

STG 4000

Multicultural/Disabilities Practicum

(Arr.-Arr.-1) (Credit/No Credit) Twenty-five clock hours of direct participation in observation of or interaction with populations designated as multicultural according to NCATE. Site must be approved. This practicum is required of students pursuing teacher licensure except those in Communication Disorders and Sciences or students in ASEP. The assignments that comprise this practicum reflect the diversity of students and topics in the schools and society in which you will be working, whether through a practicum, student teaching, as a teacher, or community member.

Multicultural is defined by NCATE (National Council for Accreditation of Teacher Education) as:

An understanding of the social, political, economic, academic, and historical constructs of ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area.

This inclusive definition reminds us that students with whom you will be working must be respected. Many issues must be taken into consideration when working with your students. Please review/study the following terms and definitions as provided by NCATE:

- Multicultural
- Cultural background
- Diversity
- Exceptionalities
- Multicultural perspective

Please refer to these terms when completing the practicum assignments. See attached Clarification of terms.

Seven assignments are required by all practicum participants. Three additional assignments must be chosen from among the “optional” assignments. Your “optional” choices should be guided by the particular settings and situations you encounter during this experience.

Seven (7) Required Assignments for all Student Teachers:

1. Personal Reflection
2. Diverse Issues Survey
3. Explore Your Hidden Biases/”Implicit Association Test”
4. Observed Diverse Groups
5. No Child Left Behind
6. Conflict Management
7. Final Project

Optional Assignments : Choose Three (3):

1. Native Language Use
2. Communication Skills
3. Observe Classroom Teacher
4. Demographic Study
5. Unobtrusive Observation/Open-ended Assignment
6. Special Education Issues
7. Internet Websites / Violence in the School
8. Co-curricular Activities
9. Visuals in Environment
10. Case Study (Suggested for Intersession use only)

Although some assignments may appear similar to those in EDF 2555, your reflections will be different due to placement, location, and/or experiences.

Thoughtful reflection on the above assignments will result in the maturation of your personal belief systems. The expansion of your knowledge through your experiences in the schools and active personal research will help you become a more effective teacher able to serve your students with sensitivity, tolerance, and compassion.

Clarification of Terms

Please refer to these NCATE definitions throughout STG 4000.

Multicultural: an understanding of the social, political, economic, academic, and historical constructs of ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and the geographical area.

Cultural background: the context of one's life experience as shaped by membership in groups based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation and geographical area.

Diversity: differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area.

Exceptionalities: a physical mental or emotional condition, including gifted/talented abilities, that requires individualized instruction and/or other educational support or services.

Multicultural perspective: an understanding of the social, political, economic, academic, and historical constructs of ethnicity, race, socioeconomic status, gender exceptionalities, language, religion, sexual orientation, and the geographical area.

EASTERN ILLINOIS UNIVERSITY

Multicultural Practicum, STG 4000

Semester _____ Inclusive Dates _____

Practicum/Student Teacher _____

School Assignment _____

Date Recorded _____

Examine the completed assignments. Indicate whether each assignment has been satisfactorily completed. All **seven (7) required** assignments must be completed. **Three (3) optional** assignments must be completed.

REQUIRED ASSIGNMENTS	complete/incomplete	complete/incomplete
#1 Personal Reflection		#3 Observe Classroom Teacher
#2 Diverse Issues Survey		#4 Demographic Study
#3 Explore Your Hidden Biases/ "Implicit Association Test"		#5 Unobtrusive Observation/Open Ended
#4 Observe Diverse Groups		#6 Special Education Issues
#5 No Child Left Behind		#7 Internet Websites
#6 Conflict Management		#8 Co-Curricular Activities
#7 Final Project		#9 Reading Response
OPTIONAL		#10 Visuals in Environment
#1 Native Language Use		#11 Case Study (Suggested for Summer 4 use Only)
#2 Communication Skills		

Additional Comments:

Student Signature

Coordinator Signature

Required # 1

Personal Reflection

Interview various family members, particularly grandparents or older adults, and learn about your cultural heritage in detail. How does this relate to the cultural composition of your family today?

Describe ways you believe your family has maintained its ethnic/cultural identity.

Write how you believe your own cultural heritage may have affected your attitude toward learning, authority, those with disabilities, and toward diverse cultural groups.

Required # 2

Diverse Issues In Multicultural/Disabilities Practicum

To determine the perceptions of the cultures existing in the school/community, interview two people in your building. Choose from (1) administrators, (2) teachers, (3) support personnel, and include (4) your own personal observations, for a total of three surveys. **AFTER COLLECTING THE DATA: REFLECT ON THE RESULTS IN RELATION TO YOUR INTERACTIONS WITH STUDENTS, STAFF, AND/OR PARENTS.**

<u>Culture</u>	<u>Identified</u>	<u>Level of Concern</u>	<u>Interview Code</u>
	<u>Yes/no</u>	<u>High/med/low</u>	<u>1,2,3,or 4</u>
Blended Families/ Same Sex Guardians			
Bullying			
Drugs/alcohol			
Ethnicity			
Racial			
Exceptionalities/ Special Education			
Gangs			
Gender Bias			
Language			
Socioeconomic			
Violence			

_____ M.S.

_____ H.S.

_____ Ele.

Please be advised that the cultures listed in the above chart must be interpreted as they relate to the location at which you are completing the chart. The cultures are presented in the broadest sense possible in order to allow for use throughout Illinois, in urban and rural school districts.

If completing this chart during Summer 4 or if there is more than one person in a school building, it is acceptable for one person to interview the principal and share that information with your peers.

Required #2 continued

Diverse Issues In Multicultural/Disabilities Practicum

Addendum to the previous chart, which is to be used to clarify the cultures for those you are interviewing and to provide a common understanding. Questions are provided to emphasize the potential impact of these cultures on teaching and the school community.

Blended Families/ Same Sex Guardians	Families comprised of parent, step parent, same sex guardians, siblings, step siblings, foster children, guardianships, etc. Are there Issues regarding family structures that impact students or classroom?
Bullying	Altercations between individuals or groups of students that pose a danger of physical or emotional abuse. What is the impact on teaching and management in the classroom, as well as in the school and Community?
Drugs/alcohol	Illegal use by students or family members outside of the school itself or as reported incidents within the school. What is the impact of these behaviors on students, teaching, and management in the classroom?
Ethnicity	School population represents a number of ethnic groups. Is intolerance shown toward an ethnic group, and/or toward a student or a group of students as distinguished by customs, characteristics, or language? Is this impacting classroom instruction and/or management?
Racial	School population represents a number of ethnic groups. Is racial prejudice apparent in relation to supposed racial superiority or inferiority? Is this impacting classroom instruction and/or management?
Exceptionalities/ Special Education	Students who are classified as mentally, academically, behaviorally, or physically challenged or gifted. Is intolerance displayed against individuals or groups? What impact is there upon instruction and/or classroom management?
Gangs	Specific groups acting outside of the accepted school culture, membership signified by specific colors, symbols, or apparel. What impact is there upon instructional planning and/or classroom management?
Gender Bias	Discrimination or harassment based upon gender by students, staff, or parents. What impact is there upon instruction and/or classroom management?
Language	Language other than standard English are used which make communication difficult for students, staff, and/or parents. What is the impact of language barriers on instruction, management, and school-home communication?
Socioeconomic	School population represents a variety of levels of social economic status. Students may come from a broad cross section of the community. What is the impact on instruction and management? Are there programs or protections in place to equalize educational opportunities?
Violence	Real or perceived danger to students or staff within the school itself or the immediate school community. What are the provisions made to protect the safety of students and staff?

Required #3

Explore your Hidden Biases Internet Survey

Project Implicit

- 1) Visit Project Implicit <https://implicit.harvard.edu/implicit/>
- 2) Click on "Demonstration."
- 2) Take two of the Implicit Association Tests (IAT) tests.

Reflection:

1. Were the results of the bias tests anticipated?
2. If different, in what ways?

Include a copy of the test results.

Required #4

Observed Diverse Cultural Groups In Class

Use the following definition of multicultural in determining the number of groups represented in your classroom.

Multicultural: An understanding of the social, political, economic, academic, and historical constructs of ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and the geographical area.

Through observation and discussion with the classroom teacher, determine which diverse cultural groups are in the classroom.

Compare your classroom to the cultural composition of the school using the school report card. (Note: some are not identified in report card, i.e. sexual orientation, geographic area)

Reflection: How will this information impact/effect your academic, social, and emotional interactions with students?

* Take into consideration: Cultural differences vs. personality or personal temperaments. Understanding and recognizing differences promotes respect, acceptance, and tolerance. Thus, similarities will become more apparent.

Required #5

No Child Left Behind

No Child Left Behind (NCLB) has made a huge impact on the focus of schools on four academically targeted groups of students, and the average yearly progress (AYP) of these groups of students.

1. Students from the state's major racial or ethnic groups.
2. Students living in poverty.
3. Students who have limited English proficiency.
4. Students with disabilities.

Please refer to No Child Left Behind: a Toolkit for Teachers, U.S, Department of Education, 2004. <http://www.ed.gov/teachers/nclbguide/nclb-teachers-toolkit.pdf> for these pages. (Pages 1-6 are attached to printed copies of this packet. If you are downloading this packet, you must go to the online pdf and go to these pages.)

www.edpubs.org, to request, order online

After reading No Child Left Behind.... gain an understanding of how this school has been impacted by NCLB legislation. Talk with administrators, teachers, and others at your school site and learn what steps are being taken to meet the AYP standards at your school.

Write a description of your reactions to your reading and conversations. Include a brief commentary on:

1. what you learned;
2. the reactions of those you interviewed;
3. your own reactions; and
4. implications for your teaching.

Required #6

Conflict Management

Observe a conflict in the classroom. Determine how best to handle the situation using conflict management strategies.

1. Get the facts.
2. Clarify values.
3. Check perceptions.
4. Negotiate methods.
5. Adjust to personalities.
6. Seek to understand cultural differences.

Reflection:

- Review the conflict situation.
- Describe the source of the conflict.
- How did you monitor your values in relation to the values of the participants?
- How were you able to separate your perceptions from the facts?
- How did you use your understanding of social styles to make appropriate adjustments?
- How did you determine what would best serve everyone's needs in the particular situation?
- Given the outcome, what will you do in the future?

Required # 7

Final Project

As your final project for this experience, type a 2-3 page paper in which you describe the single most important experience you had, relating to multicultural/disabilities. Be sure to address multiculturalism from the perspective of the definition provided to you in this packet.

Multiculturalism: an understanding of the social, political, economic, academic, and historical constructs of ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area.

Optional # 1

Native Language Use

With regard to multilingual students in your class, at what times or situations do you observe your students speaking their native language?

Reflection: discuss your observations considering, but not limited to, the following.

- What is the teacher's reaction to the use of a language other than English in the classroom?
- What is the reaction of other students to the use of a language other than English in the classroom?
- List the accommodations made for individual communication styles.

Is there a relationship between their type of acculturation and their communication style preferences?

Optional #2

Communication Skills

Given the diversity issues that are listed in this packet, how do you approach two or three of the following issues as they relate to your students and student teaching assignment? Please share the experiences, your actions, the results, and reflections on the same. If these are not issues in your present setting how might you deal with them in the future?

1. How do you respectfully learn the correct pronunciation of students' names taking into account variety, ethnic origin, and gender?
2. What steps are taken to communicate effectively with parents/ guardians who are not comfortable with or fluent in English?
3. How do you address communications to the homes of your students, taking into consideration guardianship/ family structure?
4. What considerations do you make when giving assignments dealing with family life, family structure, cultural heritage, traditions, and/or other topics that might make students or guardians uncomfortable?
5. How do you handle classroom discussions that focus on issues of diversity as described in this packet and/or as found in the given definition of diversity? Give examples of the situation(s) and how you handled it/them.
6. How do you handle student journal entries that indicate feelings, situations, problems, or events focusing on diversity issues included in this packet and/or as found in the given definition of diversity? (If journals are not used in your program, how might you handle this in the future?)

Optional # 3

Observation of A Classroom Teacher

How does s/he relate to male and female, students with disabilities, and students from different cultural backgrounds? Look for teaching methods guided by dispositional values such as caring, fairness, honesty, responsibility, social justice, and mutual respect.

- Reflection:
- 1) Choose one or two teaching methods used by this teacher and describe the results.
 - 2) Choose one or two dispositional values demonstrated by this teacher and describe the effect on students' learning, classroom atmosphere, classroom management and discipline.

Optional # 4

Demographic Study

Develop an understanding of your school community by completing two or more of the following activities. Prompts are only suggestions and you may choose to approach the topics from another perspective as approved by your instructor.

- Study local newspapers and/or school newspaper for issues of interest or controversy.
Reflection: What do these issues mean to you and the students with whom you will be working? How will you approach these topics in a classroom setting if they arise? Can any of them be used as springboards for assignments or discussions?
- Visit the local library to observe use, program offerings, highlighted reading selections, etc.
Reflection: What do your observations tell you about the school community? Do programs support the efforts of the schools? Are the programs open to all community members free or at a minimal cost? Are provisions made and/or materials available for diverse cultures as defined in this packet?
- Drive or walk around the neighborhood* to identify factors that may have an effect upon students.
Reflection: List those things that you will want to consider as you work with your students and their families. How will your awareness impact what you will do?
- Ride the school bus, with students, to or from school, observing neighborhoods*, housing, businesses, and time from pick-up to drop-off. Describe your experience and observations.
Reflection: What do your observations tell you about the children that you teach? How will you use this knowledge to make yourself more sensitive and understanding?
- Analyze data contained in the school report card to note how data relates/compares to the children in your classroom(s). What are the statistics for your district, school, and classroom?
Reflection: What group or groups in your classroom do you need to make special provisions for, diversify instruction for, or learn more about?

*Note type of neighborhood: Suburban residence/apartment, rural, urban, subdivision, business community, agricultural community, shelter, etc.

Optional # 5

Unobtrusive Observation of Students

Often you will hear or see students discussing issues addressed in this packet. As an unobtrusive observer, listen in to hear how students view issues such as diversity, family values, roles within a family structure, traditions, language, clothing, jobs outside of school, future plans, educational values, etc. Avoid interacting or imposing your thoughts or judgments on the conversation.

Write a brief description of the situation you observed.

Reflection: Interaction styles, body language, intonation, gestures, and degree of understanding and/or acceptance of the participants.

Include in your response the specific diversity issue, the setting, participant(s), and the effect it had and/or may have on your future interactions with students in or out of the classroom.

Optional #6

Issues Specific to Special Education

Interview special education staff regarding the reaction of parents to programs and placement.

Reflection:

1. How does the ethnic/cultural heritage of parents reflect their view of special education services and/or placement?
2. How does socioeconomic status play a part in special education placements?
3. How does the special education population reflect that of the school population?

Optional #7

Research Internet Websites

You will do the section on School violence. For the second part of this assignment, choose one of the listed web sites to research, following the specific directions given. This assignment continues on the next page.

Violence

The Secret Service and the Department of Education began work on the Safe School Initiative study in June, 1999. The Safe School Initiative produced information that would be useful for school administrators, educators, law enforcement officials and others working with schools.

Interview a teacher or administrator regarding any incident of violent behavior observed or experienced. Briefly describe and explain how it was dealt with.

www.secretservice.gov
Go to: Safe School Initiative

See Chapter III of *The Final Report and Findings of the Safe School Initiative: Implications for the Prevention of School Attacks in the United States*.

Reflection:

1. Relate the information you gathered from the interview to the information you researched on the web site.
2. Compare the actions taken by the school to suggestions made in chapter III of the report.

Choose one of the following sites to research. Follow the directions given:

Anti-Defamation League

www.adl.org

Of the 18 or more issues highlighted, review 4 areas of interest to you. Identify each issue, and explain (for each):

1. Why chosen;
2. How it affects you personally;
3. How it will affect you as a teacher; and
4. How you will deal with this issue in the classroom.

Freedom Forum

www.freedomforum.org

Search site for information:

1. relevant to your philosophy of education.
2. relevant to No Child Left Behind.

First Amendment Center
www.firstamendmentcenter.org

Critically review 4 or 5 lesson plans
Look for:

1. Relevancy to your grade level and/or subject area.
2. Relevancy to No Child Left Behind.

Educators for Social Responsibility National
www.esrnational.org

Go to "Making a Difference Through" listing of programs. Choose level most relevant to your interests and then describe the available information.

Choose 2 of the following problems to research:

Elementary School

- 1) Building character and social skills through classroom instruction.
- 2) Creating safe, caring and responsible classrooms.
- 3) Keeping peace in the family.
- 4) Peer mediation.

Middle School:

- 1) Supporting school reform, redesign and continuous school improvement.
- 2) Implementing prevention, character education, and social and emotional learning programs.

Secondary School:

- 1) Supporting school reform, redesign and continuous school improvement.
- 2) Implementing prevention, character education, and social and emotional learning programs.

Educators for Social Responsibility National
www.esrnational.org

After identifying and working with the diversity issues as identified in the initial survey, research the internet for relevant lesson plans that would be useful in your classroom.

Identify the web site, print out a hard copy of the lesson plan, and indicate how you would use it in your classroom.

Optional # 8

Co-Curricular Activities

Investigate the before and after school activities available in your school. List what they are and what the requirements are for participation.

Look for such things as:

- Gender equity
- Cost factors that might exclude some students
- Level of talent/skill required at entry level
- Open access
- Provisions for early or late bussing
- Closed groups
- Other....

Optional #9

Reading Response

Read an article concerning multiculturalism in the classroom. Listed below are several suggestions for this assignment. After reading your chosen article, please respond to the following questions.

1. In an article entitled "The Importance of Multicultural Education" (G. Gay, *Educational Leadership*, December 2003/January 2004), the premise of the article is stated to be; "*Multicultural Education is not just an add-on or an afterthought. Curriculums infused with multicultural education boost academic success and prepare students for roles as productive citizens.*" While you may not have read this article for this assignment, what are your reactions to this statement?
2. How does your chosen article relate to you and your instruction with regard to the goal of making all learning/instruction meaningful to the real life of students?
3. What is the biggest challenge as you see it to infusing curriculum with multiculturalism?

Articles from Teaching Tolerance:

Spring 2004 - "True Blue" pp. 18-21
Spring 2003 - "We Don't Use That Language Anymore" pp. 32-38
Spring 2002 - "School's Out" pp. 25-29
Fall 2001 - "What's in a Word?" pp. 13-16
Fall 2001 - "Class Assignment" pp. 34-40
Fall 2001 - "The Rhetoric of Hate" pp. 22-27

Articles from Educational Leadership:

Volume 60, No. 2, October 2002 -
"The Difference a Global Educator Can Make" pp. 18- 21
"Beyond Food, Festivals, and Flags" pp. 52-55

Volume 60, No. 4, December 2003/January 2003 -
"Profoundly Multicultural Questions" pp. 6-10
"Strategies That Close the Gap" pp. 32- 33
"Educating Latino Students" pp. 40-41

Volume 61, No. 2, October 2003 -
"Raising Expectations for the Gifted" pp. 72-75
"A Second Chance for Refugee Students" pp. 76-79
"Respecting Students' Cultural Literacies" pp. 80-82

Optional #10

Visuals in the Classrooms, Hallways, and Exterior of the School Setting

In the overall school environment observe the types of visual aides displayed throughout the building. Examples include, but are not limited to, hallways, lunchroom, gymnasium, classrooms, commons areas, exterior and offices.

Reflection:

1. Determine if the visual aids represent the school population. If so, in what ways? If not, why not?
2. Discuss the value/importance of careful selection of visuals in a school setting and the effects they may have on the school population and the school community.

Optional #11

Due to the time involvement, this is suggested for Summer 4 use only

Case Study

Choose a child in your classroom who represents an area of cultural diversity. For an extended period of time observe that child's daily actions and interactions in the classroom and during unstructured periods (lunch, recess, arrival and dismissal). Observe his/her interaction with peers, adults, authority figures. Study the effect of a defined area of cultural diversity on the student in all aspects of his/her school day.

Reflection: Write a narrative based upon your observations and reactions.