

 this is a very strong analysis. You clearly understand the purpose of the assignment and stayed closely grounded in Sofia's specific context. I especially appreciate how you reframed her hesitation in large group settings as possible second language processing rather than a deficit. That shows thoughtful application of course concepts.

Your discussion of language barriers and work schedules as structural barriers to engagement is well explained. You avoided blaming the family and instead looked at systems, which is exactly what this course emphasizes. The distinction you made between limited participation and disinterest is important and professionally stated.

To push your thinking even further, I would encourage you to make your collaboration strategies even more concrete. For example, what might a teacher actually say at the beginning of a conference to build trust with Sofia's family? Adding one specific example of dialogue would elevate this work from strong to exceptional.

You also reference equity and deficit thinking well. In future work, I would love to see you unpack those ideas one layer deeper by explaining how bilingual communication shifts power between school and family, not just access.

Overall, this is thoughtful, precise, and grounded in course theory. You demonstrate clear understanding of culturally responsive practice. BRAVO!!!