

DIVERSITY: NCATE'S STANDARD 4

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Presentation to the Diversity Committee
November 9th, 2010

STANDARD 4

- 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.**

FOUR ELEMENTS

4a. DESIGN, IMPLEMENTATION, AND EVALUATION OF CURRICULUM AND EXPERIENCES

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EXPECTATIONS

- What diversity proficiencies do we expect candidates to demonstrate?
- Where are those proficiencies taught?
- How are the diversity proficiencies assessed?
- What is the evidence? Data?

WPU DIVERSITY PROFICIENCIES:

INITIAL:

- Adapts instruction to individual differences in needs, learning styles, and multiples intelligences
- Holds high expectations for all students.
- Respects diversity and cultural differences by treating all students equitably.
- Develops a sense of community in the learning environment.
- Works collaboratively with colleagues and families.

WPU DIVERSITY PROFICIENCIES

ADVANCED:

- Have experience in settings that include P-12 participants who are male and female, from different SES groups, are English Language Learners, have disabilities, and are from different ethnic/racial groups
- Display professional behaviors that are consistent with the ideas of fairness and the belief that all students can learn
- Demonstrate a commitment to high level success for all students
- Incorporate and communicate multiple perspectives of subject matter being taught or services provided
- Reflect on their own ability to work with diverse students, colleagues

4b. EXPERIENCES WORKING WITH DIVERSE FACULTY

- Candidates interact with male & female faculty from at least two ethnic/racial groups.
- Faculty have knowledge & experiences working with diverse student populations, including ELL & students with exceptionalities.
- Affirmation of the value of diversity through good faith efforts to increase or maintain faculty diversity.

From D. Gollnick's presentation

How is the COE Doing: Element 4b?

- Fall 2010—COE: 44 Full-time Faculty

African American: 8 (18%)

Asian: 3 (7%)

White: 33 (75%)

Men: 10 (23%)

Women: 34 (77%)

4c. EXPERIENCES WORKING WITH DIVERSE CANDIDATES

- Candidates engage in professional education experiences in conventional and distance learning programs with male and female candidates from different socioeconomic groups, and at least two ethnic/racial groups.
- They work together on committees and education projects related to education and the content areas.
- Affirmation of the value of diversity is shown through good-faith efforts the unit makes to increase or maintain a pool of candidates, both male and female, from diverse socioeconomic and ethnic/racial groups.

From Gollinck's Presentation

How is the COE Doing: Element 2c?

- **Undergraduate: Fall 2009** (latest figures)

COE Candidates: **1,145** (EC, Elem, Sec, SPED)

Hispanic: 19.5%

African American: 6.5%

Asian: 3%

White: 71%

Total Unit:(Physical Education & Music Education)**1,487**

Hispanic: 18%; African American: 6%; Asian: 2.5%;

White: 73.5%

Diversity of Candidates-Graduate

- **Graduate- Fall 2009:**

COE Candidates: **749**

Hispanic: 9.5 %

African American: 3 %

Asian: 1%

Native American: .5 %

White: 86 %

4d. EXPERIENCES WORKING WITH DIVERSE STUDENTS IN P-12 SCHOOLS

- Note: We had an AFI in this element for the Advanced level in 2005.

AFI: Advanced: The unit does not insure that candidates have the opportunity to work with diverse students.

4d Continued

- Field experiences or clinical practice for both conventional and distance learning programs provide experiences with male and female P-12 students from different socioeconomic groups and at least two ethnic/racial groups
- Candidates also work with English language learners and students with disabilities during some of their field experiences and/or clinical practice to develop and practice their knowledge, skills, and professional dispositions for working with all students.
- Feedback from peers and supervisors helps candidates reflect on their ability to help all students learn.

From Gollnick's presentation

How Are We Doing On Element 4d?

- What are we doing to insure all candidates have experiences with diverse P-12 learners?
- At the initial level?
- At the advanced level?

Discussion--

What is the most critical part of Standard 4?

Element 4a must be addressed at least at the acceptable level for the standard to be met.

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- Questions?