

Culturally Diverse Practicum  
EDUC 352 – 1 credit hour  
Fall Semester 2020

Instructor: Tim Michaelson  
Phone: 701-845-7183  
NDSU Office: EML 207  
VCSU Office: McFarland 327G  
Email: [timothy.michaelson@vcsu.edu](mailto:timothy.michaelson@vcsu.edu)

**Course Purpose:** Culturally Diverse Practicum is designed to provide clinical practice teachers an experience in a culturally diverse classroom. This experience will enable the teacher to be better prepared to meet all students' needs and develop a greater understanding of how to work with students from various backgrounds and socioeconomic levels.

Due to Covid-19, students will have the opportunity to do a face-to-face practicum (setup on their own) or watch Teaching Channel videos. Information on both options is clarified on Blackboard.

**EDUC 352 – Cultural Diversity Practicum**

Curriculum alignment with ND State Standards, InTASC Standards, VCSU University Abilities, and Teaching for Learning Capstone (TLC)

Elementary State Standard 50015.1b: Reflective Paper

InTASC Standard #2 Learning Differences: Pre-and Post-Test Evaluations

InTASC Standard #3 Learning Environments: Cultural Diversity: Evaluation

InTASC Standard – Human Relations and Cultural Diversity: Pre-and Post-Test and demographic chart on Central Assessment System

University Ability: This course meets the Global Awareness Ability: Level 5 – Project

Includes a reflection paper on what candidates learned from their 25 hours experience and the pre-and post-survey results. The paper will be added to the their myefolio.

**Major Course Objectives:** Upon successful completion of the course, pre-service teachers will have had an opportunity to:

- Understand the changing United States and world demographics regarding ethnicity, race, culture, religion, language, and socioeconomic status.
- Understand the cultural, ethnic, social class, gender, emotional, intellectual, and physical aspects of human differences.
- Understand the proficiencies that support learning by all students as shown in their work with students with exceptionalities and those from diverse, ethnic, racial, gender, and socioeconomic groups in classrooms and schools.
- Understand the role of diversity and equity in the teaching and learning process.
- Complete a three-day practicum in a culturally diverse setting.
- Reflect on their observations and practices in working with students from diverse, ethnic, racial, and socioeconomic groups.
- Prepare a 4-6-page paper that reflects what was learned from the three-day field experience and how the experience enhanced their knowledge about diversity.
- Meet the Global Awareness Ability for the electronic portfolio for graduation.

**Special Course Projects:**

- Enrollees are encouraged to keep a daily log of their experiences in the classroom.
- Enrollees will be required to complete a 4-6-page paper that describes what they have learned from their practicum experience.
- Students will be given the option of doing practicum hours remotely (because of Covid19) by using the Teaching Channel videos.

InTASC Standards:

### Standard #2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

### Standard #5: Application of Content

The teacher understands how to connect concepts and see differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues

State Standards: This course meets the following ESPB State Standard:

50015.3b: The program requires the study of adaptation of diverse students. Candidates understand how elementary students differ in their development and approaches to learning and create instructional opportunities that are adapted to diverse students. Course opportunities and arranged meeting times: The following are the three most recent culturally diverse settings that will be utilized for the first time in the Fall of 2018.

- Minnesota Connections Academy

- Avalon Charter School

- Osseo Public School District

\*Possibly other public school districts in the MSP/St. Paul area

The course will involve a face to face orientation meeting as well as communication via email before the practicum. Issues covered include:

- Covering the goals and requirements for the Culturally Diverse Practicum.
- A description of the attributes of the school sites for the experience.
- An explanation by the instructor on how and where the students will be placed.
- Discussion about observation techniques so candidates on the trip can better focus in the classroom. (Students need to make their own discoveries. The experience is to be learner-centered and must allow for personal discovery.)

Instructions for the Daily Log: The completed daily log should list the dates and hours of participation at the school. Utilize the log to describe some of the details you want to remember later on as you construct your Field Experience Paper. Write down some crucial details you would like to learn regards to classroom management and motivation. Identify some lessons or methods you think are valuable to put into your own philosophy. You will create a paper that synthesizes all the ideas and thoughts you have gathered.

Instructions for the Field Experience Paper: Compose a 4-6-page paper that reflects on what you have learned from the 3-days of service that you have spent in each of the settings and how the field experience was related to enhancing your knowledge about diversity in the school and your knowledge about key issues in multicultural education. The content of the paper requires addressing all of the following items:

- Describe the culturally diverse setting that you worked in. Describe the students and the staff with regard to aspects of diversity that were relevant to the setting (race/ethnicity, culture, social class/socioeconomic status, language, gender, age, etc.).
- Describe the influence of specific observations and experiences of the field experience on your thinking about diversity. Discuss how specific observations and experiences influenced (a) your knowledge about variables of diversity and (b) your disposition regarding the students with whom you worked. Include also the main things you learned from the experience.
- Describe "what you learned about yourself." Discuss (a) whether or not the experience contributed to your knowledge about the lives of culturally diverse students and (b) the ways you believe the field experience contributed to your growth as a future educator.
- Describe anything else you learned from the classroom, the atmosphere of the school or community.
- Evaluate your field experience with regard to suggestions that would improve the experience.

**Student Evaluation:** All assignments must be completed in order for a satisfactory grade to be issued. Students must attend an organizational meeting to discuss the assignments and placement options. Students will be provided an electronic packet with all of the assignments provided and explained at this organizational meeting.

Course Evaluation: The course is graded on an S/U scale. Students are required to attend all seminar sessions and complete 25 hours in a culturally diverse classroom. Attendance must be consistent. To receive a satisfactory grade, students must have a favorable evaluation from the classroom teacher and the university course instructor.

## **Student Support/Policies**

[LINK TO VCSU Student Support Documents](#)

**Teaching Channel and Face-to-Face practicum assignments are due October 16.**