

STG 4000 Multicultural & Disabilities Practicum

(Arr.-Arr.-1) (Credit/No Credit) Twenty-five clock hours of direct participation in observation of and interaction with diverse populations. 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 practicum, student teaching, as a teacher, or community member. Candidates are to be concurrently enrolled in STG 4000 and STG 4001.

The STG 4000 Multicultural & Disabilities Practicum is designed to inform you about your students and their school community. You will want to connect with your students as quickly as possible to gain an understanding of who they are, where they come from, how they best learn, what their interests are, and how you will be able to meet their emotional and learning needs. This practicum is designed to reflect upon former learning and life experiences, immersing you in the understanding of your students, enhancing your ability to plan and implement lessons that are geared to student needs.

The goal of this practicum is to increase your understanding and perception of diversity in all its forms as it relates to you and your interactions with students. Every assignment is geared toward applying knowledge of your students, the classroom, and the school and the variables that influence learning. Thoughtful selection and development of the assignments and the ability to reflect on the impact of what you observe, think, feel, and do is your primary objective. It is up to you to use the information you learn to make positive changes when you are teaching so your students progress under your insightful guidance.

How you choose to approach this practicum will determine its relevance to you as a teacher. The 5 required modules have been specifically chosen to help you expand your skills, gain a more personal understanding of your students, and ultimately improve the quality of your students' educational experiences. Within each module, you will select and develop an assessment that requires you to apply and possibly expand your knowledge of topics/issues that impact student learning. Through the completion of the various assessments and your personal reflections, maturation of your belief systems will occur resulting in your practicing in culturally responsive ways and serving your students with more sensitivity, tolerance, understanding, and compassion.

To help you understand how these assignments relate to your overall education, we refer you to the CEPS Dispositional Framework.

The “Dispositions for Educators” encompasses five dispositional areas:

Interaction with students (IWS) Interaction with students encompasses those behaviors that evidence the candidate’s regard for the learners. These include acts of fairness, respectful tone of voice, positive use of humor, and interest in students as individuals.

Professional and ethical practice (PEP) Professional and ethical practices are often the most easily observed of the dispositional behaviors. Respect for the professional environment is evidenced through acceptable dress and grooming, and timeliness, not only in arrival and departure, but in completion of tasks.

Effective communication (EC) Easily identified as a skill domain, effective communication within a dispositional framework refers to one’s regard for honest, fair, and accurate communication. Effective communication encompasses the belief that teachers must model effective communication for their students.

Planning for teaching and student learning (PTSL) Planning for teaching and student learning in the dispositional arena refers to the beliefs about student learning and how these are evidenced in the acts of planning and teaching.

Sensitivity to diversity and equity (SDE) Sensitivity to diversity and equity goes beyond the acknowledgement or awareness of differences in the classroom or community. A positive disposition in this area may be evidenced by seeking out alternative materials, careful use of appropriate language and naming, equal disbursement of resources, and a lack of ethnocentric or gender-specific generalizations.

EASTERN ILLINOIS UNIVERSITY

STG 4000 Multicultural & Disabilities Practicum

Semester: _____ Inclusive Dates: _____

Practicum Student: _____

School Assignment: _____

All assignments are required.

	Complete
#1 Safety Education	
# 2 Mental Health	
#3 Diversity and Learning	
#4 Data-Driven Instruction	
#5 Philosophy of Education	
#6 Culminating Portfolio and Final Reflection	

Additional Comments:

Student Signature

Coordinator Signature

Learning Outcomes:

Candidates will demonstrate knowledge of age/grade appropriate safety education practices.

Candidates will apply their knowledge of safety education to design activities that allow students to practice safety education

Directions:

Using your students in the classroom, select a safety education skill under the topics below that would be pertinent to your students and select an assessment option from below that would support you in planning or implementing instruction on the safety education skill.

Pedestrian and Traffic Safety

Crossing the street safely

Utilizing public transportation

Riding a bike safely

Safe driving habits

Expectations when riding a school bus

School Safety

Teaching a safety protocol (fire, tornado, or lockdown)

Identifying signs of bullying/ Responses to bullying (what to do)

Personal Safety

Knowing name, address, and telephone number

How to deal with strangers

Maintaining appropriate hygiene

Saying “NO”

Dealing with anger/conflict

Possible Assessments: Choose 1 assessment

1. Select two to three students from your class and define what it looks like crossing the street safely. What are students supposed to do? Collect 5 days of data either before or after school on the behaviors they demonstrate when crossing the street. Graph the data and use the data to identify the areas for which the students could use instruction. Use the data to identify key behaviors (i.e looking both ways, crossing at the crosswalk) your students need to support them in safely crossing the street, then use the key behaviors to create a visual that could be used to teach students how to safely cross the street.

Product should include: Graphed data, key behaviors incorporated into a visual that could be used by students.

2. It is the beginning of school, and it is important that students are aware of the safety protocol in case of fire, tornado, or lockdown. Find your school’s protocol identifying the expectations of you as a teacher and your students if there is a fire, tornado, or lockdown and design a role-play/simulation for students in your room that allows them to show they know what to do in a time of emergency.

Product should include: School’s safety protocol and a written role-play simulation.

3. Bullying remains a problem in today’s schools. Define what constitutes bullying at a level appropriate to the students you are teaching and design a lesson that teaches students what to do when bullied or seeing another person being bullied.

4. There are opportunities when saying “NO” is essential (i.e. invasion of personal space, peer pressure to use drugs or alcohol, being touched, no to a sexual encounter). Design a lesson plan that would teach your students when and how to say “NO” under a specific circumstance or context (ex. Saying no when being touched inappropriately)
5. Design an authentic (real life) experience that students can partake at school in focusing on the maintenance of appropriate hygiene (washing hands before eating, putting hands over mouth when coughing or sneezing, showering, brushing teeth).
Product should include: Written narrative describing the authentic experience and steps in how it will be implemented.
6. Identify the expectations of students when riding a school bus. Design an activity where students can practice school bus safety. Include in the write up an activity objective, description of the activity, and steps for implementation.
7. Design your own assessment. If you want to do an assessment for a topic for which an assessment does not already exist in the list above, you may do so with instructor approval.

Learning Outcomes:

Candidates will promote positive mental health.

Candidates will identify symptoms of students who are experiencing mental health issues.

Candidates will apply their knowledge of mental health to create a resource that would assist students and their families to access needed school or community services.

Candidates will utilize trauma-informed care strategies in their classrooms.

Directions:

Using the students and/or staff in the classroom, select an assessment option from below that would support positive mental health and be responsive to students who have mental health challenges.

Possible Assessments: Choose 1 assessment

1. Using your students, design a lesson plan that would teach students behaviors associated with positive mental health (i.e. appropriately affectionate, resilient when things do not go their way, smile and laugh, interested in learning new things).
2. Develop a teacher checklist of 10 behaviors as documented in the professional literature that students may demonstrate that could signal mental health issues.

Product should include: Designed checklist and a supporting reference list using APA format

3. Create a family resource guide that contains school and community services that could assist students who are experiencing mental health challenges. Provide the name of the agency, its contact information, and address, and information about the service (what is their role?).
4. Design your future classroom. You may draw your classroom by hand or you may use technology. The room design should be respective of the age group you desire to teach. Additionally, identify a de-escalation space within the classroom and provide the items that will be in the space and the procedures you will follow for students to use the space.
5. Design your own assessment. If you want to do an assessment for a topic for which an assessment does not already exist in the list above, you may do so with instructor approval.

STG 4000: Module 3: Diversity and Learning

Learning Outcomes:

Candidates will compare student demographics that impact learning.

Candidates will demonstrate how diversity is integrated into instructional planning and delivery.

Candidates will use data to guide instructional decision-making.

Directions:

Using the students in the classroom, select an assessment option from below that would demonstrate your knowledge of diversity and learning.

Possible Assessments: Choose 1 assessment

1. Using the Illinois Report Card, analyze the student demographics in your classroom and provide a visual representation comparing the student demographics of your class to that of the school, district, and state based on: socioeconomic economic status, ethnicity and race, linguistic diversity, academic progress, and school environment. **Product should include: Illinois Report Card data and the graphic used to present the data.**
2. Take a section of a lesson plan that you implemented and perceive was not as effective as you desired and rework the section as to differentiate to maximize learning for your students. Differentiation can be about content taught, methods used, or assessments administered. Consider things such as: When presenting content did I present content from diverse perspectives? If I taught a process, did I teach different approaches to the process using varied methods? When administering assessments of the lesson objective did I offer varied approaches to students to demonstrate their knowledge or did I expect students to demonstrate knowledge the same way?
Product should include: The original lesson plan section and the revised lesson plan section showing differentiation.
3. Take a class period and administer and analyze a learning inventory you give to your students. There are various free learning inventories, or you can create your own. What did the data show? What did you learn about the learning preferences of your students? How can you be responsive to the diversity in your classroom? **Product should include: The Learning Preference Inventory used or created, graphed data, and a narrative about what you learned about your students and how you can be more responsive to various learning needs.**

Learning Outcomes:

Candidates will compare student demographics that impact learning.

Candidates will demonstrate how diversity is integrated into instructional planning and delivery.

Candidates will use data to guide instructional decision-making.

Directions:

Using the students in the classroom, select an assessment option from below that would demonstrate your ability to use data to drive decision-making.

Possible Assessments: Choose 1 assessment

1. Select a student in your class who has an IEP. Examine the goals and benchmarks and determine whether the goal and benchmarks connect to a content area you are teaching. Select a lesson plan that you have taught that included the student and use the data collected on that student to document progress on that goal and benchmark. Present the data in a manner that would be appropriate for a parent.
PLEASE NOTE: If you teach content that does not align to the student's IEP then you cannot select this assessment. Product should include: An IEP goal and benchmark that relates to a lesson taught, the performance data for that student on that lesson, present the data in a manner that a parent could see how the data relates to their child's IEP.
2. Select a student for which you would do a weekly progress report. Develop a progress data report that could be shared with a parent documenting how the student performed on skills taught in a subject area. You should address both the strengths and continued needs specific to what was taught. **PLEASE NOTE: Just giving letter grades in the subject area is insufficient.**
3. During a class period of your selection, select a student who you perceive breaks a classroom rule consistently. Do the following:
 - a. Define the behavior the student demonstrates and the behavior you want the student to demonstrate. If the student talks out without raising their hand define what the student does. If the behavior you desire is "raising their hand before they speak", then what does that acceptable look like?
 - b. For 5 days, collect and graph data on the student's demonstration of the behavior you desire.
 - c. Are there contextual variables that influence the occurrence or lack of occurrence of the desired behavior? What are those variables?
 - d. Select and describe an intervention you could implement to increase the occurrence of the desired behavior.

Learning Outcome:

Candidates will articulate their philosophy of education

Directions:

Across your student teaching experience, you have had the opportunity to learn about yourself in terms of being a teacher. You may have learned not only what you excel at and what you need to work on, but also what you value. This is about being able to articulate your core values that ultimately could be used as you interview for jobs.

For this assignment your philosophy should include:

1. Philosophy statement: This statement should be one that reflects your view of teaching and learning or your core values.

For example: I believe learning occurs when an effective instructional connection is created between the teacher and the student.

2. Write a narrative (use well developed paragraphs) that highlights your views on:
 - a. The type of learning environment you want to create.
 - b. Instructional methods/approaches you value and how you meet the needs of learners with various abilities and backgrounds.
 - c. How should data drive decision-making?

The philosophy paper should be no longer than a page and a half. Be clear yet concise.

Culminating Portfolio and Final Reflection

STG 4000 includes 5 modules for which 4 of the 5 modules allows for you to select an assessment. For each module you will complete an assessment and upload the assessment into a designated dropbox in D2L in accordance with due dates set by your student teaching coordinators. The dropboxes will be labeled in accordance with the module: The 5 modules are:

1. Safety Education
2. Mental Health
3. Diversity and Learning
4. Data-Driven Instruction
5. Philosophy of Education

A 6th dropbox will be labeled “STG 4000 Portfolio”. This assessment is the one that will be graded by your student teaching coordinator. The individual submissions submitted earlier will not be evaluated but be used to assure candidates met the deadlines for submission.

PORTFOLIO COMPONENTS

You may use a free electronic portfolio maker to create your portfolio. If you do, make sure you share it with your student teaching coordinator, or they will not be able to access the portfolio contents. You also can create your own single PDF file portfolio that you will upload. If you do the PDF route, it would be easier to do it in Word and then convert it to a PDF. Do not use screenshots!

Order of Components – Please make sure the components are labeled within your portfolio

1. **Reflection Essay:** Write a 2-3 page essay reflecting on what you have learned about the roles physical, emotional, and mental health, safety, diversity, and the importance of data have on students and their learning. What are examples from your student teaching experience that assisted you in defining your educational philosophy? Use examples from the assessments you selected and designed to support your reflection.
2. **Portfolio Assessments:**
 - a. Module II Assessment Choice
 - b. Module III Assessment Choice
 - c. Module IV Assessment Choice
 - d. Module V Assessment Choice