Course Information Summary

Course (Prefix, Number, Title):
STG 4000 - Multicultural/Disabilities Practicum

Course Description:
This course is to be taken in conjunction with student teaching. Twenty-five clock hours of direct participation in observation of or interaction with populations designated as multicultural according to the National Council for Accreditation of Teacher Education (NCATE). The site must be approved in advance. This practicum is required of students pursuing teacher licensure. The assignments that comprise this practicum reflect the diversity of students and topics in the schools and society in which student teachers will be working.

Pre-requisites/Co-requisites
“University Approval to Teacher Education” requirements.

Required Text:

Support of 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.

Methods of Instruction:
The course uses the following instructional strategies: lecture, discussion, modeling, cooperative learning, role playing, student lessons and presentations, interviews, clinical experience (practicum), and directed writing.

Learning Outcomes/Objectives
Multicultural is defined by NCATE 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. Student teachers who complete the course will demonstrate an understanding of the meanings and application to teaching of the following terms and definitions as provided by NCATE:
• 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.

**Grading Policy:**
Course is graded credit/no credit.

**Assignments (Include all assignments that are required across all sections):**
Seven assignments are required by all practicum participants. Three additional assignments must be chosen from among the “optional” assignments. “Optional” choices should be guided by the particular settings and situations student teachers 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

**Chart of Assessments (Undergraduate/Initial or Graduate/Advanced as applicable)**
Complete the appropriate chart on the following page, identifying the assessments for the course, a brief description, and then checkmark the boxes for the Unit Standards and Dispositions addressed by that a Unit Standards and Dispositions. At the very least it will include Unit and Program Assessment. This should include all assignments/assessments that you can/have aligned withments aligned to the Unit Standards. Note: There will be overlap between this and the assignment section.
<table>
<thead>
<tr>
<th>Assessment Name</th>
<th>Brief Description</th>
<th>Initial Unit Standards Addressed</th>
<th>Dispositions Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Reflection</td>
<td>Interview family members and write reflection on how a student's own cultural heritage has impacted his or her attitudes toward diverse individuals and groups.</td>
<td>1 2 3 4 5 6 7 8 9 10 11</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Diverse Issues Survey</td>
<td>Conduct three interviews of administrators, faculty, and other school personnel and reflect upon the results as they reveal issues of diversity in the school.</td>
<td>1 2 3 4 5 6 7 8 9 10 11</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Explore Your Hidden Biases/&quot;Implicit Association Test&quot;</td>
<td>Complete two internet surveys to uncover biases of which students may not have been aware.</td>
<td>1 2 3 4 5 6 7 8 9 10 11</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Observed Diverse Groups</td>
<td>Observe students in a classroom and discuss diverse groups present there with the classroom teacher. Submit a reflection on the results.</td>
<td>1 2 3 4 5 6 7 8 9 10 11</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>No Child Left Behind</td>
<td>Discuss the impact of No Child Left Behind on a school with administrators, teachers, and other personnel, then submit a reflection on the results.</td>
<td>1 2 3 4 5 6 7 8 9 10 11</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Conflict Management</td>
<td>Observe a conflict in a classroom then submit a reflection on what was observed.</td>
<td>1 2 3 4 5 6 7 8 9 10 11</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Final Project</td>
<td>Write a short paper discussing the most significant multicultural experience the student has had.</td>
<td>1 2 3 4 5 6 7 8 9 10 11</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

**List of Initial Unit Standards:**
- Standard 1 – Content Knowledge
- Standard 2 – Human Development & Learning
- Standard 3 – Diversity
- Standard 4 – Planning for Instruction
- Standard 5 – Learning Environment
- Standard 6 – Instructional Delivery
- Standard 7 – Communication
- Standard 8 – Assessment
Standard 9 – Collaborative Relationships
Standard 10 – Reflection and Professional Growth
Standard 11 – Professional Conduct

**List of Unit Dispositions:**
Disposition 1 – Interaction with Students
Disposition 2 – Professional and Ethical Practice
Disposition 3 – Effective Communication
Disposition 4 – Planning for Teaching and Student Learning
Disposition 5 – Sensitivity to Diversity and Equity