Familiarizing Pre-Service ESOL Teacher Candidates with the Funds of Knowledge Approach

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Abstract: For several decades, English language learners in P-12 setting were initially viewed from a deficit perspective (Valenzuela, 1999) in which they were unfairly and unjustly compared with the dispositions, experiences, skills, etc. of their native-speaking counterparts. In recent years, however, these learners are increasingly considered from an asset-based perspective (Bartlett & García, 2011) in which their cultural and linguistic resources are being identified, understood, and valued. This paper thus provides an overview of a course unit on the funds of knowledge approach embedded in a ESOL culture and education course for pre-service elementary education teachers. The goal of the unit is to acquaint students with the funds of knowledge approach while also equipping them with specific strategies and techniques for incorporating English learners' funds of knowledge in their future classrooms. The paper begins with a summary of the history and principal tenets of the funds of knowledge approach and an overview of critical pedagogy, another theoretical framework which structured the course unit. The paper then outlines the readings, activities, and resources which constituted the multi-day course unit along with a rationale for including these resources in the unit.

Keywords: funds of knowledge, educator preparation, teacher education

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Introduction

Within the last several decades, P-12 classrooms have become increasingly diverse in regards to a variety of sociocultural variables, including ethnicity, exceptionality, gender, race, religion, sexual orientation, etc., and will likely continue to do so (National Center for Education Statistics, 2022). This same govermental body states that over 10% of the student population in P-12 schools was officialy classified as English learners (National Center for Education Statistics, 2023). In regards to the variable of language, English learners (students learning English as a second or additional language) were seen for some time from a deficit perspective (Valenzuela, 1999) in that their abilities, knowledge, interests, skills, viewpoints, etc. do not necessarily align with those possessed by white, mainstream, middle-class students (Washington Office of Superintendent of Public Instruction, n.d.). González et al. (1994) argue that "an underlying assumption of many educational institutions has been that linguistically and culturally diverse working-class students do not emerge from households rich in

social and intellectual resources" (para. 1). Keefer et al. (2020) concur with this view and state that "students and families possess funds of knowledge regardless of their background" (p. 15). Street (2005) adds that "the knowledge and cuktural resources of diverse students are often overlooked or seen as 'baggage' rather than as assets" (p. 22). Consequently, minority students' background experiences are not always understood, valued, or incorporated into educational curricula, which can often result in missed learning opportunities and ultimately lead to lower grades, test scores, graduation rates, etc. Therefore, it is important for educators to advocate for these students by viewing their linguistic and cultural backgrounds as assets (Bartlett & García, 2011) that can be identified, appreciated, and capitalized upon in P-12 classrooms and beyond (Amaro-Jiménez & Semingson, 2011).

Theoretical Framework

This section highlights two theoretical frameworks which structured the course unit: funds of knowledge and critical pedagogy. Each of these frameworks is described below.

Funds of Knowledge

González, Moll, and Amanti (2005) explain that funds of knowledge are "...historically accumulated and culturally developed bodies of knowledge and skills essential for household or individual functioning and well-being" (p. 72). Funds of knowledge can be understood as intergenerational cultural and linguistic resources found in specific communities that are important for the past, present, and future existence of the members of the community as well as the community at large. Such cultural communities can be understood as "...a coordinated group of people with some traditions and understandings in common, extending across several generations, with varied roles and practices and continual change among among participants as well as transformation in the community's practices" (Gutiérrez & Rogoff, 2003, p. 19). Moll et al. (1990a; 1990b) highlight the fact that funds of knowledge "…refers not only to the categories and content of knowledge found in households, but to how this knowledge is grounded, embedded, in the 'thick' social and cultural relations that make up family life" (p. 1). Thus, the approach strives not only to identify the linguistic and cultural resources contained within a given community but also to understand the historical derivation, evolution, and current utilization of these resources.

Contrary to popular belief, students do not arrive to school as "tabula rasa" or blank slates; they come to school accompanied with a wide vareity of abilities, behaviors, beliefs, experiences, expertise, proficiencies, skills, talents, traditions, understandings, values, etc. Dworin (2006) points our that "...students bring crucial intellectual, cultural, and linguistic resources to their classrooms" (p. 511). López-Robertson (2017) asserts that, for example, the literacy practices of Latino students have tradtionally been viewed from a deficit perspective in that such practices "...have been devalued in schools and their ways of constructing knowledge have been seen as an obstacle to their education" (p. 8). In opposition to this perspective, González et al. (1994) maintain that

the funds of knowledge approach "...debunks the pervasive idea that linguistically and culturally diverse working-class households lack worthwhile knowledge and experiences" (para. 13) by helping teachers "...view [such] households as repositories of funds of knowledge capable of providing opportunities for learning than to see them as hindrances to academic progress" (para. 10). Johnson & Johnson (2016) contend that this approach "...is a powerful step towards leveling the historically accumulated sociocultural biases that continue to drive practices in mainstream American classrooms" (p. 117). Consequently, students' funds of knowledge must be identified, understood, valued, and incorporated into educational curricula in order to maximize student learning while also promoting their linguistic and cultural well-being. Street (2005) reminds us that one of the essential benefits of this approach is that it "...serve[s] as an important educational tool that moves us toward the ideal of better connecting with the lived experiences of our students – and their families" (p. 24). In other words, rather than seeing their out-of school experiences and understandings as inconsequential to the educational enterprise, teachers must instead show students the applicability and relevancy of their funds of knowledge to what they are learning.

The concept of funds of knowledge has been understood and applied in a variety of ways. For example, at the educational level, Johnson and Johnson (2016) distinguish between students' personal (out-of-school) funds of knowledge, as defined above, and their scholastic (in-school) funds of knowledge, which they specify as "the accumulated set of skills, aptitudes, and habits students draw on when faced with accomplishing academic tasks" (p. 107). As these two categories of funds of knowledge are frequently seen as distinct and separate in nature, Johnson and Johnson (2016) contend that educators must work to "...integrat[e] students' out-of-school experiences and cultural backgrounds into the academic realm" (p.107) in order to build learners' awareness and understanding of the interdependent and interrelated nature of their out-of-school and in-school experiences. At the community level, Zipin (2009) distinguishes between funds of knowledge, which relates to specific expertise that communities possess, and funds of pedagogy, which are methods by which these competencies are obtained and conveyed (p. 324). This distinction highlights the importance of not only understanding the specific cultural and linguistic knowledge a given community possesses but also identifying and promoting the avenues by which this knowledge is transmitted to future generations.

Finally, at the individual level, Esteban-Guitart and Moll (2014) apply the notion of funds of knowledge to the concept of funds of identity, which they define as "…historically accumulated, culturally developed, and socially distributed resources that are essential for a person's self-definition, self-expression, and self-understanding" (p. 31). Using a Vygotskian perspective, Esteban-Guitart and Moll (2014) argue that funds of knowledge are resources possessed by a given community in a universal sense; when a given member of the community appropriates one or more of these resources to construct their own cultural/linguistic profile, these funds of knowledge are then converted into funds of identity. In other words, funds of knowledge are external in nature and exist outside of a given person, whereas funds of identity are internal in nature and reside within the person.

Critical Pedagogy

Siraj-Blatchford (2010) defines pedagogy as "…the full set of instructional techniques and strategies that enable…learning to take place [in order to] provide…opportunities for the acquisition of knowledge, skills, attitudes and dispositions" (pp. 149-150). Hammersley-Fletcher and Hanley (2016) suggest that criticality centers around the notion that "…the nature of reasoning, the self and our relations with others, are open to challenge and debate" (p. 979). Building on this Darvin and Norton (2017) maintain that the "critical" in critical pedagogy refers to "…the shared assumption that social relationships are seldom constituted on equal terms, reflecting and constituting inequitable relations of power in the wider society" (p. 44). Thus, critical pedagogy can be understood as an enterprise where education in inexticably linked with society, where the fundamental goal of education is to explore and find solutions to dilemmas and issues of communal importance and concern, and where commonly-held notions concerning schooling are examined, confronted, and challenged.

McLaren (1997) describes critical pedagogy as "...A way of thinking about, negotiating, and transforming the relationship among classroom teaching, the production of knowledge, the institutional structures of school, and the social and material relations of the wider community, society, and nation state" (p. 1). Kane and Hiltabidel (2023) understand critical pedagogy as "an approach to teaching that centers students and their individual identities and experiences, specifically in order to examine power structures and inequities to challenge existing hegemony" (p. 40). Bohórquez (2012) agrees with these perspectives and contends that critical pedagogy "...deals with empowering the powerless and transforming social inequalities and injustices" (p. 199). Additionally, Jeyaraj and Harland (2016) state that one essential aspect of critical pedagogy is that it "…acknowledges positionality in terms of race, gender and ethnicity, and teaches students to oppose and reorganise social forms that are exploitative and damaging" (p. 588). Wink (2011) aligns with this view and contends that critical pedagogy "…gives voice to the voiceless [and] power to the powerless" (p. 6).

One of the fundamental tenets of critical pedagogy, thus, is to ensure educational success for all students by challenging spaces where the knowledge and experiences of mainstream, White, middle-class students are favored. Jeyaraj and Harland (2016) maintain that "...education institutions are not just *in* society, but function *for* society..." (p. 587; emphasis in original) and that, rather than promoting knowledge simply for its own sake, they visualize an "...education that sees knowledge as serving society" (p. 578). Oolwa-Yoshizawa (2018) concurs with this view by stating that "if a teacher can change the classroom, students can change the world" (p. 25). In other words, education should be utilized to improve the living and working conditions of all, not just for a privileged few. Oolwa-Yoshizawa (2018) specifies that "...teachers are agents of change" (p. 27) and that, consequently, educators can play a crucial role in fostering students' critical thinking about the world in order to create a more equitable and just society: "It's our job [as teachers] to wobble systems, to gently incite personal revolutions within our students, and to rebel against educational practices and ideologies which lesson anyone's chance at becmong more than he or she is" (p. 27). Bohórquez (2012) asserts that teaching is inevitably a political enterprise since "...our classrooms and the outside world have a reciprocal relationship" (p. 196) and since "...everything we do in the classroom is related to broader [societal] concerns" (p. 195). Critical pedagogy,

thus, was utilized as a theoretical framework that structured the course unit in that the funds of knowledge approach works to oppose commonly-held assumptions concerning teaching and learning in which the understandings and proficiencies of White, mainstream, middle-class are taken as given and are employed as norms to which all students are compared.

Overview of the Course Unit

Instructional Context

The course unit on the funds of knowledge approach described in this paper was embedded within a culture and education course designed for pre-service elementary education teacher candidates pursuing the ESOL endorsement at a four-year open-access institution of higher education in the southeastern United States. The endorsement consists of three courses (applied linguistics for teachers of ESOL, methods of teaching ESOL, culture and education) intended to equip students with strategies and techniques to work effectively with English learners in their own instructional contexts. The culture and education ESOL course is designed to acquaint students with the role of culture in education through three distinct lenses: (1) cultural as a universal phenomenon (i.e., hot-climate versus cold-climate cultures (Lanier, 2000), Schumann's Acculturation Theory (Schumann, 1978; 1986)), (2) the funds of knowledge approach, and (3) linguistic/dialectical variation. The goals of the funds of knowledge unit within the course are to acquaint students with the history and theory of the approach while also familiarizing them with specific ways to identify and incorporate P-12 studenta' funds of knowledge into their future classrooms. The next section provides a synopsis of the course unit on funds of knowledge. The first module of the unit introduces teacher candidates to the origins and principal tenets of the approach. The second module presents the Funds of Knowledge Inventory Matrix which can help teachers identify and document P-12 students' funds of knowledge and also determine ways to incorporate these students' funds of knowledge into the curriculum. The third module furnishes teacher candidates with an opportunity to interview one or more K-5 students attending a community educational summer program to recognize these students' funds of knowledge. The fourth module helps teacher candidates consider ways to strategically incorporate the approach in the classroom. In the fifth and final module, teacher candidates complete a course assignment which invites them to reflect on the understandings they gained during the course unit. Each module within the course unit is described separately below. Table 1 outlines the structure of the course unit.

Table 1. Modules of the course unit on funds of knowledge

Module	Description of the Module
1	Overview of the Funds of Knowledge Approach
2	Funds of Knowledge Inventory Matrix
3	Funds of Knowledge Interview
4	Strategies for Incorporating Funds of Knowledge in the Classroom
5	Course Unit Reflection

Module One: Overview of the Funds of Knowledge Approach

In preparation for Module 1, students individually read one of the following four articles: Amaro and Semingson (2011), González et al. (1994), Keefer et al. (2020), and Washington Office of Superintendent of Public Instruction (n.d.). These articles were chosen to acquaint teacher candidates with the history and theory of the funds of knowledge approach (Amaro and Semingson, 2011; González et al., 1994) and introduce them to several possibilities for incorporating funds of knowledge in the class (Keefer et al., 2020; Washington Office of Superintendent of Public Instruction, n.d.). Before reading the articles, students were randomly separated into four groups (Groups A-D) with each group reading one of the four articles (see Table 2 below).

Table 2. Funds of knowledge article by group (Module One)

Group	**Article**
A	Amaro and Semingson (2011)
B	González et al. (1994)
C	Keefer et al. (2020)
D	Washington Office of Superintendent of Public Instruction (n.d.)

In the first article, Amaro and Semingson (2011) provide a broad overview of the funds of knowledge approach and several important tenets that frame the approach along with a list of possible questions in both English and Spanish that teachers might conceivably use to identify the linguistic and literacy practices of their students. In the second article, González et al. (1994) outline the rationale for the approach and trace the origins of the approach in the late 1980s and early 1990s with both university researchers and teachers in Tucson, Arizona in which teachers conducted home visits and documented evidence of families' cultural and linguistic funds of knowledge. In the third article, Keefer et al. (2020) describe the implenetation of the approach in the design of a social studies lesson for bilingual classrooms at the pre-K to first-grade levels. During the multi-day lesson, students interview their parents/caretakers about various of knowledge the families possess concerning food, music, and dance, share their findings with their classmates, and engage in a variety of activities concerning Latin American folk art. In the fourth article, the Washington Office of Superintendent of Public Instruction (n.d.) highlights the Funds of Knowledge Toolkit which consists of a three-column that includes various categories of funds of knowledge, space for teachers to document specific students' demonstrated funds of knowledge for each category they notice furing home visits or school interactions, and space for teachers to identify ways they might possibly include students' funds of knowledge in the classroom.

Class discussion of the articles is organized as a jigsaw activity. In the first phase of the activity, students who read the same article group together and discuss their response to the article and important details they gleaned from the article (i.e., S1, S5, S9, and S13 in Table 3 below) (vertical groups). In the second phase of the activity, students reassemble themselves such that the groups now contain one member from each of the original vertical groups (i.e., S1, S2, S3, and S4 in Table 3 below) (horizontal groups). During this phase, students share essential

points contained in their respective article along with their perspectives concerning the article. In the third and final phase of the activity, students return to their original seats and write down three to five points of information they learned from the discussions in both the vertical groups and horizontal groups on a blank index card; they then share these points with their tablemates and the whole class.

Table 3. Jigsaw groupings

Group A	**Group B**	**Group C**	**Group D**
S1	S2	S3	S4
S5	S6	S7	S8
S9	S10	S11	S12
S13	S14	S15	S16

* "S" = "Student"

Module Two: Funds of Knowledge Inventory Matrix

In the second module of the course unit, teacher candidates participate in a multi-step activity designed to familiarize them with the nature and application of the Funds of Knowledge Inventory Matrix. The matrix utilized in this module was adapted from the Funds of Knowledge Inventory Matrix developed by the Washington Office of Superintendent of Public Instruction (n.d.) in combination with other sources (Moll, n.d.; Riojas-Cortez, 2001). The categories included in the adapted matrix are indicated in Table 4 below; a list of the categories along with examples of each category can be found in Appendix A.

Table 4. Sample categories from the adapted Funds of Knowledge Inventory Matrix

Language(s) / Dialect(s)	Traditions / Values	Caregiving
Family / Friends	Travel / Geography	Housekeeping
Education	Popular Culture	Work
Science	Economics	Nature
Politics	Sports	Technology
Religion	Health	Arts
Cooking	Construction	Mechanics

In the first phase of the activity, students complete the adapted matrix for themselves by identifying funds of knowledge they themselves possess in regards to each category listed in the matrix. In the second phase, students interview a classmate they are randomly paired with and document the classmate's funds of knowledge according to each of the categories. A sample page from the adapted matrix is contained in Table 5.

In the third phase, student pairs complete a Venn diagram on which they indicate funds of knowledge they share with their classmate in the inner circle and the funds of knowledge they do not share with their classmate;

student pairs then share their findings with the class. In the fourth phase, the students reflect on their experiences during the first three phases of the activity and indicate their thoughts and perspectives concerning the matrix and whether they would (not) utilize the matrix in their future classrooms. In the fourth and final phase of the activity, and in preparation for the next phase of the course unit, students are randomly grouped together and are assigned several of the categories in the adapted matrix; in groups, they collaborate on a Google doc to identify child-friendly questions they could conceivably ask to solicit information from K-5 students concerning their funds of knowledge in the next module.

Table 5. Sample page from the adapted Funds of Knowledge Inventory Matrix

Language(s) / Dialect(s) (i.e., Navajo, African-American English)

- Me
  -
  -
- My Partner
  -
  -

Traditions / Values (i.e., Holiday Celebrations, Cultural Beliefs)

- Me
  -
  -
- My Partner
  -
  -

Caregiving (i.e., Babysitting, Looking After Elder Family Members)

- Me
  -
  -
- My Partner
  -
  -

Family / Friends (i.e., Visiting Grandparents, Going To The Movies)

- Me
  -
  -
- My Partner
  -
  -

Module Three: Funds of Knowledge Interview

In the third module of the course unit, teacher candidates attend a local educational multi-week program for K-5 students that consists of a variety of enrichment activities designed to maintain and extend their academic skills during the summer. During this module, teachers candidates are randomly paired with one or more students attending the program, complete a twenty-minute interview with the student(s) using the adapted Funds of Knowledge Inventory Matrix, and identify evidence of the students' funds of knowledge regarding each category. The notes teacher candidates collect during the student interviews are used for the assignment in the fifth module in the course unit.

Module Four: Strategies for Incorporating Funds of Knowledge in the Classroom

In the fourth module of the course unit, teacher candidates read a series of articles intended to build on their emergent understanding concerning the theory and practice of the funds of knowledge approach. In this module, teacher candidates read one of the articles listed in Table 6 and participate in the jigsaw reading activity described in Module One.

Table 6: Funds of knowledge article by group (Module Four)

Group	**Article**
A	Di Stefano (2017)
B	Newman (2012)
C	Riojas-Cortez (2001)
D	Street (2005)

In the first article, Di Stefano (2017) describes two strategies she included in her first-grade dual language immersion (DLI) Spanish/English classroom. The first strategy consisted of the culture bag activity in which students selected items from home that they felt best represented their cultural identity, placed these items in a paper bag, brought the items to class, and shared the items with their classmates; the second strategy was comprised of inviting parents and community members to her class to share various activities and traditions that figure prominently in Latin@ popular culture. In the second article, Newman (2012) describes an approach to faciltating student writing through the use of mentor texts, defined as "those books, stories, poems, essays, and other writings that we come back to over and over again" (p. 25). In her classroom, students used texts written by Rene Saldaña and Sandra Cisneros as exemplars to frame their own writing, which allowed them to tap into their cultural and linguistic funds of knowledge when creating their own texts. In the third article, Riojas-Cortez (2001) noted twelve categories of funds of knowledge that her elementary bilingual (Spanish/English) students demonstrrated and displayed during sociodramatic play at school. Finally, in the fourth article, Street (2005) outlines a project integrated in a secondary classroom in which students were permitted to choose the themes and topics of their own writing. By doing so, Street noted that his students were able to incorporate their own

funds of knowledge into their writing, which students felt was an empowering and democratic enterprise.

Module Five: Reflection on Course Unit

In the fifth and final module of the course unit, teacher candidates utilize their notes from the third module to complete a course assignment in which they imagine that the student(s) with whom they conducted interviews are in fact students in their own classrooms. As part of this course assignment entitled "Funds of Knowledge Reflection", they consider the understandings they gained from the student interviews they conducted, the evidence of students' funds of knowledge, and possible ways to incorporate these students' funds of knowledge into their imagined future classrooms. The assignment also asks teacher candidates to think about and indicate their perspectives and views concerning the funds of knowledge approach and the inventory matrix. Appendix B contains the instructions for this assignment.

Conclusion

This paper described the activities, articles, and assignments contained within a course unit on the funds of knowledge approach embedded in a culture and education course designed for pre-service elementary education teachers. The paper outlined two theoretical frameworks that structure the course unit and outlined the five modules that compose the course unit in which teacher candidates are introduced to the origins, history, and fundamental tenets of the approach, participate in a multi-phase activity involving the adapted Funds of Knowledge Inventory Matrix, become acquainted with a variety of specific strategies and techniques for incorporating the approach in K-12 settings, interview one or more K-5 students and document evidence of their funds of knowledge, and complete an assignment in which they reflect on the understandings they gained throughout the course unit along with possible applications of this learning to their own instructional contexts. Considering the statistics mentioned at the outset of the paper regarding the increasing cultural and linguistic diversity of P-12 classrooms, it is imperative that educator preparation programs conscientiously and intentionally design experiences that will equip teacher candidates with the skills and dispositions they need to thrive in these educational settings; this paper highlights a course unit that attempts to fulfill this lofty yet worthwhile goal. It is hoped that administrators, educators, researchers, scholars, and stakeholders may be inspired by this paper to carefully consider ways to prepare their students for the multicultural and multilingual nature of P-12 classrooms today.

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Appendix A: Categories and examples from the adapted Funds of Knowledge Inventory Matrix

Language(s) / Dialect(s) (i.e., Navajo, African-American English)
Traditions / Values (i.e., Holiday Celebrations, Cultural Beliefs)
Caregiving (i.e., Babysitting, Looking After Elder Family Members)
Family / Friends (i.e., Visiting Grandparents, Going To The Movies)
Travel / Geography (i.e., Going To The Beach, Visiting A Museum)
Housekeeping (i.e., Sweeping, Washing Dishes)
Education (i.e., Solving Crossword Puzzles, Going To The Library)
Popular Culture (i.e., “Power Rangers”, “Pokémon”)
Work (i.e., Realizing The Necessary Skills & Qualifications For Specific Jobs)
Science (i.e., Recycling, Exercising)
Economics (i.e., Balancing A Checkbook, Calculating Tips)
Nature (i.e., Gardening, Farming)
Politics (i.e., Roles & Functions Of Government, Distribution Of Power & Resources)
Sports (i.e., Rules & Regulations, Requisite Skills & Abilities)
Technology (i.e., Navigating The Internet, Dialing A Telephone)
Religion (i.e., Participating In Ceremonies, Understanding Doctrine & Teachings)
Health (i.e., Knowing The Nutritional Value Of Foods, Preventing Sickness & Disease
Arts (i.e., Painting & Drawing, Playing A Musical Instrument, Performing)
Cooking (i.e., Preparing Meals, Recognizing The Ingredients Of Specific Dishes)
Construction (i.e., Building Furniture, Fabricating A Birdhouse)
Mechanics (i.e., Repairing Motors, Taking Apart & Reassembling Computer Parts)

Appendix B: Directions for the Funds of Knowledge Reflection assignment

A. Purpose

For this assignment, you will have an opportunity to interview an English learner, identify the cultural and linguistic assets the learner possesses, and consider ways to incorporate the learner's funds of knowledge in your future instruction.

B. Task

You should complete the following activities in preparation for the funds of knowledge reflection:

- Identify an English learner at Kid City with whom you wish to work. Use a pseudonym when referring to the learner in your reflection. Gather background information on the learner. What is his/her educational and linguistic history? What is his/her first language? How long has s/he been in the United States? How long has s/he been speaking English? What is his/her family background?
- Interview the English learner at Kid City. During the interview, collect biographical information concerning the English learner, and administer the Funds of Knowledge Matrix with the student. Utilize the matrix to gather information about what the learner knows about each of the categories listed. Then select one of the cultural/linguistic identity activities we have completed in class, invite the learner to complete the activity, and ask the learner to explain their completed activity to you. Make note of the funds of knowledge the learner possesses as evidenced by the product created by the learner in completing the activity.
- Imagine that the learner is a student in your classroom. Based on the information you gained from the Funds of Knowledge Inventory Matrix and the cultural/linguistic identity activity, identify several categories of funds of knowledge possessed by the learner, and consider ways you might incorporate the learner's funds of knowledge in future instruction.

The final product for this assignment is up to you (i.e., essay, PowerPoint, poster, video), so be as creative as possible! You should ensure that, regardless of the form of your assignment, the final product incorporates all of the requirements listed below. Your funds of knowledge reflection should include:

- a biographical description of the learner
    - the name of the learner (pseudonym)
    - the age of the learner
    - the grade the learner is in
    - the country of origin of the learner
    - the family background of the learner
    - the learner's most/least favorite school subject
    - the learner's extracurricular interests
    - other background/contextual information concerning the learner

- a summary of the funds of knowledge approach
    - What are "funds of knowledge"? How has this concept been defined/understood?
    - What is the funds of knowledge approach? What is the historical context surrounding the initiation and subsequent development of the approach? What are several important principles/tenets that guide the philosophy governing the approach?
    - Why is the funds of knowledge approach important for educating minority students? More specifically, why is the approach important for educating English learners?
    - How has the funds of knowledge approach been incorporated into K-12 classrooms? Provide several examples of how the approach has been integrated into K-12 classrooms.
    - What are your overall attitudes, feelings, impressions, opinions, perceptions, views, etc. concerning the funds of knowledge approach? What do you see as strengths/weaknesses of the funds of knowledge approach? How might the approach be expanded, refined, and/or modified?
- a discussion of the information you obtained about the learner from administering the Funds of Knowledge Inventory Matrix
    - Describe the procedures you employed to introduce and explain the matrix. Then explain the process by which the learner responded to your questions as you administered the matrix.
    - Which categories of funds of knowledge contained in the matrix does the learner possess? Give several examples of various funds of knowledge categories possessed by the learner.
    - Which categories of funds of knowledge contained in the matrix does the learner not possess? What might explain the fact that the learner does not possess these funds of knowledge?
    - What are your overall attitudes, feelings, impressions, opinions, perceptions, views, etc. concerning the matrix? Why? How might you expand, refine, and/or modify the matrix? Do you plan to utilize the matrix with your future students? Why (not)?
- an overview of the educational and instructional implications of the learner's identified funds of knowledge
    - Which funds of knowledge did the learner demonstrate only on the matrix? Which funds of knowledge did the learner display only through the activity? Which funds of knowledge did the learner exhibit via both the matrix and the activity?
    - Imagine that the learner is a student in your classroom. Select several important/significant funds of knowledge the learner possesses. Then describe specific activities, procedures, strategies, and/or techniques you plan to employ to incorporate each of the learner's funds of knowledge in your future instruction.