
STG 4000: Multicultural/Disabilities Practicum

Course Syllabus: Fall 2015

Conceptual Framework

The theme of the professional teacher preparation programs at Eastern is "Educator as Creator of Effective Educational Environments." All educators must have the knowledge bases to be able to effectively plan and manage educational environments that maximize learning by all students. Knowledge of how individuals learn, subject area competence, pedagogical knowledge, and understanding the communities and societies in which schools function are essential. The Conceptual Framework establishes the shared vision for all EIU teacher preparation programs.

Course Purpose

All teacher education programs are designed to assure the beginning teacher has met university and departmental requirements, as well as applicable professional association standards. The multicultural/disabilities practicum is a companion course to student teaching where students complete specific experiences with populations designated as multicultural. The assignments for the course reflect the diversity of students and topics in the schools and societies in which candidates will be working.

Course Procedure

Students complete a full semester of student teaching with a cooperating teacher who has a minimum of 3 years of experience, who is licensed in the area in which the candidate is seeking licensure, and who is identified as an exemplary teacher and mentor. In order to complete STG 4000, at least 25 semester hours of the student teaching experience must be in a school(s) with a significant multicultural population as defined by CAEP and the eight assignments must be successfully completed. All student teaching placements are made by an EIU Student Teaching Coordinator in conjunction with one of our partner school districts. Candidates may not make their own placements. Students should consult the University catalog and their major departments for specific requirements that must be met prior to student teaching. Student Teaching may not commence until passing scores on an Illinois approved test of basic skills and the applicable Illinois Content Area Test, specific to the major, are verified. Credit for student teaching is earned by successful completion of the student teaching experience, as well as all departmental requirements which may apply.

Course Objectives

STG 4000 objectives align with Illinois Professional Teaching Standards with a focus on Illinois Professional Teaching Standard #1, The Illinois Professional Teaching Standards as cross-walked with the Danielson Framework are as follows(full text of the Illinois Professional Teaching Standards can be found at http://www.isbe.net/PEAC/pdf/IL_prof_teaching_stds.pdf :

Crosswalk of 2013 Illinois Professional Teaching Standards and Danielson Framework for Teaching

Illinois Standard	Description of Teacher Performance – Guiding Definition	Framework Component	Description of Teacher Performance – Components
#1 Teaching Diverse Students	The competent teacher understands the diverse characteristics and abilities of each student and how individuals develop and learn within the context of their social, economic, cultural, linguistic, and academic experiences. The teacher uses these experiences to create instructional opportunities that maximize student learning.	1b 1d 1e 1f 2a 2b 3a 3c 4c	Demonstrating knowledge of students Demonstrating knowledge of resources Designing coherent instruction Designing student assessments Creating an environment of respect and rapport Establishing a culture for learning Communicating with students Engaging students in learning Communicating with families
#2 Content Area and Pedagogical Knowledge	The competent teacher has in-depth understanding of content area knowledge that includes central concepts, methods of inquiry, structures of the disciplines, and content area literacy. The teacher creates meaningful learning experiences for each student based upon interactions among content area and pedagogical knowledge, and evidence-based practice.	1a 1b 1c 1d 1e 3a 3b 3c 3e	Demonstrating knowledge of content/pedagogy Demonstrating knowledge of students Selecting instructional goals Demonstrating knowledge of resources Designing coherent instruction Communicating with students Using questioning and discussion techniques Engaging students in learning Demonstrating flexibility and responsiveness
#3 Planning for Differentiated Instruction	The competent teacher plans and designs instruction based on content area knowledge, diverse student characteristics, student performance data, curriculum goals, and the community context. The teacher plans for ongoing student growth and achievement.	1a 1b 1c 1d 1e 1f 4d	Demonstrating knowledge of content/pedagogy Demonstrating knowledge of students Setting instructional outcomes Demonstrating knowledge of resources Designing coherent instruction Designing student assessments Participating in a professional community
#4 Learning Environment	The competent teacher structures a safe and healthy learning environment that	2a 2b 2c	Creating an environment of respect and rapport

	facilitates cultural and linguistic responsiveness, emotional well-being, self-efficacy, positive social interaction, mutual respect, active engagement, academic risk-taking, self-motivation, and personal goal-setting.	2d 2e 3d	Establishing a culture for learning Managing classroom procedures Managing student behavior Organizing physical space Using assessment in instruction
#5 Instructional Delivery	The competent teacher differentiates instruction by using a variety of strategies that support critical and creative thinking, problem-solving, and continuous growth and learning. This teacher understands that the classroom is a dynamic environment requiring ongoing modification of instruction to enhance learning for each student.	1c 1d 1e 3a 3b 3c 3d 3e	Setting instructional outcomes Demonstrating knowledge of resources Designing coherent instruction Communicating with students Using questioning and discussion techniques Engaging students in learning Using assessment in instruction Demonstrating flexibility and responsiveness
#6 Reading, Writing, and Oral Communication	The competent teacher has foundational knowledge of reading, writing, and oral communication within the content area and recognizes and addresses student reading, writing, and oral communication needs to facilitate the acquisition of content knowledge.	1a 1b 1c 1d 1e 1f 3a 3b 3c 3d 3e 4d	Demonstrating knowledge of content/pedagogy Demonstrating knowledge of students Selecting instructional goals Demonstrating knowledge of resources Designing coherent instruction Designing student assessments Communicating with students Using questioning and discussion techniques Engaging students in learning Using assessment in instruction Demonstrating flexibility and responsiveness Participating in a professional community
#7 Assessment	The competent teacher understands and uses appropriate formative and summative assessments for determining students needs, monitoring student progress, measuring student growth, and evaluating student outcomes. The teacher makes decisions driven by data about curricular and instructional effectiveness and adjusts practices to meet the needs of each students.	1b 1f 3d 3e 4a 4b 4c 4d	Demonstrating knowledge of students Assessing student learning Providing feedback to students Demonstrating flexibility and responsiveness Reflecting on teaching Maintaining accurate records Communicating with families Participating in a professional community

#8 Collaborative Relationships	The competent teacher builds and maintains collaborative relationships to foster cognitive, linguistic, physical, and social and emotional development. This teacher works as a team member with professional colleagues, students, parents or guardians, and community members.	1b 1e 1f 3c 3d 4a 4b 4c 4d 4e 4f	Demonstrating knowledge of students Designing coherent instruction Assessing student learning Engaging students in learning Providing feedback to students Reflecting on teaching Maintaining accurate records Communicating with families Participating in a professional community Growing and developing professionally Showing professionalism
#9 Professionalism, Leadership, and Advocacy	The competent teacher is an ethical and reflective practitioner who exhibits professionalism; provides leadership in the learning community; and advocates for students, parents or guardians, and the profession.	4a 4c 4d 4e 4f	Reflecting on teaching Communicating with families Participating in a professional community Growing an developing professionally Showing professionalism

Methods of Assessing Students' Achievement of These Standards/Objectives

Each student teacher is assigned to a classroom teacher who serves as the cooperating teacher. In some settings, the student teacher has two or more cooperating teachers. A University coordinator is responsible for placement, supervision, and acts as the University liaison. The cooperating teacher/teachers observe the student teacher on a daily basis. The coordinator makes a minimum of four visits (five for Special Education majors) completing both informal and formal evaluations of student teacher performance. In addition, for STG 4000 candidates are assessed on their eight written assignments.

Students with Disabilities

Students with a documented disability who wish to receive academic accommodations should contact the Coordinator of the Office of Disability Services (581-6583) as soon as possible.

Course Requirements

A. Attendance

Student teachers are expected to complete at least 25 hours in a school(s) with a significant multicultural population as defined by CAEP. If the student teacher's primary placement does not meet the requirements as established by CAEP their student teaching coordinator will find an additional placement in which to complete the experience and requirements.

B. Complete the eight required assignments as specified below.

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STG 4000 Multicultural & Disabilities Practicum

Semester: _____ Inclusive Dates: _____

Practicum Student: _____

School Assignment: _____

All assignments are required.

	Complete
#1 Diverse Issues Observation/Survey	
#2 Survey/Personal Reflection	
#3 "Implicit Association Test" and Reflection	
#4 Observe Diverse Classroom Groups	
#5 WiDA/ELL/Language	
#6 Conflict/Bullying/Violence/Gangs/DCFS	
#7 Socioeconomic/Demographic Study/Mini Case Study	
#8 Culminating Essay/Oral Exam	

Additional Comments:

Student Signature

Coordinator Signature

Assignment #1 Diverse Issues Survey

Interview your cooperating teacher and an administrator, asking whether the listed “cultures” are of a low, medium, or high level of concern. Space is provided for notes. However, additional space may be needed for more detailed comments/explanations. Write their responses in detail. Why they chose the rating for each category. Engaging the interviewees in conversation will help in your understanding of the cultures present in your school.

Integrative Learning:

The information gathered during the interviews/conversations concerning the cultures represented in your building will guide you through the remainder of the assignments. The information gathered will then be used for Assignment #2, which provides you the opportunity to reflect on how the identified cultures relate to you, your previous coursework, and your personal experiences.

<p>Blended Families/ Same Sex Guardians</p>	<p>Low /Medium/High: Are there issues regarding family structures that impact student learning?</p>
<p>Bullying</p>	<p>Low /Medium/High: What is the impact on teaching and management in the classroom? What effect does bullying have on the school and community?</p>
<p>Drugs/Alcohol</p>	<p>Low /Medium/High: (Use by students and/or family members) How does drug/alcohol abuse impact students, teaching, and management in the classroom? Problems in the school in general?</p>
<p>Ethnicity</p>	<p>Low /Medium/High: Is tolerance shown toward an ethnic group(s) 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? Problems in the school in general?</p>
<p>Racial</p>	<p>Low /Medium/High: Is racial prejudice apparent in relation to supposed racial superiority or inferiority? Is this impacting classroom instruction and/or management? Problems in the school in general?</p>

<p>Exceptionalities/Special Education</p>	<p>Low /Medium/High: Is tolerance displayed against individuals or groups with exceptionalities? Is this impacting classroom instruction and/or management? Problems in the school in general?</p>
<p>Gangs</p>	<p>Low /Medium/High: What impact do gangs have on instructional planning and/or classroom management? What is the impact on school culture, policy, and community concern?</p>
<p>Gender Bias</p>	<p>Low /Medium/High: What impact does gender bias have on instructional planning and/or classroom management? What is the impact on school culture and policy?</p>
<p>Language</p>	<p>Low /Medium/High: What is the impact of language barriers on instruction, management, and school-home communication?</p>
<p>Socioeconomic</p>	<p>Low /Medium/High: What impact does a student's socioeconomic status have on instructional planning and/or classroom management? Are there any programs or protections in place to equalize educational opportunities?</p>
<p>Violence</p>	<p>Low /Medium/High: What impact does violence have in the school on instructional planning and/or classroom management? What provisions have been made to protect the safety of students and staff?</p>

Integrative Learning
EDF 2555
"Positive student and teacher interactions can support academic achievement, regardless of gender, ethnicity, age, religion, language, or exceptionality."
 (pg. 384)

Assignment #2: **Personal Experience/Knowledge Reflection**

*Assignment #1 must be completed prior to completing this assignment.

Equipped with knowledge of your school community gained from Assignment #1, you should be better able to understand the impact these cultures may have on your students. How you interpret the results of the survey may depend upon your personal experiences with the same cultures.

Your students may be living a life outside of school that is completely different than the life that you have lived. The daily transition from their lives outside of school to the structure of the school environment and the school expectations may be difficult for them. Understanding this may provide insight into your students and influence your lesson planning.

Examples:

If you have never experienced poverty, it may be difficult to understand what that really means to your students, or;

If you have never been bullied, you may not appreciate the real impact bullying has on your students. It may be difficult to come to school every day for them.

How will your personal experiences impact your perceptions of all of the given cultures?

1. Complete the following grid by briefly writing about your personal experience(s) and/or opinions concerning each culture.
2. Continue your thoughtful reflection by considering how the information from the survey and your personal information correspond with one another, or conflict.
3. *How has this information influenced your teaching?*

Integrative Learning

EDF 2555

"Teachers should regularly evaluate their academic expectations for students and their biases to ensure that they are helping all students learn." (pg. 384)

<p>Blended Families/ Same Sex Guardians</p>	<p>Low /Medium/High: Are there issues regarding family structures that could impact your relationship to the students or your teaching? In what way? How will your knowledge/lack of knowledge impact classroom instruction and/or management?</p>
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<p style="text-align: center;">Bullying</p>	<p>Low /Medium/High: Have you experienced bullying or participated in bullying? In what way? How will your knowledge/lack of knowledge impact your teaching and/or classroom management?</p>
<p style="text-align: center;">Drugs/Alcohol</p>	<p>Low /Medium/High: Have you observed/experienced drug/alcohol abuse in a classroom, or the effect of abuse in a classroom? In what way? How will your knowledge/lack of knowledge impact classroom instruction and/or management?</p>
<p style="text-align: center;">Ethnicity</p>	<p>Low /Medium/High: Have you observed/experienced intolerance shown toward an ethnic group(s) and/or toward a student or a group of students as distinguished by customs, characteristics, or language? In what way? How will your knowledge/lack of knowledge impact classroom instruction and/or management?</p>
<p style="text-align: center;">Racial</p>	<p>Low /Medium/High: Have you observed/experienced racial prejudice in relation to supposed racial superiority or inferiority? In what way? How will your knowledge/lack of knowledge impact classroom instruction and/or management?</p>
<p style="text-align: center;">Exceptionalities/Special Education</p>	<p>Low /Medium/High: Have you observed/experienced intolerance against individuals or groups with exceptionalities? In what way? How will this impact classroom instruction and/or management? Problems in the school in general?</p>
<p style="text-align: center;">Gangs</p>	<p>Low /Medium/High: Have you observed/experienced gang activity? In what way? How will your knowledge/lack of knowledge impact planning and/or classroom management?</p>
<p style="text-align: center;">Gender Bias</p>	<p>Low /Medium/High: Have you observed/experienced gender bias in a classroom? In what way? How will your knowledge/lack of knowledge have an impact on instructional planning and/or classroom management?</p>

<p style="text-align: center;">Language</p>	<p>Low /Medium/High: Have you observed/experienced language barriers in a classroom? In what way? How will your knowledge/lack of knowledge have an impact on instruction, management, and school-home communication?</p>
<p style="text-align: center;">Socioeconomic</p>	<p>Low /Medium/High: Have you observed/experienced poverty/low socioeconomic issues in the classroom? In what way? How will your knowledge/lack of knowledge have an impact on instructional planning and/or classroom management? Are there any programs or protections in place to equalize educational opportunities</p>
<p style="text-align: center;">Violence</p>	<p>Low /Medium/High: Have you observed/experienced violence in a classroom? In what way? How will your knowledge/lack of knowledge have an impact on planning and/or classroom management?</p>

Review your responses to the above topics and summarize how these experiences have or have not prepared you for the challenges of classroom teaching.

Assignment #3

Implicit Association Tests & Reflection

Where do biases come from? Do you stereotype people? How will your personal experiences/knowledge, or lack of experiences/knowledge, affect who you are as a teacher? Consider how your previous coursework and personal experiences influence your reaction to others.

Our attitudes toward race or gender, or many other areas of diversity, operate on two levels. First of all we have our conscious attitude, that which we choose to believe. These are our stated values, which we use to direct our behavior deliberately. But we also have a second level of attitude, an unconscious level or the immediate, automatic associations that come out before we've even had time to think about them. We don't choose our unconscious attitudes. They come from the experiences we've had, the people we've met, the lessons we've learned, the books we've read, the movies we've seen, and so on, and it forms an opinion. That is what comes out in the Implicit Association Test. The disturbing thing is that it shows that our unconscious attitudes may be utterly incompatible with our stated conscious values.

Also consider the following definitions:

Bias = a slant.

Prejudice = a preconceived, usually unfavorable idea: an opinion held in disregard of facts that contradict it; intolerance or hatred of other races, etc.; injury or harm from some judgment.

Integrative Learning

EDF 2555

"A first step for educators to confront racism in schools is to realize that racism exists and that, if they are white, they have benefitted from it." (pg. 121)

"We often resist discussion of race and racism because we must eventually confront our own feelings and beliefs." (pg. 121)

"A teacher's challenge is to seriously confront these issues [racism] at a personal level before entering a classroom." (pg. 123)

Understanding and *connecting* with your students is essential. Knowing yourself and how you perceive others will lead to a greater awareness and understanding of cultural differences and similarities. The "Implicit Association Test" provides results that may indicate a "hidden bias." In the past, students have had some common reactions to this assignment. The "Implicit Association Test" has been backed by extensive research, which you can read on their website research tab. The demonstration tests are a brief version of a more extensive test but there is reliability and validity for a brief version as well. The test is designed for you to react as quickly as possible so it can reach the

unconscious level where our biases hide. The fast pace of testing attempts to eliminate our social filter during the time we're tested.

Some predictable comments from those taking the test are denial, disbelief, acceptance, and discomfort. Individuals sometimes deny test results to avoid admitting their hidden biases. Teachers want to view themselves as "good" and "fair" people, and they are skeptical about being biased.

Disbelief allows us to hang onto the comfort of our perceived neutrality on such issues, which creates a roadblock to productive reflection.

On the other hand, acceptance is when one thinks that it is natural to be biased because of family or upbringing. Not accepting is not taking responsibility for one's attitudes and biases. Lastly, discomfort is a common reaction to becoming aware of bias. Teachers can be distressed by what this might mean for their work. However, the first step to addressing one's biases is to acknowledge them! Your unconscious bias can influence your interactions with students. Becoming consciousness of your prejudice can produce an active attention to guard against bias.

1. Go to the web site: <http://implicit.harvard.edu/implicit/demo/>
2. Read the *Frequently Asked Questions* at the above web site to help in your understanding of the validity of the Implicit Association Tests, prior to taking the tests.
3. Take two tests, choosing from the following list:

Race, Skin-tone, Gender-Science, Gender-Career, Disability, Age, Sexuality, Weight
4. Written Reflection:
 1. Describe the results of the tests,
 2. Explain your reaction to the results, and
 3. Explain how previous coursework and personal experiences correlate with the test results.
 4. Describe how the results will influence your teaching?

Include copies of the two tests with your written reflection.

Assignment #4

Observe Diverse Classroom Groups

Obtain a copy of the School Report Card. Determine how the information relates/translates to your classroom(s). Determine the diverse groups in your classroom(s).

Resource: www.isbe.net

Look for the following topics in the School Report Card. Record important data on the following chart, including observations in the classroom. Discuss the information you have obtained and observed with the classroom teacher. Use all of the information to list possible strategies to address the needs of the students.

1. Ethnicity
2. Academics/AYP
3. Free & Reduced Lunch/Free Breakfast
4. Gender (Student gender & Teacher gender)
5. Other diversity related challenges– (e.g. exceptionalities)

Integrative Learning

EDF 2555

"Not all children can be taught in the same way because they are not the same. Their cultures and experiences influence the way they learn and respond to schooling." (pg. 6)

"Students behave differently in school and toward authority because of cultural factors and their relationship to the dominant society." (pg. 6)

"Teachers draw representations from students' cultures and experiences to engage them actively in learning." (pg. 8)

Complete the following chart. Compare the School Report Card, Classroom Observations, and Strategies.

School Report Card:	Classroom Observations:	Strategies for Addressing Observed Needs:
Ethnicity		
Academics/AYP		
Free & Reduced Lunch/Free Breakfast		
Gender (Student gender & Teacher gender)		
Other diversity related challenges		

Assignment #5

WiDA/ELL/Language World Class Instructional Design and Assessment

Go to the WIDA Consortium web site, at: www.WIDA.us. Click on; "About Us."

Go to the section that best reflects your observation/student teaching assignment. Review the material and reflect on how this information will help you in your teaching and benefit your students, now or in the future.

Choose one of the following sections to reflect upon:

1. Understanding the WiDA "English Language Proficiency Standards: A Resource Guide." Due to this being a lengthy document, identify one section that you are choosing to reflect upon, by title and page. Explain how this information will influence your teaching, now or in the future.
2. "Performance Definitions for WiDA's Levels of English Proficiency." Explain how this information will influence your teaching, now or in the future.
3. "Speaking and Writing Rubrics for Classroom Assessment." Explain how this information will influence your teaching, now or in the future.
4. The "CAN DO Descriptors for WiDA's Levels of English Language Proficiency" (available by grade level). Explain how this information will influence your teaching, now or in the future.
5. "Grade Level Clusters." Explain how this information will influence your teaching, now or in the future. *Include how Integrative Learning will benefit your student(s).*

Integrative Learning

EDF 2555

"The role of teachers and other professional educators requires that they not discriminate against any student because of his or her cultural group." (pg. 41)

-OR-

6. Identify 5 detailed teaching strategies for use with English Language Learners. What types of accommodations are made for ELL students? Explain how this information will influence your teaching, now or in the future (use the WIDA web site). *Include how Integrative Learning will benefit your student(s).*

Integrative Learning

EDF 2555

"The key to helping students learn is to connect the curriculum to their culture and real-world experiences. They should be able to see themselves in the curriculum to provide meaning for their own lives." (pg. 359)

-OR- Both of the following reflections:

1. Observe how the classroom teacher reacts to a language other than English being used in the classroom. Describe an instance and explain any reactions in detail.
2. How do the other students respond to a language other than English being used in the classroom? Describe an instance and explain any reactions in detail.

Integrative Learning

EDF 2555

"Language is an integral part of life and an integral part of our social system. The diversity and richness of the language systems in this country are a reflection of the richness and diversity of American culture. The ability of U. S. educators to recognize and appreciate the value of different language groups will, so some extent, determine the effectiveness of our educational system." (pg. 294)

Assignment #6

Bullying (www.stompoutbullying.com)

"Bullying is one of the most serious and pervasive challenges facing our schools. Bullying occurs when a stronger or more dominant child repeatedly hurts, threatens, or torments a more vulnerable child. Bullying is intentional. It happens more than once. There is a marked, imbalance of power between the bully and the victim. Bullying can be physical, verbal, psychological, and now includes cyber-bullying."

(*The ABC's of Bullying Prevention*: Kenneth Shore, 2011)

Being actively aware of everything that is occurring in your classroom, school, and school grounds is a vital part of being a teacher. Tragically, bullying is often accepted as part of the school experience.

Integrative Learning

EDF 2555

"The ADL [Anti-Defamation League 2004] suggests that children with poor self-images are prone toward developing prejudices. By targeting individuals they can put down, they may perceive this as a means to bolster their own self-worth. It enables them to feel more important and powerful than those they attack. At other times, children may exclude or ridicule other children because they perceive this to be a popular thing to do. They may feel that this behavior can enhance their standing among their peers." pp. 315

Forms of Bullying (www.stompoutbullying.com):

"It's not always easy to determine bullying behavior. How do you know if you're the victim of good-natured ribbing or bullying? Hostility and aggression directed towards a victim who is physically or emotionally weaker than the bully are more obvious signs of bullying. This behavior causes pain and distress for the victim.

Bullying comes in various forms:

Physical Bullying is the most obvious form of intimidation and can consist of kicking, hitting, biting, pinching, hair pulling, and making threats. A bully may threaten to punch you if you don't give up your money, your lunch, etc.

Verbal Bullying often accompanies physical behavior. This can include name calling, spreading rumors, and persistent teasing.

Emotional Intimidation is closely related to these two types of bullying. A bully may deliberately exclude you from a group or activity such as a party or school outing.

Racist Bullying can take many forms: making racial slurs, spray painting graffiti, mocking the victim's cultural customs, and making offensive gestures.

Sexual Bullying is unwanted physical contact or abusive comments.

Cyberbullying is one or a group of kids or teens using electronic means via computers and mobile phones (emails, Web sties, chat rooms, instant messaging and texting) to torment, threaten, harass, humiliate, embarrass or target another kid or teen."

Visit the above web site for a more complete understanding of bullying, then document the frequency of bullying types and respond to the questions in the following charts.

Integrative Learning

EDF 2555

"Persons who are prejudiced have an aversion to members of a cultural group other than their own." (pg. 39)

"Prejudice can result when people lack an understanding of the history, experiences, values, and perceptions of ethnic groups other than their own." (pg. 39)

"Prejudice manifests itself in feelings of anger, fear, hatred, and distrust about members of a certain group." (pg. 39)

#6 Chart: Rate the frequency of the given types of bullying: rare, occasional, or frequent.

	<u>rare</u>	<u>occasional</u>	<u>frequent</u>
Physical Bullying			
Verbal Bullying			
Emotional Bullying			

Racist Bullying			
Sexual Bullying			
Cyberbullying			

What is the school's policy on bullying?

What strategies have you seen teachers implement to discourage bullying?

How did you feel about the strategies the teacher used?

How has your personal experience shaped your reactions to bullying?

Assignment #6 Reflection

Visit the web site then: Review your responses to the topics in the chart and the answers to the questions, then summarize how these experiences have or have not prepared you for the challenges of classroom teaching.

Integrative Learning

EDF 2555

"From the first day of student teaching [observation], you should begin to reflect on your effectiveness as a teacher. Are you actually helping students learn the subject and skills you are teaching? An important part of teaching is to ask what is working and what is not. Good teachers are able to change their teaching strategies when students are not learning. They do not leave any students behind, drawing on the experiences and cultures of their students to make the subject matter relevant to them. Self-reflection will be a critical skill in improving your teaching." (pg. 15)

Assignment 7

Socioeconomic

Poverty puts children at risk for school failure. Children who live in poverty are more likely to be born “left behind” those who have more advantages. Poor children bear the burden of teen pregnancy, absence of prenatal medical supervision, inadequate maternal and infant nutrition and lack of educational stimulation in the home. A disproportionate number of poor children are diagnosed with learning and behavioral disabilities when they enter school. Many argue that poverty is the most significant challenge that teachers face.

Integrative Learning

EDF 2555

Socioeconomic status is a composite of the economic status of a family or unrelated individual, based on income, wealth, occupation, educational attainment, and power. It is a means of measuring inequalities based on economic differences and the way families live as a result of their economic well-being.” (pg. 84)

You have experienced a rich exposure to optimum teaching methods through your coursework. Upon entering the classroom, however, you may face the reality of teaching children who have serious problems learning. In particular, students who live in poverty can be resistant to your most sincere efforts to teach them.

This assignment introduces you to three types of poverty that effect students’ ability to learn in school. It requires you to be a keen observer of your students and to sensitively discuss their issues with your classroom teacher and support personnel in school such as social workers and Special Education teacher. Use the following chart to help you make observations of students who may be suffering the effects of poverty. Then zero in on one student whose economic background sets the student up for school failure.

TYPE OF POVERTY	Examples:
ECONOMIC -family lives below the poverty level and is unable to provide adequate housing and food for members	Student qualifies for free lunch, comes to school without proper clothing (Other examples?)
EMOTIONAL -family does not provide necessary support for child to feel loved, secure and encouraged to succeed in life. (Economics do not necessarily enter into this. Poor families can provide lots of emotional support and rich families can ignore this need.)	Student is not motivated, doesn’t see the importance of school, has poor concept of potential (Other examples?)
EDUCATIONAL (ENVIRONMENTAL) -family does not model importance of learning. Books and reading material absent from the home. No educational “game playing”. Educational aspirations are not rewarded.	Student comes to school without proper materials, parents will not come to conferences (Other examples?)

SUMMARY RESPONSE: Zero in on one student who you feel is at risk of school failure due to one or more aspects of poverty.

- Observe the student in academic and social situations
- Watch the student's interactions with teachers and figures of authority
- Try to engage the student in conversation to see if he/she will open up to you
- Share your observations with your cooperating teacher

Summarize your impressions of this child in a 2 page paper. Use an initial in place of the students name.

Introduce the student and the issues that lead you to suspect living in poverty is affecting the student's academic career.

Reflect on your coursework and the methods you see your cooperating teacher using to help this student. Brainstorm a course of action to help the student.

Assignment #8

Culminating Essay/Oral Exam

The final assignment for this practicum can be in the form of a written response, 2 -3 pages, defining the most influential multicultural or disabilities related experience of the practicum, utilizing the information gathered through the assignments *and reflective of the Integrative Learning that took place through this learning experience.* (Refer to EDF 2555 to support your reflections.)

The final assignment may also be the culmination of “ a continuing dialogue through an oral exam” , in which all students must participate. It is conducted during the final seminar. It is followed by a design problem involving groups in looking at schools of the future that will more appropriately meet students’ needs and allow the classroom teacher to instruct rather than play the myriad of roles they are forced into.” *Integrative Learning must be emphasized.*

Now that you have expanded your perceptions of diversity, identify one “culture” from the Survey which was labeled as a “high’ degree of concern. Review the information you gathered from the other assignments and write a culminating essay, writing in response to the following questions/guidelines:

Make it intentional!

1. Reiterate why this “culture” was chosen as a high level of concern by those interviewed and by you.
2. Discuss your personal observations of this “culture”, up to this point.
3. Having learned about your student(s), what did you do in the classroom as a response to the level of concern, i.e. lesson planning, grouping, communication, compassion, etc... ?
4. What are your plans for the future to be a more effective teacher to those students who may fall under the description of this culture?
5. Summarize how the assignments interrelated and impacted you as a teacher.
6. *Explain the Integrative Learning approach you took to accomplish your goals.*

Integrative Learning

EDF 2555

"The role of teachers and other professional educators requires that they not discriminate against any student because of his or her cultural group." (pg. 41)