STG 4000: Multicultural/Disabilities Practicum
Course Syllabus

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 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 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 required assignments as specified below.

EASTERN ILLINOIS UNIVERSITY
STG 4000 Multicultural & Disabilities Practicum

Semester: _____   Inclusive Dates: _____

Practicum Student: _____

School Assignment: _____

All assignments are required.

	Complete
#1 Diverse Issues Observation/Reflection	
# 2 Understanding and Using School Report Card Information	
#3 English Language Learners	
#4 Bullying	
#5 Socioeconomic Status and Learning	
#6 Final Reflection	

Additional Comments:

_____   _____
          Student Signature   Coordinator Signature

Diverse Issues Survey/Reflection

Interview your cooperating teacher and an administrator (if available) about the impact on at least 3 of the topics listed below (or ones you identify) on teaching and learning. How do they address issues that occur around these topics?

Topics to Consider:
      Abuse/Domestic Violence
      Bullying
      Drugs/Alcohol (Students/Families)
      Gangs
      Gender Identity/Transgender
      Language Differences
      Racial Tension
      Sexual Orientation (Students/Parents)
      Socioeconomic Status
      Treatment of Individuals with Exceptionalities

Your write-up should include:
      Name and title of individual interviewed
      Summary of the interviewee's responses on each topic
      A personal reflection of how this information, your observations, along with your own personal experience in these areas may impact your teaching in this environment.

Assignment #2   **Understanding and Using School Report Card Data**

Obtain a copy of the School Report Card for your school from https://illinoisreportcard.com/.

Look for the following topics in the School Report Card.
1. Academic Progress
2. School Environment
3. Students

What does this information tell you about your school (especially as it relates to diversity)? Is the information in the report card reflected in your classroom? How does it impact teaching and learning? Are there specific educational/social emotional needs identified based on the report card? Based on your observations and interaction with your cooperating teacher, what strategies are used by your cooperating teacher/could be used by you to help address these needs? When you have your own classroom, how might this information improve your teaching?

Your write-up should include:
    A reflective essay that addresses the questions above

Assignment #3   English Language Learners

Using information from your previous coursework, your own research, and observations from your student teaching experience, identify 2-3 detailed teaching strategies for use with English Language Learners. What types of accommodations are made for ELL students? If applicable, how do teachers and/or students respond to a language other than English being used in the classroom? Explain how this information will influence your teaching, now or in the future.

Your write-up should be in the form of a reflective essay that addresses the items above.

Assignment #4   **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.

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 site, chat rooms, instant messaging and texting) to torment, threaten, harass, humiliate, embarrass or target another kid or teen."

Visit www.stompoutbullying.com for more information on bullying.

Respond to the following questions:

Based on your observations, how prevalent are the various types of bullying at your school? Please consider each individually.

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 #5 Socioeconomic Status and Learning

> *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.*

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. 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 student's 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 #6   Final Reflection

The final assignment for this practicum is a 2-3 page essay in which you reflect holistically on what you have learned about diversity and how you will use this information to improve teaching and learning and become a better teacher. Please consider your past experiences and beliefs along with what you have learned, experienced and observed throughout your entire student teaching experience (including the multicultural practicum) as the basis for this essay.