

California State University, Fresno



Leadership for Diverse Communities

Cultural Contexts of Teaching and Learning LEE 172 ECE

Our candidates are Ethical, Reflective, Critical Thinkers, Valuing Diversity and Life-Long Learning

The faculty of the Kremen School of Education and Human Development foster the development of the following candidate dispositions. Candidates will increasingly reflect these dispositions in their work with students, families, and communities.

Course Description:

Cultural Contexts of Teaching and Learning is a 3 unit, introductory class for teacher education candidates who wish to specialize in Early Childhood while earning a Multiple Subject Credential. In this course culture is interpreted broadly to include: the familial, ethnic and linguistic cultures of the learner, as well as the historical and sociological culture of the profession, and finally, the culture candidates will create in the classroom. The values and ethical perspectives held by various constituent groups will be explored as they relate to teaching. To advance candidate understanding of the culture of the Early Childhood Profession, interprofessional field experiences and site visits enrich learning. In this foundational course, frames of reference are contemporary, historical, personal and professional.

Early Childhood Education Requirements:

This course is a required course in Phase 1 of the Early Childhood Emphasis, Multiple Subject Program. Taken concurrently, Field Study is designed to provide the necessary classroom access essential for completing the assignments in this course. Teacher candidates not enrolled in Field Study, will need to make special arrangements with the instructor.

Units: 3

<http://www.csufresno.edu/mediatormentors/>
<http://csufresno.edu/bonnercenter/bonner.htm>

Prerequisites: Admission to the Multiple Subject, Early Childhood Education Credential program. E-mail (The University provides free email accounts to all students.) & access to Blackboard

Primary Learning Outcomes:

The learning outcomes are aligned with the Standards of Quality and Effectiveness for Professional Teacher Preparation Programs adopted by the California Commission on Teacher Credentialing (CCTC), the Teaching Performance Expectations (TPE), the National Council for Accreditation of Teacher Education (NCATE) Standards, and the KSOEHD Dispositions.

Texts and Instructional Materials:

Required Text #1: Newman, J. (latest edition). *America's Teachers: An Introduction to Education*, Longman: New York.

Required Text #2: Hall, E. (latest edition). *Beyond Culture*, Anchor Doubleday: New York.

Required Text #3: Kelly, E. (supplied by Instructor due to out of print status). *Legal Basics: A Handbook for Educators* 2nd Ed. PDK: Indiana

Required Text #4: Dewey, J. (latest edition). *Experience & Education*, Simon & Schuster, New York.

Organizing Questions:

Every Assignment,
Field Trip, Guest and Video in this
Class is designed to assist in answering
One of these five organizing questions:

1. What is Culture ?
2. What is Your Culture?
3. What is "Their" Culture?
4. What is the Culture of Your Profession ?
5. What is the Culture you would like to create in Your Classroom?

(The learning outcomes are aligned with the Standards of Quality and Effectiveness for Professional Teacher Preparation Programs adopted by the California Commission on Teacher Credentialing (CCTC) and the Teaching Performance Expectations (TPE).)

Topics and Objectives:

1) Purpose(s), History(ies) and Cultural Traditions in United States Education (CCTC 3, 9, 10, 12; TPE 7, 11, 12)

Objectives: The teacher candidate will:

- a) Explore the purposes, roles, and functions of education in American society.
- b) Discuss the historical and cultural traditions of the major cultural and ethnic groups in California society, and examine effective ways to include cultural traditions and community values and resources in the instructional program of a classroom.
- c) Examine one's stated and implied beliefs, attitudes and expectations about diverse students, families, schools and communities, and to apply pedagogical practices that foster high expectations for academic performance from all participants in all contexts.

- d) Understand and apply strategies that contribute to respectful and productive relationships between families and schools.

2) Equity and Access (CCTC 3, 5, 9; TPE 11)

Objectives: The teacher candidate will:

- a) Examine principles of educational equity and diversity and their implementation in curriculum content and school practices, including equity issues related to class, ethnicity, gender, sex, and race.
- b) Describe the relationship between background characteristics of students and inequities in academic outcomes of schooling.

3) Bias, Racism and Schooling (CCTC 9; TPE 11)

Objectives: The teacher candidate will:

- a) Understand and apply major concepts, principles, and values necessary to create and sustain a just, democratic society in a classroom setting.

4) Accountability, Standards and Testing (TPE 3)

Objectives The teacher candidate will:

- a) Understand the relationship between equity, accountability, standards, and high-stakes testing and the implications for student learning.

5) School Law And Policy (CCTC 10; TPE 12)

Objectives: The teacher candidate will:

- a) Understand relevant state and federal educational laws and policies currently and historically, including those related to English Learners and students' and parents' rights and responsibilities.

6) Professional and Ethical Responsibilities (TPE 12)

Objectives: The teacher candidate will:

- a) Understand and meet professional and ethical obligations of teachers.

7) Assessing and Building Background Knowledge (CCTC 12, 13; TPE 4, 6)

Objectives: The teacher candidate will:

- a) Integrate home cultures and values into instruction.
- b) Communicate effectively with families across cultures.

8) **Building Family and Community Relationships**

Objectives: The teacher candidate will:

- a) Demonstrate knowledge about and understanding of family and community characteristics (NAEYC 2a)
- b) Support and empower families and communities through respectful, reciprocal relationships (NAEYC 2b)
- c) Involve families and communities in their children's development and learning (NAEYC 2c)

9) **Teaching and Learning**

Objectives: The teacher candidate will:

- a) Connect with Children and Families (NAEYC 4a).

10) **Becoming a Professional**

- a) Identify and involve self with the early childhood field (NAEYC 5a).
- b) Demonstrate knowledge about and uphold ethical standards and other professional guidelines (NAEYC 5b).
- c) Engage in continuous, collaborative learning to inform practice (NAEYC5c).
- d) Integrate knowledgeable, reflective, and critical perspectives on early education
- e) Engage in informed advocacy for children and profession (NAEYC 5d).

Major Assignments and Examinations

Cultural Awareness Paper (Lab 8 hours)

(FORMATIVE ASSESSMENT: TPE 11)

(TEACHING PROJECT COMPONENT: Students in Context)

(NAEYC Standards 2 and 5)

Professional Dispositions: Reflection, Critical thinking, Professional Ethics, Valuing Diversity and Life-Long Learning.

This assignment requires a 'case study' that focuses on a fellow teacher candidate in this class whose race/ethnicity/culture is different from yours. You will reflect you're your experience by writing a 6 page paper (approx. 1500 words, double-spaced, 12 font). You will use the frameworks for analysis that you will learn in this class for analyzing cultural contexts. [See Appendix for details of this assignment.]

Professional and Ethical Obligations

(FORMATIVE ASSESSMENT: TPE 12)

(NAEYC Standard 5) **Professional Dispositions:** Reflection, Critical Thinking, Professional Ethics, Valuing Diversity, Life Long Learning and Collaboration.

In class, students will be asked to respond to school/classroom-related scenarios highlighting professional and ethical issues common to teachers. As a formative assessment, students will be assigned a new scenario to respond to in writing. The responses will reflect the student's knowledge of the relationships among the ethical and professional obligations of teachers. Students will access their Professional Codes of Ethics from the NAEYC website.

***Exam:** Legal Obligations

(FORMATIVE ASSESSMENT: TPE 12)

(NAEYC Standard 5) **Professional Disposition:** Professional Ethics

The exam will include questions, which will assess the student's knowledge of school law and professional ethics.

Service Learning/Interprofessional Collaboration

NAEYC Standards 2 and 5 **Professional Dispositions:** Reflection, Professional Ethics, Valuing Diversity, Collaboration, Life-Long Learning

Candidates complete 10 hours of service learning and make 2 site visits. Candidates experience interprofessional contexts and keep a reflection log in which the site contact person's name and phone number are included.

Assignment and Examination Schedule:

Date	Assignment	Points
	Classroom Scenario Response	25
Last Day	Cultural Awareness Paper (completed with a colleague)	25
5 quizzes	*Hall, Newman, Kelly, Jefferson, Dewey	25 (5 ea)
Finals Day Dec.	Service Learning, & Site Visits (log, competencies, reflection)	25
A Saturday Workshop; attend an approved cultural event = 1 qz Listen to the radio Sunday or Monday night and write a reflection Cineculture Films followed by a reflection	*Up to ten points toward exam may be earned by attending "Welcoming Diversity," Cineculture and/or listening to KVPR Sun and/or Mon. evenings <i>The Thomas Jefferson Hour</i>	

Course Policies:

Preparation for Class. Reading assignments are expected to be completed prior to attending class and knowledge of the content of reading assignments may be sampled in performance assessments. One such example is the Dewey vs. Jefferson Debate in which students demonstrate their knowledge in role play.

Grading Policies and Procedures

**90% -100% of the possible pts. = A 80-89% of the possible = B, 70-79% of the pts. = C
below 70% individual contract for improvement**

**late assignments (before last day of instruction will be subject to point deductions) *late assignments (after last day of instruction) will not be graded.

Confidentiality. The privacy and identity of children and their families should be protected in all written materials. Therefore when writing about a child he recommended language is “for the purpose of this study, I’ll refer to the observed student as *Child A.*”

Cell Phones. Out of respect for everyone’s learning experience, **cell phones are to be turned off** during class except when an emergency call is expected.

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. Blackboard will be used as a central communications system.

Attendance in class is mandatory. Active participation in **cooperative learning** “Expert” and “Home” **groups** based upon your reading assignments from texts (implication: consistent attendance and adherence to assignment reading schedule). If absent due to illness, physician excuse is required. You are expected to be present as there will only be make-up quizzes for physician-excused absences and documented family emergencies. Also, your small groups cannot have meaningful cooperative learning experiences without you. If you know you are going to be out for a religious holiday, inform me in writing, three weeks before that date. You are, of course, responsible for assignments missed. If you are absent from class, it is your responsibility to check on announcements made while you were absent) PLEASE BRING YOUR BOOKS TO CLASS and complete readings previous to discussions.

Collaboration on group assignments is necessary and encouraged. Written assignments (unless otherwise specified) should represent **independent work**. At CSUF **computers** and communication links are recognized as 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. Students may register for e-mail accounts on campus at the student union.

Service Learning, Interprofessional Collaboration, Field Component:

You will also learn while performing service in an education-related context or in an organization that serves or supports children and their families. Again, the Fresno Metro Ministry Directory will assist you in making selections. **The requirement for this class is ten hours** of service learning. Polk school has after-school tutoring and will be embarking on developing a new peer mediation program. Both of these activities require mentors in order for children to be successful. The principal and staff encourage your participation.

Where Can I Find A Service Learning Site?

- ⇒ Fresno Metro Ministry Directory
- ⇒ Your church, synagogue or mosque
- ⇒ Any agency that supports children and families.
- ⇒ A Referral from your Professor

- ⇒ CSUF's "Mediator Mentors" Mentoring Elementary Peer Mediators
 - *Stone Soup Neighborhood Center*
Help newcomer children and their families
 - *After School Programs*
Help in an after school program
Providing tutoring.

Topics Descriptions

Definitions of Culture

Throughout the course, many definitions of culture will be referenced. Students will also collaborate to devise their own definitions. Defining 'culture' as a construct is viewed as foundational to understanding distinct ethnic, intellectual, physical, linguistic, and socio-economic groups as well as 'the culture of the classroom' and 'the culture of the profession.'

Understanding 'Them'

Relying upon Edward Hall's and Carlos Cortes' notion that the discovery of *the self* is inexorably entwined with the discovery of *the other*, teacher candidates explore themes in their own lives while comparing and contrasting these with those of 'culturally different others.' Questions such as, "What was your family's philosophy of education?" are answered through interviews. Questions such as "What constitutes a ritual or ceremony important enough to miss school?" is explored through shared experience. Teacher candidates enter the world of the 'culturally different other' in order to develop perspective-taking ability that will be applied later to the children and families they will teach. The resulting paper synthesizes observations, insights and experiences interpreted using vocabulary acquired via assigned readings.

The Culture of the Profession

Teacher candidates must be aware of historical developments and themes in America's past in order to understand their current professional context. For example, learning about Perennialism, Essentialism, Progressivism and Critical Theory, allows them to analyze philosophies of education which answer the following questions in a variety of ways, "What is the purpose of education?" "What is the role of the student?" "What is the role of the teacher?" and "What constitutes curriculum?" Understanding how these questions were answered by Jefferson, Dewey, Freire and others informs teacher candidate current understanding of societal and professional expectations.

Many of the readings for this class focus on developing an understanding of 'the culture of the profession.' This cannot be accomplished unless legal and ethical expectations of teachers are directly examined. Therefore, case law, statutory law, ethical codes and the roles of Federal and State government in the life of public educators are also examined.

Classroom Culture

Teacher candidates consider the culture they wish to create in the classroom. They examine democratic principles-to-practice and collaborative and constructive ways to strengthen both individual student identities and social interest generative of contributions to the group. Character Education, Conflict Resolution Education, Positive Behavior Supports and other current models are explored as candidates begin to envision the culture of the classroom they will soon be creating with their students.

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/) (<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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Student key to reading assignment abbreviations in the syllabus:

N	Newman, J. <i>America's Teachers: An Introduction to Education</i>, Longman: New York.
H	Hall, E. <i>Beyond Culture</i>, Anchor Doubleday: New York.
D	Dewey, J. <i>Experience & Education</i>, Simon & Schuster, New York.
K	Kelly, E. <i>Legal Basics: A Handbook for Educators</i> 2nd Ed. PDK: Indiana
I	Instructor Provided Materials
BB	BlackBoard Posted Documents and Links

Tentative Seminar Dates and Themes are as follows (this syllabus and schedule are subject to change in the event of extenuating circumstances).

<u>Class</u>	<u>Topic</u>	<u>Prepare for This Class by Reading</u>
1	<p>Today's Topics: <i>Introduction</i></p> <p><i>What is Culture?</i> <i>Course Content,</i> <i>Objectives,</i> <i>Expectations,</i> <i>Procedures</i></p>	<p>BB Preview the Documents Posted</p> <p>I Receive in class Hall and Newman Readings H <i>Preface and 1</i> N 7</p>
<hr/>		
	<p>Today's Topics:</p> <p><i>Discuss Hall and Newman</i> H <i>Preface and Ch 1</i> N 7</p>	
2	<p><i>Service Learning</i> <i>Preparing us to Teach</i> <i>in a Multicultural Environment</i></p> <p><i>Our Guest</i></p>	<p>K Pick your Expert Chapters</p> <p><u>Prepare for Next Class by Reading</u></p> <p>H 2 & 3; <i>Jefferson & Dewey</i> N 9</p>
<hr/>		
3	<p><i>Philosophy of Education</i></p> <p>What is the Culture of <i>Your Profession?</i></p> <p><i>Discussion of Hall and Newman</i> H 2 & 3 N 9</p> <p><i>Report on your 'Expert Chapter'</i></p> <p style="text-align: center;"><i>Quiz #1</i></p>	<p>BB <i>California Demographics</i></p> <p>D <i>Continue reading Dewey</i></p> <p>I <i>Continuing reading Jefferson</i></p> <p><u>Prepare for Next Class by Reading</u> H 4 and N 10</p>

Today's Topics:

4	<i>Multicultural Education as interpreted by Carlos Cortes</i>	BB	<i>Carlos Cortes</i>
		D	<i>Continue reading Dewey</i>
	<i>What is "Their" Culture?</i>	I	<i>Continuing reading Jefferson</i>
	Discussion of Hall & Newman		
	H 4		
	N 10		
			<u>Prepare for Next Class by Reading</u>
		H	5 & 6
		N	11

Today's Topics:

5	<i>More Carlos Cortes</i>		
	<i>Hidden Culture</i>		
	Discussion of Hall & Newman		
	H 5 & 6		
	N 11		
	<i>Politics of Education</i>		
	Expert Chapter Report		
	<i>Quiz #2</i>		
			<u>Prepare for Next Class by Reading</u>
		H	7 & 8

Today's Topics:

6			
	<i>Discuss</i>	I	<i>Continue reading Jefferson</i>
	H 7 & 8	D	<i>Continue reading Dewey;</i>
	Expert Chapter Report		

Class does not meet today
Work on your **Culturally Different Partner** Activities.

7 Today's Topics: D *Finish reading Dewey*
I *and Jefferson*
Our Guest BB *Formulate Questions*
For Dewey/Jefferson Debate
BB *Visit Clay Jenkison's Web Site*
Expert Chapter Report
Quiz #3

8 Today's Topics: BB *Dewey/Jefferson*
Debate Day
Dewey & Jefferson Take Questions about Society and Education
What is our Professional Knowledge Base?

9 How are we doing? Evaluating our Progress:
MID TERM
Expert Chapter Report
Quiz # 4

10 Site Visit Prepare for next class by bringing *show and tell*

11 Today's Topics: BB *Service Learning*
BB *Character Education*
Supportive Learning BB *Pluribus/Unum*
Climate
What is the culture you want to create in your school?
BB *Character Counts*
BB *Social-Emotional Learning*
Expert Chapter Report
Quiz #5

Expert Chapter Reports

12

Today's Topic:

BB NAEYC
Code of Ethics

13

Law & Ethics in Early Childhood Education
Professional Scenario Discussions
What is the Culture of My Profession?

I

Last Day of Instruction for this class

14

Co-Presentations:
Cultural Awareness Papers and
Service Learning Experiences

- 1. What is Culture?*
- 2. What is Your Culture?*
- 3. What is "Their" Culture?*
- 4. What is the Culture of Your Profession?*

Summary of our Learning

We answer our organizing questions: *5. What is the Culture you would like to create in Your Classroom?*

Multicultural Feast!

Assignment: Service Learning

Professional Dispositions: Reflection, Collaboration, Professional Ethics, Valuing Diversity and Life-Long Learning

Definition: Service learning is a pedagogical approach in which students learn and develop through active participation in thoughtfully organized experiences that meet a community need while addressing academic standards.

“In teacher education service learning exemplifies reciprocal benefit in which preservice teachers increase their understanding of being a teacher, while members of the community benefit from the efforts of preservice teachers and the university” (Buchanan, Baldwin and Rudisill, 2003).

Typical teacher education program field experiences, although essential, are not considered to be service learning unless they include specific characteristics; some of which are:

1. The connection between service and course objectives is explicit.
2. Students are provided time and opportunity for reflection on the experience in the context of assignments.
3. The relationship among participants is collaborative and the benefits are reciprocal.

Reed and Stadler (2004) put it this way, “...learning while helping others helps students develop the ethical grounding, intellectual facility, and maturity to consider the impact of their work on present users and future generations.”

Additionally, interprofessional collaboration experienced in service learning assists teacher education candidates in coming to the realization that today, the classroom door is not closed; the teacher is not isolated—but part of a team of professionals. Research tells us that early service learning experience builds role identity and commitment to the profession. Retention of well-qualified teachers is increased when early affective experience in the field motivates and inspires.

Elementary School Classroom Connections: When you become a teacher, you will build your own classroom community of learners (classroom climate). You will rely upon a thoughtfully designed discipline plan, explicit character education, and hopefully, service learning. Children address content standards across the curriculum when they are involved in designing projects for seniors, school beautification, bully prevention, *Kids Voting*, lunch nutrition and getting veterans to tell their *Stories of Service*. Your

knowledge of the definition, rationale, and effects of service learning will allow the students in your class to write letters with a purpose, learn about local government, do the math involved in fund raising, and most importantly, practice their academic content skills as they accomplish meaningful tasks of benefit to others. Classroom management and academic content learning are enhanced when you guide children in service learning. Now it's your turn! Soon, you will guide theirs.

Candidate Service Learning Sites: You will be given a copy of Fresno Metro Ministry's Community Connections resource book. Any site, program, or agency that has as its goal the support of children and families will be appropriate for your service learning. Choose something you'd like to learn more about or something for which you are developing a passion....but choose well! Ten hours is a very short time in which to learn and serve. However, candidates before you have managed to serve in two locations and to complete two reflections. Or if you prefer, spend your ten hours in one place and complete one reflection.

The following foci will help you organize your required 2-3 page Reflection Paper and Log.

Dates of Service Learning:

Activities:

Association--connect your service experience to prior learning, current reading.

Affect--Discuss the feelings that were evoked as a result of your service learning.

Aha!--Write about insights that you have come to as a result of your service learning.

Note to Candidates: Remember, experience that evokes emotion, motivates us to learn!

Definition: *Service learning is a pedagogical approach in which students learn and develop through active participation in thoughtfully organized experiences that meet a community need while addressing academic standards.*

Evaluation: *In order to satisfy the service learning requirement for this course, the following conditions must be met:*

Competency Connections

Candidate has annotated, dated and completed 80% of the competency terms and these have been deemed acceptable by the instructor.

10 points

Log

Candidate has kept a log of service learning activities, dates, locations and brief reflections throughout the semester.

5 points

Reflection Paper

At the end of the semester, candidate writes and submits a 2-3 page paper summarizing each service learning experience. This paper should integrate class content and field experiences. An organizing schema might be the five questions introduced as class content organizers.

10 points

Assignment: Cultural Awareness Paper

(approx 1500 words)

(FORMATIVE ASSESSMENT for TPE 11; process skill for summative assessment: Students in Contexts)

This assignment requires a case study with a student in your classroom whose race/ethnicity/culture is different from yours. In order to develop observational and analytical skills, students must reflect upon their experience by writing a 6 page paper (approx. 1500 words, double-spaced, 12 font) comparing highlight differences, similarities, new discoveries and discuss classroom implications.

Finding simple common ground can begin the process of breaking through stereotypes. Common interests might include sharing a hobby, rooting for the same sports team, or even something as simple as loving cats or chocolate ice cream. This will aid in starting the discussion of these issues.

Format for paper

Part I. (1 page). Pair up with a student and describe his/her ethnic culture/heritage, age, gender, place of birth, and when the family immigrated (if applicable). What elements have been retained or been lost? Is assimilation more “additive” or “substitutive?” How does he/she feel about that? How is this individual's experience of their ethnic heritage/culture(s) similar to yours/different than yours? If the person has a multi-cultural heritage/background, is there one side that he/she particularly identifies with more? Why?

Part II. (3 pages)

Compare the family background of the individual you interviewed with your own family background (include social, economic and cultural); for example, number of siblings, transportation to school, housing, parents' professions, etc. At least one page must address your prior experience with people from this background. State any previous biases you may have held about people from this cultural/racial/ethnic background.

Part III. (2 pages)

1) How much personal exposure had you had to people of your interviewee's ethnic ancestry? What ideas did you have about people from that group? Why? Have any of those ideas changed now or not? Why?

2) Discuss what you will take from this teaching-learning experience and exposure to information in the readings, from class discussions, and guest speakers to your future as a teacher. Include answers to the following questions with **specific examples**.

- a) How will what you learned influence what you teach (i.e. curriculum)?
- b) How will what you learned influence your teaching methods (i.e. activities, instruction, grouping, assignments, materials, resources, assessment)?
- c) How will what you learned influence how you assess students and how you interpret these assessments?
- d) How will what you learned influence how you will establish and maintain positive communication with both students and parents?
- e) How will what you learned promote student effort and engagement and create a positive climate for learning?

This paper should be a blend of description, response, and analysis, with a major focus on your learning as a result of your experience.

**Candidates! Take this with you when you go to your service learning.*

**COMPETENCY CONNECTIONS:
CULTURAL CONTEXTS OF THE LEARNER
LINKING FOUNDATIONS CONCEPTS TO
INTERPROFESSIONAL EXPERIENCES**

In your service learning you will have ample opportunities to observe many of the Cultural concepts and dynamics important to your understanding of development. **You** are the link between theory and practice! Your observations and experiences in the community will allow you to identify most of the following concepts from your Educational Foundations classwork. Write a brief note explaining the context of your discovery. As you identify an item on the list, have your site contact person or professor initial it. In most settings it is possible to complete at least 80% of the *Competency Connections*. **NAEYC 3d, 4a, 5a-5e**

Candidate Professional Dispositions: Reflection, Valuing Diversity, Collaboration, Life-Long Learning

1. *language acquisition*
notation (context in which you identified)

2. *ethnic pride and identity formation*
notation (context in which you identified)

3. *capitalizing on diversity*
notation (context in which you identified above)

4. *effects of experience on intelligence*
notation (context in which you identified)

5. *influence of SES*
notation (context in which you identified)

6. *cultural group*
notation (context in which you identified)

7. *cultural differences in adult-child interactions*
notation (context in which you identified)

8. *examples of law guiding decision making*
notation (context in which you identified)

9. *strategy for social integration*
notation (context in which you identified)

10. *cooperative learning*
notation (context in which you identified)

11. *Pluribus/Unum continuum*
notation (context in which you identified above:

12. *hidden dimensions of culture*
notation (context in which you identified above)

13. *extension systems*
notation (context in which you identified)

14. *cultural use of time (polychronic vs. Monochronic)*
notation (context in which you identified above):

15. *synchrony*
notation (context in which you identified above)

16. *discrimination*
notation (context in which you identified above)

17. *assimilation*
notation (context in which you identified above)

18. *power and political impact*
notation (context in which you identified above)

19. *demographics*
notation (context in which you identified above):

20. *stereotype*
notation (context in which you identified above)

21. *encouraging family involvement*
notation (context in which you identified above):

22. *pluribus/unum*
notation (context in which you identified above):

23. *self-efficacy*
notation (context in which you identified above):

24. *action chain*
notation (context in which you identified above):

25. *non-verbal cues (NVC)*
notation (context in which you identified above)

26. *adaptive strategies addressing diversity*
notation (context in which you identified above)

27. *enculturation*
notation (context in which you identified above)

28. *cultural differences: eye contact*
notation (context in which you identified above):

29. *cultural differences: proxemics (use of personal space)*
notation (context in which you identified above):

30. *cultural differences: responding to questions*
notation (context in which you identified above):

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