

Standard 4. Diversity

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 America 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.