California State University, Fresno

Leadership for Diverse Communities

Diversity and Inclusion in
Early Childhood Education
LEE 271, Fall 2010

BENJAMIN AND MARION
KREMEN
SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

Vision:

The Kremen School of Education and Human Development is a center for academic excellence and collaboration in the fields of education and counseling. Graduates will become community leaders who advocate for high standards and democratic values with attention to professional ethics and diversity.

The faculty of the Kremen School of Education and Human Development fosters the development of the following candidate dispositions: Reflection, Critical Thinking, Professional Ethics, Valuing Diversity, Collaboration, and Life-long Learning. Candidates will increasingly reflect these dispositions in their work with students, families, and communities.

Course Description: Understanding and responding to culture, ethnic, and linguistic diversity and ways they affect personality, language, cognitive development, and socialization. Creating inclusive learning environments and curriculum in early childhood education. (2 lecture, 2 lab hours).

Course Information	Instructor:
Units: 3	*Office Number:*
Time:	*E-mail:*
Location:	*Telephone:*
	Office Hours

Purpose of Course/Course Goal: The Early Childhood graduate student will study and implement specific strategies, resources, and utilization of content to develop a multicultural education program for young children in a variety of settings.

Technology use: Students will be working on the class web site at http://blackboard.csufresno.edu/. Most papers or projects will be submitted electronically. The feedback from the instructor will also be done electronically.

Students will also be using video recording equipment and digital storage.

Required texts:
1. *Derman-Sparks, Louise and Olsen Edwards, Julie.* (2010). Anti-Bias Education for Young Children and Ourselves.

2. Gonzalez-Mena, Janet (5th Ed 2008). *Diversity in Early Care and Education: Honoring Differences.* McGraw-Hill

3. Nieto, Sonia and Bode, Patty (2008). *Affirming Diversity: the Sociopolitical Context of Multicultural Education, 5th Ed.*

Primary Learning Outcomes:

COURSE OBJECTIVES

1.   Students will explore childrearing patterns in various cultures. [NAEYC 1, 2, 4, 5]

2.   Students will examine family roles and responsibilities in various cultures. [NAEYC 1, 2, 3, 4, 5]

3.   Students will compare and contrast early childhood programs in various countries. [NAEYC 2, 3, 4, 5]

4.   Students will investigate the implications of cultural background for education. [NAEYC 1, 2, 4, 5]

5.   Students will become aware of teachers' and children's' biases in relation to race and gender. [NAEYC 1, 2, 4, 5]

6.   Students will appreciate significance of language and delineate stages of first and second language acquisition. [NAEYC 1, 2, 3, 4, 5]

7.   Students will devise plans for incorporating multicultural experiences into early childhood curriculum. [NAEYC 1, 2, 3, 4, 5]

8.   Students will be sensitized to role of parents in early childhood education. [NAEYC 1, 2, 4, 5]

9.   Students will become familiar with multicultural curriculum models and programs for early childhood education. [NAEYC 1, 2, 3, 4, 5]

10.   Students will recognize contributions of peace education movement and international organizations for children to further cross-cultural understanding. [NAEYC 1, 2, 4, 5]

Assignments and contract system for grade:

for a grade of C: assignments 1-2

1. Participate in focused discussion on topics in assigned readings; and submit brief written documentation of understanding of content for the assigned chapters. Include the author's name along with the chapter number and chapter's title. (Documentation will be sent to the instructor electronically before the class session when chapters are discussed. [NAEYC 2, 4, 5]

2. Present published "Multicultural Curriculum Material" to classmates and give an oral evaluation of its quality and usefulness. Post a short written description and critique of the material on the class web site. [NAEYC 1, 3, 4, 5] .

for a grade of B: assignments 1-3

3. <u>Case study</u>, presentation and written report. [NAEYC 2, 4, 5] .

GUIDE FOR CASE STUDY WRITTEN REPORT
1. Introduction to the person

2. Telling the story, in the words of the person, in chorological order, insert body language where appropriate
Sub headings in story
3. Conclusion (more than a summary)
Interpretation
Commentary – analysis
4. Implications for teaching
5 What did you learn? your ah ha!

for a grade of A: assignments 1-4

4.   Charter School in a Perfect World [NAEYC 1, 2, 3, 4.1, 5; CTC 2.2.1, 2.3, 2.3.10, 2.5, 2.5.1, Dispositions: Reflection, Critical Thinking, Professional Ethics, Valuing Diversity, Life-Long Learners]
   A. Literature review of research about the practice. Demonstration of Knowledge: Culture, Diversity and Inclusion
   • Select a specific focus related to culture, diversity and inclusion. One place to begin looking for a topic is the 10 course objectives. The only objective that will not be an appropriate source of a research topic is #7 because it is in essence part C of the assignment. #9 could include programs such as "Anti-Bias Curriculum," "A World of Difference" and "Starting Small: Teaching Tolerance in preschool and early grades."Prepare a 3-5 page review of the literature. Use APA.
   B – Professional visual presentation (Video, PowerPoint, Poster, ….) Demonstration of Skills: Documentation and Analysis of an Exemplary Practice That Enhances Cultural Competence or Teaching That is Responsive to Diversity
   • Select a specific exemplary practice related to Culturally Responsive Teaching.
   • Prepare a 5 to 8 minute presentation (or other visual representation) which demonstrates this practice. Teacher leaders can use themselves; program leaders can use an application of the practice.
   • For video or PowerPoint presentations, use software that records your descriptions of what is on the screen (universal access), you may also provide written description of the script.
   • The visual presentation and description will be shared with classmates at the end of the semester.
   C – Exemplary practice in charter school setting. Demonstration of Dispositions: Encouraging Practices for Culture, Diversity, Inclusion
   • Prepare a written description of this component of a program in an ideal charter school that would support Best Practice. The detailed description could focus on one age group or grade level. [NAEYC 1, 2, 3, 4.1, 5]

DEVELOPMENTALLY APPROPRIATE PRACTICE (DAP)

CHARTER SCHOOL – SEPARATE COURSE ASSESSMENT RUBRIC
NAEYC Standard 1, 2, 4; Essential Tool 1

CHARTER SCHOOL ELEMENT	DOES NOT YET MEET EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS	SCORE
Standard 1 Promoting Child Development and Learning Knowing young	Charter School Project does not show that candidate understands young children, their learning styles needs, or appropriate learning	Charter School Project demonstrates that candidate understands young children, their learning styles needs and appropriate	Charter School Project demonstrates that candidate understands young children, their learning styles needs and appropriate	

children's characteristics and needs, understanding multiple influences on development and learning to create healthy, supportive, respectful environments.	environments to support their learning.	learning environments to support their learning. Research paper and demonstration of practice provide specific examples that promote children's learning and development.	learning environments to support their learning. Research paper and demonstration of practice provide specific examples of skills and strategies including research that validates their use and ways to adapt methods to diverse learners.	
Standard 2 Building Family and Community Relationships Candidates know about, understand and value children's families and communities. They use this understand to create respectful, reciprocal relationships that support, involve and empower families to participate in their children's education.	Charter School Project does not consider families and communities or the need for their participation in the design of curriculum and the plan for the charter school.	Charter School Project summarizes theory and research related to families and communities and how they might best participate and have a voice in the Charter School. The plan for the school includes a detailed description regarding the family and school context and resource list is provided for teachers, parents and children. Includes evaluation plan. Provisions for family participation, diversity and inclusion.	Charter School Project summarizes theory and research on family involvement, the importance of caring relationships and implications for practice. A detailed description of family-oriented practices with examples is offered in the plan. Resource lists for teachers, parents and children related to family issues are created. Description of activities for family participation, diversity and inclusion. Includes an evaluation plan for parent participation. Drawings/diagrams of facility, service areas and classroom include space for families.	
Standard 4 Teaching and Learning Candidates integrate their understanding of children and families and the importance of relationships that develop a variety of approaches and strategies for teaching/learning to reflect knowledge of academic disciplines, essential concepts, inquiry tools and structure of content areas to design, implement	The Charter School Project lacks research, practices and a coherent plan for the school that integrate understanding of children, the importance of caring relationships and instructional methodologies.	The Charter School Project presents research, practices and plan for the school that integrate understanding of children, importance of caring relationships and varied approaches to the design of effective instruction that reflect the full span of content knowledge from the disciplines. The demonstration of practice aligns with ECE standards and other mandates. Learning experiences, activities or services have a clear purpose and are research-based.	The Charter School Plan represents a synthesis of the latest research and best practices as well as new technologies and other innovations. Learning experiences are integrated, DAP and meets the highest early learning and professional standards. Description of the curriculum references adaptations for differences in abilities, cultural backgrounds. Future plans or modifications are described. A guide is prepared that	

		Analysis and reflections are given. A guide or abstract summarizes presentation and key findings.	summarizes activity, key findings and includes a selected bibliography.	
and evaluate meaningful, developmentally appropriate and challenging learning for all children.				
Tool 1: Cultural Competence

Demonstrate a high level of competence in understanding and responding to diversity of culture, language, and ethnicity within an ECE setting. The term "culture" includes ethnicity, racial Identity, economic class, family structure, language, and religious and political beliefs, which profoundly influence each child's development and relationship to the world. | Charter School Project reveals a lack of understanding and sensitivity in responding to cultural, ethnic and language diversity. Curriculum and/or other ECE practices do not examine cultural aspects of development and learning. | Charter School Project includes evidence of attention to cultural, ethnic and language diversity and their implications for practice and instructional programming. Several examples are provided of research, curriculum and best practices that specifically deal with issues of diversity such as ethnicity, racial Identity, economic class, family structure, language, and religious and political beliefs. The candidate's plan for the Charter School reveals knowledge, skills and attitudes demonstrating cultural competence. | The Charter School Project contains numerous examples of practice, programs, design considerations, resources and many ways to connect school and the home that reflect knowledge and understanding of cultural, ethnic and language diversity, social conditions, disparities and policies that affect learning, development, equal education, social and economic access. Project demonstrates candidate honors diversity, is concerned with social justice and equity in creating learning experiences and environments that welcome interchange and varied culturally based experiences and perspectives. | |

DAP Charter School Project -<u>*Separate Component*</u> *Scoring Guide*

Analytic Scores:
Does Not Yet Meets Expectations = 1
Meets Expectations = 2
Exceeds Expectations = 3

Holistic Scoring: Does Not Yet Meets Expectations = 6 or less; Meets Expectations = 7-9;
Exceeds Expectations = 10-12

All work to be of acceptable **professional standards**, which are:

1. Written work to be free of grammatical and spelling errors.
2. Written work to be clearly understandable and appropriate for assignment.
3. Written work to be referenced properly (APA).
4. University cheating and plagiarism guidelines will be followed. Proven instances of cheating or plagiarism may result in expulsion, suspension, probation or in the student receiving a failing grade for the course.

Topics Descriptions

Anti-bias perspective

  Anti-bias education incorporates the philosophy of multicultural education while expanding to include other forms of bias, stereotypes and misinformation. Anti-bias education not only addresses race and ethnicity but also includes gender, language, religious diversity, sexual orientation, physical and mental abilities and economic class. Anti-bias education takes an active, problem solving approach that is integrated into all aspects of an existing curriculum and a school's environment. An anti-bias curriculum promotes an understanding of social problems and provides students with strategies for improving social conditions.

Authenticity is being real, genuine, honest, natural and reliable and is unfictitious.

Case study

  A form of qualitative descriptive research. This case study looks intensely at one individual whose culture is different than the students. After the interview the information is analyzed and conclusions are drawn. Results do not focus on the discovery of a universal, generalizable truth, but implications for teachers are drawn.

Diversity

  The concept of diversity encompasses acceptance and respect. It means understanding that each individual is unique, and recognizing our individual differences. These can be along the dimensions of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies. It is the exploration of these differences in a safe, positive, and nurturing environment. It is about understanding each other and moving beyond simple tolerance to embracing and celebrating the rich dimensions of diversity contained within each individual.

Inclusion

  Inclusion is engaging the uniqueness of the talents, beliefs, backgrounds, capabilities, and ways of living of individuals and groups when joined in a common endeavor. Inclusion is engaging differences to create a culture of belonging in which people are valued and honored for the improvement of our society, world, and enterprises. Inclusive behaviors are those practices and behaviors that leverage and honor the uniqueness of people's different talents, beliefs, and ways of living. Inclusive behavior transcends all differences among people by acknowledging and honoring the group identities we all possess while at the same time not being restricted by those identities.

Multicultural Education

  Teaching with a multicultural perspective encourages appreciation and understanding of other cultures as well as one's own. Teaching with this perspective promotes the sense of the uniqueness of one's own culture as a positive characteristic and enables one to accept the uniqueness of the cultures of others.

Persona Dolls

  Teaching tools, used in a similar way as using puppets that are designed to teach social skills. Teachers give a doll a specific Persona that diptychs a culture, background, or some topic or issue that a she wants to bring up and discuss with the class.

Resiliency

  Resiliency is defined as the capacity to spring back or the capacity to recover quickly from change, illness or misfortune; to successfully adapt in the face of adversity, and develop social competence despite exposure to severe stress.

Universal Design for Learning (UDL)

  UDL is a proactive approach to designing course instruction, materials, and content to benefit students of all learning styles without afterthought-based adaptation or retrofitting. UDL enables you to effectively and creatively design and teach your course in a way that makes learning accessible to a wider range of students.

Peace Education

> The aim of peace education is to provide the tools and the framework to empower peaceful problem solving, conflict resolution, and decision making in ways that emotionally support individuals, the community and the world.

University Policies

Students with Disabilities: Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in University Center (UC) room 5 (278-2811).

Honor Code: "Members of the CSU Fresno academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities." You should:
a)   understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration),
b)   neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading,
c)   take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

Cheating and Plagiarism: "Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work." Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the Class Schedule (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations).

Make Up Policy for Planned and Unplanned Absences: In the case of an unplanned student absence, papers, tests, and/or homework assignments due during the time the student is absent may be made up only if the student contacts the instructor as soon as practicable after the absence occurs and works out a plan. In the case of authorized absences due to university-sponsored activities, students should expect to submit their work to the instructor on or before the due date, or as arranged with the instructor. This includes papers, tests, and/or homework assignments. See grading policy in syllabus for additional information.

When a student is absent for an extended time period, a viable make-up plan may not be feasible. In these circumstances, other options such as dropping the class for a serious and compelling reason or withdrawal from the university may be appropriate.

Computers: "At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from Information Technology Services (http://www.csufresno.edu/ITS/) or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources."

Disruptive Classroom Behavior: "The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of

academic freedom are maintained. ... Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop an understanding of the community in which they live . . . Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class."

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Course schedule of assignments

Week	Date	Topic	Readings and Assignment Due
1.	Aug 24	Introduction, Demo multicultural material Resiliency	
2.	Aug 31	Anti-Bias Education	*D-S: pages vi-19,
3.	Sep 7	Case studies, multicultural curriculum materials	D-S: ch 3 **N: pg xiv – 30 share multicultural curriculum materials
4.	Sep 14	Positive interactions, environments and terminology; multicultural curriculum materials	D-S: ch 4, N: ch 2 share multicultural curriculum materials
5.	Sep 21	Culture, language and fairness, school reform	D-S: ch 5 Book #3: ch 3
6.	Sep 28	Racial identity, fairness, Issues in schools	D-S: ch 6 N : ch 4 & 5,
7.	Oct 5	Culture, Identity & Learning	D-S: ch 7 N: ch 6 case studies
8.	Oct 12	Linguistic diversity in Multicultural Classrooms	D-S: ch 8 N: ch 7 case studies
9.	Oct 19	Family structure and fairness, Understanding School Achievement	D-S: ch 9 N: ch 8
10.	Oct 26	Different abilities and fairness, Learning from students	D-S: ch 10 N: ch 9
11.	Nov 2	Holidays, Adapting Curriculum for Multicultural Classrooms	*D-S*: ch 11 & pg 149-160 N: ch: 10
12.	Nov 9	Implications for teachers	N: ch 11
13.	Nov 16	Differences and cultural conflicts	***G-M:Ch 1 - 4
14.	Nov 23	differing perspectives	G-M: Ch 5 - 7
15.	Nov 30	Presentation of projects Charter School project	Charter School project presentations 10 min. max. each
16.	Dec 7	Presentation of projects Charter School project	Charter School project presentations 10 min. max. each
17.	Dec 14	finals	

1.   *(D-S) Derman-Sparks, Olsen Edwards,. Anti-Bias Education*
2   ***(G-M) Gonzalez-Mena, Janet *Diversity in Early Care and Education:*
3   **(N) Nieto, Bode, Patty *Affirming Diversity*

Subject to Change: This syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check on announcements made while you were absent.

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