

## **Standard 4: Diversity**

*The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and P-12 school faculty; candidates; and students in P-12 schools.*

### **4.1 Diversity**

How does the unit prepare candidates to work effectively with all students, including individuals of different ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and/or geographical area? [10,000 Characters]

Northwest Missouri State University (Northwest) Professional Education Unit (PEU), while situated in a rural community, ensures a diverse scholastic experience for its education students by providing a wide variety of experiences through campus initiatives and professor expertise. Northwest effectively works with all education students by incorporating PEU undergraduate and graduate faculty in programmatic decisions that affect diversity initiatives. PEU administrators firmly believe that all students can learn, that individual and group differences matter, and that contexts are only lenses through which the impacts of student behaviors and performances are viewed. Our recently revised Conceptual Framework cross-references the incorporation of diversity in our coursework, field experiences, and extra-curricular initiatives with all assignments and students' dispositions within the PEU as well as with collaborating teachers, schools and school districts (Overview ex. I.5.c.8 NW Conceptual Framework). State-sanctioned teacher standards and dispositions provide us with cross-degree analysis points as well, thereby allowing us to incorporate challenges aimed at helping candidates develop cognitive complexity through engaged instructional conversations. Candidates and faculty regularly review assessment data on candidates' ability to work with all students as exemplified by the attached Diversity Document (ex. 4.4.h.8 Diversity Doc.).

The Curriculum: The preparation of initial candidates through general education, core content, and PEU course- and field-work provides candidates with a variety of diverse experiences. All initial candidates are required to complete special education (SPED), an Institutional Requirement in multiculturalism, and multiple courses which incorporate education of exceptional children, diverse learners, and ELL strategies. The advanced programs have diversity threaded throughout their unique programs (ex. 4.4.b.1 Curr. Diversity Matrix).

Elementary candidates complete 62-211 Observ. and Act., 62-301 Rprtng Pupil Prog., 62-216 Lit. in Elem., 62-456/407 Rdg /Lang. Arts Pract., and 62-420 Content Pract. 62-211 introduces the need for teachers to understand the backgrounds of the students within their classrooms by introducing the concept of the learning context (TWS), which provides an intimate view of how diversity affects teaching and learning (ex. 4.4.b.1 Curr. Diversity Matrix, Overview ex. I.5.a Syllabi, and ex. 4.4.c.6 TWS Guidelines).

Courses 62-371/62-641 are taken by all initial teacher candidates at Northwest including Elementary, middle school, secondary, and graduate candidates. These courses provide overviews to all candidates of P-12 students and intimate perspectives about meeting the needs

of all students to ensure all students can learn. These courses provide insights about: a) issues affecting curriculum planning and developmentally appropriate interactions; b) opportunities for students to examine their personal cultural background and the potential effects of their culture on teaching behaviors and decisions; and c) laws governing education of children with special needs. Here candidates gain insights about the attitudes, skills, and strategies needed to educate children with a diverse range of learning needs in the general education classroom, including gifted and talented learners, children who are at risk, and the culturally diverse students (Overview ex. I.5.b Syllabi).

Middle School and Secondary candidates complete 61-262 Pract.in Tchg I, 08-303 Ed.Psyc., and 61-362 Pract. in Tchg II and 62-371 Intro. to SPED. During 61-262 candidates gain introductions to teaching all students in a wide variety of educational settings in part through the exploration of element 1, the learning context, of the TWS. 61-362 provides candidates with requirements for accommodating instruction to meet diverse learning styles and needs, and ways to use varied instructional techniques (ex. 4.4.b.1 Curr. Diversity Matrix and Overview ex. I.5.a Syllabi).

Advanced Programs incorporate diversity through the common diversity hour expectation and course content. For example, Teaching ELL candidates experience diverse settings through their volunteer diversity hours and work within diverse settings during embedded practicum experiences. MEd in SPED presents teaching issues with special needs students and students with physical challenges, in minority settings, and with students from low socio-economic backgrounds (ex. 4.4.b.1 Curr. Diversity Matrix and Standard 1 ex. 1.4.a Program Narratives).

Extensive and substantive field experiences and clinical practices for both conventional and distance learning programs, in both initial and advance certification areas, are designed to encourage candidates to interact with students from a broad range of groups. Here candidates confront issues of diversity that affect teaching and student learning and develop strategies for improving student learning and candidates' effectiveness as teachers. This includes field experiences embedded in courses and diversity hours, required outside of specific courses.

Service project and diversity hours: A required Service Project involves all candidates seeking initial certifications. It is completed during their pre-clinical phase coursework in the 62-371/62-641 Intro to SPED courses. Candidates complete a project including 15 hours of diverse field experience. Projects entail field experiences with a diverse population(s), reflective activities, and in-class discussions about experiences in relation to students' future classrooms. These 15 hours also can be used towards the fulfillment of the 30 hour undergraduate diversity hour and/or the 6 hour advanced program diversity hour mandate prior to graduation. These are reflected on in either courses or within the diversity form, then reviewed with faculty in courses or during advisement sessions (ex. 4.4.h.8 Diversity Doc. and ex. Standard 1.5.b.7 EDCI 62-371 Syllabi).

Ensuring diverse field experiences-elementary: To ensure that elementary candidates have field experiences with students from diverse backgrounds, the faculty reviewed data available for the local school (Title I, high SES) and HM Laboratory School (13% Asian, 1% Indian, 2% Black, 85% White, 13% IEP students, 1% ELL) and have added an urban practicum within a district offering additional diverse ethnic and linguistic interactions (ex. 4.4.f.1 Coop. Schools Demo. Matrix).

Ensuring diverse field experiences-secondary: To ensure diverse field experiences for secondary candidates, Northwest implemented a 61-360 Pract. II experience in the urban settings of Kansas City and/or St Joseph, MO, thereby allowing candidates to refine teaching techniques, assessment approaches, and collaboration efforts among diverse populations (ex. 4.4.f.1 Coop. Schools Demo. Matrix, ex. 4.4.b.1 Curr. Diversity Matrix and Standard 1 ex. 1.4.a.24 Program Narrative Social Science).

Ensuring diverse field experiences-advanced: Due to the individualized nature of our curriculum, all advanced programs provide different diversity experiences. Multiple advanced programs currently have measures in place to ensure diverse settings are used for field experiences (ex. 4.4.f.1 Coop. Schools Demo. Matrix).

Candidate-faculty interactions: Candidates in conventional and distance learning programs at Northwest interact with professional education faculty, faculty in other units, and school faculty from a broad range of diverse groups and previous experiences. Higher education and school faculty with whom candidates work throughout their preparation program are knowledgeable about and sensitive to preparing candidates to work with diverse students. PEU faculty have many different personal diversity experiences from which to draw during instruction, advising, and supervising of teacher candidates, for example: working with low SES students; engaging students from inner city high schools; teaching high ELL populations; educating in small rural communities; working with children who have mental illness; and collaborating through study abroad experiences (ex. 4.4.d.2 Faculty Travel Matrix and ex. 4.4.g Vitae).

Student and faculty demographics: The gender/ race demographics of all candidates, PEU faculty, and Northwest faculty are within the demographic exhibit matrices (ex. 4.4.d.1 Faculty Demo. Matrix and ex. 4.4.e.2 Candidate Demo. Matrix). While these demographics are relevant, Northwest is proud to host faculty who have a rich history in traveling extensively, thereby allowing them to highlight disparate experiences with diverse cultures as evidenced by the attached Travel Matrix (ex. 4.4.d.2 Faculty Travel Matrix). PEU faculty have made at least 94 trips to 35 countries; six have taught in at least six foreign countries; faculty have led 23 student groups to 15 countries; 8 faculty have taught internationally in 6 countries; and faculty have presented their research at least 17 times in at least 13 countries.

Cooperating teachers: To ensure diverse placements for our students, Northwest collaborates with a variety of schools (ex. 4.4.f.1 Coop. Schools Demo. Matrix and ex. 4.4.h.8 Diversity Doc.).

Candidates engage in professional education experiences in conventional and distance learning programs with cohorts from a broad range of socio-economic, racial, and gendered groups. This is illustrated through our diversity of teacher candidates (86% white) as compared to the diversity which exists within our 19 county region (90% white). The active participation of candidates from diverse cultures and with different experiences is solicited, valued, and promoted in classes, field experiences, and clinical practice. Candidates reflect on and analyze experiences within their courses and field experiences in ways that enhance their development

and growth as professionals which, in turn, allows them effectively to promote future students' educational development.

#### **4.2.b Continuous Improvement [10,000 characters]**

- Summarize activities and changes based on data that have led to continuous improvement of candidate performance and program quality.
- Discuss plans for sustaining and enhancing performance through continuous improvement as articulated in this standard.

NW PEU has worked with the greater campus community to house, create, and infuse multiple diversity activities into our educator candidates' repertoire, helping to ensure they are well rounded teachers and other school professionals who can help all K-12 students learn and flourish in their classrooms. Some of the endeavors which have helped us continually improve our efforts in this area include:

Multicultural competencies: Northwest underwent a transformation of its General Education requirements at the bequest of the state by moving to a common 42 hour General Education package in 2005. At that time the university had, as a part of its mission, the underpinning of multicultural competence. To strengthen these competencies the university instigated a multicultural Institutional Requirement (IR) that was provided to students through multiple course offerings campus wide. In these Multicultural IR courses students are exposed to multiculturalism in a manner that is inviting to them as evidenced by their selection of courses in varied areas of academic interest (ex. 4.4.b.3 NW Institutional Requirements).

Educational Benchmarking, Inc. (EBI) Campus Climate Diversity Survey: Spearheaded by our Intercultural Affairs Office, this campus wide survey is given annually to a random selection of undergraduate students and provides the office with guidance about how to best allocate funding for programs to help increase awareness of diversity on the campus.

Guidelines for recruiting diverse faculty: Per university standard operating procedures, our faculty selection process adheres to the Equal Opportunity Employment Act; we do not consider preferential treatment towards any race, ethnicity, gender, or sexual orientation when determining faculty hires (ex. 4.4.g.3 EEO Booklet).

Diversity proficiency and assessments: In the past (2009, 2004, 1997, 1993) diversity at Northwest has been reviewed in various ways at the university, college, and PEU levels (ex. 4.4.h.8 Diversity Doc.). The PEU Diversity committee was developed in 1997, and through continual reviews of accreditation procedures and state/national needs, has morphed under the direction of the COTE and Dean of the College of Education and Human Services. Most recently the group was charged with updating the definition and proficiencies of diversity for the PEU and to develop assessment points for reviewing those proficiencies.

Diversity Advisory Council: This College of Education sponsored group includes diverse stakeholders from the regional educational community including the Kansas City and St. Joseph areas. The Council provides the college and university with guidance on how to better recruit, retain, and assist diverse students on our campus. One goal for this group is to offer insights

about how the College can recruit and graduate a more diverse group of students (ex. 4.4.h.3 Diversity Ad. Council Letter).

International student teaching: As part of a partnership between NW and University of Northern Iowa (UNI), our students are able to undertake a portion of their student teaching abroad. UNI has been placing student teachers abroad since the 1970s, and their expertise allows our students' opportunities to both work with diverse populations and live within multicultural settings. Each year several Northwest students partake of this opportunity.

English Language Learners (ELL) modules: In an effort to meet the Title II mandates, all undergraduate PEU programs have three embedded modules of ELL training administered through specific courses—an early module, a mid-point module, and a final module. The early module is facilitated in the elementary specific course, Fundamentals of Math and within Practicum I of the Secondary and Middle School program. The mid-point module is facilitated in the School and Society course for all undergraduates. The final module is facilitated within the student teaching seminar course. Students are assessed at all points for their understanding of the ELL material.

Minority Educators Organization: Founded in 2012, this student-led organization is supported by numerous faculty and is sanctioned to help retain minority students in the education field. Participating peer supporters are charged with helping first generation teachers transition into their first teaching experiences.

Gay, Lesbian, Bisexual, and Transgender student organization. Common Ground (Gay-Straight Alliance) is a campus-wide student organization founded by GLB&T and straight students and supported by numerous faculty. All students with ties to the GLB&T community, including educator candidates, are encouraged to join in their efforts to empower GLB&T colleagues, to educate, and to provide a safe space.

Diversity proficiencies: As the COTE approved Diversity Proficiencies are measured through our TWS and Dispositions assessments, we will be able to gauge better how our students are progressing through their understanding of diversity. Within the advanced programs, the MOSPE quality indicators are reviewed for diversity and the Dispositions are used in multiple assessment points to review the proficiency of diversity within our teacher candidates. We have established a regular rotation of Diversity Team meetings in order to ensure time to review the data generated each term. Additionally, the Diversity Team will be reviewing events planned on-campus for each term, thereby allowing opportunities to ensure that activities scheduled to meet proficiencies are indeed meeting or exceeding expectations. It is the charge of the Diversity Team to review any other diversity hour submissions to ensure that all hours are indeed fulfilling proficiencies as approved by COTE. Adaptations to the procedures will be entertained and reviewed annually to ensure efficient and productive operating procedures are undertaken by the team and those submitting diversity hour requests.

Dispositions: During field experiences, the cooperating teacher and/or supervising teacher will continue completing dispositions/mini dispositions on each student as part of our MOUs with school districts thereby providing the PEU with data that will help guide diversity initiatives

(Standard 3 ex. 3.4.a example MOUs). Additionally, faculty will continue assessing teacher candidates on the dispositions/mini dispositions during coursework. A Red Flag Disposition is always available for faculty to complete on any education student who may not be accurately embodying the diversity dispositions (ex. 4.4.c.6 Red Flag Form). As a part of the new Diversity Team Calendar, the use of the dispositions and results derived from the submission of dispositions in relation to the diversity proficiencies will be reviewed semiannually with major initiative changes being made accordingly.

ELL modules: The ELL modules were birthed from needs identified through the Title II reports. The modules originated with the third and final module, as an effort to meet the needs of those students exiting the program. Subsequently, the second/mid-point module was created and facilitated. The mid-point module was the first to be assessed through an online module format. After the successful implementation of the entire mid-point module, the final point module was implemented in concurrence with the teacher candidates returning to campus during student teaching through an in-person hard-copy examination. Finally, the first module was created and facilitated, and is now assessed through the online module format. Each module is tied directly to the Title II expectations of proficiency in ELL teacher training. Assessments will begin being evaluated by the Diversity Team as the scores become routed through the TK20 data archival system.

Ploghoft Lecture Series: The Provost-endowed Ploghoft Lecture Series, an endowment-funded and Provost-supported function, provides opportunities for two nationally and/or internationally renowned lecturers to present information at Northwest regarding overarching diversity issues within the field of education. This allows education students additional ways to explore how diversity issues may impact their future classrooms. Student assessments of these experiences are measured by qualitative reflection essays completed by each education student attendee and submitted for diversity hours to the TESS office.

Annual on-campus diversity initiatives: The PEU offers multiple on-campus experiences aimed at helping students gain experiences with diverse groups, including (but not limited to): Operation Breakthrough, Lecture Series, POW WOW, Faculty Led Trips Abroad, Special Education Service Project, Special Olympics, D Workshop, ELL Modules.

Recruitment and retention of diverse students: The university admissions office provides ample recruitment opportunities targeted at recruiting and retaining diverse student populations. Some of these are included in the exhibit documents (ex. in 4.4.h).

Recruitment and retention of diverse cooperating teachers: After completing our pilot project through which cooperating teacher diversity elements are gathered, we will review the data within the ASSET team and the Diversity Team to elicit the viability of continuing this type of a measure or if efforts would be better spent reviewing other possible methods of collecting such data. Currently the survey is being disseminated through a surveymonkey application. We would like to review the feasibility of using the TK20 system collect this data. This will be discussed at the fall 2013 ASSET team meeting and the Diversity Team meeting (ex. 4.4.f.2 Coop. Teacher Demo. Data Pilot Survey).

#### **4.3 Areas for Improvement Cited in the Action Report from the Previous Accreditation Review**

Summarize activities, processes, and outcomes in addressing each of the AFIs cited for the initial and/or advanced program levels under this standard. [12,000 characters]

Areas For Improvement that resulted from the last NCATE visit were identified as: 1) Candidates have limited interaction with faculty from diverse ethnic, racial, and gender groups; 2) Candidates have limited interactions with peers from diverse ethnic, racial, and socioeconomic groups; and 3) Unit does not ensure field experiences with students with exceptionalities and students from diverse ethnic, racial, gender, and socioeconomic groups.

In an effort to address these points, Northwest is consistently working to deliver a variety of diversity-based experiences for our pre-service teacher candidates. That said, we recognize that improvements are slower in coming than we may like as reflected by relatively low percentages of diverse populations: 9% minority enrollment; 2% international enrollment; and 29% geographically diverse enrollments. We have also worked to increase the diversity levels of our faculty populations working within the PEU as evidenced by the fact that 28% of faculty are male, 72% are female, 1% self-identify as Native American, and 1% as Asian.

As a unit, we reach out to others not only with an eye towards highlighting our current economic situations, religious affiliations, gender roles, and ethnic statuses, but also by introducing others to past experiences which have helped us develop expertise within a variety of areas. PEU faculty invite each other to present to our classes on a host of issues, thereby allowing teacher candidates to learn from and experts with clearly different academic and life-experiences. One example of such an effort is the implementation of the multiple ELL modules into various education courses. As illustrated through our Faculty Travel Matrix (ex. 4.4.d.2), most PEU faculty have had experiences within diverse geographical areas around the globe and by sharing these background we are able to impart multiple perspectives thereby meeting the educational needs of our teacher candidates.

One PEU student requirement includes that they undertake 30 hours in-service with diverse populations outside of the classroom. This includes working with students with exceptionalities and interacting with students from disparate ethnic, racial, gender, geographical, and socioeconomic groups. Elementary pre-service teachers spend the first three years of field experiences in our on-campus lab school where pupils are identified as 13% Asian, 1% Indian, 2% African American, and 85% Caucasian; 13% of students have Individual Education Plans and 1% are ELL learners. The annual three-week elementary Urban Practicum experience has continues offering opportunities to teach in the North Kansas City School system (content, reading, and early childhood). The three schools participating in the program include Briarcliff Elementary (13% Black, 6% Asian, 18% Hispanic, 60% White), Northview (2% American Indian, 5% African American, 6% Asian, 6% Hispanic, 80% white), and Liberty (2% Asian, 6% African American, 5% Hispanic, 1% Indian, 85% Caucasian). The Secondary Practicum II course provides students with week-long experiences each semester in Oak Park school in the North Kansas City School district (2% Asian, 10% African America, 10% Hispanic, 1% Indian, 73% Caucasian).

As described in Section 4.2, the College of Education continues to facilitate the Ploghoft Lecture Series, which bring diverse speakers to campus and offering overseas placement opportunities to students thereby fostering diverse teaching opportunities to pre-service teacher candidates.

AFI 1- Candidates have limited interaction with faculty from diverse ethnic, racial, and gender groups.

Due to recent faculty retirements we have been given opportunities to hire several diverse faculty members who will begin working in our PEU beginning in the fall 2013. One such hire is our newest Early Childhood Education faculty member who is Asian from South Korea. Overall, our faculty bring many unique geographical experiences to our classrooms which are especially illustrated in the attached

Faculty Travel Matrix (ex. 4.4.d.2). Additionally, we invite faculty from across campus with expertise or personal experiences on various topics into classrooms to provide students with well-rounded educational experience. One example of this effort occurs within the 61-569 Multiculturalism in Education course where faculty from various backgrounds are invited to share their geographical, religious, socioeconomic, and professional experiences. Additionally, within 62-371 Introduction to Special Education, the faculty routinely invite people to share their experiences, as evidenced in the new panels that are incorporated in their course (Overview ex. I.5.b Syllabi). The panels are comprised of multiple people with various cultural backgrounds. These panels can and do change from term to term. This is also highlighted by our efforts to integrate ELL Modules into various education courses. We provide students with diversity hour expectations that include no less than 30 hours of interaction/observation in diverse settings, and 6 additional hours of interaction for advanced candidates. This provides a baseline platform to evaluate our effectiveness of our diversity proficiencies and if our students understand diverse issues and can implement effective diversity sensitive instruction to their students. This is being evaluated through our TWS data and our Disposition data (ex. 4.4.a).

AFI 2- Candidates have limited interactions with peers from diverse ethnic, racial, and socioeconomic groups.

Since this initial finding was highlighted the PEU and university have emphasized the need to increase overall student population diversification, thereby triggering the creation of groups like the Diversity Advisory Council and the Minority Educator group. As a result, percentages of Caucasian students have decreased by around 10% within the university and especially within our education programs. More pointedly, one can note an increase in the Black student population of 3.1% since the last accreditation cycle. In 2003, for example, Northwest's student population was 92.5% Caucasian, and in 2012-2013, the number decreased by our university student population who is Caucasian is 83%. In 2003, our initial programs student population self-identified as 97% Caucasian, while the currently initial programs cohort includes 86% of students who self-identify as Caucasian. Far more remarkable is that fact that in 2003, our advanced programs cohort consisted of 92% Caucasian students, while our current advanced programs cohort contains only 80.6% of students who self-identify as Caucasian. Overall, the PEU's gender-based demographics have held constant, with 58% of university students being female in 2003, and today's student-body being 56% female (Standard 1 ex 1.4.b.8 PEDS Annual Report 2013).

AFI 3- Unit does not ensure field experiences with students with exceptionalities and students from diverse ethnic, racial, gender, and socioeconomic groups.

The PEU has undertaken several significant activities during the last few years in order to offer educator candidates a variety of opportunities, like incorporating a week out experience for secondary undergraduate candidates that is fulfilled in socio-economically challenged urban and/or suburban settings. For the elementary undergraduate candidates, an urban practicum for early childhood, content practicum, and reading language arts practicum has been established and funded by the university in collaboration with the North Kansas City school district – one site of which includes an ELL hub school building.

Additionally, we are proud to note an increase in the diversity of our own lab school student body resulting in the following demographics: 13% Asian, 1% Indian, 2% African American, 85% Caucasian, 13% Individual Education Plan [I.E.P] students, and 1% ELL. This newly emergent arrangement at Northwest's Horace Mann Lab School allows our undergraduates to gain valuable experiences. Moreover, some of our advanced students, like those enrolled in the M.S.Ed. in ELL program, are able to engage youth in this environment as the facility annually houses teacher candidates for practicum experiences.

Multiple courses incorporate field experiences for our undergraduate and graduate students. An example of this is the initial program 62-371, Northwest's Introduction to Special Education. During this course, students fulfill a 15-hour Service Project where they interact with and observe people with disabilities in conjunction with guided coursework and faculty interaction (Overview ex. I.5.b.7 EDCI 62-371 Syllabus).