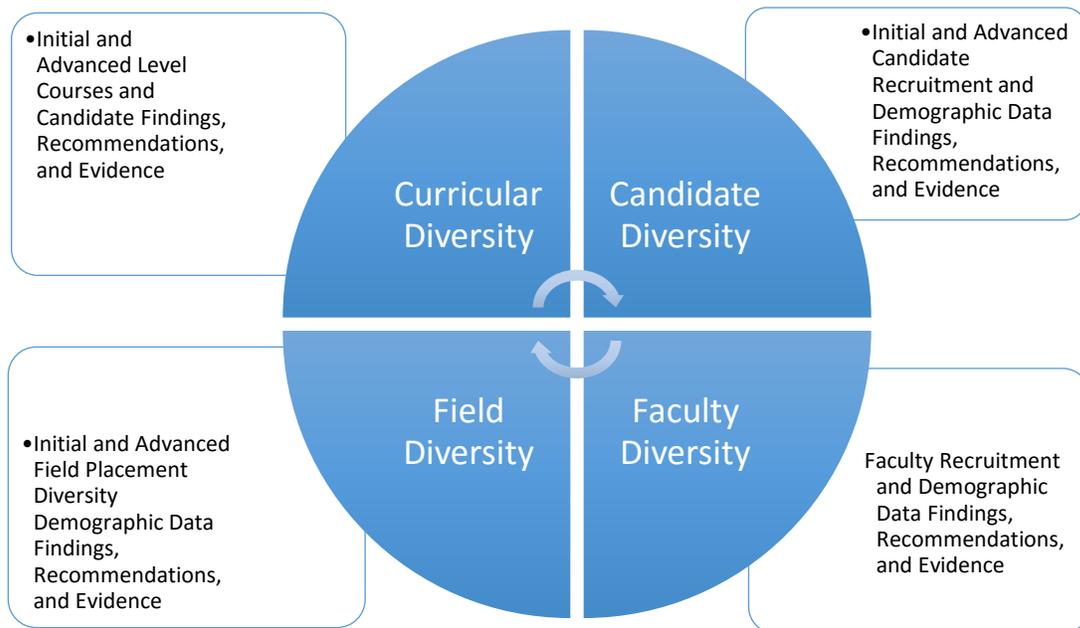


Shippensburg University
College of Education and Human Services
NCATE: Unit Diversity Plan Report

Spring 2017



Introduction and Report Purpose

The Unit Diversity Plan is a working document that chronicles the College of Education and Human Services' commitment to diversity, as it relates to curricular diversity, candidate diversity, field placement diversity, and faculty diversity. Faculty and administrative members from the Teacher Education Council (TEC) oversee the data collection and analysis. On January 28, 2017, TEC approved the Unit Diversity Plan, its subcommittee structure, and its tasks/goals. During the Spring 2017 semester, each subcommittee identified one or more tasks to complete and documented their findings, recommendations, and evidence as part of this report.

The structure of this report serves as a template for continued data collection and analysis, including continued subcommittee diversity tasks as part of TEC for the 2016-17 academic year and beyond.

The Unit's Diversity Plan and Outcomes
Approved by TEC, January 27, 2017

Components of the Diversity Plan

- Diversity Plan's Background, Mission and Vision Statements
- Initial Steps to Institute the Vision Statement
- Diversity Committee Structure and Target Tasks
- Diversity Plan Timeline
- Diversity Committee Findings, Outcomes and Recommendations

The Diversity Plan's Mission and Vision

Background:

The College of Education and Human Services (the Unit) coordinates Teacher Education, programs and state certifications/licensures at the Initial (undergraduate) level in PK4, PK4/Special Education, Midlevel, Secondary Education (Science, Social Studies, Mathematics and English) and at the Advanced (graduate) level in Curriculum and Instruction in Early Childhood, Special Education, School Counselor Education, Reading Specialist, and Educational Leadership at the Principal and Superintendent levels.

The Unit's Conceptual Framework (CF) includes diversity competencies, specifically a) candidates demonstrate an understanding of and respect for the differences in how students learn and know how to accommodate diverse learning needs in educational settings, including exceptionalities, ethnicity, race, gender, language, religion, socioeconomic and geographic origins; and b) candidates show respect for diverse learning needs and talents of all students and demonstrate a commitment to helping students achieve academic success.

The Unit defines diversity in three categories: English language learners, P12 students with exceptionalities, and cultural diversity, specifically ethnicity, race, gender, religion, socioeconomic and geographic origins. The Conceptual Framework diversity spoke on the helmsman's wheel creates opportunities for the Unit to link this definition with candidates' learning outcomes both in curricular and field experiences.

Defining diversity among the Unit's stakeholders is complex, specifically in relation to the curriculum, field experiences, faculty and candidates. Therefore, the Unit strives to create courses and field experiences that analyze course and program level assessment measures that quantify candidates' diversity content knowledge, pedagogical skills and professional dispositions. To promote a diverse environment on and off campus, the Unit defines faculty diversity in two ways: one, academic diversity, including professional experience, and two, cultural diversity, including geographic origins. Academic diversity is defined as both academic degrees and teaching/clinical experiences. The Unit defines peer diversity as a system of opportunities and experiences that expand candidates' worldview.

Mission Statement:

The Unit's diversity mission is to systematically engage candidates, faculty, PK-12 learners, field placements site professionals in schools and agencies, as well as the institution, in opportunities and experiences that create and expand on a diverse worldview. The Unit's

Diversity Committee monitors, analyzes, evaluates and adjusts diversity experiences to ensure that these practices produce learning outcomes that testify to candidates' diverse worldview in relation to the belief that all students can learn in fair, equitable and meaningful environments.

Vision Statement:

The Unit strives to be a preeminent factor in candidates' professional development, specifically in relation to their content knowledge, pedagogical skills and dispositions in their area of certification/expertise. The Unit's goal is to not only foster a diverse community, but also to investigate and institute opportunities, resources, and assessments that create and analyze rich diverse beliefs among its candidates. The Unit strives to support candidates, PK-12 students, faculty, placement site professionals and stakeholders as they learn to appreciate the complexities associated with labels and classifications in diversity categories, specifically English language learners, PK-12 students with exceptionalities, and cultural diversity.

Resource: <http://www.ascd.org/publications/books/107042/chapters/developing-a-vision-and-a-mission.aspx>

Initial Steps to Institute the Vision Statement

Each Diversity Subcommittee will:

1. Clarify and promote policies, practices and procedures already in progress at the course, program and Unit levels.
2. Investigate, describe and revise current courses and programs that indicate diverse experiences on and off campus.
 - a. Share diversity examples on the Unit level to foster connections between programs and the Unit.
 - b. Share diversity policies, practices and procedures with candidates, as well as the institution for recruiting candidates.
 - c. Share diversity experiences with the community (field placement professionals and other stakeholders) to testify to the mission of fostering a diverse environment.
 - d. Create and institute new practices that address changing diverse needs.
3. Promote a deeper understanding of how the Unit's teacher education programs assess diversity competencies for their candidates and how the PK-12 students respond to these diverse experiences (ie, differentiated lesson plans, clinical practices).
4. Create, analyze and revise opportunities for Unit-Wide dialogue among teacher education faculty, candidates, field placement site professionals and the community to increase understanding of significance of diverse experiences with PK-12 students in 21st century classrooms and agencies.
 - a. Identify and track course and program level experiences that monitor and evaluate candidates' knowledge, skills and dispositions.
 - b. Field Placement Diversity Questionnaire and Diversity Rubric to assessment placement diversity and course assignments. Create, analyze and revise opportunities to promote candidates' knowledge, skills and dispositions related to educating PK-12 diverse students in the 21st century.
5. Identify and track Impact on Student Learning.

6. Create, analyze and revise opportunities to demonstrate the importance of electronic technologies and how they can be used positively to impact teacher education candidates' understanding of and response to the diversity among K-12 students.
 - a. When necessary, create and institute new assessments that address changing diverse needs.
7. Investigate faculty led/peer to peer collaborations with the Pennsylvania State System of Higher Education (PASSHE) and the Pennsylvania Association of Colleges of Teacher Educators (PAC-TE).
 - a. Investigate and support candidates' participation in state, regional and national organizations and conferences.

Diversity Committee Structure and Target Tasks

1. Create a Diversity Committee and Subcommittees from Membership of the Teacher Education Council to Address Diversity in Four Focuses: Curricular, Field, Faculty and Peer Experiences.
2. Identify Committee Members from Teacher Education Council include faculty, administrators, candidates, staff and community partners from both Initial and Advanced programs.
3. Subcommittees and Their Tasks
 - a. *Subcommittee for Identifying Curricular Experiences*
 - i. Create, analyze and revise course descriptions.
 - ii. Create, analyze and revise course assessments at the course and program levels.
 - iii. Complete the course, program and Unit Data Collection Cycle.
 - iv. Consider options for a Unit-Wide diversity course.
 - b. *Subcommittee for Identifying Field Experiences*
 - i. Identify and track classroom settings and agency placements with diverse populations (PK-12 students and faculty/staff).
 - ii. Investigate and participate in school and agencies initiatives that foster a diverse environment.
 - iii. Complete the course, program and Unit Data Collection Cycle.
 1. Connect data from diversity outcomes and dispositions.
 - c. *Subcommittee for Identifying Peer Experiences*
 - i. Investigate and consider adjustments to diverse candidate recruitment.
 - ii. Investigate the campus climate and initiatives (campus wide programs) that foster a diverse environment.
 - iii. Promote the Complaint Management Procedure for issues dealing with diversity.
 - d. *Subcommittee for Identifying Faculty Experiences*
 - i. Consider a Diversity Professional Development Day- Outreach for Faculty Development (requiring participation in MLK events-expand events to include other diversity experiences).
 - ii. Collect faculty initiatives and research focused on diversity, report contributions to the Unit.
 - iii. Identify resources that can sponsor diverse experiences at the candidate and faculty level.

Diversity Plan Timeline

Timeframe	Tasks	Expected Outcomes
Fall 2016	<ul style="list-style-type: none"> -Review diversity course connections identified by faculty (mapping and crosswalk analysis) -As a result, determine a system-wide definition of diversity -Review survey data for diversity key assessments (Diversity Survey) -Investigate other examples of diversity plans (SUNY, Bucknell) -Prepare a Diversity Plan Timeline and draft of tasks 	<ul style="list-style-type: none"> -Course and Program level Curriculum Maps, Crosswalk of Curriculum Maps -Identification of Questions 15-17 on Unit Diversity Survey for definition of peer interactions and need for action plan -Construct a draft Diversity Plan
January 2017	<ul style="list-style-type: none"> -Confirm committee members -Coordinate meeting (at the January Unit-Wide meeting) Review the diversity plan draft -Coordinate subcommittees -Create a systematic process for recording evidence 	<ul style="list-style-type: none"> -Approval of the Diversity Plan -Creation of Systematic Process for Recording Evidence
February 2017	<ul style="list-style-type: none"> -Subcommittees meet to determine target task for Spring 2017 -Subcommittees gather evidence 	<ul style="list-style-type: none"> -Institute the Systematic Process for Recording Evidence
March 2017	<ul style="list-style-type: none"> -Diversity Subcommittee meet to share evidence and compile a report 	<ul style="list-style-type: none"> -Review the Systematic Process for Recording Evidence
April 2017	<ul style="list-style-type: none"> -Diversity Committee meets to share evidence 	<ul style="list-style-type: none"> -Share Subcommittee Diversity Reports
May 2017	<ul style="list-style-type: none"> -Identify target task for fall semester -Review and revise processes for reporting, analyzing and evaluating diversity experiences at the curricular, field, faculty and candidate (peer) levels -Determine a system and tool 	<ul style="list-style-type: none"> -Create a protocol for reviewing evidence based on the spring 2017 process -Create a tool to assess diversity in relation to curriculum, field, faculty and candidates (peers)

	for evaluating the experiences (rubric)	
Fall 2017	-Complete process for examining targeted task -Identify a target task for spring semester	
Spring 2018	-Complete process for examining targeted task -Identify a target task for fall semester	

Overall Diversity Tasks Report and Timeline

Subcommittees and Tasks	Description from Steps to Institute the Vision Statement	Completed Outcomes	Timeline 2017-18 Academic Year
TEC Committee- Unit Level Diversity Policies, Practices and Procedures	Clarify and promote policies, practices and procedures already in progress at the course, program and Unit levels.	Outlined the Unit's definition of diversity. Shared Unit Diversity Plan on D2L with all Unit faculty. Provided overview of diversity data at Unit Wide meeting (January, 17). Shared diversity policies, practices and procedures with candidates (March, 17).	Fall 17, create a focus group of candidates to continue to examine Unit Wide diversity initiatives on and off campus. Analyze faculty diversity data and recruitment plans for faculty and candidates.
TEC Committee- Technology as an Outreach Tool for Improving Diversity	Create, analyze and revise opportunities to demonstrate the importance of electronic technologies and how they can be used positively to impact teacher education candidates' understanding of and response to the diversity among K-12 students.		Summer-Fall 17, meet with Institution administrators to examine current campus resources and initiatives for tracking the use of emerging technologies in all Initial and Advanced programs.
Curricular Diversity Committee- Course and Program Level Diversity Investigation	Investigate, describe and revise current courses and programs that indicate diverse experiences on and off campus.	Examined Unit and Institution course descriptions and assessments related to the Unit's definition of diversity and made recommendations accordingly.	Fall 17, collect and analyze Advanced program course descriptions and assessments. Revise descriptions and/or syllabi to include specific reference to diversity (e.g., cultural diversity)
Curricular and Field Placement	Promote a deeper understanding of how	Collected and examined data from Impact on	Fall 17, as part of TEC, review and

<p>Diversity Committees- Differentiation of Instruction for Diverse PK-12 Students</p>	<p>the Unit’s teacher education programs assess diversity competencies for their candidates and how the PK-12 students respond to these diverse experiences (ie, differentiated lesson plans, clinical practices). Identify and track Impact on Student Learning.</p>	<p><i>Student Learning Data and the Unit Wide rubric. (as part of data analysis for the Unit Assessment System)</i></p>	<p><i>systematize the Impact on Student Learning data, rubric and candidate resources to determine stronger links to diversity. *See Attachment- <u>ISL Student Teaching Project (ECH 480) SAMPLE that represents three indicators-analyze PK-12 data, act upon the data, and reflect on the data.</u></i></p>
<p>Field Placement Diversity Committee- Field Placement Diversity Investigation</p>	<p>Create, analyze and revise opportunities for Unit-Wide dialogue among teacher education faculty, candidates, field placement site professionals and the community to increase understanding of significance of diverse experiences with PK-12 students in 21st century classrooms and agencies.</p>	<p><i>Created, administered, and analyzed the Field Placement Diversity Questionnaire to track all candidates’ interaction with diversity in classrooms and clinical settings. (February-March 17)</i></p> <p><i>Analyzed results from Spring 2016 Unit Diversity Survey questions numbers 15-17. (January 17)</i></p>	<p><i>Fall 2017, organize field-based diversity initiatives to better identify and structure diverse field placements for Initial and Advanced candidates.</i></p> <p><i>Fall 17, explore outreach outcomes as part of the Educational Leadership grant with three diverse districts.</i></p>
<p>Faculty and Peer Diversity Committees- Candidate and Professional Partnerships to Enhance Diversity Knowledge, Skills, and Dispositions</p>	<p>Investigate faculty led/peer to peer collaborations with the Pennsylvania State System of Higher Education (PASSHE) and the Pennsylvania Association of Colleges of Teacher Educators (PAC-TE) and the SU School Study Council.</p>	<p><i>Analyzed results from Spring 16 Unit Diversity Survey questions numbers 15-17 to determine candidates’ perceptions of working with diverse peers. (as part of data analysis for the Unit Assessment System)</i></p>	<p><i>Fall 17-Spring 18, examine course and program level options for increasing candidates’ interactions in diverse environments and with diverse peers to align learning outcomes with Unit CF goals.</i></p>