

Diversity as A Cross Cutting Theme-CAEP

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What is a Theme in the CAEP Standards?

- “Two critical areas that will require new learning and substantial innovation by preparation providers....”
- “...two challenges[that] are imbedded in every aspect of educator preparation...”
- “Because diversity is an overarching feature of education preparation, the Commission recommends that CAEP ask Educator Preparation Providers to demonstrate in their self studies how they have integrated diversity throughout their program(s).”

Diversity: A CAEP Cross-cutting Theme

- “Diversity must be a pervasive characteristic of any quality preparation program” (CAEP Commission report, page 29)
- Providers are expected to
 - “ensure that candidates develop proficiencies in specific aspects of diversity...” and
 - “...embed diversity issues throughout all aspects of preparation courses and experiences.”

Diversity Proficiencies: Examples from CAEP

- Incorporation of multiple perspectives to the discussion of content, including attention to learners; personal, family and community experiences and cultural norms.
- A commitment to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction that incorporates the histories, experiences and representations of students and families from diverse populations.

Diversity Proficiencies: Examples from CAEP

- Verbal and nonverbal communication skills that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners and their families bring to the learning environment
- Ability to interpret and share student assessment data with families to support student learning in all learning environments
- An understanding of their own frames of reference (e.g. culture, genders, language, abilities, ways of knowing) the potential biases in these frames, the relationship of privilege and power in schools and the impact of these frames on educator expectations for and relationships with learners and their families

Diversity in CAEP Standard 1

- The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly **to advance the learning of all students** toward attainment of college and career readiness standards.

Who are all students?

- Children or youth attending P-12 schools including, but not limited to, students with disabilities or exceptionalities, students who are gifted, and students who represent diversity based on ethnicity, race, socioeconomic status, gender, language, religion, sexual identification and/or geographic origin

Diversity in Standard 2 Components

- 2.3 Clinical Experiences

Clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all student learning and development

Diversity in Standard 3 Components

- 3.1: Plan for Recruitment of Diverse Candidates who meet employment needs
- Recruit and support to completion
- Broad range of backgrounds and diverse populations
- Admitted pool reflects the diversity of America's P-12 students

Diversity in the Self-Study Report

- How the diversity cross-cutting theme is instantiated is up to the provider
- The self-study can describe our current status with regard to diversity, our plans for coming years and our strategies to move forward.

Definition of Diversity

Sherry Early, Ph.D.

Assistant Professor, Leadership Studies



How the COEPD Defines Diversity

Individual Differences

- Personality
- Interests
- Learning Modalities
- Life Experiences

Group Differences

- Race
- Ethnicity
- Ability
- Gender identity
- Gender Expression
- Sexual Orientation
- Nationality
- Language
- Religion
- Political Affiliation
- Socio-economic Background

Educator Preparation Provider (2012) Report

- Commitment to Diversity: demonstrated when candidates value and celebrate cultural and other types of diversity and utilize community and family resources to provide culturally rich experiences for all students...The commitment is so important initial and advanced programs have candidate outcomes that contain diversity elements.
- Goal: Ensure cultural diversity and social justice for everyone involved in and served by EPP programs/operations.

Diversity Awareness: An Integrated Process



Janet Dozier, Ed.D
Professor/Director

Strength lies in differences, not in similarities.

Stephen R. Covey

You bring your biases to work

- Your life is influenced by:
- Race
- Gender
- Age
- Ability or disability
- Language
- Social class
- Ethnicity
- Religious beliefs
- Origin
- Geography
- Sexuality

Where is it in our curriculum?

- CI 459: Multicultural Influences: Techniques and Strategies
- EDF 475: Schools in a Diverse Society
- Gen. Ed. Such as HST 103, PSY 201 or SOC 200
 - Oops what happened to the integration?

Early Childhood as an example

- CISP 320 and 420 (Survey) address children with exceptionalities, language development, children with exceptionalities for whom English is a second language, children other than white in special education.
- ECE 101 (Wellbeing) Children with disabilities, obesity, culture of drugs in community, influence of race, gender, age, social class, ethnicity, religious belief, geography on wellbeing.

More courses

- ECE 102 (Programs) Influences of defined topics
- ECE 204 (Parenting) Influence of race, gender, age, abilities, language, social class, ethnicity, religious beliefs, geography and sexuality.
- ECE 215: (Families) Influence of race, gender, age, abilities, language, social class, ethnicity, religious beliefs, geography and sexuality.
- ECE 303: (Child Development) Influence of race, gender, age, abilities, language, social class, ethnicity, religious beliefs, geography and sexuality.
- ECE 215: (Families) Influence of race, gender, age, abilities, language, social class, ethnicity, religious beliefs, geography and sexuality.

More courses

- ECE 322: (Language and Literacy) A big one for ELL as well as the other aspects.
- ECE 323: (Assessment) How do you assess a child with little or no shared language, special needs, identifying needs for child who do not qualify as exceptional.
- ECE 325: (Play and Creativity) Play as a curriculum to meet the needs of an inclusive community of learners.

Data and Assessment

- CISP 320 and 420: In-class write based upon Elizabeth Campbell's video with accompanying self-assessment rubric.
- ECE 101 (Wellbeing) Examinations, Activity plans.
- ECE 102 (Programs) Identify an issue, Write and opinion paper, Research paper identifying strategies to address problem and Class presentation assessed with rubric
- ECE 204 (Parenting) Examinations, Development stages of parenting assessed by research paper with rubric on issues such as sociological issues that become problems for families such as gender, sexuality, poverty, etc.

Data and Assessment con't

- ECE 215 (Families) Family history essay and reflection with rubric covering defined topics.
- ECE 322 (Language and Literacy) Examinations
- ECE 323 (Assessment) Case Study based upon field experience assessed with rubric.
- ECE 325 (Play and Creativity) Assessed through portfolio with rubric.

Example class

		CAEP 1- Assessment
To apply knowledge of cultural and linguistic diversity	NAEYC 1 and 5 CEC 1 WVPTS 2	How assessed Lesson plan Story questions rubric
Use a variety of teaching strategies	NAEYC 4 CEC 3 WVPTS 1	Story questions rubric
Become sensitive to differences in family structure	NAEYC 2 CEC 1 WVPTS 2	Family reflection rubric Parent interview rubric
Examine instructional materials for evidence of racism, sexism, classism	NAEYC 4 CEC 5 WVPTS 1	Book event Score sheet
Develop or revise curricula	NAEYC 5 CEC 3	In class experience with score sheet for self-evaluation
Develop skills for teaching in a pluralistic society	NAEYC 2 CEC 3 WVPTS 1	Lesson plan rubric
Critically analyze current thinking relating to multicultural education	NAEYC 5 and 1 CEC 6	School reflection Geography module rubric
Develop an understanding about the history, culture, contributions and current perspectives of major ethnic groups in the United States.	NAEYC 6 CEC 6 WVPTS 5	Examinations
Develop an awareness of one's own ethnic and cultural identity	NAEYC 6	Personal language rubric Family Reflection rubrics
Strengthen skills in multicultural curriculum development and instructional decision-making.	NAEYC 4 CEC 5 WVPTS 2	Lesson plan rubric
Develop and inquiring attitude	NAEYC 5 CEC 6 WVPTS 4	Geography module rubric

How did ECE do it?

- Whole child
- Inclusion
- Children's interest
- Critical thinking, and writing intensive

You can do it too and probably already have!

THREE C's

- Check your classes
- Check your assessments
- Collect your data

Addressing Diversity in Courses



Leann Price, MA

Faculty Assistant

College of Education and Professional Development



EDF 610: Trends & Issues in Education

(Based on Spring 2016 Syllabus)

Course Description:

This course is an investigation of current trends and issues in education through extensive reading, research and discussions. Implications for the schools, classrooms, and teachers are the focus of the course.

Course Goal:

The overall goal of this course was to provide the student an opportunity to examine current issues in education and to assess the consequences for their field. (how or if the issues are being addressed at their school or district)

EDF 610: Trends & Issues in Education

Course Objectives Related to Diversity

- Recognize social, political and economic antecedents of the issues.
- Specify the implications of the issue for educational planning.
- Synthesize, analyze and evaluate educational issues and develop a personal position.

Course Topics Related Specifically to Diversity

- Multicultural Education/Culturally Relevant Pedagogy
- Bilingual Education
- Undocumented Students
- Zero Tolerance Policies & the School-to-Prison Pipeline
(effects higher percentage of minority groups)

Capstone Project Ideas

- Designing a website through www.weebly.com or other web design sites
- Creating a blog through Google Blogger (www.blogger.com)
- Creating a video project (must include transcript)

Examples of Student Work

- <http://hroudebush610.weebly.com/>
- <http://smith-bullying.weebly.com/bullying.html>
- <http://mhsbullyfreezone.weebly.com/>
- <http://transgenderedu.weebly.com/>

(ELLs)



Beth Campbell, Ph.D.

Associate Professor, Curriculum and Instruction

English Language Learners (ELLs)

Terms to know:

- ELLs (ELs): English (Language) Learners
- L1, L2: First language, Second Language
- TESOL (ESOL): Teaching English to Speakers of Other Languages
- TENL (ENL): Teaching English as a New Language
- TEAL (EAL): Teaching English as an Additional Language
- TEFL (EFL): Teaching English as a Foreign Language
- SIOP: Sheltered Instruction Observation Protocol

Terms to stop knowing:

- LEP: Limited English proficient
- TESL (ESL): English as a Second Language

Want to know more?

<http://www.tesol.org/enhance-your-career/career-development/beginning-your-career/a-guide-to-common-acronyms-in-the-tesol-profession#sthash.mxGaRhjp.dpuf>

English Language Learners (ELLs)

West Virginia's ELLs 2001- 2002: 1,622; 2015 – 2016: 2,726

Growing

- Cabell, Kanawha, Monongalia
- Berkeley, Jefferson

Stable

- Putnam, Raleigh, Wood

Dynamic

- Hardy, Harrison, Greenbrier, Mercer, Morgan

No Incidence:

- Calhoun, Clay, Monroe, Pleasants, Ritchie, Tucker

Low Incidence:

- Everyone else

English Language Learners (ELLs)

What is it like to be an English Language Learner?



<http://www.immersionfilm.com/>

English Language Learners (ELLs)

Discussion 1:

After viewing, identify and discuss problems that you noticed:

- (1) in the school environment
- (2) in the classroom
- (3) in the family-school relationship

Offer solutions based on what you know about best teaching practices and what you observed in the video. Post your thoughts, and comment on at least three other participants' posts. Your post and the responses you provide should thoroughly address each part of the discussion (school, classroom, and family-school). No credit will be given for a simplified answer, such as, "I agree." Please support your position with specific details.

English Language Learners (ELLs)

Discussion 2:

Think about a scenario in which a Level 1 student like Moises moves into your school district, and is placed in your classroom.

Discuss:

- (1) what help you can expect from your administrator and colleagues
- (2) what modifications you will make in the classroom and your teaching style
- (3) how you can facilitate a positive bridge between the family and the school.

Reference an article you have read on the topic of challenges ELLs have in immersion classrooms and/or interview(s) conducted with experienced colleagues or ELL students. After you make your comprehensive post, respond to at least three different class participants' posts. Offer additional suggestions and solutions to support your classmates.

English Language Learners (ELLs)

Immersion Discussion 1 & 2 Rubrics

Criteria	Exemplary	Proficient	Satisfactory	Attempted	No Credit
Content	<p>5 Points</p> <p>Post astutely interprets, summarizes, and cites the issues raised in the film, raises critical questions, and points to additional credible sources.</p>	<p>4.25 Points</p> <p>Post accurately summarizes and regularly cites the issues raised in the film, and asks relevant questions.</p>	<p>3.5 Points</p> <p>Post adequately describes the issues raised in the film, cites sources, and asks questions.</p>	<p>2.5 Points</p> <p>Post refers to issues raised in the film.</p>	<p>0 Points</p> <p>Post is late or missing.</p>
Engagement	<p>5 Points</p> <p>Engages the discussion extensively during the week, regularly posts nuanced and engaging comments that further the discussion, and responds respectfully to other's postings.</p>	<p>4.25 Points</p> <p>Engages the discussion on several occasions during the week, posts relevant comments that further the discussion, and responds respectfully to others' postings.</p>	<p>3.5 Points</p> <p>Engages the discussion at least once during the week, posts relevant comments, and responds respectfully to others' postings.</p>	<p>2.5 Points</p> <p>Replies respectfully to at least two posts.</p>	<p>0 Points</p> <p>Replies are late, or missing.</p>

English Language Learners (ELLs)

TESOL Resources

- [ELPA 21](#)
- [TESOL International](#)
- [WV TESOL](#)
- [WVDE Connections](#)
- [Colorin Colorado](#)
- [Plyler v. Doe \(1982\)](#)

Questions?



Activity

- **Question 1:** What challenges do you see in your students that could impede their abilities/capacity to work with (dispositions toward) diverse learners?
- **Question 2:** What potentials/orientations/experiences/qualities do you see in your students that could strengthen their abilities/capacity to work with (dispositions toward) diverse learners?
- **Question 3:** What might they encounter in field experiences and professional practice that could challenge their abilities/capacity to work with (dispositions toward) diverse learners?
- **Question 4:** What might they encounter in field experiences and professional practice that could strengthen their abilities/capacity to work with (dispositions toward) diverse learners?
- **Question 5:** What programs/supports/strategies can we provide that will help our candidates develop the dispositions, abilities, and capacities to work with diverse learners?