

Diversity

Northwest Missouri State University

As a Professional Education Unit (PEU) that envelops multiple content areas and faculty/student backgrounds, we seek to not only define diversity but also to enrich the diversity of our Unit. In an effort to achieve this, our Unit has reviewed various sources to assist us in refining our conceptual understanding of the idea of diversity. Below are some of the items we consulted.

Northwest University Mission: Northwest Missouri State University focuses on student success - every student, every day.

Northwest Values relating to diversity: Intercultural competence

College Vision: The vision of the College of Education and Human Services is to provide highly competent professionals who are lifelong learners, reflective thinkers and ethical leaders exemplifying the ideas of literacy, scholarship and social justice in a diverse and ever-changing world.

PEU Handbook – Philosophy and Objectives: Allow the Candidate to work with students from diverse backgrounds. These may include, but are not limited to, age, gender, ability, ethnic background, race, socioeconomic status, grade level, and cultural background.

PEU Vision-

The Northwest Missouri State University Professional Education Unit prepares highly effective, ethical, professional educators who possess the knowledge, skills and professional dispositions in order to embrace the responsibility for the learning of all children in a diverse and dynamic society.

PEU Handbook, Graduate Diversity Hours Sheet- *According to NCATE cultural diversity is defined as the variety of cultural backgrounds of candidates, faculty and school personnel based on ethnicity, race, language, religion, socioeconomic status, gender, regional/geographical background and exceptionalities. NCATE does not consider diversity of regional or geographic origins, religion, or language groups to be good faith representation of wide-range cultural diversity.

State Glossary of terms- Differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion and geographic region. From: http://dese.mo.gov/divteachqual/teached/Examiners_Handbook/documents/Glossary_final_.pdf

NCATE Definition of Diversity: Differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area. The types of diversity necessary for addressing the elements on candidate interactions with diverse faculty, candidates, and P-12 students are stated in the rubric for those elements.

Similar University Comparison:

University of North Carolina at Charlotte- The College of Education at UNC Charlotte is committed to social justice and respect for all individuals, and it seeks to create a culture of inclusion that actively supports all who live, work, and serve in a diverse nation and world. Attaining justice and respect involves all members of our community in recognizing that multi-dimensional diversity contributes to

the College's learning environments, thereby enriching the community and improving opportunities for human understanding. While the term "diversity" is often used to refer to differences, the College's intention is for inclusiveness, an inclusiveness of individuals who are diverse in ability/disability, age, economic status, ethnicity, gender, language, national origin, race, religion, and sexual orientation. Therefore, the College aspires to become a more diverse community in order to extend its enriching benefits to all participants. An essential feature of our community is an environment that supports exploration, learning, and work free from bias and harassment, thereby improving the growth and development of each member of the community.

Northwest Missouri State PEU Diversity Definition:

This search has led us to a better understanding and a further refinement of the meaning of diversity. Below you will find Northwest PEU Diversity Definition:

Northwest Missouri State University defines diversity as differences and similarities among people by ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area.

Diversity Proficiencies

As the Northwest PEU recognizes the importance of not only defining the idea of diversity, but also in working towards instilling an understanding of diversity and how it interconnects within education practice, we have developed proficiencies to be acquired by our education students. In order to refine our understanding of the needs of our students, we have consulted multiple items. You will find the items consulted below:

Northwest Dispositions related to diversity:

- 9. Considers diverse opinions and perspectives
- 11. Recognizes and promotes diversity of individuals and groups

MOSPE Standards related to diversity:

- 1C5. Demonstrates understanding of diverse cultural perspectives and recognizes the potential for bias in his/her representation of name the course content
- 2C4. Recognizes diversity and the impact it has on education
- 2C6. Shows an understanding that instruction should be connected to students' prior experiences and family, culture, and community
- 3C2A. Knows and understands learning styles and learning theory
- 6C2. Develops sensitivity to differences in culture, gender, intellectual and physical ability in classroom communication and in responses to students' communications
- 9C2A. Understands school-based systems designed to address the individual needs of students

Teacher Work Sample related to diversity:

TWS 1.1. Includes evidence of characteristics of community, school, classroom, students (developmental and special needs, family, culture, diversity, prior knowledge, learning style, multiple intelligences)—all connected to teaching

TWS 1.2. Includes characteristics of community, school, classroom, students (developmental and special needs, family, culture, diversity, prior knowledge, learning style, multiple intelligences)—all connected to curriculum map/standards

TWS 1.3. Includes characteristics of community, school, classroom, students (developmental and special needs, family, culture, diversity, prior knowledge, learning style, multiple intelligences)—all connected to classroom management plan

Similar University Comparison- Western Kentucky University

WKU Proficiencies

1. Candidates will connect theory and practice to meet needs of diverse learners.
2. Candidates will demonstrate sensitivity and respect for diverse groups.

[(1/3/2012) - *The College of Education and Behavioral Sciences at WKU is proud to announce it has received continuing accreditation from the National Council for Accreditation of Teacher Education (NCATE) and state approval of all its educator preparation programs from the Kentucky Education Professional Standards Board (EPSB). The next NCATE/EPSB accreditation visit is scheduled for Spring 2018.* http://www.wku.edu/cebs/news_and_events/2012/cebs_continuing_accreditation.php]

Northwest PEU Diversity Proficiencies:

1. Candidates will connect theory and practice to meet the needs of diverse learners.
2. Candidates will demonstrate sensitivity and respect for diverse groups.

We as a PEU feel that these two proficiencies encompass our expectations of the education students at Northwest. These two proficiencies reflect our effort to have our students understand not only the theory behind education, but also how to adopt and adapt the theory into the classroom.

NCATE (2013). *NCATE glossary*. Retrieved from

<http://www.ncate.org/Standards/NCATEUnitStandards/NCATEGlossary/tabid/477/Default.aspx#>

Department of Elementary & Secondary Education. (2013). *Glossary of MoStep terms*. Retrieved from

http://dese.mo.gov/divteachqual/teached/Examiners_Handbook/documents/Glossary_final_.pdf

UNC Professional Education Council. (2011). *Professional educators transforming lives: Conceptual framework for education programs at UNC Charlotte*.

Western Kentucky University. (2012). *Western Kentucky University diversity proficiencies*. Retrieved from

http://www.wku.edu/cebs/news_and_events/2012/cebs_continuing_accreditation.php