

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.