

Standard 4. Diversity

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).