

## **Standard 4: Diversity**

### **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).