

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.a Design, Implementation, and Evaluation of Curriculum and Experiences

Summarize the design, implementation, and evaluation of curriculum and experiences; descriptions of and processes for development of diversity proficiencies; and the outcomes based on key assessments. [8,000 Character Limit]

Extensive changes in teacher preparation initiated by the Missouri Department of Elementary and Secondary Education resulted in a redesign of professional education requirements at Northwest Missouri State University. Aligned with the Missouri Teacher Standards (ex: 4.3.i.3 MO Teacher Standards), this competency-based program integrates the development of knowledge, skills, and dispositions related to diversity throughout three transitional phases (ex: 4.3.i.14 Northwest Program Redesign). Assessments measuring candidates' growth and development towards becoming a culturally responsive educator will be administered in each of the three phases, i.e., admission to teacher education, admission to student teaching, and program completion. All teacher candidates will complete the integrated coursework and assessments outlined in the phases to demonstrate mastery of the competencies. Field experiences incorporated into each module are designed to augment the relevant competencies. Purposeful placements in these field experiences will ensure all teacher candidates have experiences in diverse settings.

Proficiencies

As part of the redesign efforts, a diversity committee was created to assess current diversity policies for our candidates (ex: 4.3.h.1 Diversity Comm. Minutes). The committee is comprised of diverse faculty members, the Dir. of International Affairs, the Dir. of Intercultural Affairs, and the Assessment Dir. for the Professional Education Unit (PEU) (ex: 4.3.h.2 Diversity Committee Members). A set of diversity proficiencies was created (ex: 4.3.a.0 Diversity Proficiencies). The committee selected assessments to explore candidates' positions in the following areas:

- 1) exploring one's own socio-historical background and its role in identity formation,
- 2) analyzing one's own biases and assumptions, 3) examining one's interactions with others, and
- 4) synthesizing an understanding of a system of inequities. The committee recognized the need for directed diversity experiences for all candidates and incorporated these experiences within the phases.

Curriculum

In addition to the integrated competencies related to diversity within the phases of the redesign, The Council on Teacher Education (COTE) approved a course, EDUC 61-569 Multiculturalism in Ed., as a degree requirement for all teacher candidates (ex: 4.3.i.6 COTE proposal). This

course focuses on the knowledge and skills required to be a culturally responsive educator. Exploring the impact of diversity in and out of the classroom, this course examines working with students in racially diverse educational settings. It was developed by a group of faculty with experience in multicultural education as well as knowledge of key resources available in racially diverse communities (ex: 4.3.i.12 Faculty List). This course provides a measureable benchmark in the second phase of the redesign to assess a candidate's fluency in the diversity proficiencies before his or her student teaching. Students are pre and post surveyed during the course to track development in adapting instruction to individual student's learning styles based on multicultural influences (ex: 4.3.c.5 Multiculturalism Quiz). The course incorporates six aspects of creating a classroom climate that models democracy, equity, and social justice. Students learn to become a culturally responsive teacher by placing students at the center of learning, establishing a classroom that promotes human rights, believing all students can learn, acknowledging the life experiences of students and their families, analyzing oppression in schools and society to understand racism, and modeling social justice and equity in the classroom with his or her interactions with students, families and the community (ex: 4.3.i.7 Multiculturalism in Ed. Syllabus).

All candidates for initial licensure complete three ELL modules designed to develop the skills needed to work with ELL students (ex: 4.3.a.6 ELL Modules). At the end of each module candidates are assessed on their mastery of the information. At the advanced program level, EDUC 61-695 Philosophy of Education or EDUC 61-649 Issues in Education include curriculum exploring racially diverse issues. The practicum/internship requirements embedded in these courses are designed to provide experiences in racially diverse school settings (ex: 4.3.i.2 Phil. of Ed. Syllabus; ex: 4.3.i.11 Issues in Ed. Syllabus).

Field Experience

The redesign has incorporated purposefully-designed field experiences to ensure all candidates interact with racially diverse PK-12 students. Students in the first phase of the redesign are now required to complete field experience hours in racially diverse educational settings (ex: 4.3.f.5 Approved Diversity Activities). Candidates undergo initial training with an inequity model and are assessed on understanding their own socio-historical background and its role in identity formation as well as analyzing their own biases and assumptions (ex: 4.3.i.8 Inequity Model). Field experiences continue in the second phase before student teaching through the Multiculturalism in Education course. Candidates expand their interactions with racially diverse populations by participating in tutoring programs and community activities (4.3.i.17 ESL Opp.; ex: 4.3.8.18 Culture for Critters). In the third phase, student teaching, candidates have the opportunity to practice the skills of culturally responsive teaching. Candidates synthesize their competency of the diversity proficiencies into a greater understanding of a larger system of inequities (ex: 4.3.a.10 BTE Eval.). Assessments at each of the three phases allow candidates to reflect on their development in relation to the diversity proficiencies. Candidates in advanced programs are required to have six hours of practicum experience in a racially diverse school system (ex: 4.3.a.2 Ad. Program Diversity Hrs).

Assessment

Candidates demonstrate diversity proficiencies through a number of assessments. During the Multiculturalism in Education course, candidates complete a pre and post survey measuring a

self-assessment of diversity proficiencies (ex: 4.3.c.5 Multiculturalism Quiz). The results of this survey are used to determine the need to review the proficiencies developed by the Diversity Committee (ex: 4.3.a.3 Quiz Data). Items of the Disposition Inventory assess candidates' patience/ flexibility with self and others during the learning process, their respect for opinions different than their own, and their ability to promote the recognition of diverse opinions and perspectives of individuals and groups (ex: 4.3.c.6 UG Disposition Inventory; ex: 4.3.a.4 UG Disposition Data). Items of the Missouri Educator Evaluation System (MEES) are used to assess lesson designs for diverse learners and the candidate's recognition of classroom and community culture (ex: 4.3.c.9 MEES Summative Inst.; ex: 4.3.a.7 MEES Data). The Missouri Pre-Service Teacher Assessment (MoPTA) utilizes a contextual information chart to identify the diverse instructional needs of students and assesses candidates' ability to design instruction around these identified needs (ex: 4.3.c.13 Contextual Factors Chart). The unit tracks the diversity of initial candidates' student teacher placement and advanced programs practicum /internship placement through a demographic validation form (ex: 4.3.c.15 Demo Verification Form; ex: 4.3.f.2 Demo Data). All of these assessments and dispositions are collected in the TK20 system. All candidates complete three sequenced instructional modules embedded in specific courses that provide pedagogical methodologies for working with ELL students in a mainstreamed classroom. In order to ensure that the students are reaching competence in the ELL content taught in the modules, the students take a quiz/exam at the conclusion of each module. This data is collected through the TK20 system allowing faculty to analyze candidates' performance in a holistic manner.

4.1.b Experiences Working With Diverse Faculty

Summarize opportunities and experiences for candidates to work with diverse faculty; qualifications and expertise of faculty in supporting candidates in their development of expected proficiencies; and the unit's affirmation of the value and efforts to increase or maintain faculty diversity. [8,000 Character Limit]

University Commitment to Recruit Diverse Faculty

With great intentionality, Northwest leaders included a fifth Key Strategic Objective of "Diversity and Inclusion" as the plan was revised, summer 2015 (ex: 4.i.9 Human Resources Strategic Plan PPT). This revision, based on environmental scans, led to the development of key objectives providing the Professional Education Unit (PEU) access to resources for recruiting diverse faculty and students. Regarding recruiting diverse faculty, The Northwest Human Resources office assisted PEU leadership and recruitment teams by expanding the scope of our search efforts. Examples include: publicizing open positions in the Diversity Network of the Chronicle of Higher Education and the National Association of Multicultural Education (NAME) Job Bank (ex: 4.3.d.10 NAME Job Posting). Faculty members also contacted the AACTE Holmes Scholars Program, a top network for bringing more diversity to the academy. PEU leaders have engaged in targeted networking at professional meetings and conferences to recruit diverse faculty. In interviewing candidates, search committee members looked for evidence of candidate diversity experience (ex: 4.3.d.2 Faculty Position Information). Position openings are posted on list-serves sponsored by the Missouri Association of Colleges of Teacher Education

(MACTE). Two Missouri historically black colleges and universities are MACTE members. The Office of Multicultural Student Success has also been working with the Human Resources office on recruiting and retaining diverse employees and students. These good-faith efforts to increase faculty diversity affirms Northwest's value of Diversity and Inclusion,

In the fall of 2014, the Council on Teacher Education (COTE) approved a proposal making 61-569 Multiculturalism in Education a degree requirement for all teacher candidates. In order to ensure all candidates interact with diverse faculty to gain insight from their unique perspectives regarding educational issues, the Multiculturalism in Education course was designed to be co-taught by a cadre of diverse faculty (ex: 4.3.i.12 Development Faculty for 61-569). Instructors work collaboratively to expose all candidates to interactions with each instructor. Currently sections of the course are being taught by Dr. David Kiene, faculty member residing on the Maryville campus, Dr. Anthony Moore, Assistant Superintendent for the Raytown School District, and Mr. Juan Rangel, Director of the Gateway to College program for at-risk high school students associated with Donnelly College. Each instructor represents a particular racial/ethnic population: Dr. Kiene is Caucasian, Dr. Moore is African-American, and Mr. Rangel is Hispanic. Working together, these instructors bring to life discussions on various issues related to working in diverse school settings and ensure all candidates are exposed to varying points of view.

Mr. Steve Bryant, Director of Multicultural Student Success, also works with the PEU to create a campus of diverse inclusion. Mr. Bryant serves on the PEU Diversity Committee and promotes opportunities for candidates to interact with diverse professionals. For example, he delivered the program "Developing Intercultural Competence for Tomorrow's Classrooms," co-sponsored by the PEU and the Office of Intercultural & International Affairs. Through this program, candidates recognize and value the interconnectedness of all peoples (ex: 4.3.d.3 Developing Intercultural competence Lecture).

Faculty with Diverse Experiences

The Diversity of Professional Education Faculty Fall 2014 table outlines faculty demographics, indicating 92.5% of faculty in the institution are white, non-Hispanic with 52% being male and 48% being female. PEU faculty were 96% white, non-Hispanic with 35% male and 65% female. The unit included 21 tenured/tenure track, 20 tenure track and 30 non-tenure track faculty members (ex: 4.3.d.4a Diversity of PEU Faculty Fall 2014).

While the demographics of our on-campus faculty indicates little diversity, many of the unit's faculty members have served as K-12 classroom teachers and/or administrators in schools with diverse student bodies. Candidates gain insights from discussions with these faculty members

regarding working in diverse settings. Recently, the PEU has begun work with the Hardesty Project to serve diverse educational needs in Kansas City, MO. The populations here include immigrants from Somalia, Sudan and several Latin American nations. Our Northwest faculty and candidates will benefit from these experiences and interactions.

Northwest is also proud to host faculty who have a rich history in traveling abroad, thereby allowing them to share experiences from diverse culture (ex: 4.3.d.5a Faculty Diversity Travel Experiences Fall 2015; ex: 4.3.d.5b Faculty Diversity Travel Experiences Fall 2013). 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. Candidates' understandings of diverse cultures is enhanced as faculty incorporate their experiences into the courses they teach.

In order to ensure all faculty have an understanding of diversity, intercultural competence, and a sensitivity to race, ethnicity and language issues inherent to working in educational settings, trainings in cultural competencies for faculty will be deployed through our Learning and Teaching Center. This will be a systemic approach to creating an appreciation for race, ethnicity and language differences and will ensure candidates work with faculty who are aware of diversity issues.

Diverse Experiences for Faculty and Candidates

PEU leaders are in contact with Missouri historically black institutions, Harris-Stowe in St. Louis and Lincoln University in Jefferson City. The Northwest and Harris-Stowe Deans have mutually pledged resources to support interactions across institutions. Activities to implement virtual co-teaching opportunities will be incorporated into coursework. This will allow candidates to interact with both diverse faculty and peers.

Resources were expended to take elementary candidates to Fairmount School in Independence, which has above-state and regional average percentage of students from Latino/Latina communities. There is also a great diversity of spoken language represented at Fairmount (ex: 4.3.h.8 Fairmount Elementary School Demo.; ex: 4.3.h.9 Fairmount Elementary School ELL Data). Middle school candidates were transported to Eastgate Middle School in Kansas City. Candidates and faculty benefited from diversity experiences with students from linguistic, cultural, and ethnically diverse backgrounds (ex: 4.3.f.7 Demo of Eastgate Middle School; ex: 4.3.f.8 Eastgate Middle School ELL Data). A requirement of all secondary candidates during the Practicum II course is interactions with students within an ethnically, linguistically, or other culturally diverse school. Purposeful placements by the course instructor ensure this requirement is met. As a result of these activities, the Unit ensures all candidates have enriched experiences working with two or more ethnic and racial groups including English Language learners.

There are numerous other diversity experiences from which candidates benefit. While the activities listed are independently conducted, they are coordinated through our field experience office and Diversity Committee to ensure all candidates have a range of diverse experiences. Examples of these activities are as the Broward county, Florida Project; ELL Performance Based Task Construction Project; and the Reggio Emilia School Faculty-Led Trip (ex: 4.3.d.6 Student-Faculty Diverse Experiences). Attendance at the Ploghoft Diversity Lecture Series is also an approved activity (ex: 4.3.g.2 Ploghoft Lecture Series Flyers).

4.1.c Experiences Working With Diverse Candidates

Summarize opportunities and experiences for candidates to work with diverse peers; and the unit's affirmation of the value and efforts to increase or maintain candidate diversity. [8,000 Character Limit]

The PEU is committed to increasing opportunities for candidates to work with diverse peers. Candidates' interaction with diverse peers have been embedded in practicum and multiculturalism coursework.

During the practicum courses, candidates are exposed to the inequity model to explore the meaning of social justice and to understand how people from diverse backgrounds experience oppression through individual, institutional, and societal discrimination (ex: 4.3.i.8 Inequity Model). Candidates are presented with the opportunity to investigate their own hidden biases and have meaningful interactions with diverse peers. The Office of Multicultural Student Success presents training sessions on courageous conversations exploring how to have difficult dialogues about race and ethnicity. As part of this training, candidates practice these conversations with members of Mentors Over Retention and Education (MORE), a campus mentoring program for students of color and cultural diversity (ex: 4.3.h.19 MORE).

Candidates in practicum courses participate in the Intercultural Festivals (ex: 4.3.h.20 Hispanic Heritage Month Flyer). Organized by the Intercultural Advocacy Committee, candidates interact with international and minority students through various events (ex: 4.1.h.21 Intercultural Festival Calendar). During this week candidates also have the opportunity to apply for a passport and explore Study Abroad programs.

As part of the Multiculturalism in Ed. course, candidates complete 10 hours of diversity activities. A portion of these hours may be completed by engaging in one or more of the five specific initiatives created for candidates to work with ESL students in an educational setting. These initiatives include the following opportunities (ex: 4.3.i.17 ESL Opp.):

1. **Conversation Partner (CPs)**: candidates meet with international students once a week for 1 hour of conversation. It's an opportunity for ESL students to learn about American culture in an

informal atmosphere. It provides candidates with the opportunity to explore issues faced by these students in an American classroom.

2. Tutoring: candidates meet with an international student to help with a specific language skill (reading, speaking, pronunciation, etc.). Candidates help ESL students decipher instructions for classroom participation and assignment requirements.

3. Culture Class Presenter and/or Assistant: international students attend a culture class where they get information about specific topics of American culture (football, politics, holidays, etc.). Candidates assist the instructor with topics based on their expertise.

4. Activity Buddy: candidates chaperone ESL students to different activities (football/basketball games, Downtown Trick or Treat, Trip to the Farm, etc.). Candidates attend the event and help explain the different activities and/or answer questions.

5. Practicum: candidates in practicum courses have the opportunity to complete their required practicum hours by teaching the academic English class to international students.

As part of the Multiculturalism in Education course, candidates engage with diverse panels of international students and faculty members to discuss educational experiences. The panel members discuss their experiences as racial/ethnic minorities in American classrooms. Candidates complete a written reflection linking these discussions with the diversity proficiencies. Another panel in the Multiculturalism in Education course includes students from minority and/or impoverished backgrounds. The panel discussions focus on the commonalities of students from urban/low social economic settings and how best to meet their educational needs.

A new initiative will pair our candidates with those from historically black colleges in Missouri, Harris Stowe State University in St. Louis and Lincoln University in Jefferson City. These partnerships would facilitate virtual co-teaching conversations that would be mutually beneficial to all programs. Partnerships would be created in conjunction with assignments in particular courses, thus ensuring all teacher candidates would engage in these activities.

The university admissions office provides targeted recruitment opportunities aimed at recruiting and diverse student populations. Additionally, the PEU has initiated new efforts to increase and maintain candidate diversity. The unit is intentionally seeking out connections with schools and programs in urban areas to communicate the opportunities to become teachers. Activities include identifying promising students who have an interest in becoming teachers, meeting with them at their schools, and having them tour the campus and meet with faculty and candidates from racially, ethnic, and ELL backgrounds. The unit reached out to the Kansas City, Missouri, school district through the interim superintendent, Al Tunis, the Alta Vista Charter School in Kansas City, Mo., under the direction of Dr. Al Dimmitt, and the Gateway to College Program in Kansas City, Kansas, under the direction of Juan Rangel.

The unit has worked with the Northwest Missouri State University Admissions Office to target recruitment efforts specifically for teacher education. Monai Douglass, Asst. Dir. for Multicultural Recruitment, visits high schools in the St. Joseph and Kansas City area to actively recruit students from diverse populations (ex: 4.3.h.5 Planning for College Recruitment PPT) Mattias McCurren, Asst. Dir. for Hispanic/Latino Recruitment, focuses on the recruitment of students from a Latino background. The unit has asked to make the Dept. of Prof. Ed. a stop on the campus tours when groups from diverse districts attend site visits. Diverse groups from the Kansas City area are bussed to campus to interact with current candidates regarding a major in teacher education. The PEU partnered with the Independence School district to bring fifth graders to campus. Candidates spend time showing the fifth graders around campus, sitting in on classes, touring dorm rooms, eating lunch with the young students, and taking part in panel discussions about what college life is like and what degrees are offered at Northwest. This program allows a diverse group of students to experience college life and to promote the idea of coming to campus to pursue a career in teaching (ex: 4.3.h.7 Fairmount School PPT; ex: 4.3.h.8 Fairmount School Demo).

Support is available on campus for all teacher candidates, including diverse candidates, to meet state certification requirements. The Talent Development Center (TDC) offers tutoring services for courses to help students maintain the course grades. Practice materials have been developed to prepare students for the MoGEA exam for entrance into teacher education as well as the MoCA content exams for exit from the program. Preparation to complete the MoPTA assessment is embedded throughout coursework. Assistance is also provided through the TRIO office (ex: 4.3.h.6 TRIO Website). First generation college students with financial needs receive assistance to adjust socially and academically to the rigors of college. Recently 68 candidates have been referred for assistance through a coordinated effort between TRIO staff and the PEU to identify eligible education majors. As emerging data have indicated minority candidates are struggling to be successful with these required assessments, proactive advising has been implemented to match the candidates with the support they need in a timely manner thus increasing retention of these candidates.

Candidates have the opportunity to practice their teaching skills and interactions with diverse peers as supplemental instructors (SI's). In this program, teacher candidates tutor individual students, many from diverse backgrounds, on traditionally challenging courses. Some candidates become mentors to the SI's leading training sessions and observing SI's to help improve their instructional skills.

4.1.d Experiences Working With Diverse Students in P-12 Schools

Summarize opportunities and experiences for candidates to work with diverse students in P-12 schools; processes for the development of knowledge, skills, and professional dispositions related to diversity; and outcomes based on key assessments during field experiences and clinical practice. [8,000 Character Limit]

Just as the new CAEP Standards do not directly address diversity with one standard, the Northwest Program Redesign for professional education does not relegate the development of knowledge, skills, and dispositions related to diversity to a single course or experience. The expectation is that every aspect of our work with teacher candidates within the three phases of the redesign will have an integrated diversity component and assessment. Structured, prescribed activities and initiatives incorporated within the redesign phases are unit wide and will be required of all candidates. Additional experiences associated with individual programs also explore teaching diverse students. The vision of the redesign ensures all teacher candidates start their student teaching experience with a review of prior diverse field experiences and assessments of the proficiencies adopted by the unit.

Quality indicators outlining expectations for candidates' work with diversity in school settings are integrated throughout the set of Missouri Teacher Standards (ex: 4.3.i.3 MO Teacher Standards). Accordingly, these proficiencies are embed throughout the modules of the program redesign (ex: 4.3.i.4 Northwest Program Redesign). Targeted field experience activities aligned with these standards are included in each module of the program redesign. The unit has worked with partners in the St. Joseph and Kansas City area districts to coordinate these experiences in schools that qualify as diverse setting under the guidelines established by the Diversity Committee and the Missouri Department of Elementary and Secondary Education. These purposefully coordinated field experiences will increase candidates' exposure to diverse students in the P-12 setting.

By design, teacher candidates in all programs, including Early Childhood, Elementary, Middle School, Secondary, Special Education, and advanced programs, will have to have completed and logged into the TK-20 system all diversity hour requirements. The Diversity Committee will review the logged experiences prior to student teaching. Thus, it is assured that no teacher candidate is placed in a student teaching position without previous field experiences in diverse settings. Each field activity requires a reflection on how the experience translates to his or her development in becoming a culturally responsive teacher. This reflection is included on the Diversity Hour Credit Form that is signed by the onsite supervisor and the student's advisor (ex: 4.3.c.2 Diversity Hour Credit Event Form). The expectation of candidates is that they discuss the learning experiences as they relate to the diversity proficiencies.

The Diversity Committee will oversee and review the assessments and log for each teacher candidate to verify the student has met the proficiencies outlined by the committee. Candidates will be required to have "certification" before being allowed to student teach. Candidates will be required to chart their hours of diverse field experiences through the use of Diversity Hour Credit forms. Many of these experiences are designed as part of the candidate's course work. At present, practicum classes and the Multiculturalism in Education course have a diverse field experience required for its students. Logs, artifacts, and records of diverse placements are stored by using TK20.

In order to systemize diverse field experiences throughout the coursework developed in the redesign, faculty members work collaboratively on how best to align the proficiencies with course objectives. The diverse field experiences will be matched to the proficiency appropriate

for the phase in which that course occurs. This ensures that all students are engaged with field experiences in all phases of the redesign. These field experience could include activities both inside and outside the classroom.

In order to ensure these targeted experiences are held in identified diverse settings, the Department of Professional Education has reached out to districts in the St. Joseph and Kansas City areas to partner and coordinate field experiences in schools that would qualify as diverse populations under the guidelines established by the Diversity Committee and the Missouri Department of Elementary and Secondary Education. Students observe, tutor, facilitate instruction in the classroom, and reflect upon their experiences. During the practicum experiences, all candidates are engaged with the instructor in discussions related to diversity issues encountered during field experiences. Assessment of all field experiences, both inside and outside the classroom, will be tracked through the TK20 system (ex: 4.3.c.3 Diversity Hours Instruction Courses Version; ex: 4.3.c.4 Diversity Hours Instructions Outside of Courses Version).

Advanced program candidates are required to complete 6 hours of diversity experiences. These hours are reported as part of their practicum/internship activities. The settings used to complete this requirement are approved by program advisors. Advanced candidates also write reflections on their diverse experiences and their activities are logged in the TK-20 system (ex: 4.3.a.2 Advanced Program Diversity Hours).

4.2 Areas for Improvement Cited in the Action Report from the Previous Accreditation Review

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

1. Candidates have limited interaction with faculty members from diverse ethnic and racial groups.

In the summer of 2015, a fifth Key Strategic Objective of “Diversity and Inclusion” was added to the Northwest Strategic Plan. This objective confirms Northwest’s commitment to the value of diversity and the initiatives associated with the plan show good-faith efforts to increase or maintain faculty diversity. The Northwest Human Resources office is assisting the PEU to expand the scope of position search efforts to attempt to increase the diversity of the PEU faculty.

In order to ensure all candidates interact with diverse faculty to gain insight from their unique perspectives regarding educational issues, the Multiculturalism in Education course was designed to be co-taught by a cadre of diverse faculty. Instructors work collaboratively to expose all candidates to interactions with each instructor. Currently sections of the course are being taught by Dr. David Kiene, faculty member residing on the Maryville campus, Dr. Anthony Moore, Assistant Superintendent for the Raytown School District, and Mr. Juan Rangel,

Director of the Gateway to College program for at-risk high school students associated with Donnelly College. Each instructor represents a particular racial/ethnic population: Dr. Kiene is Caucasian, Dr. Moore is African-American, and Mr. Rangel is Hispanic. Working together, these instructors bring to life discussions on various issues related to working in diverse school settings and ensure all candidates are exposed to varying points of view.

Candidates also gain insights from faculty members with PK-12 experiences in schools with diverse student bodies. Candidates' understandings of diverse cultures is also enhanced by working with faculty who have traveled abroad extensively as faculty incorporate their international experiences into the courses they teach.

2. Candidates in initial programs have limited opportunities to interact with peers from diverse racial and ethnic groups.

Opportunities to interact with peers from diverse racial and ethnic groups have been created in conjunctions with the Office of International Programs. All candidates must complete a portion of the 10 required hours of diversity experiences associated with the Multiculturalism in Education course by participating in one or more of these activities. Five specific initiatives allow candidates to work with ESL students in an educational setting. These initiatives include the following:

- 1) **Conversation Partner (CPs):** teacher candidates meet with international students once a week for 1 hour of conversation. It's an opportunity for ESL students to meet with peers and learn about American culture in an informal atmosphere. It provides candidates with the opportunity to explore issues faced by these students in an American classroom.
- 2) **Tutoring:** Teacher candidates meet with an international student to help them with a specific language skill (reading, speaking, pronunciation, etc.). Candidates help ESL students decipher instructions for classroom participation and assignment requirements.
- 3) **Culture Class Presenter and/or Assistant:** International students attend a culture class where they get information about specific topics of American culture (football, politics, holidays, etc.). Teacher candidates assist the instructor with topics based on their expertise.
- 4) **Activity Buddy:** teacher candidates chaperone ESL students to different activities (football/basketball games, Downtown Trick or Treat, Trip to the Farm, etc.). Candidates attend the event and help explain the different activities and/or answer questions.
- 5) **Practicum:** Candidates in practicum courses have the opportunity to complete their required practicum hours by teaching the academic English class to international students.

Candidates engage with diverse panels of international students and faculty members to discuss their educational experiences during the Multiculturalism in Education course. The panel

members discuss educational experiences in their home countries as well as their experiences as racial/ethnic minorities in American classrooms. Candidates complete a written reflection linking these discussions with the diversity proficiencies. Another panel in the Multiculturalism in Education course includes students from minority and/or impoverished backgrounds. The panel discussions focus on the commonalities of students from urban/low social economic settings and how best to meet their educational needs.

A new initiative will pair our candidates with those from historically black colleges in Missouri: Harris Stowe State University in St. Louis and Lincoln University in Jefferson City. These partnerships would facilitate virtual co-teaching conversations that would be mutually beneficial to all programs. Partnerships would be created in conjunction with assignments in particular courses, thus ensuring all teacher candidates would engage in these activities.

3. The unit does not ensure field experiences with students from diverse racial and ethnic groups.

A redesign of professional education requirements which integrates instruction and field experiences associated with the Missouri Teacher Standards into a three-phase sequence embeds the proficiencies aligned with working with diverse students and in diverse school settings throughout the modules. Targeted field experiences aligned with these standards are included in each module of the program redesign. The unit has worked with partners in the St. Joseph and Kansas City area districts to coordinate these experiences in schools that qualify as diverse setting under the guidelines established by the Diversity Committee and the Missouri Department of Elementary and Secondary Education. These purposefully coordinated field experiences will ensure candidates' exposure to diverse students in the P-12 setting.

By design, teacher candidates in all programs, including Early Childhood, Elementary, Middle School, Secondary, Special Education, and advanced programs, will have to have completed and logged into the TK-20 system all diversity hour requirements. The Diversity Committee will review the logged experiences prior to student teaching. Thus, it is assured that no teacher candidate is placed in a student teaching position without previous field experiences in diverse settings. Each field activity requires a reflection of how the experience translates to his or her development in becoming a culturally responsive teacher. This reflection is included on the Diversity Hour Credit Form that is signed by the onsite supervisor and the student's advisor. The expectation of candidates is that they discuss the learning experiences as they relate to the diversity proficiencies.

The Diversity Committee will oversee and review the assessments and log for each teacher candidate to verify the student has met the proficiencies outlined by the committee. Candidates will be required to have "certification" before being allowed to student teach. Candidates will be required to chart their hours of diverse field experiences through the use of Diversity Hour Credit forms. Many of these experiences are designed as part of the candidate's course work. At present, practicum classes and the Multiculturalism in Education course have a diverse field experience required for its students. Logs, artifacts, and records of diverse placements are stored by using TK20.

4. The unit does not ensure that all candidates, initial and advanced, have curriculum and field experiences that provide a well-grounded framework for understanding ethnic/racial diversity, including English-language Learners.

Our redesigned, competency-based professional education program is aligned with the Missouri Teacher Standards. This sequence of coursework integrates the development of knowledge, skills, and dispositions related to diversity throughout three transitional phases. Assessments measuring candidate's growth and development towards becoming a culturally responsive educator will be administered in each of the three phases, i.e. at admission to teacher education, admission to student teaching, and completion of the program. All teacher candidates will complete the integrated coursework and assessments outlined in the phases to demonstrate mastery of the competencies. Field experiences incorporated into each module are designed to augment the relevant competencies. Purposeful placements in these field experiences will ensure all teacher candidates have experiences in diverse settings.

As part of the program redesign work, a set of diversity proficiencies was created to explore candidates' positions in the following areas: 1) exploring one's own socio-historical background and its role in identity formation, 2) analyzing one's own biases and assumptions, 3) examining one's interactions with others, and 4) synthesizing an understanding of a system of inequities. The committee recognized the need for directed diversity experiences for all candidates and incorporated these experiences within the phases.

In the first phase of the redesign candidates undergo initial training with an inequity model and are assessed on understanding of their own socio-historical background and its role in identity formation as well as analyzing their own biases and assumptions. They are then required to complete field experience hours in racially diverse educational settings to complete activities aligned with the proficiencies integrated into each module.

In addition to the integrated competencies related to diversity within the phases of the redesign, The Council on Teacher Education (COTE) approved a course, EDUC 61-569 Multiculturalism in Education, as a degree requirement for all teacher candidates. This course focuses on the knowledge and skills required to be a culturally responsive educator. Exploring the impact of diversity in and out of the classroom, this course examines working with students in racially diverse educational settings. It was developed by a group of faculty with experience in multicultural education as well as knowledge of key resources available in racially diverse communities. This course provides a measureable benchmark in the second phase of the redesign to assess a candidate's fluency in the diversity proficiencies before his or her student teaching. Students are pre and post surveyed during the course to track development in adapting instruction to individual student's learning styles based on multicultural influences. The course incorporates six aspects of creating a classroom climate that models democracy, equity, and social justice. Students learn to become a culturally responsive teacher by placing students at the center of learning, establishing a classroom that promotes human rights, believing all students can learn, acknowledging the life experiences of students and their families, analyzing oppression in schools and society to understand racism, and modeling social justice and equity in the classroom with his or her interactions with students, families and the community.

All candidates for initial licensure complete three ELL modules designed to develop the skills needed when working with ELL students. At the end of each module candidates are assessed on their mastery of the information. Candidates work with peers on ELL issues as part of the initiatives created by the Office of International Programs. At the advanced program level EDUC 61-695, Philosophy of Education or EDUC 61-649, Issues in Education, include curriculum exploring racially diverse issues. The practicum/internship requirements embedded in these courses are designed to provide experiences in racially diverse school settings.