/> Textual Interaction on Flip   |
| Week 4<br>2/6  | Education in/for a Democratic Society:<br>Purposes, Problems, Possibilities | <b>Read:</b><br><input type="checkbox"/> Labaree, "Public Schools for Private Gain: The Declining American Commitment to Serving the Public Good" (Canvas)<br><u>Pick 1</u><br><input type="checkbox"/> Spring, "Chapter 2: Native Americans" (Canvas)<br><input type="checkbox"/> Spring, "Chapter 3: African Americans" (Canvas)<br><input type="checkbox"/> Spring, "Chapter 4: Asian Americans" (Canvas)<br><input type="checkbox"/> Spring, "Chapter 5: Hispanic/Latino Americans" (Canvas)<br><br><b>Due:</b><br><input type="checkbox"/> Textual Interaction on Flip |

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|---------------------------------------|---------------------------|--|
| <p>Week 5<br/>2/13</p>                | <p>Race and Racism</p>    | <p><b>Read:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Funk et al., "Introduction" (pp. 65–70)</li> <li><input type="checkbox"/> Tatum, "Defining Racism: Can We Talk?" (pp. 74–77)</li> <li><input type="checkbox"/> Takaki, "A Different Mirror" (pp. 77–82)</li> <li><input type="checkbox"/> Coates, "Letter to My Son" (pp. 131–138)</li> </ul> <p><b>Listen:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teaching While White, "Despite the Best Intentions" (Canvas)</li> </ul> <p><b>Due:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Textual Interaction on Flip</li> </ul>  |
| <p>Week 6<br/>2/20</p>                | <p>Class and Classism</p> | <p><b>Read:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Adams et al., "Introduction" (pp. 163–169)</li> <li><input type="checkbox"/> Mantsios, "Class in America" (pp. 173–182)</li> <li><input type="checkbox"/> Oliver &amp; Shapiro, "Race, Wealth, and Equality" (pp. 185–191)</li> <li><input type="checkbox"/> hooks, "White Poverty: The Politics of Invisibility" (pp. 214–217)</li> <li><input type="checkbox"/> Gorski, "Stop Punishing Poverty in Schools" (Canvas)</li> </ul> <p><b>Due:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Textual Interaction on Flip</li> <li><input type="checkbox"/> Podcast Topic</li> </ul>  |
| <p>Week 7<br/>2/27</p>                | <p>Gender and Sexism</p>  | <p><b>Read:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Catalano et al., "Introduction" (pp. 341–353)</li> <li><input type="checkbox"/> Lorber, "'Night to His Day': The Social Construction of Gender" (pp. 354–359)</li> <li><input type="checkbox"/> Johnson, "Patriarchy, the System: An It, Not a He, a Them, Or An Us" (pp. 362–367)</li> <li><input type="checkbox"/> Solnit, "Men Explain Things to Me" (pp. 415–419)</li> <li><input type="checkbox"/> Wescott et al., "The Problem of Anti-Feminist 'Manfluencer' Andrew Tate in Australian Schools: Women Teachers' Experiences of Resurgent Male Supremacy" (Canvas)</li> </ul> <p><b>Due:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Textual Interaction on Flip</li> <li><input type="checkbox"/> Critical Reflection #1</li> </ul> |
| <p><b>Spring Break (No Class)</b></p> |                           |  |

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|-------------------------|--|--|
| <p>Week 8<br/>3/12</p>  | <p>Sexual Orientation, Heterosexism, and Trans* Oppression</p> | <p><b>Read:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Schulman, "Generation LGBTQIA" (pp. 374–377)</li> <li><input type="checkbox"/> Airen, "Pansexual Visibility &amp; Undoing Heteronormativity" (pp. 398–400)</li> <li><input type="checkbox"/> Serano, "Trans Woman Manifesto" (pp. 429–432)</li> <li><input type="checkbox"/> Gessen, "My Life as an Out Gay Person in Russia" (pp. 441–443)</li> <li><input type="checkbox"/> Woolley, "'The Silence Itself Is Enough of a Statement': The Day of Silence and LGBTQ Awareness Raising" (Canvas)</li> </ul> <p><b>Due:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Textual Interaction on Flip</li> </ul>   |
| <p>Week 9<br/>3/19</p>  | <p>Religion and Religious Oppression</p>                       | <p><b>Read:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Adams &amp; MacDonald-Dennis, "Introduction" (pp. 247–255)</li> <li><input type="checkbox"/> Pew Research Center, "America's Changing Religious Landscape" (pp. 259–264)</li> <li><input type="checkbox"/> Killermann, "Examples of Christian Privilege" (pp. 264–265)</li> <li><input type="checkbox"/> Hilberg, "Precedents: The Destruction of the European Jews" (pp. 275–278)</li> <li><input type="checkbox"/> Gomaa, "American Hijab: Why My Scarf is a Sociopolitical Statement, Not a Symbol of My Religiosity" (pp. 126–128)</li> </ul> <p><b>Due:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Textual Interaction on Flip</li> <li><input type="checkbox"/> Podcast Reference List</li> </ul> |
| <p>Week 10<br/>3/26</p> | <p>Language and Linguicism</p>                                 | <p><b>Read:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Learning for Justice, "Ten Myths About Immigration" (Canvas)</li> <li><input type="checkbox"/> Learning for Justice, "Walking Undocumented" (Canvas)</li> <li><input type="checkbox"/> Learning for Justice, "Lonely Language Learners" (Canvas)</li> <li><input type="checkbox"/> Avilés, "My Tongue is Divided into Two" (pp. 128–131)</li> </ul> <p><b>Listen:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Fronteras, "Language Brokering" (Canvas)</li> </ul> <p><b>Due:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Textual Interaction on Flip</li> </ul>  |

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|-------------------------|---|--|
| <p>Week 11<br/>4/2</p>  | <p>Disability and Ableism</p>                   | <p><b>Read:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Ostiguy-Finneran &amp; Peters, "Introduction" (pp. 467–471)</li> <li><input type="checkbox"/> Bryan, "Struggle for Freedom: Disability Rights Movements" (pp. 475–480)</li> <li><input type="checkbox"/> Ringo, "Understanding Deafness: Not Everyone Wants to be 'Fixed'" (pp. 504–506)</li> <li><input type="checkbox"/> Watsky, "On the Spectrum, Looking Out" (pp. 512–513)</li> <li><input type="checkbox"/> Schuelka, "The Cultural Production of the 'Disabled' Person: Constructing Difference in Bhutanese Schools" (Canvas)</li> </ul> <p><b>Due:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Textual Interaction on Flip</li> <li><input type="checkbox"/> Podcast Questions</li> </ul> |
| <p>Week 12<br/>4/9</p>  | <p>Education in/as Context: Rural and Urban</p> | <p><b>Read:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Sherman &amp; Sage, "Sending Off All Your Good Treasures: Rural Schools, Brain-Drain, and Community Survival in the Wake of Economic Collapse" (Canvas)</li> <li><input type="checkbox"/> Watson, "'Urban, But Not Too Urban': Unpacking Teachers' Desires to Teach Urban Students" (Canvas)</li> </ul> <p><b>Due:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Textual Interaction on Flip</li> <li><input type="checkbox"/> Critical Reflection #2</li> </ul>   |
| <p>Week 13<br/>4/16</p> | <p>Education in/as Context: Global</p>          | <p><b>Read:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Madrid Akpovo et al., "Minority-World Preservice Teachers' Understanding of Contextually Appropriate Practice While Working in Majority-World Early Childhood Contexts" (Canvas)</li> </ul> <p><b>Listen:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> FreshEd, "Shadow Education in Africa and Beyond" (Canvas)</li> </ul> <p><b>Due:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Textual Interaction on Flip</li> </ul>   |



## **Appendix: Alabama Core Teaching Standards**

Pursuant to the mission of improving the academic achievement of all students in the public schools of Alabama, candidates will align their practice with the following standards modified from the Model Core Teaching Standards developed by the Interstate Teacher Assessment and Support Consortium (InTASC).

**The standards listed below directly align with the content of FOUN 3000.**

### **1. Learner Development**

- g. The candidate understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.
- j. The candidate takes responsibility for promoting learners' growth and development.
- k. The candidate values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.

### **2. Learning Differences**

- d. The candidate brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms.
- e. The candidate incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.
- f. The candidate accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.
- h. The candidate understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.
- i. The candidate knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition.
- j. The candidate understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and

social group interactions, as well as language, culture, family, and community values.

- k. The candidate knows how to access information about the values of diverse cultures and communities and how to incorporate learners' experiences, cultures, and community resources into instruction.
- l. The candidate believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.
- m. The candidate respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.
- n. The candidate makes learners feel valued and helps them learn to value each other.
- o. The candidate values diverse languages and dialects and seeks to integrate them into his/her instructional practice to engage students in learning.

### 3. Learning Environments

- a. The candidate collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.
- b. The candidate develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally.
- c. The candidate collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.
- d. The candidate manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention.
- f. The candidate communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.
- l. The candidate understands how learner diversity can affect communication and knows how to communicate effectively in differing environments.

- q. The candidate seeks to foster respectful communication among all members of the learning community.
- r. The candidate is a thoughtful and responsive listener and observer.

#### 4. Content Knowledge

- b. The candidate engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.
- m. The candidate realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. She or he keeps abreast of new ideas and understanding in the field.
- r. The candidate appreciates multiple perspectives within the discipline and facilitates learners' critical analysis of these perspectives.

#### 5. Application of Content

- g. The candidate facilitates learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.
- p. The candidate knows when and how to access resources to build global awareness and understanding, and how to integrate them into the curriculum.
- q. The candidate is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues.

#### 6. Assessment

- k. The candidate understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias.
- p. The candidate understands how to prepare learners for assessments and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.
- v. The candidate is committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.

## 7. Planning for Instruction

- k. The candidate understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.
- m. The candidate knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.
- o. The candidate knows when and how to access resources and collaborates with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations).
- p. The candidate respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction.
- q. The candidate values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.

## 8. Instructional Strategies

- a. The candidate uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.
- c. The candidate collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.
- k. The candidate knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.
- l. The candidate knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.
- m. The candidate understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self-expression, and build relationships.
- p. The candidate is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.

## 9. Professional Learning and Teaching Practice

- e. The candidate reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.
- i. The candidate understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.
- j. The candidate understands laws related to learners' rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse).
- m. The candidate is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.
- n. The candidate sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.
- o. The candidate understands the expectations of the profession including the Alabama Educator Code of Ethics, professional standards of practice, and relevant law and policy.

## 10. Leadership and Collaboration

- b. The candidate works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.
- e. The candidate, working with school colleagues, builds ongoing connections with community resources to enhance student learning and wellbeing.
- j. The candidate advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change.
- l. The candidate understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.

- m. The candidate understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning.
- q. The candidate respects families' beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.