



**ECED 4423 Culturally and Linguistically Appropriate Early  
Childhood Teaching Practices  
Online**

**Midwestern State University  
Gordon T. & Ellen West College of Education  
Fall 2023**

**Professor Information**

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\*\* Please feel free to contact me via cell phone BUT you need to leave a voice or  
text message so that I can get back to you.

**Required Reading**

Follari, L. (2014). *Valuing diversity in early childhood education*. Pearson.

**Instructor Response Policy**

Please feel free to contact me via cell phone BUT you need to leave a voice or text  
message so that I can get back to you. I will respond within 24 hours M-F

## **Course/Catalog Description**

Teaching methods and professional practices that are culturally relevant and appropriate for culturally and linguistically diverse children and families.

## **WCoE Conceptual Framework**

The outcomes for graduates of professional programs are based upon knowledge, skills, and dispositions in the following elements:

- **Learner Development** - understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and design and implements developmentally appropriate and challenging learning experiences.
- **Learning Differences** - understand individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- **Learning Environment** - work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.
- **Content Knowledge** - understand the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
- **Application of Content** - understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- **Assessment** - understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
- **Planning for Instruction** - plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- **Instructional Strategies** - understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
- **Professional Learning and Ethical Practice** - engage in ongoing professional learning and use evidence to continually evaluate his or her practice,

particularly the effects of his or her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

- Leadership and Collaboration - seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

### **Objectives**

1. Illustrates understanding of the importance of a family's culture as an influence on a child's development. (NAEYC 1,2,4; Texas Core Competencies for Early Childhood Practitioners and Administrators)
2. Creates lesson and activities for different ages where children can be engaged in positive discussions, read-alouds, and play activities focused on cultural differences. (NAEYC 1,4; Texas Core Competencies for Early Childhood Practitioners and Administrators)
3. Comprehends the influence of culture on interactions with families and identifies how to engage in effective and positive conversations with all children and families. (NAEYC 2,4; Texas Core Competencies for Early Childhood Practitioners and Administrators)
4. Reflects on own biases and gaps in knowledge regarding cultural influences on children and identifies where to seek resources and support. (NAEYC 4, 7; Texas Core Competencies for Early Childhood Practitioners and Administrators)
5. Demonstrates knowledge of how to set up an inclusive environment for young children including labels and materials that represent the unique cultures of children in the classroom. (NAEYC 1, 4; Texas Core Competencies for Early Childhood Practitioners and Administrators)
6. Identify ways to connect with families in preschool programs and learn about their cultures, languages and beliefs. (NAEYC 2, Texas Core Competencies for Early Childhood Practitioners and Administrators)
7. Recognize that language plays a critical role in children's connection to their culture and community and distinguish best practices that support the use of children's home languages. (NAEYC 2,4; Texas Infant, Toddler, and

Three-Year-Old Early Learning Guidelines: Culturally Appropriate Practice in Early Childhood Settings)

8. Explain the role of culture in play and how play can be a way for children to explore cultural roles, values, and norms. (NAEYC 1,2,4; Texas Infant, Toddler, and Three-Year-Old Early Learning Guidelines: Culturally Appropriate Practice in Early Childhood Settings)

## **National Association for the Education of Young Children (NAEYC) Standards**

### **Standard 1 - Child Development and Learning in Context**

Early childhood educators (a) are grounded in an understanding of the developmental period of early childhood from birth through age 8 across developmental domains. They (b) understand each child as an individual with unique developmental variations. Early childhood educators (c) understand that children learn and develop within relationships and within multiple contexts, including families, cultures, languages, communities, and society. They (d) use this multidimensional knowledge to make evidence-based decisions about how to carry out their responsibilities.

1b: Understand and value each child as an individual with unique developmental variations, experiences, strengths, interests, abilities, challenges, approaches to learning, and with the capacity to make choices.

### **Standard 2: Family-Teacher Partnerships and Community Connections**

Early childhood educators understand that successful early childhood education depends upon educators' partnerships with the families of the young children they serve. They (a) know about, understand, and value the diversity in family characteristics. Early childhood educators (b) use this understanding to create respectful, responsive, reciprocal relationships with families and to engage with them as partners in their young children's development and learning. They (c) use community resources to support young children's learning and development and to support children's families, and they build connections between early learning settings, schools, and community organizations and agencies.

2a: Know about, understand, and value the diversity of families.

## **Standard 4: Developmentally, Culturally, and Linguistically Appropriate Teaching Practices**

Early childhood educators understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages and characteristics and on the settings in which teaching, and learning occur. They (a) understand and demonstrate positive, caring, supportive relationships and interactions as the foundation for their work with young children. They (b) understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child. Early childhood educators (c) use a broad repertoire of developmentally appropriate and culturally and linguistically relevant, anti-bias, and evidence-based teaching approaches that reflect the principles of universal design for learning.

## **Texas Core Competencies for Early Childhood Practitioners and Administrators**

### **Core Competency Area 6: Diversity and Dual Language Learners**

#### **6.1 Cultural Diversity and Equity Competencies:**

1. Articulates the importance of a family's culture as an influence on a child's development (creative expression, response style.)
2. Nurtures and interacts with children as individuals.
3. Engages children in positive discussions, read-alouds, and play activities focused on cultural differences.
4. Is supportive of children who make non-stereotypical play choices (boys choosing dresses in dramatic play, preferring academic tasks to imaginative play.)
5. Articulates the influence of culture on interactions with families (meaning of eye contact and non-verbal communication, accepted roles and boundaries for caretakers and educators) and how to engage in effective and positive conversations with all families.
6. Embraces cultural differences and works closely with families to help children transition to the early childhood setting.

7. Plans activities with families that support each child's culture and uses these activities in class to increase children's awareness and understanding of differences and similarities across families.
8. Reflects on own biases and gaps in knowledge regarding cultural influences on children in their classroom and seeks resources and support from other staff to fill in gaps and adjust practices.
9. Integrates, labels, and discusses materials (music recordings, books, pretend food, dolls, toys) that represent the unique cultures of children in the classroom.
10. . Encourages participation from families and staff to ensure a variety of cultural perspectives are represented in program curriculum, activities, and plans.
11. Ensures classrooms have materials (music, books, toys, posters, graphics) that are sensitive to and represent the cultural diversity of the program.
12. Enhances the capacity of others through discussion, modeling, and training in culturally and linguistically sensitive interactions (raising awareness of nonstereotypical play choices, response styles.)
13. Develops and provides information and resources to families and staff regarding cultural differences, influences on development, and culturally sensitive classroom practices.

#### 6.2 Supporting Dual Language Learners: competencies

1. Articulates the language model of the program, when applicable (states activities and times of day designated for instruction in English or other language.)
2. Provides explanation and instruction of basic words for those English Language Learning (ELL) children in the classroom that may not be ready for more sophisticated vocabulary.
3. Uses visual representations (props, manipulatives, pictures) to support ELL children's understanding of classroom activities and instruction.
4. Discusses differences in instruction between languages spoken in the classroom (differences in Spanish and English punctuation, syllabic versus phonemic languages, grammar.)

5. Modifies activities according to the needs of Dual Language Learning (DLL) and ELL children, while adhering to the instructional model of the program.
6. Models strategies, lessons, and activities that support DLL/ELL children
7. Integrates knowledge of developmental theory, state early learning guidelines, curriculum, positive guidance, and learning strategies to plan quality experiences for DLL/ ELL children.
8. Enhances the capacity of others through discussion, modeling, and training of effective techniques that engage DLL/ELL children in positive interactions and activities that support their development across domains

### **Texas Infant, Toddler, and Three-Year-Old Early Learning Guidelines**

#### **Culturally Appropriate Practice in Early Childhood Settings:**

1. It is critical that early care and education professionals connect with the families they work with. Get to know parents, ask them what traditions and customs are important to them. Whenever possible, invite parents to share their traditions with you and the class.
2. Recognize that language plays a critical role in children's connection to their culture and community. Best practice in this area includes speaking with young children in their home language. In this way, providers support young children's connection to their culture and their language development.
3. It is important that providers honor diversity and cultural awareness as a concept and a core value of our society. Introduce stories and books to young children that actively seek to diminish stereotypes, honor pride in one's self and one's origins, and explore how it feels to be different. Play is also an important area for consideration. Young children often use play to explore cultural values, norms, and roles, so it is important that toys, books, and materials in the classroom represent all people and cultures. When observing young children play, be sensitive to the biases they are forming and try to mediate them.

## Assessment

Students will demonstrate mastery of these standards by their participation in class, completion of class assignments, projects and lesson plans relating to bilingual content methods and assessment.

## Grading Procedures

### Grades

A 90 - 100%	Work is outstanding and exemplary
B 80 - 89%	Work that is above the minimum requirements
C 70 - 79%	Work meets expected level of performance for most students
D 60 - 69%	Work that falls short of minimum criteria
F 59% or below	Work that falls well below the expected level of performance for most students

## Assignments

### 1. Student Engagement and Flipgrid Assignments 10%

You are expected to read chapter assignments, and to actively participate by completing all work for each module and these need to be fully completed to the best of your ability. Students will also be required to engage in discussion with other students and the professor via Flipgrid.

### 2. Basic Needs Reflection 20%

Students will complete the basic needs module where they will examine the US Federal Poverty Level FPL Guidelines, create a basic needs cost chart based on the community they live in, and reflect upon their findings for children/families in their area.

### 3. IRIS Module Classroom Diversity: An Introduction to Student Differences 10%

Students will be required to go through each section the challenge, initial thoughts, perspectives and resources, the wrap up, and then go to the assessment and answer the five questions. The answers will be submitted through D2L.

### 4. Multicultural Picturebooks: Digital Bookshelf 20%

Students will create a digital bookshelf of 15 picture books that are that tie to an aspect of multiculturalism. The bookshelf will include a link to a video of the book, and an attached page with a brief summary of each book including multicultural representations and information on the author and illustrator.



### **5. Trauma Informed Care Paper 20%**

Students will write a paper in which they synthesize what they have learned about trauma informed care and the components of trauma-informed practices and creating trauma-sensitive spaces for young children.

### **6. Family Engagement Plan 20%**

Family engagement is an important part of the role of an early childhood practitioner. Positive relationships and engagement with a child's family supports the child's growth and development. Students will develop a family engagement plan based on the 6 Principles of Effective Family Engagement as determined by NAEYC that fosters reciprocal communication and problem solving in support of children's learning and development.

### **Attendance Policy**

You are expected to complete all coursework and fully participate in the online course.

### **Other Class Policies**

- Disability Support - As the faculty of the West College of Education, we are dedicated to helping meet the needs of our students with disabilities and are eager to provide the accommodations to which such students are entitled. If you have a documented disability but are not registered with the Office of Disability, please contact that office immediately to register.
- Academic Honesty Policy - Honesty is a fundamental assumption in all academic activities. Students who belong to a university community have the obligation to observe the highest standards of honesty and to expect the same standards of others. —Academic honesty involves the submission of work that is wholly the student's own work, except in the case of assigned group work. Additionally, academic honesty involves the proper citation of other authors' works.
- Professionalism Policy - Conduct as a professional educator is expected at all times. —Attendance, punctuality the quality of your interactions with colleagues and supervisors, and the quality and timeliness regarding completing assignments all determine your professionalism, which in turn, signals your readiness to advance in the teacher education program.
- Late Assignment Policy - Assignments need to be turned in on the due date and time. If for some reason you are unable to bring in an assignment, you

must e-mail it, or send it in with a friend when it is due. Points will be deducted each day it is late. Extenuating circumstances must be discussed with the instructor at least 2 days.

- Americans with Disabilities Act-The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Students with a disability must be registered with Disability Support Services before classroom accommodations can be provided. If you have a documented disability that will impact your work in this class, please contact me to discuss your needs.
- Plagiarism Statement-"By enrolling in this course, the student expressly grants MSU a 'limited right' in all intellectual property created by the student for the purpose of this course. The 'limited right' shall include but shall not be limited to the right to reproduce the student's work product in order to verify originality, authenticity, and educational purposes." from Student Handbook
- Campus Carry-Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes has prohibited. The new Constitutional Carry law does not change this process. Concealed carry still requires a License to Carry permit, and openly carrying handguns is not allowed on college campuses. For more information, visit [Campus Carry](#).
- Active Shooter- The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit [Safety / Emergency Procedures](#). Students are encouraged to watch the video entitled "Run. Hide. Fight." which may be electronically accessed via the University police department's webpage: ["Run. Hide. Fight."](#)
- Smoking/Tobacco Policy
- College policy strictly prohibits the use of tobacco products in any building owned or operated by MSU TEXAS Adult students may smoke only in the outside designated-smoking areas at each location.

- Alcohol and Drug Policy- To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.
- Change of Schedule-A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the Schedule of Classes each semester.
- Refund and Repayment Policy-A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exists in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).
- Services for Students with Disabilities- In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in

order to provide appropriate services, and each request will be individually reviewed. For more details, please go to Disability Support Services.

Please note: By enrolling in this course, the student expressly grants MSU a "limited right" in all intellectual property created by the student for the purpose of this course.

The "limited right" shall include but shall not be limited to the right to reproduce the student's work product in order to verify originality and authenticity, and for educational purposes.

### **References/ Scientifically-Based Research/Additional Readings**

Midwestern State University. *Midwestern State University Undergraduate Catalog*, [MSU Catalog](#)

Midwestern State University. *Mustangs Midwestern State University Student Handbook*. [Student Handbook](#)

[Culturally Relevant Books in the ELL Classroom](#)

[Getting Started With Culturally Responsive Teaching](#)

Follari, L. (2014). *Valuing diversity in early childhood education*. Pearson.

York, S. (2016). *Roots and wings: Affirming culture and preventing bias in early childhood*. (3<sup>rd</sup> ed.).

Clark, C. P. (2021). An opportunity for change: Groundbreaking scholar Gloria Ladson-Billings on culturally relevant pedagogy and why education as we know it needs to be transformed. *Literacy Today*, 38(5), 24-27.

[Texas Core Competencies for Early Childhood Practitioners and Administrators](#)

[National Association for the Education of Young Children \(NAEYC\) Standards](#)

[Texas Infant, Toddler, and Three-Year-Old Early Learning Guidelines](#)

## Appendix A: Standards/Competencies

Assignment/Module/ Course Activities	Course Objectives or Student Learning Outcomes	Standard or Competency
Student Engagement and Flipgrid Assignments	1-8	NAEYC 1,2,4, 7; Texas Core Competencies for Early Childhood Practitioners and Administrators; Texas Infant, Toddler, and Three-Year-Old Early Learning Guidelines: Culturally Appropriate Practice in Early Childhood Settings
Basic Needs Reflection	3,4	NAEYC 2,4, 7; Texas Core Competencies for Early Childhood Practitioners and Administrators
IRIS Module Classroom Diversity: An Introduction to Student Differences	1-8	NAEYC 1,2,4, 7; Texas Core Competencies for Early Childhood Practitioners and Administrators; Texas Infant, Toddler, and Three-Year-Old Early Learning Guidelines: Culturally Appropriate Practice in Early Childhood Settings
Multicultural Picturebooks: Digital Bookshelf	2,5,6,7	NAEYC 1,2,4; Texas Core Competencies for Early Childhood Practitioners and Administrators; Texas Infant, Toddler, and Three-Year-Old Early Learning Guidelines: Culturally Appropriate Practice in Early Childhood Settings
Trauma Informed Care Paper	1,5	NAEYC 1,2,4; Texas Core Competencies for Early Childhood Practitioners and Administrators
Family Engagement Plan	6,8	NAEYC 1,2,4, Texas Core Competencies for Early Childhood Practitioners and

<b>Assignment/Module/ Course Activities</b>	<b>Course Objectives or Student Learning Outcomes</b>	<b>Standard or Competency</b>
		Administrators; Texas Infant, Toddler, and Three-Year-Old Early Learning Guidelines: Culturally Appropriate Practice in Early Childhood Settings