

Evidence of Use of Diversity

Art Education

<p>In student teaching, students are expected to demonstrate their knowledge and skill in teaching students with diverse cultural and ethnic backgrounds. Lesson and unit plans must demonstrate their cultural awareness and sensitivity.</p>
<p>This course frames the education of children with special learning needs within the larger diversity mandate. Understanding, teaching, and managing the behaviors and participation of children and adolescents with diverse abilities and learning styles are part of being a culturally competent educator. Students will learn how understanding of cultural difference affects the ways in which teachers view, respect, appreciate, manage, teach and assess their students. The lesson that students will design and teach is expected to reflect cultural awareness and responsiveness, both in content and delivery. In addition to a general multicultural perspective woven throughout the course, students will also be expected to read specific material, reflect on it, prepare for and participate in class activities devoted to exploring issues of bias and anti-bias in education, and how these issues affect teachers' efforts to make learning accessible to all children.</p>
<p>Students will be exposed to the art expressions and artmakers of diverse world cultures while learning about art materials and processes. Students will also be required to research material from diverse art worlds and include their findings in a Professional Resource File (PRF) that they will develop throughout the semester and beyond.</p>
<p>Issues of effective educational practice in culturally pluralistic settings are addressed in this course through course readings of scholarly writing and research that addresses diverse groups in the community and contemporary issues related to multiculturalism in art and art education.</p>
<p>Students learn to integrate art with the world of the developing learner, diverse groups in the community, and contemporary culture. Artists from a wide range of cultural groups are included.</p>

English Education

<p>As teacher educators are exposed to a wide range of literature for young adults, they will explore such issues as racism, prejudice, disabilities, gender and class biases. They will approach the teaching of the language arts through a <u>culturally and socially responsive pedagogy</u>.</p>
<p>As teacher candidates learn about educational trends and leaders, both historical and current, in curriculum and instruction, they will address issues related to diversity as well as the use of culturally and socially responsive pedagogy in culturally pluralistic secondary education settings.</p>
<p>As teacher candidates learn about educational trends and leaders, both historical and current, in curriculum and instruction, they will address issues related to diversity as well as the use of culturally and socially responsive pedagogy in culturally pluralistic elementary education settings. Students will also be required to reflect on their fifteen-hour clinical experience from a diversity perspective and will be expected to address cultural pluralism in some fashion in their reflective journal.</p>

Materials in this course reflect a multicultural perspective. Class readings and discussions include: handling racism in the classroom and establishing rapport and open communication with all students. Issues relating to the “right to one’s own language,” and strategies for English Language Learners and diverse literacies are explored. Students observe and teach in schools with diverse populations. English teaching for social justice is also explored.

Students will explore implications inherent in sociolinguistics, and develop an anthropological view of others. They will relate such issues to society, and examine their application to combating all forms of intolerance.

The studio workshop approach to writing instruction creates an atmosphere for connecting across boundaries.

Modern & Classic Languages Education

- French Education
- Spanish Education

In keeping with recent changes in state standards, and the BSC Teacher Education Program call for *dynamic multicultural contexts*, placements are generally arranged in high-need school settings where participants will have the opportunity to observe and interact with a diversity of language learners.

In keeping with recent changes in state standards, and the BSC Teacher Education Program call for dynamic multicultural contexts, placements are generally arranged in a variety of settings so that participants will have the opportunity to work with the greatest possible diversity of language learners. On both the planning and reflection end of instruction, candidates are encouraged to accommodate all learners they encounter in their classrooms.

Music Education

Teaching materials will include music from diverse cultures.

Educational Foundations

- Business and Marketing Education
- Career and Technical Education

As teacher candidates learn about educational trends and leaders related to career and technical education, both historical and current, in curriculum and instruction, they will address issues related to diversity as well as the use of culturally and socially responsive pedagogy in culturally pluralistic career and technical education settings. Students are expected to address cultural diversity in some fashion while completing their written assignments and class presentations.

As teacher candidates learn about the factors which impact school and community relations, they will address instructional delivery systems that reflect individual differences and learn how to modify activities and presentations to accommodate students with special needs. Students will be required to reflect on their previous educational experiences and their mentoring assignments from a diversity perspective and will be expected to address cultural pluralism in their assigned projects.

The needs of a diverse population require curricular models and instructional strategies that include technical expertise supported by collaborative assistance and instruction from the academic community. Failure to recognize and address the needs of students may result in a portion of the future population that cannot participate successfully in the marketplace or as citizens.

The instructor is confronted with a variety of student choices that require the need to exhibit sensitivity for the adjustment of student activities, conduct, and career development. The nature of the program requires the delicate balancing of student, parent, and employer satisfaction, while maintaining a mentoring relationship within the community.

Supervisors and administrators are confronted with educational requirements that must address new and emerging occupational needs in facilities and communities that demand statistical evidence of need without projections. The needs of a diverse population require curriculum models and instructional strategies that include technical expertise supported by collaborative assistance and instruction from the academic community.

A key component of this course will be the historical and contemporary ideologies that impeded or promoted educational equality based on gender, race, ethnicity, sexual orientation, and ability. As teacher candidates learn about historical and philosophical diversity issues in curriculum, instruction, and policy, they will relate them to contemporary contexts, reflecting and critiquing current and historic practices.

Elementary Education and Reading

- Childhood Education
- Early Childhood Education
- Childhood and Early Childhood Curriculum & Instruction
- Early Childhood and Childhood Education
- Educational Leadership
- Literacy Specialist

Technology allows a wider variety and diversity of experiences to occur within a classroom. In this class, multicultural education will be addressed in several assignments including in a technology position paper and the WebQuest assignment.

Issues of diversity as well as the use of culturally and socially responsive pedagogy in culturally pluralistic elementary education settings will be discussed. Students will also be required to reflect on their 15 hour practicum experience from a diversity perspective and analyze their preparedness to teach in rural, suburban, and urban situations. In their personal professional development plan, students will address their specific strengths and weaknesses in regards to diversity and organize a plan of action to remedy any identified weaknesses. In addition, much of the children's literature used in this course will celebrate and value a culturally diverse perspective.

Teacher candidates will have opportunities to address and deal with issues related to effective practices for diverse classrooms. Topics such as cooperative learning, community building, and multi-cultural education through children's literature will be emphasized.

Teacher Candidates in this course will acquire knowledge of and the ability to apply culturally & socially responsive practices in the instruction & assessment of all students.

<p>Teacher candidates will have opportunities to address and deal with issues related to effective practices for diverse classrooms. Topics such as cooperative learning, community building, and multi-cultural education through children's literature will be emphasized.</p>
<p>As the students in this course learn about historical trends, education law, and the various disabilities listed in the reauthorization of the Individuals With Disabilities Education Act (IDEA), they will address issues related to exceptionality, cultural and social diversity and how these issues impact the education of all children and youth</p>
<p>Some learners' behavior may conflict with the expectations held by teachers in general education and special education classrooms. This conflict may be due to differences in the teacher's and learners' linguistic and cultural backgrounds. This course will address these differences and describe how participants can determine if a learner's behavior is truly problematic in that it persists across environments and can potentially minimize successful academic and social adjustment if left unaddressed. Emphasis will be placed on the selection of techniques for encouraging and responding to appropriate learner behavior that are sensitive to cultural and linguistic differences.</p>
<p>Students will describe issues related to diversity that individuals experience including ethnicity, gender, and disability and how it will impact interactions with other teachers, administrators, students, and parents.</p>
<p>As Teacher Candidates learn about educational trends and leaders, both historical and current, in curriculum and instruction, they will address issues related to diversity as well as the use of culturally and socially responsive pedagogy in culturally pluralistic elementary education settings.</p>
<p>Students in this course will acquire knowledge of and the ability to apply culturally and socially responsive practices in the instruction and assessment of all students.</p>
<p>As candidates for certification in literacy, students will learn about the development of a number of significant issues in the field of literacy education. Students in this course will acquire knowledge of and the ability to apply culturally and socially responsive practices in the instruction of reading, writing, speaking and listening skills of children, adolescents, and adults.</p>
<p>As professional educators expand their knowledge about application of writing skills, they will recognize and need to be responsive to a pluralistic society. Awareness and sensitivity to cultural and social differences among children will be a critical element of genre selection.</p>
<p>Students in this course will acquire knowledge of and the ability to apply culturally and socially responsive practices in the instruction and assessment of all students.</p>
<p>Students will learn a variety of strategies for assessing and evaluating reading needs. These strategies will address issues of diversity. Students in this course will acquire knowledge of and the ability to apply culturally and socially responsive practices in the assessment of reading, writing, speaking and listening skills of all students.</p>
<p>Some learners' behavior may conflict with the expectations held by teachers in typical general and special education classroom. This conflict may be due to differences in the teacher's and learners' linguistic and cultural backgrounds. Students will be required to reflect on the course content from a diversity perspective and will be expected to address cultural pluralism in some fashion in their course assignments.</p>

<p>Issues, strategies, and practices investigated and demonstrated through the context of this course are by their nature responsive to the diversity in our society. Sharing of what has been investigated widens the understanding of all enrolled students with regard to culturally responsive curricula and issues pertaining to them.</p> <p>The issue of diversity is central to the theme of family involvement whether discussing family forms, school choice, communication strategies, or models of involvement. A strong emphasis on inclusiveness and anti-bias strategies in communicating and involving families will be the central tenets of this course. Students must be willing to do “personal work” in this course to deepen their recognition and respect of alternative life styles, different values, cultural, race, and religious differences. This work is essential in meeting the goal of becoming a non-judgmental, inclusive, and welcoming professional in your work with all families.</p>
<p>Students in this course will review the anti-bias approach in curriculum planning and implementation. This approach addresses issues of racism, multi-cultural education, exceptionalities, gender, age, and sex discrimination.</p>
<p>Course material is infused with information on an anti-bias and social justice curriculum, and explores practical application of culturally non-biased and socially responsive practices for the care and education of primary school children and their families.</p>
<p>As Teacher Candidates learn about educational trends and leaders, both historical and current, in curriculum and instruction, they will address issues related to diversity as well as the use of culturally and socially responsive pedagogy in culturally pluralistic elementary education settings.</p>
<p>This course is infused with knowledge on anti-bias curriculum and explores practical application of culturally non-bias and socially responsive practices for the care and education of infants, toddlers, preschools and early primary children and their families.</p>
<p>As the students in this course learn about historical trends, education law, and the various disabilities listed in the reauthorization of the Individuals With Disabilities Education Act (IDEA), they will address issues related to exceptionality, cultural and social diversity and how these issues impact the education of all children and youth.</p>
<p>Students will describe issues related to diversity that individuals experience including ethnicity, gender, and disability and how it will impact interactions with other teachers, administrators, students, and parents.</p>
<p>As professional educators expand their knowledge about application of writing skills, they will recognize and need to be responsive to a pluralistic society. Awareness and sensitivity to cultural and social differences among children will be a critical element of genre selection.</p>
<p>As candidates for certification in reading, students will learn a variety of strategies for assessing and evaluating reading needs. These strategies will address issues of diversity. Students in this course will acquire knowledge of and the ability to apply culturally and socially responsive practices in the assessment of reading, writing, speaking and listening skills of children, adolescents, and adults.</p>

Exceptional Education

- Exceptional Education
- Special Education: Early Childhood, Childhood, & Adolescent
- Teaching Bilingual Exceptional Individuals

Cultural values and patterns of language use may affect teachers' expectations, interaction styles, instructional techniques and students' performance in educational settings. Participants in this course will study the ways in which cultural and linguistic diversity interact with disability and impact ELLs current levels and patterns of performance, as well as the efficacy of a variety of instructional models and techniques with these learners. The major focus of this course will be the development of skills needed to address cultural and linguistic differences to decrease inappropriate classification and enhance learning outcomes for ELLs with disabilities.

As the students in this course learn about historical trends, education law, and the various disabilities listed in the reauthorization of the Individuals With Disabilities Education Act (IDEA), they will address issues related to exceptionality, cultural and social diversity and how these issues impact the education of all children and youth.

Students will describe issues related to diversity that individuals experience including ethnicity, gender, and disability and how it will impact assessment.

Some learners' behavior may conflict with the expectations held by teachers in typical general and special education classrooms. This conflict may be due to differences in the teacher's and learners' linguistic and cultural backgrounds. Students will be required to reflect on their practicum experience from a diversity perspective and will be expected to address cultural pluralism in some fashion in their course portfolio.

Some learners' behavior may conflict with the expectations held by teachers in typical and special education classrooms. This conflict may be due to differences in the teacher's and learners' linguistic and cultural backgrounds. This course will address these differences and describe how students can determine if a learner's behavior is truly problematic in that it persists across environments and can potentially minimize successful academic and social adjustment if left unaddressed. Emphasis will be placed on the selection of techniques for encouraging and responding to appropriate learner behaviors that are sensitive to cultural and linguistic differences.

Students will describe issues related to diversity that individuals experience including ethnicity, gender, and disability and how it will impact interactions with other teachers, administrators, students, and parents.

Some students' learning behavior may conflict with the expectations held by teachers in typical general and special education classrooms. This conflict may be due to differences in the teachers' and learners' linguistic and cultural backgrounds. Students will be required to identify and anticipate differences and will be expected to address cultural pluralism in their planning and instruction.

As teacher candidates learn about curriculum and instruction for individuals with mild disabilities, they will address the issues related to students from culturally and linguistically diverse backgrounds. This topic will be addressed in terms of the learner characteristics and strategies to teach individuals whose primary language is other than English.

As teacher candidates learn about educational policies, laws and trends regarding parent's role in the education of their children, they will begin to address issues regarding diversity. By their nature, families are complex. The course will emphasize the family systems approach to viewing families. This approach enables one to be attuned to families' characteristics, (cultural background, size, form, special challenges) interactions, functions and lifecycles. Students will reflect on their own background and beliefs as these affect their perceptions and learn to appreciate and accommodate others from diverse backgrounds.

As teacher candidates learn about curriculum and instruction for individuals with disabilities, they will address the issues related to students from culturally and linguistically diverse backgrounds. This topic will be addressed in terms of the learner characteristics and strategies to teach individuals whose primary language is other than English.

Some learners' behavior may conflict with the expectations held by teachers in typical general and special education classrooms. This conflict may be due to differences in the teacher's and learner's linguistic and cultural backgrounds. Students will be required to reflect on the course content from a diversity perspective and will be expected to address cultural pluralism in some fashion in their course assignments.

Some students' learning behavior may conflict with the expectations held by teachers in typical general and special education classrooms. This conflict may be due to differences in the teacher's and learners' linguistic and cultural backgrounds. EXE 636 students will be required to identify and anticipate differences and will be expected to address cultural pluralism in their planning and instruction.

Participants will be working with children and adults from a variety of cultural and socio-economic backgrounds who present an array of learning problems. Participants are asked to demonstrate the things they do within the educational setting to accommodate the diverseness among their students.

Natural & Social Science Education:

- Biology Education
- Chemistry Education
- Earth Science Education
- Physics Education
- Mathematics Education
- Social Studies Education

In this course, teacher candidates will work with both teachers and students at the middle and high school levels in the Buffalo Public Schools and surrounding districts. We will have classroom discussions on the educational practices that are most successful in culturally pluralistic settings.

Students are expected to develop an awareness of the needs of individual learners as taught in public classroom settings with regard to race & culture, gender, exceptional ability/disability and learning styles and to recognize how these individual needs are identified and met in the development of general literacy and science literacy.

Our seminar schedule includes time for discussions on the educational practices most successful in culturally pluralistic settings.

