



Department of Early Childhood, Elementary and Special Education
College of Education
Morehead State University, Morehead, KY40351-1689

IECE 411 The Role of the Teacher: Creating a Learning Environment for Diverse Groups (3-2-2). *Independent Study*

INSTRUCTOR INFORMATION

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Course Description (3-2-2):

Prerequisite: Admission to TEP. How the learning environment is established to provide the optimal learning experiences and to guide children in developing responsible behavior.

FIELD EXPERIENCES

Level III 25 hours: The candidates must complete **15 hours of observations and 10 hours of participations sessions.** Field experiences are to be designed and implemented under the direction of and in collaboration with an experienced teacher and under the guidance of the instructor. Furthermore, field experiences will take place on students' own designated dates and at designated times at sites. The candidates are required to make arrangements to participate at designated field sites at designated times and on designated dates- preschools or kindergartens recommended (age 0 to 5).

“Community Engagement: A Light to and from the Mountains”

The Professional Education Unit at Morehead State University delivers rigorous, high quality programs that prepare professionals informed by best national and international scholarship, plus research, literature, and experiences specific to Appalachia- preparing professionals to improve the schools, quality of life, and the communities in which they live and serve. This statement is not only the strategic mission for the College, but it also incorporates the conceptual framework that guides all our activities.

Conceptual Framework Outcomes (CFOs)

The Unit and the faculty within individual programs assess the degree to which its graduates:

1) Master the content knowledge, professional and the twenty – first century skills need to make an optimal contribution to “whole” student learning in education settings.

- 2) Are competent in the collection and use of data to inform decision – making and to demonstrate accountability for student learning.
- 3) Demonstrate professional dispositions
- 4) Are culturally competent and understand the regions from which they have come utilizing knowledge and experiences to effectively “bridge the gaps” (economic, achievement, and geographic) ensuring optimal learning for all students.
- 5) Engage in authentic field experiences in collaboration with committed school – based partners and are empowered to improve the quality of education throughout this region and beyond.

Student Learning Outcomes (SLOs): By the end of this course, the candidate will be able to

1. Develop understanding of the power of teaching, the teacher's roles and responsibilities for young children in the culturally diverse society.
2. Develop understanding of the developmental characteristics of children from infancy through 6 years that foster children’s growth in each developmental area- cognitive, aesthetic, emotional, social, and physical.
3. Develop understanding on the needs families have for childcare, infant to age 6, and meeting the needs of culturally diverse and special need children.
4. Develop sensitivity to create an inclusive environment for individual child, and their families, and the community reflecting race/culture, gender, and people with special needs
5. Integrate diversity throughout the curriculum by using techniques proposed in the antibias curriculum, by including toys and games that promote diversity, by presenting diverse children's literature, by including diversity in the visual-aesthetic environment, and by providing meaningful diversity experiences

NCATE/ EPSB Accreditation Alignment of CFOs and SLOs:

Program: IECE The Role of the Teacher: Creating a Learning Environment for Diverse Groups					
Aligned with →	Kentucky IECE Teacher Standards (KYS)	KERA	Education Professional Standards Board (EPSB)	NAEYC Standards	NCATE
Assessment → (point values)					
[Content Exam, 100 point s] CFO: 1, 2 SLO: 1, 2, 4	2, 8	2, 6	Diversity, assessment	Standards 1,3, 4, 5	1
[Newsletter 30 points] CFO: 1 SLO: 3	8, 9	4	Diversity	Standards 2, 3, 4	1
[EC perspectives, 30	5, 7	2		Standards 1, 4	1

points] CFO: 1, 3 SLO: 1, 4					
[Development of children, 50 points] CFO: 4 SLO: 2,5	4	2	Diversity, literacy	1, 3, 4	1
[Peer acceptance and culture, 50 points] CFO: 4 SLO: 3, 5	2	5	diversity	Standards 4b	4
[Bias in children's literature, 40 points] CFO: 4 SLO: 4,5	2, 3		diversity	3	4
[Field Experience, No point value, but essential to pass the course] CFO: 3, 5 SLO: 1, 2,4,5	1, 3, 4, 5, 6	1, 3	Diversity, assessment	Standards 1, 3,4,5	3

Program: IECE The Role of the Teacher: Creating a Learning Environment for Diverse Groups	
Assessment (point value)	Description
[Newsletter to parents, 30point]	You are a kindergarten teacher in a suburban school. You have implemented a multicultural curriculum. Several parents complain that such an approach is not necessary because there is no cultural diversity within your school system. Using ideas from Chapter 1, write a letter to all the parents, justifying a multicultural curriculum within this mono-cultural kindergarten.
[EC perspectives, 30 point]	Why should child development be studied from a multicultural perspective? Support your answer with ideas from chapter reading.
[Development of children, 50 point]	Describe attention deficit/hyperactivity disorder (ADHD). In your answer, discuss behavioral characteristics, causes, treatment, and problems associated with over-identification of the condition. Identify

	<p>issues regarding AD/HD and culture.</p> <p>The National Information Center for Children and Youth with Disabilities web site: http://www.nichcy.org/Pages/Home.aspx</p> <p>Observe kindergarteners or preschoolers on a playground or in some setting other than a classroom. Record your observations in terms of the physical, cognitive, emotional, and social development of the children. For each observation, consider its implication for the school setting.</p>
<p>[Peer acceptance and culture, 50point]</p>	<p>Peer Acceptance and Culture</p> <p>Antonio, a 6 year old African American child, has just been enrolled in a child care center. None of the peers nor his teachers are of the same cultural background. At first peers are quite eager to play with him. By the end of the second week, however, teachers notice he is being shunned by others in the center. Harsh comments about Antonio's behavior and speech may be heard. (i.e., "Antonio is mean; he pushes too much." or "Antonio is always saying that funny stuff, and I can't understand him.")</p> <p>After some observation and reflection, teachers come to understand that Antonio has a more active, rougher style of play than his peers. He teases his peers sometimes, too. He speaks in Black English Vernacular and, so, uses words or phrases children don't understand. Although he is very personable and always has a smile on his face, children have come to believe he is mean.</p> <p>One incident is very illustrative of Antonio's problem. Antonio approaches children on the playground. One girl shouts, "No, Antonio. You can't play." Another joins in: "You aren't a good boy." The first child now says to the second, "He has to wash all that dirt off." Antonio walks away.</p> <p>In your paper discuss the following two questions.</p> <ol style="list-style-type: none"> a. What will you do as a teacher at the moment of the incident? b. What will you do over time to assist Antonio in becoming part of the peer group?
<p>[Bias in children's literature, 40point]</p>	<p>Examine the illustrations in the book, and computer the number of depicted characters that fit into each of the following categories.</p> <ol style="list-style-type: none"> 1. For ethnicity, list all ethnic groups represented and the number of people in each group. Note any important observations (e.g. unusual clothing or hairstyles, size, color tones, figure representations, etc.)

	<p>2. Do the actions depicted for each character confirm to age, gender, and ethnic stereotypes? Be specific about your answer.</p> <p>3. Would reading this story contribute positively, negatively, or not at all to children's self-esteem? (Consider whether the effect would be the same for all children, or determine by the child's personal characteristics).</p>
[Field Experience, No point, but essential to get a grade for a course]	25 hours field experiences are required for this course!
[Content Exam, 100point]	
Total 300 points	

Grading scale:

A: Superior Work (90%-100%)

* All assignments must be submitted to receive an A.

Your works address all 4 areas mentioned above. Your effort of reading class assignments, understanding of the contents, and developing of your own thinking is clearly stated with resources and supporting documents.

B: Average (80%-89%)

Your works covered summary of the text reading or general ideas from others. You are still in the process of building your own teaching philosophy and methods.

C: Below average (70%-79%)

Your works did not demonstrate the 4 areas mentioned above. Only small portions of your views on teaching philosophy, instructional techniques, and understanding of your instruction were appeared.

D: 60%-69% No credit is allowed by the Office of Registrar

Fail of understanding the course, building your own teaching instructions, or understandings on young children.

E: 0-59% No credit is allowed by the Office of Registrar

Required Textbooks:

1. Textbook: Trawick-Smith (2nd). (2002). Early Childhood Development: Multicultural Perspective. NJ: Merrill
2. Bredekamp, S. & Copple, C. (2009). Developmentally appropriate practice in early childhood programs. NAEYC

LATE WORK POLICY: For full credit, assignments **must be submitted** by due date, unless otherwise approved by the instructor. A grace period of one week is permitted for late work with 20% automatic point reduction, and **No credit** will be given for late assignments except by special prior arrangement. No makeup will be given for any missed tests.

Course Evaluation: Record of attendance and participation, scoring guides, self-assessment, qualitative feedback, checklists, open-response examinations, quantitatively scored in-class and take-home examinations and skill demonstrations by discussions/ conferences.

90%-100%	= A*	*All assignments must be submitted to receive final grade.
80-89	= B	
70-79	= C	
60-69	= D	
0-59	= E	

Other Evaluation and Operational Guidelines

1. **MEMBERSHIPS IN PROFESSIONAL ORGANIZATION:** Candidates are encouraged to join the Kentucky Association for the Education of Young Children (KAECE), affiliation of the National Association for the Education of Young Children (NAEYC) and the Southern Early Childhood Association (SECA). Students are also encouraged to attend conferences.
2. **PROFESSIONAL COLLABORATION AND COOPERATION:** Students are expected to collaborate and cooperate with peers and professionals in the field. Students are expected to contribute time, efforts, and insights to projects and activities.

ATTENDANCE POLICY: Since the regular online participation for any online course is essential to the learning experience, it is the responsibility of all students to be online couple of times a week. If a student would not log in Bb more than a week and miss assignments, class discussions, tests, etc, the instructor may lower the final grade by one letter grade for each week missed (equal amount of time to a set of three class meeting). Students missing more than two weeks (five clock-hours of class) are advised to drop the course. Students absent from class or lack of participation in on-line/hybrid course for legitimate reasons **must** consult with the instructor concerning the absence, beforehand face-to face, by email or voice mail. Legitimate absences do not excuse the student from class responsibilities. Legitimate absences include illnesses, accidents, personal emergencies, and death in the immediate family, special academic programs or authorized university functions for which the student's presence is required. Non-legitimate absences include non-emergency dental or doctor appointments, meeting with academic advisor, substitute teaching, lack of child-care or other work-related activities.

Academic Honesty

Cheating, fabrication, plagiarism or helping others to commit these acts will not be tolerated. Academic dishonesty will result in severe disciplinary action including, but not limited to, failure of the student assessment item or course, and/ or dismissal from MSU. If you are not sure what constitutes academic dishonesty, read the Eagle: Student Handbook or ask your instructor. An example of plagiarism is copying information from the internet when appropriate credit is not given. The policy is located at <http://www.moreheadstate.edu/advising/index.aspx?id=8311> (also, described at Eagle Handbook pp 39-40, 2009-2010 <http://www.moreheadstate.edu/files/units/dsl/eaglehandbook/2009-10%20Handbook%2080309.pdf?n=7091>)

Americans with Disabilities Act (ADA)

In compliance with the ADA, all students with a documented disability are entitled to reasonable accommodations and services to support their academic success and safety. Though a request for

services may be made at any time, services are best applied when they are requested at or before the start of the semester. To receive accommodations and services the student should immediately contact the Disability Services Coordinator in the Office of Academic and Career Services, 223 Allie Young Hall, 606-783-5188, www.moreheadstate.edu/acs/

Campus Safety Statement

Emergency response information will be discussed in class. Students should familiarize themselves with the nearest exit routes in the event evacuation becomes necessary. You should notify your instructor at the beginning of the semester if you have special needs or will require assistance during an emergency evacuation. Students should familiarize themselves with emergency response protocols at www.moreheadstate.edu/emergency .

Course Calendar

TENTATIVE CALENDAR IECE 411-001 The Role of the Teacher: Creating a Learning Environment for Diverse Groups. (Independent study) Dr. Mee-Ryoung Shon	
	Getting to know you! Orientation with class materials
Chapters 1 & 2	Studying Early Childhood Development in a Diverse World Historical Perspectives and Research in Early Childhood Development
Chapters 4,5,6,7,8 & 9	Development in Prenatal, Birth, & Infancy
Chapter 3 pp34-60	Theories of Child Development
Chapters 10, 11, 12, 13 pp 194-319	Development in the Preschool Years
	Diversity & Anti-Bias Curriculum: Tools for empowering Young Children. Children with special needs Cultural/linguistic diversity Gender equity
Chapter 18 pp448-466	Families in Cultural Context
	Anti-bias Curriculum Celebrate! : An anti-bias guide to enjoying Holidays in early childhood programs.
	Final Content Exam Final Project Due!
	Becoming an Bias-free Professional 1. What are the roles and responsibilities of the early childhood teacher with multicultural perspective?

	<ol style="list-style-type: none"><li data-bbox="574 191 1243 264">2. What skills are needed to be an educator with cultural awareness?<li data-bbox="574 264 1321 302">3. What resources are available for professional development?
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