Diversity

In the Unit we have varied experiences on Diversity. We must find ways to do more than list opportunities. What I believe we need to do is to adopt the following recommendations to strengthen our position in NCATE/CAEP:

- Adopt a Diversity Survey like the one distributed and have students at both graduate and undergraduate levels fill it out early in their program and again at the end. This document will indicate changes in beliefs. We will use the Kiosk function in TK20 so that students maintain anonymity. Current students in the program in the Fall semester will be asked to fill it out once.

- In two courses in the professional education sequence (PreK to 4, Midlevel, Secondary and Graduate Level), ask students to attend two diverse activities and write a reflection paper linked to their current professional experience. It is certainly agreeable if a student suggests an opportunity and you approve it.

- Consider ways to link diverse attitudes to professional behaviors. Many times at both undergraduate and graduate levels, it is difficult to link with a diverse community if your class meets in the summer or meets at night. Consider ways of using technology to link with classes, teachers and/or administrators to strengthen our diverse behaviors. Some undergraduates in other programs link with diverse students in P12 environments or other teachers. Try to be specific here.

Handout from Unit Meeting #1, 2015
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.

Issues:

- We have documented diversity instruction in EEC 273 and other courses.
- We have disposition data from teachers in the schools for all of our placements.
- We have POE 430 data related to diversity.

Questions:

1. How do assessments demonstrate our candidates can apply proficiencies to address the Diversity standards?
2. What should we be doing to demonstrate that our candidates have the ability to differentiate instruction to address diversity issues?
3. How do programs differ in addressing diversity? Are we addressing all standards?
4. Do we have assignments that demonstrate that we are intentionally teaching Diversity competencies?
Diversity Unit Meeting Two 2015

On our campus I believe we have made a substantial investment in bringing diverse understanding to our students and have introduced them to a number of opportunities to become involved in diverse organizations. While we certainly have done the job in attempting to deal with student attitudes within the University culture, the current and new CAEP standards are looking for our programs to promote diverse student behavior on the part of our teacher candidates at both undergraduate and graduate levels. In many ways this is aimed at documenting our ability to modify teaching and education professionals' behavior to integrate diverse learners into the conversation about learning. It would move us forward in addressing these behavioral issues if we attempted to address the following issues:

- Recognize that we will be using the modified version of the *Shippensburg University Education Unit Diversity Survey* to document the attitudes of our students about diversity. This survey will be used by programs at all levels in draft form for the next year. In the instructions there is an opportunity for a student to "opt out." These data, as we collect them about our students will show (hopefully) a positive knowledge base about working with students who display interesting individual differences. The coming year we will look at these data and any issues that surface in using this copyrighted instrument. This instrument has been shared with the University Administration. I really do not want to have a discussion about every word in the survey. The survey will be available as a handout at the end of the meeting.

- Our challenge moving into the next year is to find ways to demonstrate that we teach diverse behavior in our various classrooms and professional education settings and that these behaviors follow our candidates into the field. Our discussion today should focus on opportunities within the existing curriculum where students could voluntarily attend two diversity activities that occur on campus in a given semester and write a reflective paper about applications to the school setting or some activity that suits your personal purposes. (This means adding an assignment to a course, not re-writing the syllabus.)

- A third opportunity which we need to discuss relates to opportunities in the field to display our knowledge of addressing diversity in a constructive and supportive format. What we are looking for is some form of unit assessment which may be recorded in the TK20 format.