College of Education – Desired Outcomes – Graduate

Morally Responsible Professionals in a Social/Political Democracy

Outcomes for other Advanced (Teaching) and Other Educational Professionals (January 2008):

The University of Nebraska at Kearney recognizes the importance of education in and for a democratic society and has identified the following desired outcomes. Therefore, by the time UNK students complete their education program, they will:

Demonstrate Knowledge of:

(Ka) subject area content (advanced teaching); central concepts and structure of the specific field (professional knowledge).
(Kb) purposes of schooling and professional practice in a diverse and democratic society.
(Kc) concepts of data collection, assessment, and evaluation of data to enhance learning for all learners within specific area of specialization.
(Kd) tools of inquiry and research for expanding knowledge and/or solving problems in the workplace.

Demonstrate Skills to:

(Sa) collect and analyze data within specific area of specialization to guide the planning and implementation of specialization specific methodology to enhance learning of all learners.
(Sb) utilize technology appropriate to area of specialization to deliver instruction and manage information.

Demonstrate Dispositions of:

(Da) collaboration: Demonstrates ability to work productively with others to facilitate positive influences on decision-making affecting learning of all learners in professional settings.
(Db) reflection: Demonstrates ability to independently evaluate impact of instruction/treatment (intervention)/ or management decisions on the welfare of those served.
(Dc) responsibility: Demonstrates responsibility to the profession as defined by the specific program, a readiness to lead, and advocacy at individual and systemic levels to foster learning for all in a democratic and diverse society.
NCATE CONCEPTUAL FRAMEWORK (Renewed, October, 2009)

Democracy

Public education is the single unifying institution charged with the preparation of the young for life in our social and political democracy. Through their continuing commitment to providing quality education for all, regardless of background or heritage, schools have the responsibility to ensure that young people acquire the knowledge, skills, dispositions, and ethical guidance needed for lifelong learning and for productive living in a democratic society. Accordingly, educator preparation programs at the University of Nebraska at Kearney demonstrate an enduring commitment to high quality education. The foundation for this commitment is insuring that graduates acquire the content knowledge and demonstrate the pedagogical skills associated with a high quality education.

Maintaining and advancing our democracy requires firm commitment to a system of education rooted in the core ideals of liberty, equality, and justice. Realization of these ideals, as set forth in the United States Constitution and in the constitutions of the fifty states, requires citizens who are both caring and compassionate, as well as skillful critical thinkers. The goal for teacher educators based in the Arts and Sciences, College of Education, and P-12 partner schools, then, is to prepare graduates who will uphold and promote these ideals in the public schools and in the broader community. Accordingly, our programs strive to prepare educators who value self-reflection as a powerful tool for purposeful change, model responsible and ethical behavior, and effectively collaborate with others.

Diversity

Demographic indicators tell us that student populations are becoming increasingly diverse in the 21st century. To prepare the young for full participation in a global society, educators need to acquire and demonstrate the ability to apply diversity-related proficiencies in the domains of knowledge, skill, and professional dispositions. Central to our educator preparation programs is the belief that all students can become successful learners. Student success will be impacted by the educator’s skill in recognizing and understanding diversity in learners and their families, and in understanding how diverse perspectives and life experiences affect learning. Therefore, educators must work toward both quality and equity in public education. To accomplish this, educators must be skilled in the creation of learning environments that show understanding for students with exceptionalities as well as students from diverse populations, provide students with differentiated learning tasks, and encourage both individual and collective responsibility. Consistent with this, educator programs strive to effectively prepare graduates for meaningful community and global engagement. In turn, these graduates will facilitate the active participation of their students as citizens of the
pluralistic global community. To this end, teacher educators based in the Arts and Sciences, College of Education, and P-12 schools, endeavor to prepare, inspire, and support the development of its graduates by promoting dispositions that respect and value differences so that all students learn.

Technology

As our society changes and embraces a global orientation, it becomes essential for people to be informed about knowledge acquisition, data analysis and management, and how to connect to others both within and outside their communities. Technology and its many applications have provided the means to accomplish these global connections. As a result, it has become imperative that educators embrace technological advances and use them effectively.

Educators must recognize the importance of technological and information literacy and the capabilities of technology to facilitate learning while connecting students to the larger world. They should understand that instructional technologies and applications impact the dissemination of information, inform professional practice, and enhance services for students. Educators should be skilled in a variety of instructional technologies and their applications and able to reflect and discriminate in embracing and mastering appropriate information technologies. Finally, educators must be able to integrate technology with teaching strategies and curriculum design, utilize technology as a tool to diagnose and plan instruction, and be knowledgeable about legal and ethical uses of information and instructional technologies.

To this end, teacher educators based in the Arts and Sciences, College of Education, and P-12 partner schools aim to prepare graduates who can reflect and make responsible decisions concerning the use of technology as a tool to enhance the learning process.
TE 808P  
Human Relations

Textbooks: The Inner World of the Immigrant Child by Igoa
ICQ: Intercultural Packet (ask me for availability)

Goals:
1. Develop a working definition for diversity and multicultural education. (D.O. #3, #4) [Assessment: Discussion forums]
2. To explore definitions of culture and understand Bennett’s Model of Cultural Sensitivity. (D.O. #2, D.O. #5) [Assessment: Discussion forums and in-class discussion]
3. To become more proficient in examining the dimensions of other cultures as well as our own. (D.O. #8, D.O. #9) [Assessment: In-class examination]
4. To become familiar with various resources in libraries, communities, and the Internet which deal with multicultural issues. (D.O. #2) [Assessment: Final Paper]
5. To leave the class with a cornucopia of knowledge regarding the challenges and benefits of diversity. (D.O. #1) [Assessment: Discussion Forums & Final Paper]
6. To know what to do in terms of instructional adjustments and helping your school to become a welcoming environment for diverse students. (D.O. #6, D.O. #7, D.O. #10) [Assessment: Final Paper]

Grading system:

A  94% - 100%
A-  90% - 93.99%
B+  87% - 89.99%
B   84% - 86.99%
B-  80% - 83.33%
C+  77% - 79.99%
C   74% - 76.99%
C-  70% - 73.99%
D+  67% - 69.99%
D   64% - 66.99%
D-  60% - 63.99%
F   Below 60%

Grades will be based on the following:
Attendance & Participation (5 Discussion Forums 10 pts each) 50

Examination over Inner World of the Immigrant Child 25

Research Paper (10 pages over multiculturalism topic) 25

Total .................................................. 100

Discussion Forums (50 points/10 points each)

First Forum Discussion: “Diversity: Definitions, Demographics, and Denial”

- Thoughts about culture, diversity and multiculturalism.
- The Demographics of Change: Central Nebraska Schools Today
- Multiple Intelligence and improving your ICQ
- “Who are you? Self-knowledge as the first step”
- Activity: Creating Cultural Maps (Handout Assignment) Take home

Second Forum Discussion: “A Welcome Mat or Why are those people so odd?”

- Intercultural Sensitivity: Denial, Defense, & Minimization.
- Activity: Looking at our Cultural Maps!

Third Forum Discussion: “Discovering Multicultural Literature in your local school library (or the lack thereof)

- Teaching Strategies: Multiple Intelligence Approaches with Diverse Learners
- Examine how basics of how second languages are learned.

Activity: “Discovering Multicultural Literature in your local school library (or the lack thereof)

Fourth Forum Discussion:
Activity “Discovering the Multicultural Heritage in your local Community or finding good Multicultural books for your local school library”

- Examine the kinds of books and other materials that can help enrich a multicultural curriculum and create a school environment that is stimulating to LEP students and their Nebraska counterparts.
- Establish criteria for ferreting out quality cultural texts from the thousands on sale for young students.
- Examine the kinds of books and other materials that can help enrich a multicultural curriculum and create a school environment that is stimulating to all students.

Fifth Forum Discussion: “The Inner Turmoil of the Immigrant Child and the Mainstream Teacher”

- Have *The Inner World of the Immigrant Child* read before doing this forum. Please respond to my thread on the 5th forum.

**Final Exam over the text: (25 points)**! This will be an open book test. You should be able to discuss, define and give examples for each of the following terms (5 points per answer):

1. What is the silent stage and why is it important in language learning? (Chapter 1)
2. What are the stages of uprooting and how do they affect school performance? (two examples please) (Chapter 2)
3. Discuss the sense of loneliness and vulnerability students feel when caught between two cultures? What can be done by the teacher to overcome these feelings? Give two examples. (Chapter 3)
4. What is the CAP Approach and give two examples of it in practice. (Chapter 4)
5. What kind of adaptations can a teacher use to help ELL students struggling with academic work? (Three examples) (Chapter 5)

**Final Paper (25 points):**
Write a ten-page paper (double-spaced, New Times Roman) over one of the following topics. Include at least ten sources from research using APA format. (25 points)

1. How you would go about creating a classroom that would welcome students from culturally different backgrounds to your school? Give specific examples and describe your future classroom.

2. What are three strategies that you might use in persuading your colleagues to be more open about working with minority children (i.e. Hispanic, ELL’s, physically or mentally challenged, or lower socio-economic) For example, developing a cultural unit in which your students would “share” their background through short stories, art, or videotaped interviews with parents would be an excellent way of helping other students AND teachers know these students.

3. From the text, The Inner World of the Immigrant Child, write about the best strategies (in your opinion) used by the teachers to help their students improve their skills in the following areas: reading, writing, listening, or speaking. Be specific!