

Early Childhood Education 438 – Family and Community Relationships
Action Research Project – Profile a Culturally Responsive Educator
- 30 points or 30% of your grade

Instructor: Marilyn Chu, EdD

The action research paper will identify how a culturally responsive educator works effectively with children and/or families. The paper should include a rationale that links to the theories and principles introduced in class. The paper will weave a combination of teacher interview, observed teacher interaction vignettes, interpretive analysis, and personal reflection to identify what makes this education professional an effective culturally relevant teacher partnering with children, families and/or the community.

Action Research Project: An educator who models cultural responsiveness with children and families.

- 1) Choose a human service professional or early childhood educator who you feel models culturally responsive interactions with their clients, children or families.
- 2) Write specific reasons or a brief rationale for why you feel this educator was chosen to be profiled. Use criteria and ideas from class to inform your reasons (See in class references to - Gary Howard, Geneva Gay, Louise Derman-Sparks and your instructors descriptions of multicultural program approaches).
- 3) Request permission to be an observer in their work setting for at least 2 occasions for a minimum of one hour for each observation.
- 4) Conduct an informal interview with your educator or professional and write a narrative about them in the style of Ayers, W. (1989). *The Good Preschool Teacher*, NY, NY: Teachers College Press. The paper should contain the following elements; narrative observation of what the teacher does and says that illustrate their cultural responsiveness with their students or families, interpretation or analysis linked to theory and approaches related to culturally relevant program practices. These approaches will be discussed in class. Use direct quotes from your interview with the teacher or subject of the paper. Finally end your paper with your personal reflection on what observed strategies and approaches you hope to incorporate in your current or future work with children and families.
- 5) As with the Ayers example, your narrative or “story” of this educators effective practices should be based on weaving three narrative threads together; your analysis of the teacher, your verbatim record or quotes from the teacher interview, and your observational notes of the teacher’s effective practices.
- 6) Complete a paper of a minimum of 5 double spaced pages (12 point font). Follow APA guidelines.

NAEYC Standards Criteria for ECE 438- Midterm - Action Research Project

Observing, Documenting, and Assessing to Support Young Children and Families

Candidates know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence children’s development and learning.

OBSERVE AND DOCUMENT	Developing	Proficient	Exemplary
<p><i>GATHER EVIDENCE:</i> <i>Interview and observe an educator or human service professional with a focus on their culturally relevant interactions with children, families or community and their family partnership activities.</i></p> <p><i>Descriptions are objective, detailed and include sequence of events in experience, actions/words/gestures, with salient actions/words.</i></p> <p>11 pts</p>	<p>Limited narrative observation of what the teacher does and says that illustrate their cultural responsiveness.</p> <p>0-6</p>	<p>Adequate narrative observation (evidence of several hours of direct observation, over more than one visit) of what the teacher does and says that illustrate their cultural responsiveness.</p> <p>7-10 pts</p>	<p>Effective use of dialogue and description. Narrative is consistently objective, detailed, with a consistent focus on culturally relevant strategies used to partner with children and families to support and empower children’s learning and development.</p> <p>10-11 pts</p>

Building Family and Community Relationships

Candidates know about, understand, and value the importance and complex characteristics of children’s families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children’s development and learning.

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INTERPRETATION & ANALYSIS	Developing	Proficient	Exemplary
<p><i>Interpretation or analysis of what the teacher does and says linked to theory and approaches related to culturally relevant program practices with children and families.</i></p> <p>11 pts</p>	<p>Limited interpretation of what the teacher does and says that illustrate their cultural responsiveness.</p> <p>0-6</p>	<p>Adequate interpretation and analysis of what the teacher does and says that illustrate their cultural responsiveness.</p> <p>7-9 pts</p>	<p>Effective analysis of dialogue and description with reference to multiple resources (course text, additional articles). Interpretation is woven consistently throughout the paper with a focus on culturally relevant strategies used to partner with children and families to support and empower children's learning and development.</p> <p>10-11 pts</p>

Becoming a Professional

Candidates identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

REFLECTIVE /ETHICAL			
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PRACTITIONER	Developing	Proficient	Exemplary
<p><i>Your personal reflection on observed strategies and approaches you hope to incorporate in your current or future work with children and families. Discusses areas of curiosity and future research to support children and families.</i></p> <p>3 pts</p>	<p>Limited identification of professional areas for growth and strength. Lacks linkage to theory, practice and the observed teachers practices.</p> <p>0-1 pts</p>	<p>Adequate identification of professional areas for growth and strength.</p> <p>2 pts</p>	<p>Exhibits self-awareness through clear identification of specific professional areas for growth and strength. Links to observations, readings and class discussions.</p> <p>3 pts</p>
<p>Paper Use of APA, Grammar and Spelling are correct. Conceptual framework is solid and integrates across the observations. Organized and cohesive. Integrates reading, observations and class discussions.</p>			
<p>WRITTEN & ORAL COMMUNICATION</p>	<p>Lacks organization. Does not use APA. Many errors in grammar and spelling. Ideas are poorly presented or limited integration of concepts. Does not share paper in class.</p> <p>0-2 pts</p>	<p>APA style evident. Few errors in spelling and grammar. Overall concepts are complete, integrated and reflect use of resources. Shares key observation and analysis in class.</p> <p>3-4 pts</p>	<p>Conceptual framework is beyond expectations. Some photos are used to illustrate narrative. Shares key learning in class. Oral presentation is organized and engaging to fellow students.</p> <p>4-5 pts</p>

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Optional Extra Credit: 0- 2 pts – Interview a parent(s) who have worked or attended activities facilitated by this teacher of human services professional. Learn how the teacher’s strategies have impacted the family’s understanding of how to support their child’s development and learning.

Limited Interview- .5 pts _____
 Adequate Interview – 1 pt _____
 Exceptional Interview - 2 pts _____

Comments:

Total Points: