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Diversity: Its Essential Importance to NCATE Accreditation

Jeff Zacharakis and Joelyn K. Foy, Guest Editors

This issue of *Educational Considerations* focuses on the National Council for Accreditation of Teacher Education (NCATE) Standard 4 - Diversity. It is not without merit that our teacher preparation institutions are held to a diversity standard by the most prominent accrediting agency. Metaphorically, having this standard is akin to holding a driver's license. You can reach the standard and still not be a great driver. Though NCATE sets benchmarks at Unacceptable, Acceptable, and Target, reaching Target level (the highest level) does not necessarily imply that your institution is doing an exceptional job at developing an environment among students and faculty that creates a culture where everyone, regardless of ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, or geographical area, is welcomed, nurtured, and valued. To achieve this standard, one might merely argue that the educational unit met the minimum requirements, though it may not have achieved a spirit of diversity. In fact, during the development of NCATE Standards, we might surmise that many colleges and universities develop a checklist of what is needed for accreditation rather than ask the questions, what are we doing and what should we be doing? Accreditation becomes nothing more than meeting a minimum standard.

This being said, NCATE Standard 4 is critically important, if for no other reason than it reminds us that understanding and embracing diversity is important in a culturally diverse society. Despite what some politicians and pundits may say about sexual orientation, immigration, poverty, and people who do not abide by mainstream thinking, our country, as well as most of our communities, is a diverse patchwork of competing cultures, norms, personalities, and biological gifts. Embracing diversity is not something that is or is not politically correct; it is something that is essential, regardless of political persuasion, to the long-term sustainability of our republic. How do we move forward if we always surround ourselves with people who look and talk like us, practice the same religion, have a similar belief system, and fit our cultural norm? Though many may want to deny our country's diversity, we believe it is the underlying strength of our national identity, and for that reason alone, NCATE Standard 4 is important.

For this issue of *Educational Considerations*, we sent out a national call for papers. Out of the many strong manuscripts we received, seven were selected through a blind review process. A multi-university contribution from Kansas State University, the University of

Arkansas-Fayetteville, and East Carolina University uses Mezirow's perspective on transformative learning to explore how preservice and inservice teachers may benefit from critical self-reflection when their assumptions are challenged by cultures and languages different from their own. An article from the University of Southern Florida begins by describing the mismatch between the demographics (mostly white and female) of its students in the College of Education and the surrounding urban community (mostly people of color) in Tampa. It then describes the process of how they developed engagement strategies between the students, faculty and community, a process of "multilevel activism." This article also emphasizes in detail the many benefits of a standing diversity committee as an integral part of a college of education.

An article from Indiana University of Pennsylvania provides a useful map of how the institution met NCATE Standard 4. Kerr and Dils recount how the university created conceptual frameworks and identified diversity competencies within the philosophical underpinnings of teaching diversity. The impetus was not just to meet NCATE standards but, more importantly, to respond to the changing demographics of their students and communities. In particular, the university made good use of INTASC (Interstate New Teachers Assessment and Support Consortium) principles to enhance teacher preparation.

Hughey's article shows how one size doesn't fit all students in education by focusing on how Kansas State University met NCATE Standard 4 for future school counselors. This article is an important addition to this issue because it shows how the needs of school counselors are not necessarily the same as those of classroom teachers. In the same vein, an article from George Washington University focuses on the unique set of dispositions, knowledge, and skills needed for new urban teachers. Its authors argue that in addition to teaching and managing skills, preservice teachers must also develop professional dispositions that include social justice and equity.

The final two articles, one from Azusa Pacific University (APU) and the other from Florida Atlantic University (FAU), describe how self-study processes were used to better understand student and faculty perceptions toward diversity. Through faculty and student surveys and focus groups, Azusa Pacific University's School of Education identified several areas for improvement. There were disconnects between what white students and faculty understood and what students and faculty of color understood. In addition, there was little knowledge, skill, or understanding among students and faculty around sexual orientation. The APU study guided its educational unit in preparation for reaccreditation, and the FAU study resulted in the college "transitioning from a culture of compliance to a culture of engagement."

Together these seven articles provide snapshots of how several institutions not only prepared for NCATE reviews and accreditation, but also how this process, in part, changed the way their institutions viewed and addressed diversity in preservice preparation. Those who have been involved in the NCATE accreditation process know how difficult, time-consuming, and expensive (in terms of faculty time and resources) NCATE is. We hope that through these articles you will not only better understand how a few educational units approached this process, but will also see why Standard 4 is an important part of NCATE accreditation.

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Transforming Undergraduate and Graduate Candidate Social Perceptions About Diverse Learners through Critical Reflection

Tonnie Martinez, Janet Penner-Williams, Socorro Herrera, and Diane Rodriguez

Introduction and Background

Each preservice or inservice teacher who faces the prospect of student diversity in clinical experiences or practice settings does so with an individual set of assumptions about cultures and languages that differ from his or her own. Mezirow (1991) maintained that reflections on such assumptions and presuppositions about oneself and others can lead to "transformative learning"; or "learning that transforms problematic frames of reference" (Mezirow 2003, 58). In light of the increasing cultural and linguistic diversity of student populations across the United States, we believe such introspection is a capacity that should be developed in undergraduate and graduate candidates in colleges of education. Using examples related to ethnicity, race, and language, this article explores how developing the reflection skills of preservice teacher candidates and inservice teachers may strengthen an educational unit's potential to meet National Council for Accreditation of Teacher Education (NCATE) Standard 4 - Diversity.

An individual's way of perceiving the world is deeply affected by societal interactions throughout his or her life, and these can be described as one of three types of socialization experiences: (1) primary socialization, which involves families and caregivers; (2) secondary socialization, which relates to the school setting, neighborhood, peers, media, and the Internet; and (3) adult socialization, which pertains to experiences associated with marriage and employment (Cushner, McClelland, and Safford 2003). As a result of accumulated socialization experiences, one internalizes perspectives, values, and expectations related to the norms and functions of social and cultural groups in society.

Individuals are first socialized according to the integrated patterns of the culture in which they are raised. This primary socialization provides each person with "funds of knowledge" (Moll, Amanti, Neff, and Gonzalez 1992) or strategies and bodies of knowledge that enable the family to survive and help members of the family make sense of their reality in relationship to one another. At the same time, primary socialization deeply influences one's perceptions and assumptions about others in the context of the individual's personal sense of identity. These assumptions often can be found in the deeply held beliefs that teachers hold about students with diverse backgrounds. Such assumptions often are reinforced through secondary and adult socialization.

The Challenge of NCATE Standard 4 - Diversity

Under NCATE Standard 4, teacher education units must ensure their curriculum addresses "...differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area" in order to receive accreditation (NCATE 2008, 34). Specifically, units must be able to provide evidence that they meet the following expectations:

> 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 popula-

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Janet Penner-Williams is Assistant Professor of curriculum and instruction and Assistant Dean for Accreditation and Assessment at the University of Arkansas-Fayetteville. Her research interests include teacher professional development, especially in the area of culturally and linguistically diverse student populations, and assessment of higher education programs as it pertains to teacher success in the field.

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Diane Rodriguez is Associate Professor in the Department of Curriculum and Instruction at East Carolina University. Her research is at the intersection of special education, bilingual education, and academic development of culturally and linguistically diverse students. She is currently engaged in a federally funded project to increase the instructional proficiency of teachers seeking to reduce the achievement gap between English language learners and native English speaking students.

tions, including higher education and P-12 school faculty, candidates and students in P-12 schools (NCATE 2008, 34).

Standard 4 sets ambitious goals for teacher education units, and so they may find putting this charge into tangible practice challenging. We have found that a promising avenue for helping candidates develop the professional dispositions needed for appropriate and proactive diversity-related practice is critical reflection. We believe candidates must begin to be introspective about their own socialization in and out of school in order to transform their approach to teaching culturally and linguistically diverse (CLD) students.

We believe that the concept of transformative learning through reflective practice as described in the work of Mezirow (1978; 1991; 1997; 2003) deserves consideration as a means of capacity building in teacher preparation programs. In discussing the process of reflective practice, Mezirow (1991; 1997) emphasized the premise of reflection in which learners reflected on the validity of norms, paradigms, philosophies, and theories often taken for granted. Experience is culturally and personally shaped and formed, and it is viewed through a deeply ingrained sociocultural lens. If a teacher's socialization includes a background of racism or negative experiences with members of other races, this teacher may have negative feelings toward particular students and yet be unaware of the source of or reason for these feelings. This can result in the creation of a negative climate in the classroom.

According to Herrera and Murry (2005), critical reflection on professional practice begins with assumption checking followed by "validity testing." They assert that the ability to test the validity of one's biases and assumptions is at the core of self-readiness to accommodate CLD students in the classroom. Herrera and Murry (2005) and Mezirow (1991) defined critical reflection within the context of validity testing as a phenomenon whereby adults who examine biases stemming from their socialization can begin to understand how they developed their deeply held belief systems and how these perspectives and assumptions shape how they teach. According to Mezirow (2003), such critical reflection can become a transformative learning experience, allowing the individual to move progressively toward a frame of reference that is more inclusive, self-reflective, and integrative of experience.

Faculty and Undergraduate Student Challenges Related to Critical Reflection

What happens when undergraduate teacher candidates are presented with the opportunity to develop the capacity for critical reflection? According to several education researchers, having few life experiences with people culturally or linguistically different from oneself can inhibit reflection and participation in responsive pedagogical practices (Darling-Hammond and Richardson 2009; Gay 2000; Kean, Campbell, and Richards 2004; Ladson-Billings 2004). Preservice teachers who lack such life experiences may find it challenging to (1) reflect on their belief systems, assumptions, and prejudices; (2) consider the possibility of other interpretations of events and experiences; and (3) apply learnings to their own personal and professional development. When such candidates are required to examine their own belief systems through course content, we have found that they may be reluctant or even defensive. Further, we have found that an instructor who is culturally or linguistically different from such students may increase their resistance to critical self-reflection.

As an example, we know of an incident where teacher candidates in a course taught by an experienced and successful faculty member who was culturally and linguistically different than the undergraduate students rejected examination of their own cultural biases and attitudes. At the end of the course, which was designed to increase teacher candidate knowledge about diversity issues and the academic, linguistic, social, and emotional needs of diverse students, they instead criticized the faculty member in post-course surveys with harsh comments, such as:

(1) This instructor better learn the material because everyone in the U.S. should speak English and learn to be an American.

(2) Irrelevant course.

(3) Work on your teaching style or don't teach this class.

This example is supported by Rockquemore and Laszloffy (2008), who argued in their book, *The Black academic guide to winning tenure – without losing your soul*, that students "...experience dissonance when they see a diverse person behind the podium" (p. 18).

If inaccurate teacher candidate assumptions about culturally and linguistically diverse individuals and groups are not addressed at the preservice level, it is possible that these may be carried into their careers. Therefore, activities and projects that require critical reflection may allow undergraduate teacher candidates to practice assumption checking before they become credentialed. As an example, we present an experience with one of our undergraduate students, a white female. In critically reflecting on a project where she was required to interview a person from a different background, this teacher candidate shared the following thoughts:

I really expected him [the interviewee] to start by pointing out the difference between us as black/white or American/St. Lucian, but was greatly surprised when the first thing he mentioned as being the biggest difference between us was male and female. Perhaps in St. Lucia racism is not such an issue...Is it simply an American way of automatically seeing color first? ...For me, this was definitely an "ah-ha" moment, as it opened my eyes to viewing something in a completely different way.

I think my assumptions have everything to do with my socialization. In America we are always bombarded by racism... [When I start teaching] I won't treat my students any different based on race. I hugged that black boy just like I'd hug the rest of my students. I need to make sure I make eye contact and smile at everyone, especially blacks because I want to prove that I'm not racist... I know these are things that go [through] people's heads, because I have had similar ones. I think everyone tries so hard to not be racist that in the end we still are. I honestly believe that this has to do with the way we were raised in this country.

We often hear from our undergraduate teacher candidates that they don't "see" color and will treat all their students the same. Unfortunately, we believe they are missing an opportunity to learn about the cultural and linguistic diversity of their students and to use these assets as a scaffold to engage all students in the content and curriculum.

Inservice Teacher Perspectives on Diversity as Graduate Students

We believe that, at times, teachers' mindsets about culturally and linguistically diverse students need changing. Through critical reflection, teachers may be able to challenge previously held beliefs and assumptions about CLD students and families. For example, if a white, middle class, suburban student chooses teaching as a profession because he identified positively with his elementary and secondary teachers (who shared his cultural and linguistic background), he is more likely to affirm and continue conventional practice than to undertake a critical analysis and challenge of current practice (Bruner 1996). Therefore, we believe inservice teachers may need to be jolted from current ways of thinking to consider how the teaching and learning dynamic can change along with student demographics. As Dewey (1927) argued, such change requires "...breaking with the crust of conventionalized and routine consciousness" (p. 183).

The "Reflection Wheel Journal" (Herrera and Murry, 2005) is a five-step activity designed to lead teachers through the process of critical reflection, as follows:

1) Teachers identify a precipitating event or behavior, e.g., an interaction with a CLD student, parent, or teacher; or an event that took place at school, in their classroom, or in the community. They describe this event or behavior as the first part of their reflection.

2) Teachers next identify the feelings they had in association with the event or behavior. These feelings may arise due to beliefs and assumptions they have regarding schooling, learners, and diversity. Here the emphasis is on the affect; that is, how teachers reacted emotionally.

3) Teachers identify thoughts regarding the event or behavior. At this point, teachers focus on the cognitive processing that occurred as a result of the incident. This step provides teachers with an opportunity to review the thought process they experienced during the behavior or event.

4) The fourth step involves critical reflection as teachers: (a) consider assumptions made; (b) compare their assumptions to the facts; and (c) identify how prejudices acquired through many years of socialization affect current actions, feelings, and thoughts. After identifying these biases, teachers, at the very least, are more aware of acting in a conditioned and unconscious manner and may consciously choose to act differently in the future.

5) The final step is application of the learning from critical reflection. Teachers identify how they have grown personally and professionally, and how that growth will impact their future practice in the classroom and in the larger community.

As an example, we present an experience with one of our students, a relatively young, female teacher pursuing a graduate degree, with the Reflection Wheel Journal. This teacher wrote about an event where one of her students asked, "Can immigration [officials] come to school and take a student?" The teacher's perspectives and beliefs about CLD students were enlarged as she reflected on the event in step three of her journal:

> I thought that I had been shortsighted and had a terribly limited perspective about their lives. I thought they would be afraid because of the language barrier, and they are. I thought they would be afraid because there are cultural differences, and they are. I thought they would be afraid of the unknown, and they are. They are all of that, but there is also a paralyzing fear that something might happen that would separate them from their families.

This teacher then began to reconsider her assumptions about CLD students and safety in step four of her Reflection Wheel Journal and challenged her assumptions:

> The assumption that all students feel safe at our school is erroneous. There are deep, terrifying emotions that some of our students deal with. This fear is rooted in questions like: Will officers come to my school and get me? While I'm at school, will my parents be safe? When I get home, will my parents still be there?

In applying her learning from the Reflection Wheel Journal in step five, this teacher identified her professional and personal growth, sharing the following:

> I was reminded that day that I do not teach math. I teach children. These are beautiful children whose parents have taken a very difficult step to provide a brighter future for their families, wouldn't I do the same?

At the end of the process, this teacher predicted she would change her practice to emphasize this newly formed belief about CLD students and their families.

We have found that critical reflection can also work well with experienced teachers who formed their teaching philosophy and belief system a number of years ago. In this example, we present an experience with another of our graduate students, a female teacher with 30 years of experience, who after going through the critical reflection process of the Reflection Wheel Journal, also made paradigm-shifting changes. She wrote about her previous beliefs about CLD students and the changes in her teaching beliefs:

> In my 30 years of teaching, I have taught many CLD students and as I learn some new information in this [university] class, I realize that I might have gone about my teaching my previous CLD students in a very inappropriate way. At one time, in my educational experience, I was taught in an ESL workshop, that I was not to speak Spanish in my class and neither were the students. They were to repeat and speak English words, write English words, and try to read English words. I labeled some items in my room with English signs like "desk," "book," and so on. With this type of teaching information I did not even try to understand anything about the CLD students' culture or thinking process. I just expected them to convert to English as their educational language with no regard with where they came from or who they were as individuals. I just assumed that these CLD students were slow learners or not paying attention. As I learned new concepts about how to teach CLD students, I realized how misinformed and how ignorant I was when I taught my previous CLD students. [For example,] It only makes sense to build a second language on the first language acquisition.

Through critical reflection, this veteran teacher was able to distance herself from her past instructional practices and check her assumptions to see if they were valid.

She went on to share the following in her journal:

> As an educator, I always like to learn as much as possible about students...why did I let a language barrier stop

me from finding out about these culturally and linguistically diverse students? I don't really know why I was so indifferent to other cultures and languages other than my American ways, but I am now beginning to understand that CLD students need time for language development and language transition, an interactive and comfortable classroom environment, more curricular accommodations, more materials in native language, and a teacher that is well educated in teaching CLD students.

Excerpts from both teachers' journals provide examples representative of our experiences of how early career and veteran teachers may develop transformational teaching practices related to CLD students as a result of critical reflection through the use of the Reflection Wheel Journal.

Conclusion

In aligning teacher preparation coursework with the requirements of NCATE Standard 4, we recommend that preservice and inservice programs consider making critical reflection an integral part of their curriculum. Through critical reflection, beginning with checking one's assumptions, undergraduate and graduate teacher candidates may increase their capacity to understand how primary, secondary, and adult socialization experiences influence perspectives that guide their practice with CLD students. However, we think it is important for programs to recognize that candidates who have had few life experiences with people culturally or linguistically different from themselves may find this process challenging. We have found that reminding teacher candidates that every individual, regardless of (and as a result of) socialization, has biases and makes assumptions can be helpful.

We have found the Reflection Wheel Journal an activity that has shown promise in guiding students through the process of critical reflection. The five-step journaling activity provides an opportunity for teacher candidates to explore their reactions to incidents that take place in the context of site-specific professional practice. We believe that by peeling back the multiple layers of experience and considering alternative interpretations and factual realities, preservice and inservice teachers can come to new realizations, find fulfillment in transformative learning, and improve their knowledge, skills, and dispositions related to working with culturally and linguistically diverse students.

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Promoting Diversity through Multilevel Activism: An Organizational Approach

Patricia Alvarez McHatton,
Barbara J. Shircliffe, and
Deirdre Cobb-Roberts[1]

The National Council for Accreditation of Teacher Education (NCATE) was founded in 1954 to serve as an independent body in promoting high quality teacher preparation programs (NCATE 2008). Its mission is to ensure accredited institutions produce high quality educators, administrators, and specialists able to meet the needs of all learners. Institutions seeking NCATE accreditation must address six standards NCATE identified as essential to producing quality educators: (1) Candidate knowledge, skills and professional dispositions; (2) Assessment system and unit evaluation; (3) Field experiences and clinical practice; (4) Diversity; (5) Faculty qualifications, performance, and development; and (6) Unit governance and resources. This article focuses on the fourth standard and chronicles the goals, efforts, and accomplishments of the University of South Florida (USF) College of Education in meeting it. These efforts demonstrate the value of multilevel activism in fostering a campus culture where teacher educators and students can develop competencies necessary for

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teaching and working with children and families from a broad range of backgrounds.

We begin by providing a historical overview of the College's diversity initiatives and the subsequent inception of the Diversity Committee and its work. We end with a reflection on its accomplishments, challenges, and opportunities.[2] It is also critical to note that the College, guided by its conceptual framework, requires specific course work, experiences, and assessments across and within programs at various stages of candidacy in keeping with the goals of Standard 4; therefore, the activities of the Diversity Committee by no means encompass the totality of how we prepare teachers and other educational professionals to work with diverse populations. However, this article does not address these specific curricular issues or performance-based assessments. Rather, it highlights how a college-wide committee can engage faculty and students across programs at the undergraduate and graduate levels in critical reflection and action on how systems of power and inequality shape knowledge and educational practice and the preparation of culturally competent education professionals. Before describing this organizational approach, it is important to consider USF's regional context and why it was critical that we build a faculty and student body reflective of its larger service area.

Background

The USF College of Education is the ninth largest public college of education in the nation and is ranked 66th among graduate schools of education according to the 2010 *U.S. News and World Report* (2010). The College is ranked 15th by this report in generating external research funding, averaging over $22 million annually during the past five years. The College's primary service areas are the public school systems of Tampa's metropolitan area including Hillsborough County, the eighth largest school district in the nation, and the counties of Pasco and Hernando. These school districts incorporate urban, suburban, and rural areas. Recent demographic shifts have brought increasing racial and ethnic diversity to all communities surrounding Tampa, and these changes have been reflected in the public school population. In 2003, Hillsborough County became "majority minority";[3] and, as of fall 2008, 59% of the district's students were classified as racial or ethnic minority under the state's accountability system (Florida Department of Education 2009). In addition, over half of the district's population received free or reduced-price (Dolinski 2009).

At the same time, the majority of teacher education majors enrolled in in the College are white and female. For the spring 2010 term, 75% of College undergraduates were white and 78% female while 73% of College graduate students were white and 76% female (University of South Florida 2010a).[4] The cultural mismatch between our student population and that of the service area makes it essential for graduates to be knowledgeable and skilled in working with a wide range of students and families. College efforts among faculty and students to prepare teachers and other professionals for a changing school environment date back to the late 1960s and early 1970s when Hillsborough County School District, under court order, desegregated schools to achieve racial balance among public school teachers and students. For example, in 1971 the College hosted a Teacher of Teachers Training program that created a series of workshops and seminars designed to raise cultural awareness of teachers, many of whom would be teaching racially mixed classrooms for the first time (Pride 1999).

In 1995, USF embarked on a five year planning process in which all colleges and units developed strategic plans with respect to diversity. At the time, the USF Office of Diversity had initiatives that provided resources to foster cross-cultural understanding, e.g., workshops, seminars, and curriculum materials. USF was interested in establishing centers at each college that could serve as a repository for research on diversity-related issues and provide resources to students, staff, and faculty. There were several initiatives related to diversity in place within the College of Education. For example, in 1995, Project PILOT (Preparing Innovative Leaders for Tomorrow) was established, a personnel preparation program funded by the U.S. Office of Special Education Programs which focused on preparing African American males for teaching careers in special education. This project succeeded in increasing the number of African American males in the College's classrooms and created dialogue among faculty and staff members about the importance of diverse learning environments and the need to for the College to create a welcoming climate for all students.

As part of the planning process, a College diversity committee was formed with representatives from all departments. The College Director of Undergraduate Programs and Internships was appointed as Coordinator of Diversity Initiatives. This position had the following responsibilities: (1) Communicate the College's diversity achievements and progress; (2) build a College community within a shared responsibility paradigm that supported and welcomed diversity; (3) coordinate diversity and urban education initiatives/research within and linked to the College; and (4) promote scholarly activities related to diversity and urban education issues within the University, College, and public school communities, e.g., workshops, seminars, dialogues, symposia. To accomplish these goals, the Diversity Committee proposed establishment of a College of Education diversity center, with an associate dean or director at the helm, that could serve as a resource center for research; grant writing; curriculum development; and recruitment and retention of faculty and students. The center never materialized largely due to financial reasons and concerns regarding how to structure the center so that diversity initiatives would not be viewed as solely the purview of the department in which the center was to be housed. However, the activism and planning process created among faculty and staff involved with the committee carried on into the next decade.

The College of Education Diversity Committee

The most recent coordinated effort to assess the College's status and progress toward diversity dates back to November 2002 when then the interim dean appointed a task force on diversity, comprised of College faculty, administrators, staff, and graduate students. It was chaired by two faculty members and two graduate students. The task force was charged with assessing our status as a college with respect to infusing diversity throughout the curriculum; recruiting and retaining faculty and students; and developing multicultural competence among students. Assessment results would inform the development of action plans by the task force for continual improvements.

In October 2003, following a series of planning meetings, the task force recommended that the Dean establish a permanent committee on diversity to work with the Office of the Dean, Faculty Council, Associate Dean, Director of Development, NCATE coordinator, and university Office of Diversity and Equal Opportunity. This recommendation resulted from the task force's recognition of the need for an

ongoing and sustainable medium for faculty and students to discuss ideas and propose activities that would enhance the College's diversity efforts. A permanent committee would provide such a forum and could serve as a springboard for workshops; teaching seminars; discussions; research projects; and faculty- and student-led presentations. In addition, it would support our goal to produce graduates who possess the necessary knowledge, skills, and dispositions to meet the needs of all learners. A decision was made that this permanent committee would have multiple chairs, and the majority of its initial work – assessing and developing actions plans – would be carried out by subcommittee. The chairs of the various subcommittees were encouraged to recruit members from students, faculty, and staff throughout the College. Members could participate in the subcommittee without having to invest in the work of the larger committee.

The Dean accepted the co-chairs' recommendation for an open committee and provided the committee with a graduate assistant, who proved to be an extremely valuable resource for coordinating the committee's work. The Diversity Committee was introduced to the faculty during the December 2003 annual college-wide faculty meeting. At that time, the Dean and co-chairs provided an overview of the goals of the committee, extended an invitation for participation to all faculty and staff, and solicited input from participants on how to best move the College forward in the area of diversity. During this meeting, faculty members who were active in the committee led round table discussions, which came to be known as "circles," devoted to eight topics:

1) Chronicling diversity activities;
2) Climate;
3) Student recruitment and retention;
4) Community engagement;
5) Recruiting and retaining a diverse faculty;
6) Development;
7) Research;
8) Multicultural teaching competence.

Each of these topics is integral to meeting the expectations of NCATE Standard 4 and necessary for producing quality educators able to meet the needs of all learners. Circle leaders provided faculty and staff members at each table guiding questions for discussion and facilitated conversations, scribing comments which were compiled and analyzed at a later date. Faculty members were able to rotate to other tables/topic areas throughout the meeting. At the end of the meeting, faculty members were invited to join a circle to begin the more formal work of assessing our status and proposing action plans to strengthen our program.

Diversity Circles at Work

For each circle, or subcommittee, a faculty member accepted an invitation to serve in the capacity of chair, after which the Dean formalized the appointment. Faculty were selected based on their expertise in a particular area, leadership experience, or their position. For example, the Development Director was selected to chair the Development Circle. Each chair represented his or her committee at the Diversity Committee meetings. College faculty were encouraged to join circles based on their interests and expertise without the demands of a regular appointment to a college-wide committee. In addition, the NCATE coordinator became a member of the Diversity Committee, regularly attended meetings, and worked with the various subcommittees. This allowed the coordinator to remain abreast of

the Committee's work as it related to NCATE's standard on diversity. In turn, the coordinator provided the committee with resources and information. During monthly Diversity Committee meetings, open to all members of the College, circle leaders shared ideas and discussed the progress of their respective subcommittees. Circle leaders represented various departments, and importantly, administration, including the Directors of Student Academic Services and the Director of the Office of Development.

The objectives for the circles were similar to those of the original task force: To review the suggestions from the faculty meeting; assess current status in each of the eight areas; identify future goals; and develop a proposal for achieving those goals. The strengths of this organizational model were twofold: (1) Faculty could target their committee work to areas in which they were most interested; and (2) they could transition to other work once a goal had been accomplished. The dynamic, flexible nature of the circles allowed for maximum participation by faculty, students, and staff. While each of the circles would imply discrete sub-committees, in reality the work conducted by each of the groups occasionally overlapped which only served to enhance our efforts. This will become apparent as we describe the goals, activities and accomplishments of each group.

Chronicling Diversity Activities Circle

One of the issues emerging from faculty meeting discussions was that they were not fully aware of College diversity initiatives already in place. In addition, while faculty recognized that a vast amount of scholarship by the faculty addressed diversity, there was no formal mechanism to identify or publicize it or the faculty involved. Thus, the goals of this circle were to survey faculty regarding their scholarship in the area of diversity; gather data on existing programs and initiatives; and then determine how this information could best be disseminated to faculty and staff. The circles work also led to the development of the College's Diversity web site (http://www.coedu.usf.edu/main/Diversity/Diversity-index.html) which highlights diversity initiatives throughout the College and provides web resources.

Climate and Student Recruitment and Retention Circles

The College mission to prepare professionals who are culturally responsive and competent relies on our ability to create an environment that supports a diverse student body. The goal of this circle was to identify how best to ensure a positive climate for diversity. Campus climate has been found to have a direct effect on academic success (Edman and Brazil 2007). Yet research indicates that ethnically diverse students perceive campus climate more negatively than their white peers (Gloria, Hird, and Navarro 2001). Thus, an important part of this circle's work was assessing students' perceptions regarding diversity, equity, and inclusivity within the College (Henry 2008, 4). The circle abstracted data from a recent university-wide climate study and joined forces with the Student Recruitment and Retention Circle which had been examining recruitment and retention data to develop and administer a student climate survey. The purpose of this survey was to gather data on student attitudes and beliefs regarding diversity, equity, and inclusivity within the College. All undergraduate and graduate students were invited to participate in the survey. A total of 503 students completed the survey (11.4% response rate).

The survey results indicated that most student respondents found the College to be a welcoming environment that values diversity, and the curriculum provided them with the tools to teach a diverse population. Over 90% of respondents indicated that the College was in general, accepting of who they are while over 88% would recommend the College as an environment welcoming of diversity. An overwhelming majority of the respondents (80%) perceived the College as emphasizing the value diversity. In addition, 86% reported they felt the College was preparing them to foster safe and open learning environments in their classroom, and 89% believed the College challenged students to reflect on their own biases. However, only 39% of respondents believes that the College provided opportunities for understanding lesbian, gay, bisexual, transgender, or questioning (LGBTQ) students. For LGBTQ respondents, 44% felt uncomfortable disclosing their sexual orientation. Focus groups conducted with faculty indicated that LGBTQ issues were an area faculty members felt least comfortable including in class materials or discussions.

The survey revealed that students recognized our commitment; however, only 51% of respondents believed integrating multiculturalism and diversity into course content was important (Henry 2008). Further, a minority, but not insignificant number of respondents, shared that they felt the College was too focused on diversity. The results of the survey suggested that more efforts could be made to help students see the links between the College's focus on diversity and the importance that content would have for their future as professionals.

The Student Recruitment and Retention Circle also examined recruitment and retention data on the College student population at the graduate and undergraduate levels. Results suggested that the College needed to do more to recruit and retain students from under-represented groups. There have been initiatives within the College that have enhanced the diversity of the student body such as Project PILOT and Project Thrust. Furthermore, each year College programs and departments can apply for and receive graduate student recruitment funds targeted toward increasing the numbers of students from under-represented groups. According to IPEDS data, as of 2008 the College ranked 17th in degrees awarded to Latino/Latina students, 25th in degrees awarded to international students, and 36th in degrees awarded to African American students.[6]

Community Engagement Circle

The goal for this circle was to enhance the College mission to build partnerships with local communities and school districts. Recognizing the need to make the university welcoming and attentive to diverse community members, this circle examined how responsive the College was to the needs of the metropolitan community in which it resides. Key stakeholders from the community were invited to participate in this group, and together they sponsored several programs at local schools focused on informing parents about USF resources and helping to foster a sense of belonging. The College website also documents faculty community-engaged research and curricular activities, much of which address diversity issues. Such community-engaged teaching and research is designed to enhance opportunities for development of cultural competence (University of South Florida 2010b).[7]

One of this circle's greatest accomplishments was relaunching the annual children's festival. Established in 1979, the festival attracted families throughout the USF service area to campus for a fun day of activities. In 2005, this circle brought back the festival as part of a series of events celebrating USF's 50th anniversary. Members of the circle believed it would be a great way for the College to demonstrate its commitment to diversity to local families and to highlight the

College as a community resource. Since 2005, over 4,000 individuals have attended the festival. The College Office of Development garnered sponsorship for the event from individuals and families, local businesses, and organizations to ensure its sustainability. At the festival, faculty, students, and staff create booths with games and activities so children and their parents can participate in and learn about enjoyable educational activities, such as: Photo booth software to create unusual images; learning games related to geography, typing, and music; exergaming (interactive gaming technologies); and family play therapy. Students also get a close up at a large African Sulcata Tortoise named Spike.

Recruiting and Retaining a Diverse Faculty Circle

One of the main expectations of NCATE Standard 4 is a diverse faculty. The goal of this circle was to review the status of faculty diversity within the College and provide recommendations on how to increase representation and retention of faculty from under-represented groups. In addition to examining faculty demographics, this circle interviewed recently hired faculty to determine what attracted them to USF and to identify bridges and barriers to retention. The circle recommended College faculty become more proactive in producing diverse candidate pools through the use of professional networks and accessing groups and organizations that may be helpful in identifying possible candidates. In addition, the circle recommended that the College provide professional development for search committee chairs; streamline the search process so more time is allotted to the search; use diversity indicators in job descriptions, e.g., evidence of commitment to diversity, research on diversity issues; and implement a revised search plan with proactive steps for ensuring a diverse pool. Each of these recommendations was implemented.

Since the circle's recommendations in 2004, the diversity of College faculty has more than doubled from 10.5% from under-represented groups to its current level of 23%. In addition, a new faculty mentoring program has been implemented to support all new faculty, with each new faculty member being assigned a mentor from within his/her department and one from outside the department but within the College. An associate dean facilitates conversations and formal discussion with faculty mentors and mentees around issues relevant to faculty of color.

Development Circle

The Development Director chaired this committee whose purpose is to increase efforts to identify scholarships for students from under-represented groups and funding sources for diversity initiatives and programs. As a result of work by the Office of Development, the College has multiple scholarships and awards that support diverse students. For instance, in 2006, the Diversity Committee recommended the College establish an award to honor outstanding undergraduate and graduate Latino students as part of USF's Hispanic Heritage Month. The Outstanding Latino/Latina Educator Award (OLÉ) is now in its fifth year. The Office of Development was crucial in getting sponsorship for this award through a partnership with Verizon's Hispanic Support Organization and other donors for a celebration dinner and financial award to recipients at the bachelor's, master's, and doctoral levels. The Development Office also initiated a diversity fund which helps support activities sponsored by the Diversity Committee.

Research Circle

The purpose of this circle was to plan, conduct, and disseminate research that impacts College practices and quality of education as it pertains to diversity. Specifically, circle sought to: (1) Assess the extent to which diversity content was infused in preparation programs; (2) explore student and faculty experiences and perceptions related to how diversity is addressed in courses, field experiences, and pedagogy; and (3) examine the extent to which expectations with respect to multicultural competence were communicated to students, faculty, and staff.

Initially, the subcommittee conducted a syllabus audit to determine how diversity was infused through coursework. A scoring guide was developed and piloted in the summer of 2004. Findings from the audit revealed that all syllabi contained topics related to diversity albeit at different levels, e.g., awareness, skills, knowledge. In order to better understand what faculty members were doing to enhance students' development with respect to diversity, faculty focus groups were conducted. Results revealed challenges experienced by faculty in addressing diversity as well as a need for faculty professional development in this area (McHatton et al. 2009).

As a result of the work of this circle, several faculty-initiated activities have been implemented. In 2003, the Diversity Committee, Dean's Office, and Diversity and Equal Opportunity Office sponsored USF's participation in the National Institute for Multicultural Competence tour which included presentations and small group activities centered on building multicultural competence in the practice of educators and counselors. The tour attracted faculty and students as well as professional educators and counselors from school districts throughout the service areas.

In February 2005, the USF Diversity Committee, the College Dean's office, and the University of Tampa cosponsored a two-day teacher institute titled, "Teaching for Understanding in Secondary Classrooms Post-September 11," which was presented by Educators for Social Responsibility and the Outreach Center at the Harvard University Center for Middle Eastern Studies. This teacher institute, funded by a grant by the National Conference for Community and Justice and Chevron/Texaco, was designed to: (1) Foster greater understanding of Muslim, Arab, and South Asian communities in the United States; and (2) raise awareness about increased discrimination these communities face in the aftermath of the attacks on the New York World Trade Center on September 11, 2001. The workshops were designed to equip secondary educators with tools and strategies for interrupting bias and discrimination in their schools and communities. The institute was attended by middle and high school educators; counselors; faculty; and students from both USF and the University of Tampa.

Responding to the need for further professional development during the last two years, the Diversity Committee has hosted a series of brown bag critical friends discussions with a focus on enhancing cultural competence and responsiveness in students. The purpose of these discussions was to engage in dialogue about best practices; share successes; assist with challenges, e.g., student resistance; and promote teaching and learning as scholarship. Faculty presented educational resources used in classes for the purposes of enhancing cultural competence and responsiveness in students, such as research, assignments, case studies, learning activities, discussion formats, and teachable moments strategies. Materials were peer reviewed, a process which included sharing written comments with

the faculty member submitting materials, with dialogue taking first between presenters and reviewers, and then among all participants. The brown bag discussions led to the idea of hosting a teaching seminar, titled "Difficult Dialogues Seminar," conducted by faculty from the Department of Secondary Education. During the seminar, faculty members discussed and reflected on cases based on classroom experiences. The dialogue allowed faculty to share ideas about effective strategies for building community and defusing conflict.

Multicultural Teaching Competence Circle

This circle reviewed the literature on skills and dispositions expected of professional preparation candidates; communication of expectations; and methods of assessment of cultural competence. In these discussions, circle members felt it important for faculty to make connections between the diversity content in their courses and the realities of public school classrooms. At the same time, national debates over immigration prompted rallies and marches across the state including the Tampa Bay area. There were public announcements made by some school principals regarding the punishment of Latino students who missed class to participate in immigration protests. One member of the Diversity Committee initiated a nationwide chain of letters protesting such actions. He felt that it was important to find an educational opportunity in reflecting on schools' responses to students participating in the immigration protests as many students would be working with children from immigrant families or were themselves first and second generation Americans.

In discussions about the ongoing debates surrounding immigration and cultural competence, this member proposed that the Diversity Committee sponsor a series of three forums during the upcoming semester. Each forum would provide multiple perspectives on the topic of immigration and the First Amendment and include community representatives; faculty members; school district officials; teachers; and professional personnel. The topic of the forum was also chosen as the focus of a critical student task whereby a 15 page case analysis was assigned to students taking Social Foundations of Education, a required course for College undergraduate majors. Students could use the three forums and related podcasts as resources for the case analysis whose purpose was to help them better understand the connections between course content and events happening in schools.

These forums were so successful that an annual program, "Creating Teachings Opportunities from Critical Issues," is now sponsored by the Diversity Committee and the Dean's Office. Each year, the committee selects a topic and sponsors three forums during one semester. The first hosts of a panel of representatives from the community while the second consists of a panel of school district leaders, teachers and counselors. The third consists of a panel of faculty members. A forum committee organizes the work, which involves the expertise of Florida Center for Instructional Technology housed within the College. At each forum, the panel discusses how best to address the critical issue based upon their expertise and responds to questions from the audience. Some forums involve break-out sessions and activities for students.

Approximately 100 students and faculty have attended each of the forums. Topic selection each year is based on ongoing reflection and discussion of student needs and critical issues confronting schools. For instance, data from the climate survey indicated that students perceived less emphasis placed by the College on issues related to sexual orientation and religion compared to race and ethnicity. Tensions around the formation of Gay-Straight Alliances in area schools increased the need for dialogue around the topic. Thus, in the fall of 2007, the forum topic, "Challenging Heterosexism in the Classroom," was chosen. The 2008 presidential election sparked discussion about the role of race in American political culture. That year, the Diversity Committee chose the topic, "Racism: Whiteness in the Classroom, Understanding Who We Are." When controversy emerged over the development of state science standards that included evolution, the committee chose "Religion in the Public School" as the topic for fall 2009. Currently, as families and schools are struggling to cope with the current economic downturn, the 2010 fall forum will focus on the "Impact of Poverty on Student Learning."[8]

Reflections on Approaches, Challenges, and Opportunities

The Diversity Committee continues to be an integral part of College diversity efforts. Each year, new faculty join the committee's work as an outlet for their interests, to connect with faculty conducting research in this area, and to participate in opportunities for their own professional development. Meetings are held monthly to plan ongoing activities, such as the OLÉ award and the forum series, and to discuss future needs and activities. Two area faculty members hope to pursue hope to pursue two questions that have proven to be the most challenging: (1) How to recognize graduates who have excelled in becoming culturally competent educators; and (2) How to measure the success of graduates in working with diverse children and families?

The first question presents an interesting challenge because faculty believe all graduates demonstrate dispositions and skills critical to working with diverse groups. In teacher preparation, undergraduates enter the College as juniors and graduate two to three years after admission. This is a short time period for the type of self-reflection and development required in becoming culturally responsive and proficient. Diversity in life experiences, age, cultural background, and academic preparation reveal differences in development relative to engagement with diversity topics. Some students enter the College ready to engage in difficult discussions about diversity and are willing to engage in deep introspection related to their ideology and worldview. Others are not ready for intense self-assessment and may even resist attempts at engagement. Recognizing this spectrum, faculty want to provide opportunities beyond what is delivered via course work and field experiences for those students seeking to challenge their own level of cultural competency. However, one reservation with establishing such a program is that it might create a separate track and lower the expectations for students outside the program.

The second question involves determining how to accurately assess our efforts in preparing culturally responsive graduates. Exit surveys and retention rates within the profession may serve as part of the story. However, the larger movement to link teacher compensation with student achievement has raised important questions about how to measure teaching effectiveness particularly with diverse groups of teachers and students. Many educators understand the limitation of measuring teacher effectiveness based on student performance on standardized assessments (Goe, Bell, and Little 2008). Yet there is a real desire on the part of USF faculty to ensure that the College is preparing graduates to be successful with diverse groups, and measuring those outcomes can inform our efforts in program revisions.

College efforts to ensure graduates are culturally competent have resulted in a variety of initiatives. The development of the Diversity Committee has provided opportunities for faculty and students to engage in critical dialogue and professional development based on expressed needs. The organizational model is one that has created a faculty-initiated committee with concerted administrative support that allows for participation throughout the College at multiple levels. Further, the use of data to examine current efforts and inform future actions has allowed faculty to identify strengths and challenges in order to work strategically to ensure graduates are fully prepared to meet the needs of all learners as addressed by NCATE Standard 4.

Endnotes

[1] Acknowledgement: The work of the Diversity Committee is possible as a result of the work of many faculty and staff members and administrators in the College of Education. Although we are unable to identify each one individually, we want to make clear that the work detailed in this manuscript would not have been possible without their assistance.

[2] It is important to acknowledge that the three authors were co-chairs of the Diversity Committee from 2003, when it was first established, until recently. The lead author was a doctoral student in 2003 and was still serving as co-chair when she was granted tenure in 2009.

[3] Statistics calculated from Florida Department of Education (2004) Excel spread sheets, "Membership in Florida public schools 2003-04."

[4] Statistic calculated from "Student Head Count," University of South Florida (2010a).

[5] Project Thrust is a university-wide program that provides support to African American students pursuing undergraduate degrees.

[6] Rankings were calculated by the authors using U.S. Department of Education IPEDS (Integrated Postsecondary Education Data Systems) data.

[7] The College defines cultural competence as follows: "Cultural competence refers to the capacity of a person to respond respectfully and effectively to people of all abilities, cultures (languages, races, ethnic backgrounds, religions), genders, sexual orientations, socioeconomic classes, and other diversity factors in a manner that recognizes, affirms, and values the worth of individuals, families, and communities and protects, preserves, and promotes the dignity of each (adapted from Barrera and Kramer, 1997, and NASW Standards for Cultural Competence in Social Work Practice)." See, http://www.coedu.usf.edu/main/Diversity/Diversity-index.html.

[8] All forums are videotaped and available online via podcast at http://www.coedu.usf.edu/zalaquett/forum/forum.html.

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Meeting NCATE Standard 4:
One University's Plan to Help Preservice Teachers Develop the Knowledge, Skills, and Professional Dispositions Necessary to Ensure that All Students Learn

Jo-Anne Kerr and Keith Dils

Standard 4-Diversity of the National Council for the Accreditation of Teacher Education (NCATE) requires that preservice teachers, or candidates, demonstrate and apply proficiencies related to diversity. NCATE provides the following explanation for inclusion of this standard:

> America's classrooms are becoming increasingly diverse; over 40 percent of the students in P–12 classrooms are students of color. Twenty percent of the students have at least one foreign-born parent, many with native languages other than English and from diverse religious and cultural backgrounds. Growing numbers of students are classified as having disabilities. At the same time, teachers of color are less than 20 percent of the teaching force. As a result, most students do not have the opportunity to benefit from a diverse teaching force. Therefore, all teacher candidates must develop proficiencies for working effectively with students and families from diverse populations and with exceptionalities to ensure that all students learn. Regardless of whether they live in areas with great diversity, candidates must develop knowledge of diversity in the United States and the world, professional dispositions

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that respect and value differences, and skills for working with diverse populations (NCATE 2008a, 36).

To that end, preservice teachers need to develop the develop knowledge, skills, and dispositions to enable them to successfully work with diverse populations of students. In turn, teacher education programs must have in place curricula and experiences beyond the classroom so that candidates learn about diversity and the implications it has for pedagogy. However, providing extracurricular experiences to foster a deeper understanding of issues relative to diversity may be more challenging than offering coursework that teaches candidates about diversity, particularly in higher education institutions and teacher preparation programs that face "...geographic isolation in relatively homogeneous settings" (Mitchell with Yamagishi 2004, 7). Therefore, this article addresses that challenge through a description of efforts undertaken by the teacher education program at Indiana University of Pennsylvania (IUP), a relatively homogeneous, mid-to-large sized public university,[1] to meet NCATE's diversity standard and to earn national accreditation. We begin with an overview of initial steps taken to meet NCATE Standard 4 followed by an explanation of the plan's origin. Next, we elucidate the specifics of our plan. Finally, we examine assessment, explaining how data are generated and then conclude by noting how the plan allows for continual development and improvement.

A Plan to Meet NCATE Standard 4

As an initial step in meeting accreditation standards, NCATE requires teacher preparation institutions to create a conceptual framework that:

> ...establishes the shared vision for a unit's efforts in preparing educators to work effectively in P–12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. The conceptual framework is knowledge based, articulated, shared, coherent, consistent with the unit and institutional mission, and continuously evaluated (NCATE 2008a, 12).

To that end, IUP developed a 49 page conceptual framework (Indiana University of Pennsylvania 2005).

As part of its conceptual framework, IUP articulated "diversity proficiencies" that IUP teacher candidates are expected to develop in their undergraduate and/or graduate educations, using Interstate New Teacher Assessment and Support Consortium (INTASC) principles three through five:

- Principle 3. The teacher understands how students differ in their approaches to learning; creates instructional opportunities adapted to diverse learners.
- Principle 4. The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
- Principle 5. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation (Maryland State Department of Education 2004; IUP 2005, 15).

Candidate outcomes were then derived from reviewing the literature in the areas listed below, especially the Danielson (2007) model.

These included:

- Demonstrating cultural competence;
- Demonstrating knowledge of students;
- Creating an environment of respect and rapport;
- Establishing a culture for learning;
- Creating an expectation that all students can learn.

With these initial steps in place, we then turned to designing a plan that would allow us to meet NCATE Standard 4.

The Plan's Origins: Actions in Response to Collected Data on Diversity

At IUP, a Diversity Task Force was established to review employer survey data and to design a plan for improvement related to NCATE Standard 4. Employer, cooperating teacher, and alumni surveys all suggested that IUP teacher education candidates and graduates performed well in diverse settings. For example, in 2008, employers (n=73), using a scale of 1-5 (1=Clear weakness; 2= Less than adequate; 3=Adequate; 4=more than adequate; 5=Clear Strength), rated IUP teacher education graduates as follows (mean score in parentheses):

- Demonstrate a commitment to equity (3.80);
- Are culturally sensitive (3.74);
- Hold high expectations for all students (3.80);
- Interact with students in developmentally appropriate ways (3.89).

While the data above demonstrate that employers believed that graduates generally performed adequately in diverse settings, a plan was needed to formalize assessments and to collect assessment data

concerning diversity earlier in the program. Therefore, the Task Force turned to the job of designing a program that would allow for a systematic means by which "Candidates and faculty regularly review candidate assessment data on candidates' ability to work with all students..." at key points or stages in the curriculum (NCATE 2008b, Standard 4a., Target level). The flow chart in the Figure summarizes the sequence of course work, diversity experiences, and field experiences with the stages of diversity assessments and data collection for IUP.

Meeting NCATE Standard 4: What We Envisioned

Here we examined the phases or progression of experiences that we planned for our candidates in the area of diversity. For the first phase, we used our B.S. in English Education program courses to illustrate how this part of the plan would help preservice teachers develop skills and knowledge about diversity. (See Table 1.)

During the second phase of the plan, students begin to link knowledge and skills gained in the first phase to actual experiences with different types of diversity through participation in a variety of experiences, which we call our "Diversity Series." Here candidates develop a deeper understanding of diversity by participating in events related to diversity and attendant issues. Reflection, incorporated into students' electronic portfolios, gives candidates time to carefully think about what they have experienced and observed and to make connections to prior understandings and to future pedagogical decisions. Writing fosters deeper and clearer understandings of the complexities of diversity and the many ways that diversity manifests itself in society. Furthermore, it presents students with the opportunity to delve

Figure
Flowchart of Teacher Candidate Diversity Experiences

Introduction to Diversity Concepts in Teacher Education Classroom **(to be assessed with Unit Assessment System, defined in Conceptual Framework)**		
ELL Course/ESL Course	Methods Courses	Pre-Student Teaching

Initial Experience with Diversity **(Assessed with e-portfolio, candidate's choice of what to include)**	
Advertise "Diversity Experience."	NAACP meetings and banquet, Interfaith debate, Pennsylvania Council of Social Studies event, Student Diversity Council, Multicultural Education Conference, annual Kwanza meeting.

Field Experiences Augmented by Coaching and Feedback **(Assessed with unit pre-student teaching forms, student teaching forms, and e-portfolios for some programs)**
• Students provided with opportunity during field experiences to apply understanding of diversity concepts and to reflect on pedagogy to further the development of knowledge, skills, and dispositions related to diversity. • Intentional placements in courses (EDUC 242 and EDUC 342) and student teaching so that proficiencies related to diversity can be developed further, demonstrated, and applied.

Table 1

B.S. in English Education Program Courses to Assist Preservice Teachers to Develop Skills and Knowledge about Diversity*

Courses	How Diversity is Addressed
ENGL 323 Teaching Reading and Literature	Introduction to reading as a socio-psycholinguistic process provides students with opportunity to consider the implications of reading being a transaction between text and reader and the importance of reader's stance. Activities designed to ask students to take on different roles as readers serve to show them how diversities affect understandings of texts. Readings in theory and research provide students with ideas for pedagogically sound lessons. Lesson plans include adaptations for exceptionalities.
ENGL 324 Teaching and Evaluating Writing	A combination of reading and assignments provide opportunity to build upon professional education courses, such as EDEX 301. Students include adaptations for diverse learners and students with exceptionalities when designing lesson plans. Readings provide information about how to help diverse learners with writing assignments, including conferencing, portfolio assessment, and, appropriate modifications. Attention to specific types of diversity include: Second language learners; learning support students; students with attention disorders; and students whose home language and/or dialect differ in significant ways from standard English.
ENGL 426 ESL Materials and Methods	Students are introduced to ESL theory and practice. State-of-the-art approaches are presented as well as material adaptation and design. An overview of how English as a second language and bilingual education programs are operationalized in various ways across the U.S. and abroad is included.
EDUC 242 Pre-Student Teaching I	Thirty-five hours of observation at a school site with an accompanying assignment and a "Discovery Paper" serve to acclimate students to the classroom as preservice teachers. Preparation for observation includes readings focusing on best practices and how to meet the needs of diverse populations of students in the English/language arts classroom and practice with observing and taking field notes. In the "Discovery Paper" students describe the classroom from the perspective of participant-observer, paying particular attention to gender, ethnicity, race, language, and exceptionalities, and how diversity affects classroom atmosphere, interactions, and pedagogy. The "Discovery Paper" includes an analysis; students may choose to analyze and reflect on how teachers meet the needs of diverse learners. The observation also serves to familiarize students with available resources to assist teachers who work with students with exceptionalities.
EDUC 342 Pre-Student Teaching II	The second clinical experience includes 35 additional hours of observation in a classroom. Preservice teachers write another "Discovery Paper," in which they again describe the setting and offer an analysis of one aspect of the classroom, which may focus on diversity. During this experience, cooperating teachers are asked to allow preservice teachers to work with small groups of students and, if possible, to teach a brief lesson. An additional requirement of the course is teaching a lesson to students in one of the university's ENGL 101 College Writing course sections. Lesson plans include adaptations for learners with exceptionalities.
EDUC 452 Teaching English and Communication in Secondary School	Taken the semester prior to student teaching, this methods course is designed to help preservice teachers synthesize their content knowledge learning and pedagogical learning through the design and implementation of lessons plans, one of which is taught to high school students. They also design a unit plan and compile a showcase portfolio that includes artifacts that indicate their proficiency. Materials for this course emphasize teaching media literacy and reaching diverse learners; thus students are asked to use technology (audio, visual, computer, multimedia, etc.) and to demonstrate knowledge of affirming diversity in the classroom. Lesson plans that students design must demonstrate a knowledge of rationale, objectives, procedure, engagement, adaptations, and assessment. Course readings include texts that address issues of diversity.

* Methods courses and required professional education courses.

more deeply into issues relevant to diversity, such as the sociopolitcal context of education, equitable learning experiences for all students, and the importance of affirming diversity in the classroom. It is in this phase of our plan that teacher candidates may begin to develop a disposition toward diversity that will prepare them for student teaching.

Because candidates participate in the Diversity Series while they are taking methods and pre-student teaching courses, teachers of these courses can use candidates' experiences and their reflections on Diversity Series experiences to augment readings and assignments and to stimulate class discussion. Candidates may also choose to share reflections with their peers. These ancillary uses of the Diversity Series experience can thus be used to inform lesson planning and to foster the development of an appropriate disposition related to diversity.

During the final phase of the plan--student teaching--candidates are expected to have the knowledge, skills, and disposition related to diversity that inform all aspects of their teaching, including creating a productive and well-managed classroom environment; engaging in sound preparation; and effectively planning and implementing instruction. As in the second phase, teacher candidates receive on-going feedback and coaching from cooperating teachers and university supervisors that encourage collaborative problem solving and reflection on issues of diversity as they play out in the classroom. Knowledge and skills are honed and practiced, with professional dispositions related to diversity developed further.

Assessment and Generation of Data for Program Review

For NCATE reviews, it is incumbent upon programs to provide data that indicate candidates' proficiencies related to diversity. Each phase of our program includes methods for assessing knowledge, skills, and professional dispositions necessary to help all students learn.

During the first phase candidates are introduced to the concept of diversity. Many of the courses in this phase provide performance-based assessments requiring candidates to analyze and evaluate teaching scenarios involving diversity. Instructors often use video clips of teaching vignettes or scenarios to set the stage for analysis and discussion. The instructor's task is to coach candidates so that they are able to identify effective teacher behaviors. Instructors also lead candidates to evaluate why certain teacher behaviors are effective. The intent is to "plant the seeds" for how to act in

similar situations in the field. These courses also include instruction in pedagogy so that candidates know how to adapt lessons to the needs of diverse learners. Because the NCATE standards suggest the use of diverse teacher education faculty, and because IUP is not always able to provide such faculty for every class, guest speakers are used to stimulate in-class analysis of issues related to diversity. The initial performance-based assessments used for classroom activities and projects are described in the syllabus. However, assessments that allow the collection of data across the unit do not take place until the next stage.

With the second phase, candidates are encouraged to see, experience, and reflect on diversity outside the curriculum. Here, candidates attend an activity or event involving diversity. This "Diversity Series" allows candidates to pick from a wide range of events. Many of these events are organized and promoted by the IUP's Office of Social Equity and Civic Engagement and include the Pennsylvania chapter of the National Association for Multicultural Education diversity conference, which provides two days of seminars on diversity issues in education. Also included are the annual Symposium on Gender and Sexuality sponsored by IUP's GLBT Commission; the IUP President's Commission on the Status of Women; Mosaic meetings;[2] and the IUP African American Cultural Center workshop series. These events are populated by people far more diverse than students found in stage one and provide them with opportunities to reflect on their experiences and interactions as they apply to what they learned in introductory courses.

An electronic portfolio (e-portfolio) is used to structure, assign, and assess these activities and reflections. This assignment is required of all teacher candidates and is structured with well-defined grading rubrics derived from the IUP Conceptual Framework and NCATE diversity standards. The rubric for the assignment was designed to measure candidates' ability to meet INTASC Principle 3. (See Table 2 for rubric). Candidate advisors view e-portfolio artifacts and reflections and evaluate them using the rubric. Assessments are recorded on paper scoring guides and submitted to the College of Education Dean's office so that staff can enter the data into an electronic data base referred to as the Unit Assessment System. With the Unit Assessment System, data can be aggregated and disaggregated so that trends can be seen. Table 3 provides an example of e-portfolio assessment data concerning diversity.

Table 2
Rubric for to Measurement of Candidate Ability to Meet INTASC Principle 3

Unacceptable	*Acceptable*	*Target*
The diversity standard does not have an entry; or	The diversity standard has at least one entry.	The diversity standard has more than one entry.
There is no correlation between the diversity standard and entries; or	There is a correlation between the diversity standard and the entry.	There is an obvious correlation between the diversity standard and the entries.
The diversity entry provides no evidence that the diversity standard has been met.	The diversity entry provides evidence that the diversity standard has been met.	All diversity entries provide evidence that the diversity standard has been met.

Table 3
E-Portfolio Assessment Data Concerning Diversity

Program	Evaluation I		Evaluation II	
	Number of Evaluations	Mean Rating*	Number of Evaluations	Mean Rating*
Art Education	15	2.2	6	2.7
Business Education	0	0.0	2	2.5
Biology Education	5	2.6	2	2.5
Chemistry Education	0	0.0	0	0.0
Early Childhood/Pre K-6	12	2.3	0	0.0
Ed of Exceptional Persons	4	2.3	12	2.2
Deaf Education	5	2.2	0	0.0
Elementary Education	59	2.2	18	2.1
Elementary ED/CCAC	22	1.5	0	0.0
ECED Pre K-6	0	0.0	0	0.0
English Education	2	2.0	2	2.5
English/MATE	7	2.1	2	3.0
Earth & Space Science	0	0.0	0	0.0
Family & Consumer Science	7	1.4	17	2.0
French Education	0	0.0	0	0.0
Health & Phys Ed	13	2.0	5	2.6
Math Education	9	2.0	4	2.0
Music Education	16	2.4	3	1.7
Physical Education	0	0.0	0	0.0
Spanish Education	5	1.8	1	3.0
Social Science Ed/Anthro	0	0.0	0	0.0
Social Studies Ed/Econ	1	3.0	0	0.0
Social Studies Ed/Geog	0	0.0	0	0.0
Social Studies Ed/Hist	14	2.4	5	2.2
Social Science Ed/Soc	0	0.0	0	0.0
All Programs	**196**	**2.1**	**83**	**2.2**

* 0 = Not Rated; 1 = Unacceptable; 2 = Acceptable; 3 = Target.

During the third and final phase, candidates apply their knowledge to field experiences and student teaching. Candidates are placed in P-12 schools with diverse students. Demographic records of these schools concerning race/ethnicity, students with special needs, and students who qualify for free or reduced-price lunch are maintained so that each candidate has experiences with a wide range of students and is able to apply diversity proficiencies to practice. Teacher educators in these schools provide coaching and feedback so that refinements to candidates' approaches to diversity can be made. A grading rubric, derived from the IUP conceptual framework, and local, state, national, and NCATE Standards is used to guide candidate performance, assist in the coaching and feedback, and aid in assessment. (See Table 4.) In a manner similar to that of the e-portfolio, data are collected and entered into an electronic assessment system. Table 5 provides an example of a summary of results of diversity criteria from field experiences.

Table 4
Rubric for Third Phase of Candidate Assessment

Criteria	Unacceptable	Acceptable	Target
1. The teacher understands how children learn and develop, and can provide learning opportunities and support their intellectual, social and personal development.	Fails to provide learning experiences that are appropriate to the cognitive, social, and personal developmental level of the learner.	Provides learning experiences that are appropriate to the cognitive, social, and personal developmental level of the learner.	Systematically provides learning experiences that are appropriate to the cognitive, social, and personal developmental level of the learner.
2. The teacher understands how students differ in their approaches to learning and creates opportunities that are adapted to diverse learners.	Does not promote the belief that all students can learn and/or does not adapt instruction to accommodate the needs of learners.	Promotes the belief that all students can learn. Adapts instruction to accommodate the needs of special needs learners. Activities reflect opportunities for both student engagement and expression.	Promotes the belief that all students can learn. Differentiates instruction to accommodate the needs of all learners. Activities reflect a variety of opportunities for both student engagement and expression.
3. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.	Does not implement individual or group motivational strategies, or the strategies implemented are not relevant.	Implements individual and group motivational strategies that encourage positive social interaction, active engagement in learning, and self-motivation.	Designs and implements individual and group motivational strategies that spur curiosity, while encouraging positive social interaction, active engagement in learning, and self-motivation.
4. The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.	May design instructional plans that deal with meaningful subject matter and curriculum goals, but fails to connect with students' experiences and cultures.	Designs instructional plans that show evidence of connecting students' experiences and cultures to meaningful subject matter and curriculum goals.	Uses a systematic approach to investigate students' experiences and cultures and uses this information to design instructional plans that connect to meaningful subject matter and curriculum goals.

Planning for Continual Development and Improvement

IUP's three phase approach to teaching diversity is shaped by the idea that teacher candidates must be guided through a scaffolded series of experiences to develop an understanding of diversity, inclusion, and effective pedagogies so that they can mindfully apply these to their teaching. Our assessment system has been expanded to structure and assess these new experiences. We have gone from gathering diversity data from employer, alumni, and cooperating teacher surveys to gathering data via e-portfolio and student teacher assessments. By doing so, we have created a better way of seeing how our candidates and programs are dealing with diversity at key points in the curriculum. We will continue to collect data and reflect on our performance. By doing so, our intention is to continue to improve and develop our plan for preparing candidates so that all of their future students will learn.

Endnotes

[1] Indiana University of Pennsylvania (IUP) currently enrolls 14,638 students of which 13% are ethnic/racial minorities. Founded in 1875, IUP offers 145 undergraduate, 61 graduate, and 10 doctoral programs with 2,076 undergraduate, 698 graduate, and 101 doctoral degrees awarded in 2008-2009.

[2] According to the IUP student organization web site, Mosaic is an all-inclusive organization whose mission is to promote equality and bring cultural awareness to all students at IUP through discussions and events. See http://www.iup.edu/page.aspx?id=86625.

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Table 5
Field Experience Results

Program	First Placement		Second Placement	
	Number of Evaluations	*Mean Rating**	*Number of Evaluations*	*Mean Rating**
Art Education	7	2.7	7	3.0
Business Education	2	3.0		
Biology Education	2	2.0		
Chemistry Education	0	0.0		
Early Childhood/Pre K-6	0	0.0		
Ed of Exceptional Persons	10	2.8	10	2.7.0
Deaf Education	1	3.0	1	3.0
Elementary Education	18	2.7	2	3.0
English Education	2	3.0		
English/MATE	2	3.0		
Earth & Space Science	0	0.0		
Family & Consumer Science	10	2.8		
French Education	0	0.0		
Health & Phys Ed	6	2.7	7	2.6
Math Education	4	2.5		
Music Education	11	2.4	18	2.5
Physical Education	0	0.0		
Spanish Education	2	2.0		
Social Science Ed/Anthro	0	0.0		
Social Studies Ed/Econ	0	0.0		
Social Studies Ed/Geog	0	0.0		
Social Studies Ed/Hist	5	2.8		
Social Science Ed/Soc	0	0.0		
All Programs	**86**	**2.7**	**45**	**2.7**

* 0 = Not Rated; 1 = Unacceptable; 2 = Acceptable; 3 = Target.

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Meeting the Needs of Diverse Students: Enhancing School Counselors' Experiences

Judy Hughey

The National Council for Accreditation of Teacher Education (NCATE) is the premier teacher education program accreditation body. In addition to reviewing teacher preparation programs in institutions of higher learning, NCATE also reviews school administration programs and other school specialist programs, including school counseling programs. The Kansas State University (KSU) graduate program in school counseling was reviewed and fully reaccredited during the 2009 NCATE visit. Additionally, the College's advanced programs in counselor education, including the master's degree in school counseling, were reviewed and reaccredited in 2009 by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP).[1]

Both NCATE and CACREP accreditations place high value on candidates in advanced programs who clearly demonstrate knowledge, competencies, and dispositions in diversity. Diversity is infused throughout NCATE and CACREP standards, with the goals being to maximize experiences for candidates to achieve competency with multicultural students; to increase knowledge and skill in multicultural counseling; to revise and update curriculum to ensure multicultural competencies are reflected in all coursework; and to prepare counselors to effectively communicate, collaborate, and participate in outreach. The KSU master's in school counseling program met all NCATE and CACREP standards for diversity in 2009, and the program passed both accreditation visits with acceptable ratings for all standards. However, the reality for candidates in school counseling is that more depth and meaningful experiences would greatly enhance the preparation for counselors to serve as effective change agents with students in today's schools, particularly since school counseling candidates often begin their master's programs with limited exposure to diversity. In effect, the emergent research on which the NCATE standards are created, and the research and recent demographic data discussed in this article, increasingly demonstrate that merely meeting standards is not sufficient to truly meet the needs of candidates earning a degree in school counseling. Consequently, the purpose of this article is to discuss how a project led by counselor educators at Kansas State University is teaming with actual school counselors and academic advisors to significantly enhance the experiences of school counseling candidates to better meet the needs of all diverse learners.

Basis for the Changing Role of School Counselors in Meeting the Needs of All Diverse Students

Professional school counselors promote and maximize success for all students and help to create a climate where diversity is celebrated.[2] This success is built on providing a counseling and educational environment/climate that embraces the academic, personal/social, and career needs of all students. Like many other educators, the roles of school counselors are being restructured and expanded to meet the ever-changing needs of students, families, and schools due to changes in demographics across the country. School counselors and school counseling programs impact school communities including teachers, students, and families. Given that school counselors are counseling a variety of diverse students, including multicultural students, who have many learning needs, there is a need for new strategies and resources to enhance and maximize the academic, personal/social, and career development of all students.

Preparing professional school counselors to be leaders and advocates in schools with multicultural competencies and to counsel effectively with students and their families from multicultural backgrounds is of national significance. In a position paper adopted by the American School Counselor Association (ASCA) it was stated: "Effective and ethical school counselors need to possess cultural competence."[3] According to the ASCA National Model, schools should ensure that all students have equitable access to school counseling programs.[4] The model supports schools' mission to promote all students' learning, academic achievement, career development, and personal/social development. Clark and Breman[5] discussed the model and the "Transforming School Counseling Initiative" which places increased emphasis on the role of consultation and collaboration for school counselors, teachers, parents, and administrators;[6] in effect, ASCA (2009) described leadership, advocacy, and collaboration as the keys to rigorous educational experiences for all students.

Counselor educators must prepare professional school counselors to "...specifically address the needs of every student, particularly students of culturally diverse, low socio-economic status, and other underserved or underperforming populations."[7] It is critical for school counselors to be perceived as student advocates and leaders in academic venues. School counselors must create and nurture an environment for all students to experience success and opportunities for access to postsecondary education.[8] Counselors must work as advocates for those students who do not have a voice to address inequities in schools.[9] Yet school counseling candidates often begin their master's degree programs with limited exposure to diversity, making it difficult to effectively emphasize the importance of these additional experiences designed to enhance the skills, competencies, and dispositions of counseling candidates. The need is therefore great to better prepare professional school counselors to lead, advocate, collaborate, and consult in schools in order to enhance all students' academic achievement, socialization skills, school retention, and knowledge of and access to postsecondary options.

Need Due to Changing Demographics

At the root analysis, changing demographics are driving the need for enhanced diversity training for school counselors. The change is widespread and endemic, taking in all locales including those that

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traditionally have been bastions of monoculturism and which have been slow to respond to the need for enhanced training. For example, based on a survey of school counselors in Kansas, 80% of counselors reported now having linguistically diverse students in their schools.[10] By contrast, fewer than 10% of these same counselors indicated that they regularly provide counseling services specifically focus on the needs of these students or their families.[11] A possible reason for this is the lack of preparation and knowledge in the unique needs and characteristics of these students. This need is widely repeated elsewhere and is of national significance, as between 1972 and 2007 white public school students decreased as a proportion of total pupil population from 78% to 56% and is continuing to diminish. Multiple data sources indicate that the Hispanic/Latino population is now the largest group of diverse individuals and is growing at a rate of three to five times faster than the general population.[12] It is estimated that by 2050 half of the U.S. population will be linguistically diverse, and by 2030 25% of the total school population will be Hispanic/Latino.[13] These changing school demographics, and the needs that accompany these students, present a challenge to school and college personnel.

These data provide strong evidence of the need for more educated, competent, and skilled counselors and advisors to work with diverse students. Clemente and Collison recommended culturally appropriate interventions, and concluded that students deserve "...attention not only from ESL staff but from school counselors in order to provide academic options for the future and to facilitate the adjustment process within the school system."[14] According to Planty et al., in 2007 white students accounted for 64% of college student enrollment.[15] Thirteen percent of college students were black, 11% were Hispanic, 7% were Asian/Pacific Islander, 1% was American Indian/Alaska Native, and 3% were nonresident students. Yet only 12% of Hispanics earned bachelor's degrees or higher, compared to almost 18% of blacks and almost 31% of whites.[16] With Clark and Breman[17] indicating public school enrollment estimated to be at 51.2 million by 2015 and with the Hispanic population accounting for 50% of all growth in the United States from 2004-2006,[18] it is a significant challenge to expect educators today to effectively serve the 9.9 million students who speak a language other than English and the 6.6 million students identified with a disability and receiving educational services.[19] In addition, diversity in schools today includes a growing student population of individuals living in poverty, as more than 13 million children under the age of 18 are currently living below the federal poverty level. Adelman and Taylor stated, "...school counselors are especially well-suited to play proactive, catalytic roles in defining the future for programs that support the education of all students."[20] Adelman and Taylor also noted that teachers are increasingly requesting assistance and support in facilitating academic achievement, in addition to development of learner-healthy social and emotional development.

Addressing diversity in learner circumstance is made even more challenging as Lapan, Kardash, and Turner also stated, "Schools must empower students to enhance their academic achievement and become motivated, lifelong learners"[21] and as Lapan et al. discussed the need to teach all students to thrive in an information age and technology driven society. For school counselors, the issue takes on conclusive meaning, as Clark and Breman stated: "Teachers appreciate the extra support and collaborative efforts by the counselor in what might otherwise be a frustrating situation in working with students who are struggling academically and/or behaviorally,"[22] and as Ramos-Sanchez and Atkinson's research supports practitioners engaging in outreach programs to educate multicultural families to encourage and promote help seeking behaviors.[23]

The data on changing demographics are also imperative relating to providing school counselors with the necessary information, data, strategies, consultation, and support to help counselors themselves "...feel efficacious about working with culturally diverse students."[24] According to Campbell and Dahir, "The primary goal of the school counseling program is to promote and enhance student learning."[25] School counselors work with all students, school staff, families, and members of the community as an integral part of the education program and mission of the school. School counselors consult and collaborate with teachers to facilitate achievement for all students. As such, school counseling programs promote school success through a focus on academic achievement and learning, prevention and intervention activities, advocacy, and social/emotional and career development. According to ASCA's role statement, school counselors serve a vital role in maximizing student achievement.[26] Professional school counselors promote equity and access in their schools by being leaders, advocates, and collaborators to opportunities that challenge all students to rigorous educational experiences. By collaborating with other stakeholders to advance student achievement, school counselors address the needs of all students through culturally relevant prevention and intervention programs that are a part of comprehensive school counseling programs.[27] If school counselors are intentionally prepared in multicultural approaches, they become the primary personnel in the provision of services to students with specific needs in school communities.[28] According to Holcomb-McCoy, "...one of the major challenges facing the field of school counseling today is the preparation of school counselors who are able to address the needs of an increasingly diverse student population."[29]

The result becomes that the growing population of diverse learners needing to prepare to attend college will greatly increase over the next few years, and that these students often have special, complex needs that "...must be addressed by school counselors so that all students may have the same opportunities for appropriate and challenging higher education."[30] School counselors are being challenged to become more proactive and engaged in the educational processes to enhance the learning of all students[31] and school counselors' involvement in these efforts is based on the principles of access, equity, and social justice.[32] As Lee stated, "These principles reflect a commitment to ensuring that all children, regardless of race/ethnicity or socioeconomic status, have the opportunity to achieve to their fullest potential."[33] Portman has even proposed that school counselors become cultural mediators and engage "...in prevention, intervention, and/or remediation activities that facilitate communication and understanding between culturally diverse human systems (e.g., school, family, community, and federal and state agencies) that aid the educational progress of all students."[34] Given how an American College Testing study recently found that the strongest factors affecting college retention were the academic factors of high school grade point average (GPA) and ACT score,[35] and given how the non-academic factors of SES, institutional commitment, academic goals, social support, academic self-confidence, and social involvement had a strong correlation to retention, it is imperative that the new demographics should drive high levels of intentional counselor education preparation in order to enhance the future of multicultural students and the nation.

Project to Enhance School Counseling Candidates' Meaningful Experiences With Diversity

Professional school counselors are in a unique position to impact the entire school and community by direct interaction with teachers, students, families, school personnel, academic advisors, and community stakeholders. Counselors who are sensitive and skilled in counseling diverse multicultural students and families are critical in facilitating communication, enhancing academic achievement, and enhancing success with postsecondary options. As a result, Kansas State University's faculty in school counseling, the National Association of Academic Advising (NACADA), and select community college advisors are currently teaming with field-based school counselors and academic advisors to engage in outreach and counseling education to provide meaningful experiences to better prepare graduate candidates in school counseling to work with multicultural students.

Referred to as the project team consisting of school counselors and academic advisors, and often others as needed in different communities, subsets of the team are regularly meeting and interviewing teachers, parents, students, and community stakeholders to research, review, and discuss data on the counseling and advising needs of multicultural students. The team is engaging students, families, and teachers with the goal of learning about the needs and effective strategies and interventions for diverse students. Such discussion focuses on topics that facilitate the transition from high school to college, including student achievement, socialization, knowledge, access, and services in postsecondary options resulting in higher student retention. This engagement is one example of the outreach intended to enhance the meaningful diversity experiences of the candidates in school counseling.

The project especially serves as an impetus for faculty in school counseling to be more intentional about preparing school counselors to be advocates and leaders in multicultural education, and to be responsive professionals prepared to work with teachers, diverse students and families. The project informs counselor preparation instruction and educational experiences that develop leadership skills, refine counseling skills, and enhance multicultural competencies by infusing results throughout the counseling program's coursework.

The professional school counselor collaborates with community stakeholders to create a positive learning environment. Teachers, school counselors, academic advisors, and administrators are all affected by the climate and culture of the school. The relationships formed from the collaborations will help to create a foundation for coordination and networking of services intended to facilitate students' educational services. Counseling diverse learners involves teaching self-advocacy, self-empowerment, and strategies to enhance self-esteem through valued achievement. Providing this information in a collaborative manner to teachers who can also use the strategies with students will provide additional opportunities for academic success. ASCA encourages school counselors to become leaders in their districts by becoming advocates for system-wide change to ensure opportunities for success for all students. It is clearly a responsibility of counselor education programs to prepare school counselors to be leaders and advocates in their school districts.[36] Self-efficacy and competency are two important keys to counselors assuming these critical roles.[37]

ASCA noted that when counselors assume the roles of leader and advocate for students, success is significantly promoted and the existing achievement gap is closed among students of diversity.[38]

Lapan, Gysbers, and Sun, and Lapan, Gysbers, and Petroski found that students who attend schools with comprehensive counseling programs rated their school climate, and that these same students reported enhanced opportunity for learning without disruption by peers, reported better relationships with teachers, received higher grades, and expressed higher satisfaction with the quality of education.[39] Based on a solid research base and ethical, moral, and economical reasoning, Kansas State counselor educators leading the KSU project feel an imperative to enhance the school counseling program in order to meet the needs of multicultural learners.

The following issues for diverse learners are being addressed in the KSU project: Planning for academic success; strengthening postsecondary retention; growing relationships with families; curriculum review and revisions; and candidate recruitment. Strategies and interventions implemented to address these issues include meaningful engagement, discussions and outreach with counselors and academic advisors, parent and student meetings, review and discussion of postsecondary expectations and resources, examination of candidate multicultural competencies, discovery of leadership dispositions and skills, and creation of plans to address and remediate areas of need.

Planning for Academic Success

In planning for academic counseling intervention implementation, Lee stated: "Counseling interventions are greatly impacted by language issues and value differences that come with the cultural diversity."[40] Olson and Jerald provided a framework for the discussion of school contextual factors and challenges as counselors, advisors, and teachers plan appropriate interventions to communicate, collaborate, and consult for student success.[41] The following frames the various discussions being carried out by the project team:

1. Achievement gap—Students experience difficulty achieving academic success and have difficulty transitioning to college and/or meaningful work settings.
2. Concentrated poverty—Living in poverty often means families lack resources (health insurance, health care, mental health care) that could enhance learning opportunities.
3. Teaching challenge—Schools are unable to hire adequate numbers of diverse qualified teachers and counselors. Issues that complicate the teaching and counseling of diverse learners include high absenteeism, lack of parental involvement, lack of knowledge regarding language and culture issues, K-12 and postsecondary school retention, and effective teaching strategies.
4. School climate—Significant social and academic issues (conflict resolution, academic success, and socialization) exist in teaching diverse students.
5. Access to resources—diverse students often do not have access or awareness to the same technology or other resources as their classmates.

Short and Echevarria reported that few states currently require specific background or preparation in instructional techniques.[42] Because of inadequate preparation for teachers in the new and very different classroom of today, teachers have not received enough professional preparation related to successful practices in the teaching of diverse students.[43]

When fully knowledgeable about learning preference assessment instruments and multi-modal teaching and learning strategies, school

counselors are better able to provide teachers with the latest research on best practices to increase academic achievement for diverse learners. Because effective instruction requires a variety of teaching styles, different in-class methods, and flexibility/open mindedness, the school counselor is the best person in the school to assist teachers and to provide support as teachers implement multi-modal techniques. Successful strategies include: more interaction with peers in controlled environments, active learning, small group cooperative learning tasks, oral presentations, meaningful and relevant learning in a contextual format, multi-sensory presentation, informal assessment, performance-based assessment, extra time, and one-on-one instruction.[44] In these ways, counselors can provide teachers with information regarding cultural family issues that greatly impact students' achievement. "School counselors and school psychologists also can help teachers better understand how the child's home experiences and cultural background affect values related to learning, use of language, and style of interaction."[45]

Additionally, the affect (feelings) shown by teachers is positively correlated to academic achievement. These teacher characteristics are even more critical in teaching diverse students. Counselors are in a position to assist teachers in understanding the importance of developing personal relationships with diverse students and families. This allows teachers to "...affirm their own support of children and their families and emphasize the need for classroom teachers to provide emotional support for students and communicate the belief that students can be successful."[46] Thus, the role of the counselor in the consultant role with instructional expertise is pivotal.

Through the project, KSU counselor educators are providing school counselors with a toolbox of instructional strategies and techniques for diverse learners and the consultation and collaboration expertise to share the tools. The toolbox includes both process (general how to study) and content (domain-specific) academic assistance. Examples are active learning tools, such as how to take class notes, graphic organization, questioning techniques, participating in peer tutoring, forming study groups, studying in contextual formats, elaborating on new ideas to connect to prior knowledge, vocabulary acquisition, and test-taking skills). School counselors are educated in universal design for learning and consultation to provide learning support for all students. Specific instruction is provided to counselors on consultation with teachers, parents, and community counselors for students with behavioral, emotional, learning, and other disabilities that are a barrier to learning.

Strengthening Postsecondary Retention

A second area of focus for the KSU project is studying retention issues for diverse students at both secondary and postsecondary levels. Increasingly, students see education as the opportunity to improve their economic status. "In 2003, the average national unemployment rate for those 20-24 years of age at all education levels was 10%. Individuals with a bachelor's degree had an average unemployment rate of 6%, while those with a high school diploma or less had an average unemployment rate of 14%."[47] In 2007, individuals aged 25–34 with a bachelor's degree earned 29% more than individuals whose highest educational attainment was an associate's degree, and 55% more than individuals whose highest educational attainment was a high school diploma or its equivalent.[48] Further, NCES (2009) data indicated only 49% of Hispanics, 42% of blacks, and 40% of American Indians graduated with a bachelor's degree within

six years, compared to a 60% graduation rate for whites.[49] These statistics emphasize the importance of strengthening programs that will help to retain all students in sufficient time to increase likelihood of completing a degree. According to ACT, postsecondary institutions' low retention rates do not take full advantage of the available human talent and resources, jeopardize the workforce and economic development of the future, and pose a threat to the financial viability of postsecondary institutions.[50]

As in many states, diverse students in Kansas leave school prior to graduation at a significantly higher rate than white students.[51] Preparation for postsecondary options and retention and success issues in postsecondary options for diverse students are major concerns for all educators and educational institutions. There is a great cost to institutions, families, and societies when individuals do not succeed in a postsecondary institution which would lead them to better careers and more productive employment.

In the KSU project, activities based on best practices, research, and discussions are created and implemented. Prospective school counselors are taught the theory and strategies of brief counseling which have been proved effective with diverse learners.[52] Brief counseling is a solution focused on short-term goals, which has appeal to diverse learners. This approach can be implemented in a group, in classroom guidance, or in personal-social guidance program activities. This approach is also effective when counselors and advisors are meeting with parents in small group meetings to discuss postsecondary options.

The academic interventions addressed in the KSU project (discussed earlier) are important counseling tools in enhancing student retention. However, as noted earlier, non-academic factors are also highly significant in reducing risk factors leading to students leaving school prior to completion. In the KSU project, school counselors are taught the importance of infusing these non-academic factors into a guidance program. Examples include how to motivate students, assess and improve students' self-efficacy and self-confidence, and strategies to improve in-school and out-of-school self-concept. In addition, school counselors are prepared to teach students to be socially adept with other students from all backgrounds and cultures, and to become socially involved with professional, interest, honorary, and social organizations at the institutional level. Counselors are also prepared to teach students about the importance of self-advocacy. These non-academic factors have been shown to lead to higher levels of commitment and more defined goals toward higher education on the part of students in schools. Teaching students how to set goals and how to be self-motivated to meet those goals are important components in strengthening retention.

To help students meet those goals and self-advocate, collaboration is key. In the KSU project, school counselors are creating and nurturing collaborative relationships with parents, students, teachers, academic advisors, and key agency personnel for the purpose of enhancing eventual access and success of diverse learners at postsecondary institutions. The counselor and advisor team meetings, interviews, and consultations with teachers, parents, and stakeholders form a basis for solid collaboration. These collaborative relationships are providing a foundation for the future counselor and advisor networking, and student and parent sources of resources and assistance.

Growing Relationships with Families

A third area of focus for the KSU project is the contextual factors that impact the academic achievement of diverse students. The project is helping counselors enhance counseling competence and increase their knowledge of resources to assist with issues, including family stability, student mobility and transience issues, lack of advocacy, teenage substance use, health care, pregnancy, and lack of knowledge regarding educational and career options.[53]

Simcox, Nuijens, and Lee recommended that programs include student-centered interventions, family empowerment, collegial consultation, and community services brokering.[54] Consequently, educating school counseling candidates about cultural and family priorities of diverse students is critical to the project's experiences being meaningful and successful. Of particular importance is that Ramirez reported that, while parents of diverse students want to be involved in their children's education, they often do not feel comfortable or do not feel they have the skills to approach the school with their questions or concerns.[55] The project therefore asserts that if schools had more competent, multicultural responsive counselors and teachers, a greater effort would be made to reach out to all students' parents, and critical education and information could be communicated to better support students' academic achievement and postsecondary options. To remedy the issue of school counselors not providing needed program components, the KSU project has taken the approach that different strategies must be used to teach parents and students about the services available and how to utilize the resources in their community.[56] To address all these issues, the KSU project promotes skills for school counselors, academic advisors, students, and families in creating communication networks to identify and discuss factors that research indicates have the strongest correlation to postsecondary success. More specifically, counselors are developing programs to better prepare students in the areas of traditional warning signs of students leaving prior to completion of program. An example is an initiative to encourage future postsecondary students to engage in extracurricular clubs and organizations; to seek out tutorial and assistance providers; and to advocate for oneself with professors and teachers. Small group parent seminars are also scheduled for students and families to discuss these issues. For example, as discussed earlier, brief counseling is an approach demonstrated to be effective in these groups such as small group meetings scheduled where teachers, parents, and students discuss access to postsecondary education, financial aid, strategies for college success, counseling availability, advising, and support services. These sessions are co-facilitated by counselors and academic advisors. These small group sessions are particularly critical for parents and students of diverse learners and students from families of first generation college students, and the privacy of the small group provides protection against embarrassment or humiliation. Very importantly, small groups provide valuable feedback to KSU project counselors and advisors on academic needs, socialization and transition needs of students.

Curriculum Review and Revision

A fourth area of focus for the KSU project arises by allowing school counselors new opportunities for the team to discuss, process, and evaluate appropriate assessment, student and candidate data, and participant feedback; to discuss outreach opportunities; to consider and revise curriculum as appropriate; and, to modify teaching materials, assignments, activities, and assessments in graduate counseling coursework. A result of the collaborative project effort is the development of a more culturally responsive curriculum designed to expand the meaningful experiences of school counseling candidates significantly farther than the experiences that NCATE and CACREP outcomes require. The resulting recommended curricular revisions and revised teaching materials are being fully implemented in counseling coursework, with the goal of increasing mastery of multicultural competencies and meeting professional standards. The School Counselor Multicultural Competencies, CACREP standards, and the Kansas State Department of Education's counseling standards then jointly serve as a framework for the project team as it interviews and discusses issues with multicultural students, families, and academic advisors, and as it plans to infuse in all appropriate course components.[57] Holcomb-McCoy's research also indicated that the schools most successful in closing achievement gaps were those with counselors who were purposeful leaders; who understood data and who could make accurate implications of data; who implemented data-driven decision making in all areas including professional development; and who included all stakeholders in the communication process.[58] The KSU project consequently advocates that all school counseling courses must include infusing theory and best practices related to counseling diverse students; must include an active learning component related to counseling diverse students; must include leadership and advocacy development; must provide instruction on learning and cognition strategies appropriate for diverse learners; must focus on collaboration and partnership needs for counselors and teachers providing services to diverse students; must provide mentoring opportunities; and must provide supervised counseling practicum and internship experiences with multicultural students. Of additional critical importance is instruction infused in coursework relating to assessment and testing needs of diverse students, a skill addressed in the school counseling program which currently requires nine hours of research and assessment credit aimed at wise data-driven decision making.

Results of the KSU project have led to required counselor coursework focusing on best practices and effective counseling strategies, and addressing linguistics, learning strategies, academic achievement, cognitive strategies, career development, postsecondary preparation and transitions, family and home relationships, and community resources. Selected coursework in school counseling now includes leadership development and strategies for advocacy as recommended by Holcomb-McCoy.[59] Faculty members in the school counseling program now teach, consult, and supervise school counselor candidates and work with other educators or stakeholders who have an interest in participating. The counseling practicum also now includes best practice research aimed at the needs of diverse learners, with participants required to provide 40 hours of counseling and required to undergo weekly supervision of counseling and weekly class meetings. It is believed future research will indicate that the KSU project's focus on mastery of multicultural competencies will result in more effective counseling candidates' mastery of competencies and will facilitate students' academic achievement, socialization, preparation for, access to, and success in postsecondary education.

Candidate Recruitment

A fifth area of focus for the KSU project has been aimed at recruiting new counselors from diverse personal backgrounds. Recruitment efforts are specifically focused on teachers who are bilingual,

or who are licensed as English Language Learner (ELL) teachers. KSU counseling graduate program brochures and graduate program Web/Facebook pages are being created to serve as recruitment tools aimed at recruiting in areas of Kansas where there are concentrated numbers of diverse students and teachers. Teachers are being recruited to engage in distance-delivered graduate counseling coursework emphasizing multicultural competencies. Kansas State's school counseling master's program endeavors to prepare counselors with multicultural expertise to be not only licensed as school counselors, but also to be prepared to counsel effectively and to be school leaders and student advocates. To assist in these efforts, the KSU project provides for professional development or consultation opportunities to be provided to teachers, counselors, community college, university, and NACADA academic advisors—all with the goal of promotion of academic excellence and postsecondary opportunities and success with multicultural students. Simcox et al. recommended exactly such an approach for collaboration between school counselors and psychologists for "…promoting culturally competent, academically successful schools."[60] In effect, these professional development opportunities provided to teachers allow for more opportunity to nurture and facilitate relationships to help keep students in school and expand postsecondary options.

Technology Implementation

Preliminary data indicate that the KSU project has worked well. Success has been significantly aided through the use of technology, including video conferencing and other Web-based communications. The College of Education at Kansas State University has excellent resources in web-based, videoconferencing, and online instruction and support which has made the project's travel and professional development funds much more cost-effective. Graduate students are able to remain in their school districts while completing coursework via online and videoconferencing. Most specifically, the distance education approach enables participants to be involved in the project in a family/professional friendly medium. By allowing participants to earn a master's degree while teaching, the project promotes advanced degrees and provides an avenue for professional development in an area of critical need.

Summary

The initial positive results and likely long-term outcomes of this project are intended to result in preparation of more proactive and more responsive school counselors who effectively serve diverse student learners. The resultant revisions in graduate coursework in school counseling will benefit all counselors and students through high skill development and through the process of outreach and engagement. Counselors and advisors engaging in meaningful dialogue with students and families builds long-term relationships and improved understandings of context for learning and counseling. It is believed this project will result in significantly improved student achievement, recruitment, and retention. Likewise, relationships between schools, families of multicultural students, and the university will be improved due to increased dialogue and attention to student needs.

As a bottom line, culturally competent counselors and advisors will result in academic and social success experienced by students in all educational environments. Likewise, it will result in more culturally responsive counseling, improved collaboration with parents, and

better data collection and interpretation for the benefit of the multicultural community. Ultimately, this project should lead to retention that is positively correlated with increased numbers of educators, counselors, and advisors, and—of greatest importance—students who are empowered for academic success.

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The Urban Teacher Residency Program: A Recursive Process to Develop Professional Dispositions, Knowledge, and Skills of Candidates to Teach Diverse Students

Kathleen Tindle, Maxine Freund, Bridget Belknap, Colin Green, and Jay Shotel

To be prepared to teach in an urban setting, preservice teachers must exit their teacher preparation program with a professional disposition toward equity and social justice as well as the knowledge and skills required to meet the needs of all students in their classroom. The National Council for the Accreditation of Teacher Education (NCATE) requires under Standard 4-Diversity that accredited institutions of higher education train, equip, and assess preservice candidates with regard to their ability to address diversity in their classrooms; and ensure that preservice candidates encounter diverse student populations as they prepare to teach (NCATE 2008). In addition, preparing teachers for the challenges of urban schools requires candidates dedicated to self-examination and reflection on practice to assure comfort in the setting and the flexibility necessary for adjustment in the implementation of expected teaching and learning outcomes.

Many preservice candidates preparing to teach in urban schools will meet students from ethnic, racial, linguistic, cultural, and socio-economic backgrounds that are different from their own. These new teachers may encounter what Zumwalt and Craig (2008) described as a "diversity gap" when they enter their teaching settings whereby they simultaneously struggle to understand and build a context for the often vast cultural differences between the lives of students and their own.[1] To that end, it is central that teacher preparation programs provide opportunities for urban teacher candidates to explore, develop, and maintain dispositions and beliefs that allow them to instruct students in a manner that respects each child's unique characteristics while promoting the highest standard of learning possible.[2] This commitment aligns with NCATE Standard 4 that demands "...all teacher candidates must develop proficiencies for working effectively with students and families from diverse populations and with exceptionalities to ensure that all students learn" (NCATE 2008, 36) This article describes how the George Washington University (GWU) Graduate School of Education and Human Development Urban Teacher Residency Program meets NCATE Standards 4a and 4d through a program design that includes a recursive exploration of teacher beliefs, knowledge, and effective practice for diverse student populations.

NCATE Standard 4a relates to the design, implementation, and evaluation of curriculum and experiences in teacher preparation programs (NCATE 2008, 34). It requires that teacher candidates participate in coursework and clinical settings that promote diversity and inclusion of all students. NCATE defines diversity as: "Differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area" (NCATE 2008, 86). Curriculum in teacher preparation programs must be rooted in a conceptual framework that considers all students' experiences and backgrounds valuable and that all students can learn. According to this standard, teacher candidates must be able to translate and apply this conceptual framework to their own classrooms and teaching. Their instruction must actively incorporate aspects of their students' lives and cultures. In doing so, there should be frequent and meaningful communication between the teacher candidate and students and their parents that invites participation in the classroom community and values the unique experiences of each party. Teacher candidates also must create a classroom environment that promotes diversity and fairness for

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all students. Candidates are to be assessed on their ability to translate the GWU diversity and fairness conceptual framework taught in their graduate courses into actual classroom practice.

NCATE Standard 4d requires teacher candidates to participate in a range of clinical experiences that allows them to work with students from diverse backgrounds. By participating in clinical settings with students from backgrounds different from than their own, candidates are able to confront their own beliefs about diversity and apply learning from coursework in diversity. They work to improve student learning in a variety of contexts with a variety of students and thereby improve their effectiveness as teachers. This process is facilitated and assessed by frequent feedback from program supervisors and peers.

The Urban Teaching Residency Program

This section of the article describes the Urban Teaching Residency Program and is divided into four parts: (1) Overview of the program; (2) Recruitment and Selection of Residents; (3) Pre-residency course and community mapping; and (4) Residency fieldwork, clinical practice, course assignments, and seminar.

Overview of the Program

The mission of the Urban Teaching Residency Program, hereafter referred to as the "program," is to develop confident teachers with positive professional dispositions supported by knowledge and skills to meet the educational needs of urban students with diverse learning strengths and needs within a social justice framework. The program was designed to build a community of learners comprised of faculty, staff, graduate preservice teachers ("Residents"), alumni, and school personnel preparing teachers within the context of the day-to-day life of urban, high needs schools. The residency creates multiple opportunities for recursive reflection and growth in disposition and pedagogical knowledge and skills over the course of a year. The program draws on the capacity-building of longstanding GSEHD professional development school (PDS) partnerships and aligns with the clinical practices of nationally recognized urban teacher residency models like the Boston Teacher Residency, Chicago's Academy for Urban School Leadership, and the Denver area Boettcher Teacher Program.

The program selects candidates based on rigorous academic criteria as well as a predisposition toward social justice. Once invited into the program, Residents take coursework over the summer that encourages them to expand, frame, and articulate their beliefs about working in urban schools with diverse populations. As the school year begins, Residents enter a recursive cycle during which they teach, reflect, and collaborate in their clinical practice, field experiences, and coursework while simultaneously challenging, reaffirming, and confronting their beliefs about teaching in an urban setting. At the conclusion of the program, Residents emerge with a deep understanding of social and cultural capital and professional dispositions informed by knowledge and skills requisite to meet the needs of the students in urban classrooms and to positively impact the communities they serve. The Figure below shows the recursive framework employed by the program.

Recruitment and Selection of Residents

The program recruits Residents already predisposed to urban education by focusing on individuals who desire to work in high need schools in the District of Columbia Public Schools because preservice teachers with positive dispositions toward working with students

Figure
Recursive Process
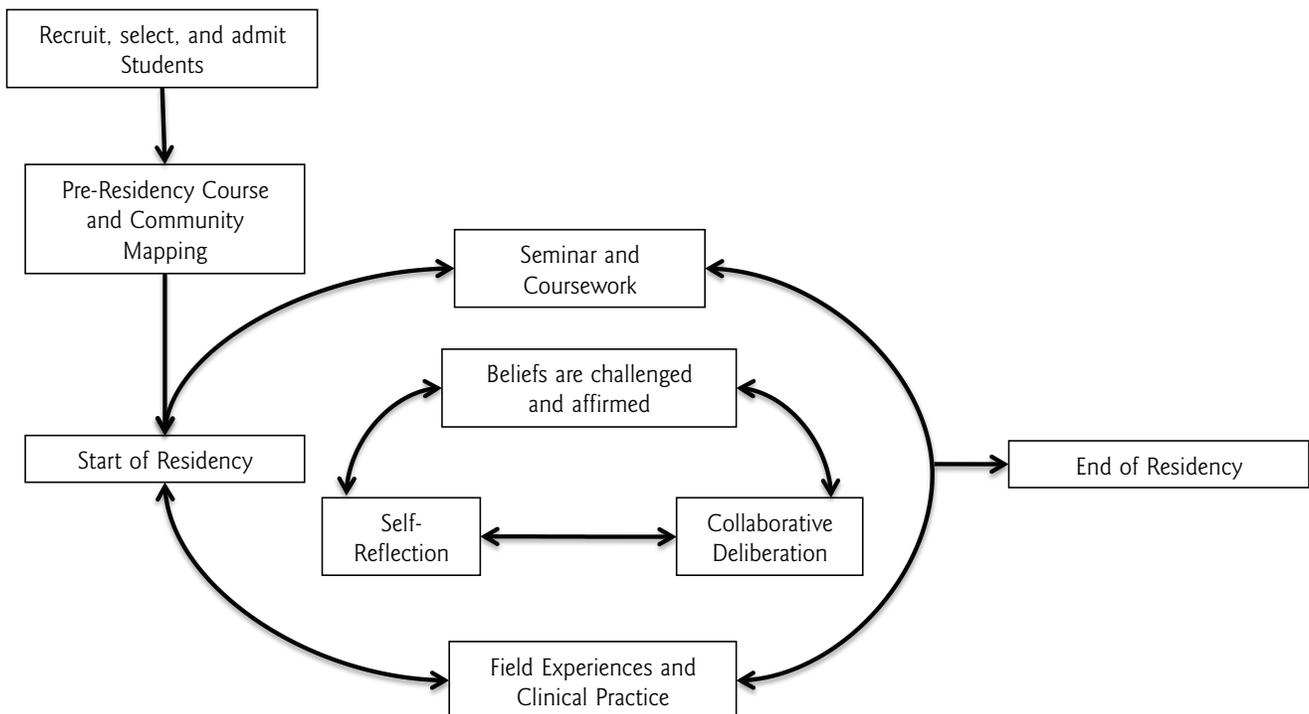
from diverse backgrounds have been identified as more capable of meeting the needs of these students (Haberman, 1996). Applicants are selected using the Haberman Teacher Selection Interview (Haberman 1995), an instrument designed to screen for dispositions favorable to teaching students living in poverty and to social justice. Interviews are a day long experience held at a high needs, urban school and include brief classrooms observations. Conducting the interview at the school site gives interviewers a context for their questions and helps situate candidate belief statements in reactions to school conditions and classroom observations. Over the five years of the program, five themes have emerged from the responses of candidates who have been accepted into the residency program: (1) Education improves the lives of students over time; (2) Education should provide equal access for everyone; (3) All students can learn; (4) Education must engage high standards for students; and (5) education involves relationships.[3] Table 1 provides samples of student interview comments which align with these themes.

Pre-Residency Course and Community Mapping

Pre-Residency Course. The summer before the year-long residency experience, Residents take an intensive four-week course in foundations of urban schooling. The content and themes are woven into a subsequent course that will span the residency year. This pre-residency course is designed to anchor Residents in the relevant literature and research that address the promises and challenges associated with working in high poverty, urban schools with culturally and linguistically diverse students. Based upon NCATE Standards 4a and 4d, it focuses on developing foundational knowledge and dispositions that strengthen the capacity of Residents to be successful with diverse student populations. Here, schooling is viewed as a process with racial,

cultural, economic and political dimensions, and as a system responsible for challenging inequities and establishing a more socially just society. Further, schooling is viewed through a socio-ecological lens that can inform stakeholders of the potential for improvement and reform. These views of schooling form the building blocks of the course and lead to readings and collaborative deliberation that illuminate three well-developed strands of theory and research on urban schools: (1) Social and cultural capital in schooling (Lareau 2003 and Suskind 1999); (2) the interaction of race, class, poverty. and literacy (Finn 1999); and (3) social and ecological systems that influence a student's lived experience in school (Bronfenbrenner 1996).

Through reading Lareau's (2003) ethnographic study of 12 fourth grade children from middle and working class backgrounds in Philadelphia, coupled with Suskind's (1999) detailed description of one high school student's journey from poverty in Washington D.C. to an Ivy League university, Residents are introduced to the multiple ways in which parenting and family life can support or conflict with what is valued in mainstream schooling practices. Beginning with a definition of social and cultural capital as the resources and networks that promote valuable academic and mainstream cultural knowledge, Residents note the advantages garnered by middle class students through their families and wider social networks. For the most part, mainstream schooling practices build on these to advantage the academic achievement of students from middle class backgrounds in comparison to lower socioeconomic status peers.

The majority of Residents respond to the notion of social and cultural capital by underlining their role as one of advocacy, acting as agents to promote these forms of capital in their students. They view themselves as social and cultural agents whose task was to "fill in

Table 1
Interview Themes with Supporting Statements

Theme	Supporting Statements
1. Education improves the lives of students over time.	"Education is transforming." "A person who experiences diversity will be well-rounded and able to understand the world." "Education leads to a progressive mind."
2. Education should provide equal access for everyone.	"Everyone should be given the opportunity of a quality education." "SES should not affect education."
3. All students can learn.	"Meet each child at their needed level." "All students have amazing potential." "Engaged kids are successful in education." "There is no one right way."
4. Education must engage high standards for students.	"Critical thinking gives hope for potential." "Creativity out of a foundation of disciplined skills."
5. Education involves relationships.	"Teaching is about relationships" "Each one teach one." "Children are our best teachers."

the gaps, add the missing pieces to the student's jigsaw puzzle, make them equal to kids from better backgrounds, and work for students just like invested parents do all the time" (Resident journal entries, June 15, 2009). There is a strong desire on the part of Residents to develop a "middle-class (ness)" in their urban students, a quality they deem essential to academic success. In essence, they want to mimic the "concerted cultivation" that Lareau (2003) characterizes as central to middle-class parenting styles. They view caring. invested teachers like Mr. Taylor in Suskind's (1999) work as excellent role models for their own teacher identities. At the same time, most Residents draw attention to the need to "build on what a student already has" to develop the sorts of knowledge schools value. As a result of the interview and screening process prior to admission, most Residents come into the program acutely aware of the social and cultural disconnect that often characterizes the relationship between low income students of color and mainstream schooling practices. This awareness underpins a tacit recognition that middle-class knowledge valuable to academic achievement cannot simply supplant or replace existing knowledge that students bring to the classroom, but, rather, Residents, as teachers and advocates, must tap into students' different ways of knowing that can work in tandem with culturally situated mainstream knowledge and further students' academic achievement.

At the heart of the process of developing social and cultural capital that is valued by schools, Residents observe the role of language and literacy and its development and nurturing through careful adult scaffolding and support as central to their work as social and cultural advocates. The intersection of race and class with language development and literacy instruction emerges as a second strand of the pre-residency course. This exploration often results in deeper knowledge that informs and strengthens Residents' dispositions as articulated in NCATE Standard 4. For example, one Resident began his course essay (June 29, 2009) with the words, "Come on, man, let's pre-game!" He proceeded to describe the ritual undertaken by some college students on Friday nights that involves consuming alcohol before venturing out to the night's main activities of clubbing and partying – a head start on the main event. He further noted that many middle class college students have been pre-gaming most of their lives, fully supported by their parents:

> Middle-class families do not pre-game with liquor, however, but with literacy. By constantly conditioning their children to the rules and routines, hence the game, of literacy, middle-class parents give their own children a powerful advantage over the children of working-class and low-income families, for school, college and in the professional world to come.

Another Resident advanced the idea that teachers in high-poverty areas needed to develop their classrooms as spaces where "language games" can be created and practiced to display the "importance of verbal language in making it in the world" (journal entry, June 17, 2009).

Residents come to an understanding that "all literacy is not created equal" based on a reading of Finn's (1999) typology of distinct levels of literacy. With supporting research, Finn identified a strong correlation between different types of literacy teaching and differing socioeconomic categories of students, noting the prevalence of performative and functional literacy development in schools populated by low income students. In Finn's (1999) view, powerful literacy was most frequently witnessed in affluent schools where language and literacy

are seen as creative acts, exercises in negotiation and reasoning with the goals of being able to "evaluate, analyze and synthesize what is read" (p. 124). In short, students who are nurtured and supported in the ability to negotiate and reason acquire power in language that is foundational to academic success. Residents, through collaborative deliberation and self-reflection, return to the middle class children of Lareau's (2003) text and recall how their language facility was cultivated by their parents so that they knew how to navigate interactions with professionals such as doctors and coaches, how to question opinions, and how to advocate for their positions on teams. The ability to harness powerful language and literacy deepens the reservoir of social and cultural capital of middle class students and, in the eyes of the Residents, needs to be nurtured by teachers in interactions with high-poverty urban students.

The interaction of race and class with specific forms of language and literacy development, and the role this interaction plays in expanding students' funds of social and cultural capital, does not occur in a societal vacuum. Rather, a deeply rooted ecology of systems and processes provides a complex backdrop for the typical trajectory of many high-poverty urban students. This course helps Residents who have not typically experienced such a trajectory to understand how broader systems and processes in which schools are embedded may come to exert strong positive or negative influences on students' experiences. Exploring this knowledge base enhances Residents' dispositions and abilities to communicate with students and families in sensitive and culturally responsive ways.

Community Mapping. Residents are introduced to Bronfenbrenner's (1996) notion of the multidimensional processes that underpin students' daily lives within and outside school, ranging from macroprocesses like government regulation, media, and popular culture to the microlevel role of parents and community members. Bronfenbrenner (1996) also noted the negative psychological effects on students if physical, emotional and cognitive safety are lacking. Course readings and class discussion underscore that the absence of such safety lowers the sense of self-determination and sense of efficacy a student living in a high-poverty urban environment may experience. In the process, Residents reflect on their own educational biographies where school and community values and goals were generally aligned and mutually reinforced. The question then becomes how to help Residents view the urban community in which the school is embedded as an asset and a source of capital that can be utilized for academic success. The answer is found in a community mapping exercise that follows the pre-residency foundations course.

As a pre-residency activity, the program uses mapping of a school community to acquaint Residents with its culture, resources, issues, concerns, and needs.[4] To facilitate the activity, program staff designate several small geographic areas around a school that provide Residents with opportunities to develop knowledge of the community. In small groups, Residents explore resources, housing, businesses, social service providers, recreational facilities, religious institutions, neighborhood history, local issues, and opinions of people in their school community. They walk through the area talking to people on the streets and in businesses and resource centers about their experiences and the history of the community. In addition, Residents collect appropriate artifacts and take pictures. Every group member is responsible for observing and talking to people; asking questions; and deciding where to stop; and what is important. Through this activity, Residents begin to identify instructional resources and opportunities

in the community that may prove relevant to their students' goals, interests, and backgrounds.

When mapping has been completed, Residents convene to debrief with emphasis on community assets; issues or concerns in the community; and patterns observed across the different areas the groups mapped. Debriefing also provides Residents with an opportunity to discuss any discomfort or anxiety they felt due to cultural differences. Community mapping is the Residents' first attempt at applying Bronfenbrenner's (1996) ecological perspective whereby they must acknowledge a new set of relationships and reflect on connections with and differences from existing influences in their lives.

Although many Residents are familiar with high needs communities, the community mapping activity allows them to interact with people living and working in the specific community where they will be teaching. As such, this activity serves as Residents' first step in becoming members of their school community. At the same time, the community mapping process might serve as a challenge to some Residents' beliefs, and so it becomes an opportunity to confront and strengthen Residents' professional dispositions.[5]

Residency field experiences, clinical practice, course assignments, and seminar

The Residency year begins at the start of the academic year for both the school system and GWU. Residents now are working in a classroom with K-12 students in an urban school where they continue to focus and deliberate on race, class, poverty, and literacy as facets of social and cultural capital. Residents met weekly in year-long courses and a seminar that address classroom events and connect with summer curriculum topics. Consideration of the needs of low performing and special education students are now added to deliberations on classroom contexts. Deliberations are planned to situate discourse in the context of classroom events that confirm, challenge or confuse Residents' beliefs about educating urban youth. Like the community mapping activity, each opportunity is designed and layered to support effective practice that considers and values students' diversity of needs and identifies community assets.

Residents teach students from urban communities and families defined by and impacted by generational cycles of poverty, representing a wide range of learners, many with disabilities particularly in the area of literacy. Most students are reading at least two years below grade level and have difficulty writing sentences and paragraphs. Many elementary students exhibit disruptive behaviors that emanate from the social and emotional trauma of their lives while many secondary students do not attend school regularly or appear disinterested in education. These conditions create discomfort for Residents who struggle with questions of how to put their dispositions of advocacy and social justice frameworks into practice in an environment that is mostly foreign to them.

In fall semester coursework, Residents draw upon course readings to connect relevant applications in the classrooms while recognizing divisions between theory and practice. Initial indications of emerging struggles are revealed in Resident's responses to assignments in the early weeks of the semester. When asked to respond to readings about family involvement, Residents have noted several challenges to their belief systems, as follows:

> I did notice that I do look down upon young mothers with no husband or partner. ...I guess the reason that this scenario bothers me is that sometimes children of young, partner-less mothers don't get what they need as they

develop and grow because the mother isn't ready to take on the responsibility of raising a child. I need to somehow overcome this prejudice. ...This raises another issue, which is: how do we overcome the prejudices and preconceived notions that we may already have that could potentially cause trouble for us when communicating with our students' parents?

A second Resident confronted the apparent gap between home and school:

> (In) my classroom of twenty-two (students) and forty-four possible parents, I have seen and /or met only seven. At the beginning of the school year some parents weren't even present. Back to school night ...had a total of three parents show. ...Even if the parents are not physically in the school, it's still important that there is a way to reach out to them.

At the same time, a third Resident indicated a growing understanding of the importance of social and cultural capital:

> Being in a high needs school, its stereotypes sometimes make you see parents as deficits, non-supportive of the teacher. We have got to remind ourselves to view interaction with parents on an asset-based and positive reinforcement standpoint not deficit or negative reinforcement standpoint.

In another assignment, Residents grapple with the topic of behavior, informing their dispositions with knowledge and skills from related courses as they confronted field experiences that affect student learning and effective teaching. One wrote:

> I have to think about these (behavioral) annoyances in the big picture. Which ones interfere with classroom learning, which ones can I change by implementing a structure/ system, and which ones do I accept because the energy expended to change them is not worth the effort?

Another Resident confronted the influence of the teacher on behavior in the class by connecting knowledge learned in the summer with new knowledge in the fall:

> In the summer course we discussed the fact that all of us have individual hang-ups and snapping points that are not immediately apparent to those around us, but which can be drawn to light quite easily by the stressful extemporary nature of the classroom. ...These behaviors make up an individual's "deep culture," which are not immediately ostensible but nevertheless vital for the teacher to address in themselves for the sake of a smooth classroom.

These statements indicated that even people who hold positive professional dispositions must continually combine knowledge, skills, and reflection to find ways that make sense when confronted with challenging classroom experiences.

In order to facilitate opportunities to combine knowledge, skills, and reflection, Residents take methods and curriculum courses in the fall semester which contain specific methods and materials to facilitate culturally responsive pedagogy with a culturally and linguistically diverse student population. GWU faculty then observe implementation in the field and provide feedback on Residents' performance, tying the knowledge bases of diversity and inclusion to classroom practice. The lessons Residents implement are also monitored by mentor teachers and field-based supervisory personnel who provide layers of integrative feedback that reinforce the recursive process

and the connection of culturally responsive pedagogy with student performance outcomes. This layering of supervision represents a process to meet NCATE expectations that Residents' abilities to teach all students and plan for ways to improve practice are regularly reviewed and assessed.

Journal prompts are used to tie the content of methods to the reality of urban school teaching. For example, a "beliefs and practices assignment" based in the methods experience requires Residents to tie a dispositional frame of reference to curriculum content formally presented in the course. Residents are prompted to consider curriculum content as it relates to their field experiences and conceptualizations of diversity and inclusion. Table 2 contains representative journal responses indicating how Residents integrate coursework with practice to advance their students' learning needs while considering their own dispositions. Through deliberate layering and structuring of recursive opportunities in collaborative deliberation and self-reflection, Residents continually confront their beliefs with newly acquired knowledge and skills to strengthen and deepen their abilities to incorporate multiple perspectives around issues of diversity within real life contexts.

Along with the aforementioned layered approach to monitoring of Resident lesson implementation, Residents engage in written reflection throughout the year after each formally observed lesson, focusing on student learning and next teaching steps. Concurrently, Residents are engaged in academic work that facilitates continued learning about their own, their student, and the families' social and cultural capital; their teacher identity; and issues of special education. Asking Residents to engage in this level of recursive collaborative exploration and reflection each week helps them interpret the work of urban education as challenging yet rewarding and supports persistence in the development of positive professional dispositions informed by knowledge and skills as expected by NCATE Standards 4a and 4d.

As such, the recursive structure continually provides Residents with opportunities to deliberate and self-reflect to support their clinical practice. In a seminar, Residents engage in problem-solving issues and concerns based on their clinical practice through role-playing, small-group discussions of issues, use of the critical friends structured protocol, small-group presentation, and deconstruction of Resident teaching events captured on video. Frequently Residents raise issues that are new to their experience, knowledge, and skill set but endemic in urban teaching. They come to seminar grappling with experiences that do not necessarily match their belief systems and that often feel too big for one teacher to take on. For example, they want to know why a special education classroom is populated exclusively by black males; why students are frequently absent from class; why they do not see many parents at parent-teacher conferences; and why suspension and expulsion rates seem disproportionately high? They ask questions about classroom management, community resources, and literacy strategies for students reading several grade levels below their peers. They work with each other and with project staff to reflect collaboratively and offer strategies and support to one another to increase their application of theory to practice and to confront the discontinuity they experience between their beliefs and experiences around issues of diversity.

The seminar requires Residents to work collaboratively in unpacking the complexity of what their students already know and identifying what they need to know. This requires Residents to figure out ways to collect student data that is meaningful to the teaching and learning cycle so their practice is informed by students' prior knowledge, skills, experiences, and cultural background. For example, at the beginning of the school year, one Resident asked her students to write "I am from" poems (Christensen 2000) in addition to completing a basic reading assessment. These brief poems informally assess writing ability and provide the Resident with information about students' cultural background and interests. The Resident was

Table 2
Method Journal Responses

Culturally Responsive Pedagogy	Teacher Strategies and Techniques
Be a role model to students by being enthusiastic about the subject matter.	Being aware of difficult circumstances that populations different from my own face will help me to avoid making judgments about the parents.
Teach students learning strategies so they will become effective learners.	Give specific and detailed feedback that includes showing progress in students' learning.
Explain that mistakes are part of the learning process and not a negative sign of ability or intelligence.	Make lessons relevant to students' lives by demonstrating the usefulness of the lessons in their lives.
Promote self-motivation by helping students monitor their own performance.	Form relationships with each student to create sense of belonging.
Praise students authentically and convey high expectations for them.	Create a classroom that focuses on learning rather than performance.

then able to use that data to build a classroom culture that incorporated reading tasks that were not only grade-level appropriate but also responsive to student interests. A Resident in a high-school science classroom gave weekly quizzes to students to assess their learning. In addition to asking students to answer the questions, the Resident also asked students to rank on a scale of one-to-three how prepared they felt to answer that particular test item. By allowing them to rank their preparedness to answer questions, he was promoting fairness, gathering useful data, and encouraging students to think critically about assessments.

Conclusion

Meeting the accreditation requirements set forth by NCATE Standards 4a and 4d requires that institutions of higher education provide preservice candidates with opportunities to encounter diverse student populations. While NCATE standards 4a and 4d identify dispositions, knowledge and skills necessary for success with all learners, the challenge of preparing teachers for urban schools demands careful structuring of programmatic components to build capacity for effective program delivery to ensure successful candidate outcomes. Reflecting on GWU's experience with the Urban Teacher Residency Program, the authors believe several elements warrant careful consideration:

- It is imperative to collect evidence of applicants' predisposition to view education through a social justice lens and, upon admission to show flexibility with and comfort in complex urban settings.
- Institutional faculty must carefully align coursework with field experiences and clinical practice, consciously bridge theory with practice-based examples, and be ready to work with and to tolerate Residents' cognitive dissonance and disillusion in order that Residents' patterns of learning are developed.
- As the Resident moves through the program, faculty, staff and field partners must appreciate the intersecting challenges of the clinical practice including the many challenges to Residents' belief structures and knowledge/skill building that impact dispositions.
- The real work with Residents is to support their experiences so as not to change dispositions that align with diversity and inclusion but instead to grow and foster their development.
- Building habits of practice and habits of the mind over time enables the Resident to become an effective teacher who creates a culture of diversity and inclusion.

It is through this labor-intensive recursive structure that GWU's urban teacher preparation program is able to prepare novice teachers willing and able to persist in the hard work urban schools demand.

Endnotes

[1] Urban teacher preparation literature acknowledges a cultural and socioeconomic mismatch between the majority of teachers in training and their future urban students. Most urban preservice teachers are white and middle class, while urban students are typically culturally and linguistically diverse and come from low socioeconomic status backgrounds (Grant and Gillette 2006; Sleeter 2001; Wiggins, Follo, and Eberly 2007). Research on preservice urban teachers has indicated that many preservice teachers who experience this mismatch demonstrate "culture shock" or "cultural disequilibrium" and may not possess the cultural competence to effectively teach diverse students (Bergeron 2008; Foote and Cook-Cottone 2004).

[2] There is a significant body of preservice urban teacher preparation literature that reveals many preservice teachers have negative preconceived notions about urban students (Groulx 2001; Leland and Harste 2005; Zygmunt-Fillwalk and Leitze 2006; Sleeter 2001). For example, preservice teachers may believe that urban students do not desire to learn or come from homes that do not care about education (Groulx 2001). Much of the research on preparing urban teachers discusses the importance of preservice teachers' dispositions related to becoming effective urban teachers. Haberman (1993, 1995, 1996) found that preservice teachers who already possess positive dispositions toward working with culturally and linguistically diverse students from low socioeconomic status backgrounds are more capable of addressing urban students' academic needs than preservice teachers who do not. However, a number of researchers have shown that given both preservice coursework and a supported and sustained clinical practice, preservice teachers who came to education with negative dispositions can and do modify their dispositions toward a more positive perspective on urban students, families, and schools (Leland and Harste 2005; Wiggins, Follo, and Eberly 2007; Zygmunt-Fillwalk and Leitze 2006).

[3] These themes reveal the predispositions of candidates accepted into the Residency program. As Groulx's (2001) work suggests, candidates do not come with negative preconceived notions about students; instead admitted candidates provided evidence that they had already framed education as an issue of social justice and expressed a desire to become a teacher motivated to impact the social inequality in the lives of many urban students. This is not a common conceptualization of teaching according to Tamir (2009), but it is one that serves urban education and aligns well with the NCATE Standard 4. However, teacher dispositions are not enough to prepare preservice candidates to adequately promote and respect diversity in their classrooms. In addition, Residents must develop the requisite knowledge and skills through a curriculum that connects theory to practice, offers coursework aligned with field experiences, and situates opportunities for self-reflection that address diversity issues directly and continually (Cochran-Smith and Lytle 1993; Jennings 2009; Ladson-Billings 1999; Lynn and Smith-Maddox 2007; and Sleeter 2008).

[4] Community mapping is a tool grounded in a school-to-careers research that can enhance educators' efforts, knowledge base, and awareness of community assets to create an approach to instruction that considers the community context and connects instruction to students' experiences and cultures base (Sears and Hersh 1998).

[5] Mapping is followed by three months of in-depth research into the community's potential role in instructional planning for authentic lessons.

[6] NCATE (2008) describes field experiences as "...a variety of early and ongoing field-based opportunities in which candidates may observe, assist, tutor, instruct, and/or conduct research. Field

experiences may occur in off-campus settings such as schools, community centers, or homeless shelters" (p. 86). Clinical practice is defined as follows: "Student teaching or internships that provide candidates with an intensive and extensive culminating activity. Candidates are immersed in the learning community and are provided opportunities to develop and demonstrate competence in the professional roles for which they are preparing" (NCATE 2008, 85). It should be noted that in residency programs field experiences and clinical practice often overlap.

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An NCATE-Approved School of Education Self-Study on Diversity: Faculty and Student Perceptions

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Accreditation bodies for institutions of higher education like the National Council for Accreditation of Teacher Education (NCATE) and Western Association of Schools and Colleges (WASC) require colleges and universities to create campus climates and experiences for students that foster diversity (NCATE 2002, 29-32; WASC 2009, 151). In particular, schools of education have the responsibility to prepare K-12 educators to support diverse learning communities (Gay and Kirkland 2003, 181). This article describes a self-study conducted by the authors for the School of Education at Azusa Pacific University, a private, faith-based institution, on faculty and student perceptions about diversity as the School prepared for NCATE reaccreditation.[1] To that end, this article is divided into four sections. The first provides the background and rationale for the self-study which is followed by a description of the research methods used in the second section. In the third section, results of the analysis are presented. The article ends with concluding observations and recommendations.

Background and Rationale for the Self-Study

Schools of education face the challenge of preparing educators to work effectively with an increasingly diverse student population and to ensure that all student meet state and federal education standards. The percentage of public school students in the United States who are racial or ethnic minorities has increased from 32% in 1988 to 45% in 2008, with the percentage of Hispanic enrollments doubling over this time period (U.S. Department of Education 2010, 31). In California, the state in which Azusa Pacific University is located, students of color made up approximately 68.7% of the student population in the 2008-2009 school year while 70.1% of the teachers were white.[2] Additionally, 53.8% of students in public schools in California were eligible for free or reduced-price meals.[3] According to the U.S. Census Bureau (2008), by 2023 over 50% of children in the United States are projected to be ethnic or racial minorities. In California and across the nation, the academic achievement of many of these students remains below their white peers on multiple measures, including grades, standardized test scores, rates of graduation, and percentages entering college (Peske and Haycock 2006, 1-20).[4]

In 2004, a report by the National Collaborative on Diversity in the Teaching Force, recommended that future teachers be guided through an understanding of the historical, social, and political underpinnings of how disenfranchised groups have been systematically excluded from receiving a fair and equitable education. An understanding of the impact of these forces on marginalized students provides the foundation for what scholars refer to as culturally responsive, culturally relevant, or culturally proficient teaching (Banks and Banks 2009, 382-383; Freire 2002, 57-74; Gay 2010, 22-76; hooks 1994, 13-44; Murrell 1998, 78; Nieto and Bode 2007, 145-149). For example, Ladson-Billings (2001) states that cultural competence is present in classrooms where "...the teacher understands culture and its role in education, the teacher takes responsibility for learning about students' culture and community, the teacher uses students' culture as a basis for learning, and the teacher promotes a flexible use of students' local and global culture" (p. 98).

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Educators who are successful in teaching students of color and students in poverty realize that learning is a social activity that takes place in a meaningful context and that learning facilitates students' ability to participate in their communities. These educators create a system of pedagogical practice that includes engagement; self-exploration related to social justice; and the students' background, community building, meaning-making activities, and inquiry facilitation (Delpit and Dowdy 2002, vii-xxvi; Murrell 2002, 17). Faculty in schools of education need to prepare educators to demonstrate such practices as they relate to curriculum content and instructional methodology, classroom climate, student-teacher relationships, and performance assessments. Preservice educators must be guided into the transformative work of using the cultural knowledge, prior experiences, frames of references, and performance styles of diverse students to make learning encounters more relevant to and effective for them (Gay 2010, 22-76). In other words, faculty should lead students in a critical analysis of the political agendas that perpetuate biases that privilege some and disadvantage others.

If higher education faculty do not address issues of diversity in their own classrooms, they contribute to institutional climates that do not respect student diversity (Hurtado and Milem 2009, 9-28, 97-98). Results from several studies on university climate indicate that white faculty and students typically perceive that diversity is being addressed on their respective campuses while faculty and students of color, on the other hand, do not (Dillinger and Landrum 2002, 68-74; Modestou and Paetzold 2005, 1-25; Georgetown University 2005, 1-5; Talbani and Dey 2008, 1-16; Williams and Clowney 2007). Instead, faculty and students of color often report feeling invisible and isolated, and experience incidents of prejudice and discrimination. In addition, some white professors may have lower expectations for students of color and do not always ask these students to participate in class discussions. Faculty of color are at times perceived as lacking academic rigor and overlooked for promotions. They may receive lower student evaluations, especially when they teach diversity courses involving sensitive issues. In particular, professors who teach diversity from an anti-racist and feminist perspective may encounter resistance from white students (Huston 2005; Spencer 2008, 253-256; Williams and Evans-Winters 2005).

Given the above, schools and colleges of education need to conduct ongoing, critical self-assessments regarding diversity; and faculty should be provided with professional development opportunities and the resources that will enable them to prepare K-12 teachers to work with a diverse student population (Darling-Hammond and Baratz-Snowden 2005, 21-23; Haberman 2005).

Research Methods

This self-study consisted of analysis of responses to open-ended questions posed in online surveys and semi-structured focus groups of School of Education students and faculty. Below we describe the development and administration of the surveys; selection of participants and conduct of focus groups; and mode of qualitative data analysis.

Online Surveys

Online surveys were developed by the authors and piloted with 20 students and 10 faculty members. Based upon feedback received, survey questions were revised and then electronically sent to all graduate students and faculty in the School of Education.[5] Participants were also asked to self-report gender and ethnicity/race. Response

time to the open-ended questions was estimated at approximately 15 minutes.

Online student survey. The online student survey consisted of three open-ended questions:

1. Please explain whether or not the academic standards have changed in the School of Education as a result of a focus on diversity and, if so, how?
2. Please describe or explain any differences you have observed in your graduate program classes among students based on race, ethnicity, socioeconomic status, gender, exceptionality, language, religion, sexual orientation, and geographical region in:
    - participation in class discussions
    - seating arrangement
    - with whom the students collaborate voluntarily.
3. Please tell us what you think the School of Education and/or your specific graduate education program could do to improve the preparation of K-12 educators to work with diverse populations.

Online faculty survey. The online faculty survey also consisted of three open-ended questions, as follows:

1. Please explain any experience you have had with diversity.
2. Please describe or explain any differences you have observed in your classes among students based on race, ethnicity, socioeconomic status, gender, exceptionality, language, religion, sexual orientation, and geographical region in:
    - academic outcomes
    - participation in class discussions
    - quality of assignments submitted
    - where students sit in the room
    - with whom the students collaborate voluntarily.
3. Please tell us what you think the School of Education could do to improve the preparation of K-12 educators to work with diverse populations.

Focus Groups

Separate semi-structured focus group interviews for students and faculty, comprised of 5 to 12 participants, were conducted with prompts provided to elicit responses regarding their perceptions of the university climate toward diversity and experiences in graduate classes with diversity issues. The authors asked program directors within the School of Education departments to randomly select faculty to participate in focus groups at the end of a department meeting and to randomly select students for participation before or after an evening class session. Those selected were contacted by email or phone one to two weeks prior to focus group meetings and notified that participation was voluntary.

The authors used an inquiry process for beginning and sustaining conversations among focus group participants (Corbin and Strauss 2008, 65-86) where they asked participants to discuss: (a) the definition of diversity; (b) the climate of the university, school, and participants' programs using the NCATE definition of diversity; (c) the support provided to faculty in preparing students to effectively meet the educational needs of diverse K-12 student populations; and (d) ideas for better preparation of students to work with diverse K-12 populations. As participants responded to the prompts, the authors

asked them to clarify and to go deeper into the meaning of their responses. Focus group conversations were recorded and transcribed.

Mode of Qualitative Data Analysis

In order to conduct a critical self-assessment of the school's climate related to diversity and student preparation to work with diverse K-12 students, only data reflecting perceptions from respondents that revealed areas of concern were coded and analyzed. Content analysis utilizing a constant-comparison method of the four qualitative data sets (student survey responses, faculty survey responses, student focus group results, faculty focus group results) was used as the authors agreed to participate in both an independent and collaborative process for interpreting different levels of emerging category themes (Corbin and Strauss 2008, 65-86).

First, the authors read and coded the data independently, making separate initial analyses of tentative open-coding patterns. Then they met to discuss the data collaboratively with one session for each source of data. At the final meeting in this step, the authors reviewed and reflected on the four independent data sets in order to agree upon one listing of open-coding patterns for each data source.

Next, the authors continued the collaborative process of reviewing, reflecting, and reconfirming as they grouped the open-coding patterns around more salient, second-level axial-coding themes. For the third and final step in the qualitative analysis process, the authors reviewed the listing of themes from axial coding with an eye to distinguishing larger, global themes. Using the axial themes, the authors were guided by the following question: What best characterizes the more global nature of the students' and faculty members' perceptions of the climate at the university regarding diversity and the preparation of students to work with diverse K-12 students? Triangulation was accomplished by comparing the four separate sources of data (Huberman and Miles 2002, 1-12).

Analysis of Results

The School of Education enrolls 2,012 students (59% white and 72% female); and employs 403 faculty (63% white and 60% female), of which 60 are full-time and 343 are adjuncts. The online survey was completed by 191 students for a response rate of 9.5%. Respondents self-reported as 78% female, 22% male, 60% white, 20% Latino/a, 7% Asian-American/Pacific Islander, 6% African-American, 5% biracial, and 2% other. Female students were over-represented, and hence males were under-represented in the respondent pool. With regard to faculty, 178 completed the online survey. Of these, 48 were full-time faculty, for a response rate of 80%, and 130 adjunct faculty, a response rate of 38%. The lower response rate of adjunct faculty might be expected because hypothetically they may feel less invested in the School than full-time faculty. Faculty respondents self-reported as 59% female, 41% male, 75% white, 11% Latino/a, 4% African-American, 4% Asian-American/Pacific Islander, 0% biracial, and 6% other. The faculty response pool was considerably less racially/ethnically diverse than the School's faculty population.

Eighteen student focus groups were conducted with a total of 164 participants. According to self reports, participants were 78% female, 22% male, 52% white, 30% Latino/a, 3% African-American, 7% Asian-American/Pacific Islander, and 8% biracial. Compared to the School's student population, female students were over-represented, and hence males were under-represented in the focus groups, while white students were under-represented. Five faculty focus groups were conducted with a total of 36 participants. According to self

reports, participants were 61% female, 39% male, 69% white, 11% Latino/a, 8% Asian-American/Pacific Islander, 6% African-American, 3% biracial, and 3% other. Compared to the School's faculty population, focus group participants as a whole were somewhat less racially/ethnically diverse.

Results of the Qualitative Data Analysis

Emerging open patterns and axial themes. Qualitative data from the four sources were coded first for emerging open patterns and then for axial themes. Open coding yielded 14 patterns from student survey responses; 19 from faculty survey responses; 19 from student focus group results; and 12 from faculty member focus group results. (Open patterns are identified by an open circle [∘] in the Table.) Using these patterns, 11 axial themes were identified, as follows:

- Enhance curriculum and instruction;
- Include diversity dialogue in classes;
- Add more and diverse field experiences;
- Challenge student beliefs;
- Support graduate students in writing;
- Increase and support student diversity;
- Integrate and accept religious diversity;
- Recruit and retain diverse faculty;
- Challenge faculty beliefs and provide support;
- Address diversity online;
- Address sexual orientation.

Axial themes are identified by a diamond [♦] in the Table.[6]

Student survey responses identified with 8 of the 11 axial themes, excluding: Include diversity dialogue in class; support student graduate students in writing; and integrate and accept religious diversity. Student focus group results identified with 9 axial themes, excluding: Include diversity dialogue in classes; and challenge faculty beliefs and provide support. In contrast, faculty survey responses identified with all axial themes except one: Integrate and accept religious diversity. Faculty focus group results differed substantially whereby only 6 of the 11 axial themes were supported. Those excluded were: Include diversity dialogue in classes; add more and diverse field experiences; increase and support student diversity; integrate and accept religious diversity; and recruit and retain diverse faculty. Only 4 axial themes exhibited consensus across the four qualitative data sources: Enhance curriculum and instruction; challenge student beliefs; address diversity online; and address sexual orientation. At the other end of the continuum, only faculty survey results supported "Include diversity dialogue in classes," while only student focus group results supported "Integrate and accept religious diversity."

Global themes and descriptors. Three distinctive global themes emerged from analysis of the qualitative data: Knowledge; skills; and dispositions.[7] This analysis included assigning descriptors to each global theme as indicated below:

- Faculty and student knowledge needs to be enhanced by:
  - Aligning theory and clinical experiences;
  - Infusing multicultural/diversity issues throughout the curriculum;
  - Including in the curriculum ways to better prepare educators to serve K-12 students and their families with diverse sexual orientations;
  - Providing learning opportunities and resources, including literature, to support educators to serve diverse populations.

Educational Considerations

Table

Axial (♦) Themes and Open (○) Patterns in Student and Faculty Responses

Survey Results		Focus Group Results	
Student	*Faculty*	*Student*	*Faculty*
♦ **Enhance curriculum and instruction**			
○ Align theory with practice. ○ Additional emphasis on ELL, diverse families, resiliency, special needs. ○ Use guest speakers, diversity experts.	○ Infuse diversity in every course.	○ Incorporate diversity issues in curriculum. ○ Use guest speakers, diversity experts. ○ More training on ELL, low SES, exceptionalities, and gender differences. ○ Dealing with colleagues' biases in K-12 schools. ○ Faculty should model diversity for students.	○ Use children and adolescent literature which addresses diversity.
♦ **Include diversity dialogue in classes**			
	○ Diversity in syllabi does not ensure faculty discuss K-12 diversity issues.		
♦ **Add more and diverse field experiences**			
○ More clinical experiences in diverse K-12 schools. ○ More fieldwork opportunities with special education, low SES, ELL and racial/ethnic minorities.	○ Fieldwork, home visits, service learning.	○ Students need more meaningful clinical experiences to become culturally competent with students from lower SES, ELL, special education, & racial/ethnic minorities. ○ Clinical experiences should include work with diverse families.	
♦ **Challenge student beliefs**			
○ Some graduate students are "color blind" and have stereotypes and biases. ○ Increase classroom collaboration with diverse grouping.	○ Many students from white middle class backgrounds hold biases about diversity.	○ Students need understanding of diversity including difference between race and ethnicity. ○ Some students are biased toward ELL, African Americans, and academic ability of diverse students.	○ Many students come from a high SES and do not understand or relate to K-12 students in poverty.
♦ **Support graduate students in writing**			
	○ Provide writing support for graduate students.	○ Provide writing support for TPAs and research paper.	○ Provide writing support for new and continuing students especially ELL.
♦ **Increase and support student diversity**			
○ Majority of students are white females.	○ Recruit and retain diverse students. ○ Increase financial aid for low SES students.	○ Lack of African-American, low SES, and male students. ○ Students from diverse backgrounds need more financial and academic support. ○ Support of special education students at the graduate level.	

Note: ELL = English language learners; SES = Socioeconomic status; and TPA = Teaching Performance Assessment (State teaching credential assessments).

Survey Results		Focus Group Results	
Student	*Faculty*	*Student*	*Faculty*
♦ **Integrate and accept religious diversity**			
		○ Dispel assumptions and stereotypes about religion ○ Consistent approach regarding faith integration regarding faculty and students expectations. ○ Training on church and state separation.	
♦ **Recruit and retain diverse faculty**			
○ The number of diverse faculty with experiences in diverse communities (including lower SES).	○ Emphasis on recruitment and retention of diverse faculty and staff.	○ Faculty need recent experience with K-12 diverse schools.	
♦ **Challenge faculty beliefs and provide support**			
○ Faculty need to model strategies to support ALL diverse students in K-12	○ Faculty need broader understanding of diversity. ○ Some faculty have negative perceptions of students based on race and class (bell curve and deficit theory issues). ○ Faculty should engage in diversity dialogue. ○ Some faculty believe rigor and standards are lowered with diverse students. ○ Some faculty hold biases about students who speak with accents or are ELL.		○ Faculty need development on working with diverse individuals: SES, age, experience, and special needs. ○ Increase faculty collaboration and professional development on issues of diversity. ○ Faculty should share and have diversity resources.
♦ **Address diversity online**			
○ Some students believe that diversity issues of race, ethnicity, gender, or SES disappear in online platforms.	○ Some faculty believe issues of diversity do not exist nor are important online.	○ Some students claim differences are erased online.	○ Differences among students not apparent online according to some faculty.
♦ **Address sexual orientation**			
○ Lack of clarity on university policy regarding sexual orientation. ○ Sexual orientation needs to be addressed in curriculum and instruction. ○ Support K-12 students and family members with diverse sexual orientations.	○ There is uncertainty as to the attitude toward teaching about sexual orientation at the university. ○ A lack of comfort in discussing issues of sexual orientation. ○ All faculty need to have more meaningful interactions with diverse populations. ○ Need faculty development in teaching about diversity. ○ Faculty need training in discourse patterns.	○ Students need information on serving K-12 students and parents with diverse sexual orientations.	○ Some faculty do not consider sexual orientation as part of diversity. ○ Some faculty are biased against individuals with diverse sexual orientation. ○ Ambiguity exists with the faculty regarding what can/should be taught to students. ○ Curriculum and instruction should include diverse sexual orientations. ○ Faculty need support and resources on sexual orientation.

Note: ELL = English language learners; SES = Socioeconomic status; and TPA = Teaching Performance Assessment (State teaching credential assessments).

- Faculty and students need to develop skills in:
  - Facilitating dialogue on issues of diversity;
  - Modeling and utilizing a wide variety of instructional strategies to meet the needs of all students;
  - Communicating (written and verbal) with and about diverse groups of K-12 students and their families who are English language learner, low income, racial/ethnic minorities, and/or in urban settings, and have disabilities or diverse sexual orientations.
- Faculty and students need to acknowledge biases and develop perceptions and beliefs that work towards:
  - Eliminating negative stereotypes about students who differ from the dominant culture including differences in race, class, language, and sexual orientation (bell curve and deficit model theories);
  - Challenging the color blind theory that refuses to acknowledge differences;
  - Creating a climate conducive to diversity conversations particularly on sensitive topics such as sexual orientation;
  - Dispelling the myth that online teaching and learning actually erases the need to address issues of diversity;
  - Recruiting and retaining faculty and students that reflect the diverse communities that the university serves.

Overall, while student and faculty responses indicated awareness of and concerns about diversity, the level of interest varied across axial themes.

Conclusions and Recommendations

This article described a self-study conducted by the authors for the School of Education at Azusa Pacific University, a private, faith-based institution, on faculty and student perceptions about diversity as the School prepared for NCATE re-accreditation. NCATE's definition of diversity in Standard 4 provided the foundation for the study: "Differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area" (p. 53). To engage School of Education faculty and students in the self study, the authors used a qualitative approach that encompassed online surveys and face-to-face focus group interviews.

Several themes emerged from the coding of the qualitative data. Students and faculty shared a strong interest in enhancing curriculum and instruction around diversity with concrete examples like readings; guest speakers; fieldwork; clinical experiences; home visits; and in-class dialogue. Interestingly, they noted that there needed to be a recognition of student and faculty diversity in online courses. Both groups saw the need for greater student and faculty diversity in the School along with recruitment, retention, and support efforts. They also agreed that both students and faculty must be open to challenging their own beliefs about diversity, e.g. biases and stereotypes related to race/ethnicity and socioeconomic status. In student focus groups, participants noted a need for accepting and integrating religious diversity. Finally, both student and faculty acknowledged a need to address sexual orientation, for example, in coursework and curriculum so that students are prepared to deal with this aspect of diversity in their careers in K-12 education. In fact, many faculty participants in focus groups said they were torn between NCATE

expectations of including sexual orientation in the curriculum and in classroom discussions and the university's faith-based position which accepts only heterosexuality.[8] The authors synthesized these eleven themes into three global themes that addressed the knowledge, skills, and dispositions needed by faculty to address diversity within the School of Education and by students to become successful educators.

The analysis of results did indicate some limitations to the generalizability of the results. Response rates for student surveys were low as were those for adjunct faculty. This was balanced, to some extent, by the large number of student focus groups convened. At the same time, the representation of respondents and participants along gender and racial dimensions varied to some extent with that found in the School of Education. Nonetheless, this initial self-study laid important groundwork for the School as it continues the process of reflection and self-assessment on diversity issues into the future.

Endnotes

[1] The definition for diversity provided in the NCATE standards was used in the study: "Differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area" (NCATE 2002, 53).

[2] Calculated from the DataQuest database of the California Department of Education. http://data1.cde.ca.gov/dataquest/dataquest.asp.

[3] Ibid.

[4] Ibid.

[5] Note that the School of Education has only graduate programs.

[6] The identification of axial themes was based on the weight and gravity assigned to them by the authors rather than a minimum or set number of related, open-coding patterns.

[7] The research team noted a parallel between the study findings and the three NCATE focus areas.

[8] See, Institutional standards, Azusa Pacific University, http://www.apu.edu/about/pdfs/Institutional_Values_Brochure.pdf.

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From Compliance to Engagement: Lessons Learned from Applying a Transformational Approach to Addressing NCATE Standard 4-Diversity

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In March 2007, Florida Atlantic University hosted a joint NCATE/Florida Department of Education site visit. This successful site visit and following Unit Accreditation Board report resulted in full NCATE accreditation with only one weakness cited. The weakness related to the implementation of the College's assessment system at the Advanced Levels. This article documents how the professional education unit at the University successfully addressed NCATE Standard 4-Diversity. While the focus of this article is to address Standard 4, it is impossible to understand how Florida Atlantic University's College of Education responded to this standard in isolation from the entire self-study journey. This process was rewarding but at times painful as faculty and administrators struggled to identify how the College's beliefs and practices aligned with an assessment system that would adequately capture the essence of who we are and what we do as professionals and as a unit. Over several months, initial group discussions and work sessions yielded an informal consensus of issues worthy of exploration. The culmination of this work resulted in a process where isolated issues were woven into interconnected themes involving faculty, students, administrators, staff, and stakeholders within and outside the College. When viewed as a system, these themes revealed a College transitioning from a culture of compliance to a culture of engagement.

Our primary purpose was not to document compliance but to use the enormous effort of the self-study as a springboard to self-improvement through reflective assessment-based decision-making at all levels. Our goal was to build an infrastructure of collaborative decision-making and continuous improvement in the College at the program, department, and unit levels that would be sustained for years to come. It was through this lens that the College approached NCATE Standard 4 as well as all NCATE and Florida Department of Education standards.

Unit Commitment to Diversity

The College of Education has a longstanding commitment to diversity. It is impossible to completely understand this commitment without conducting an examination of the context where the University operates. Worldwide economic, cultural, and social conditions are changing the demographic composition of our society. South Florida is a clear example of how shifting demographics are having a profound impact on the mission and the profile of educational institutions. The University serves the multicultural communities of the southeastern coast of Florida stretching from Miami to Port St. Lucie. This area includes three of the largest school districts in the nation: Dade County; Broward County; and Palm Beach County. Unit faculty and staff live, work, and embrace this commitment.

The College's program of study and the diversity of its students, faculty and staff are exemplified in the unit's ESOL (English for Speakers of Other Languages) efforts. In the mid-1990s, the College was the first in Florida to develop a state-approved infused ESOL endorsement for all Elementary Education graduates. Due to this groundbreaking effort, the embedded ESOL endorsement is now required of all state-approved programs in Florida that offer initial and advanced Elementary Education, Exceptional Student Education, and Secondary English Education programs.

Assumptions

While it is not the purpose of this article to describe the unit's conceptual framework, it is relevant for the reader to understand

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the assumptions that the College used in the development of this framework, which was prepared in a collaborative effort over a period of two years. In this process, the following underlying assumptions were identified:

- Technology will continue to be an evolving, pervasive presence in learning throughout the world;;
- Society will become more diverse;
- Society will continue to change, which will require life-long learning and re-adjustment to evolving conditions for our graduates;
- Competition will continue to increase, and we must be willing to develop dynamic, creative, and proactive responses to the needs of our constituencies; and
- Accountability is here to stay and will foster a culture of continuous assessment in schools and universities.

The importance and significance of these assumptions were not to be underestimated, and in fact they became the integral thread through all ensuing processes.

Self-Study Ethos

The self-study was taken as an opportunity to go beyond compliance with external re-accreditation requirements, a process which could have been approached from a linear perspective that Argyris and Schön (1978) have defined as single-loop learning. In this approach, change does not affect the values and overall culture of an organization and, once incremental improvements have been incorporated in response to an external mandate or from senior management, the tendency is to go back to operating in business-as-usual mode. In view of the identified assumptions and their connection to the rapidly changing social, cultural, economic, political, and environmental global context within which higher education as a whole is currently operating (NCEE 2007), it was felt that a transformational approach would be more purposeful, and especially relevant to issues of diversity.

More meaningful change within the culture of the College, termed double-loop learning by Argyris and Schön (1978), would not only seek to modify and improve performance results, but also serve to challenge traditional approaches to change. This process would also bring into question the underlying purposes, values, assumptions, and beliefs of the College community with regard to what constitutes a quality education. Given the values-laden nature of diversity, this would be especially relevant to the issues addressed in NCATE Standard 4. This transformational process was deliberately designed to engage College faculty, staff, students, and external stakeholders in a more purposeful change effort crossing existing barriers of individual sociocultural idiosyncrasies and academic disciplines. It was therefore necessary not only to bring faculty, staff, students, community, and other stakeholders to the table, but also to empower them in the process that the authors defined as collective wisdom in action, an approach which underscored Webber's (1993) assertion that in the present time conversations are the most important form of work.

From the outset, it was apparent that the College did not function as a cohesive unit. It became clear that the complex tensions arising from issues of governance; accountability and assessment; promotion and tenure; current core curricula; accreditation; data management;

Figure 1
Proposed Collaborative Leadership Model Integrating All Departments and Units in a Common Purpose
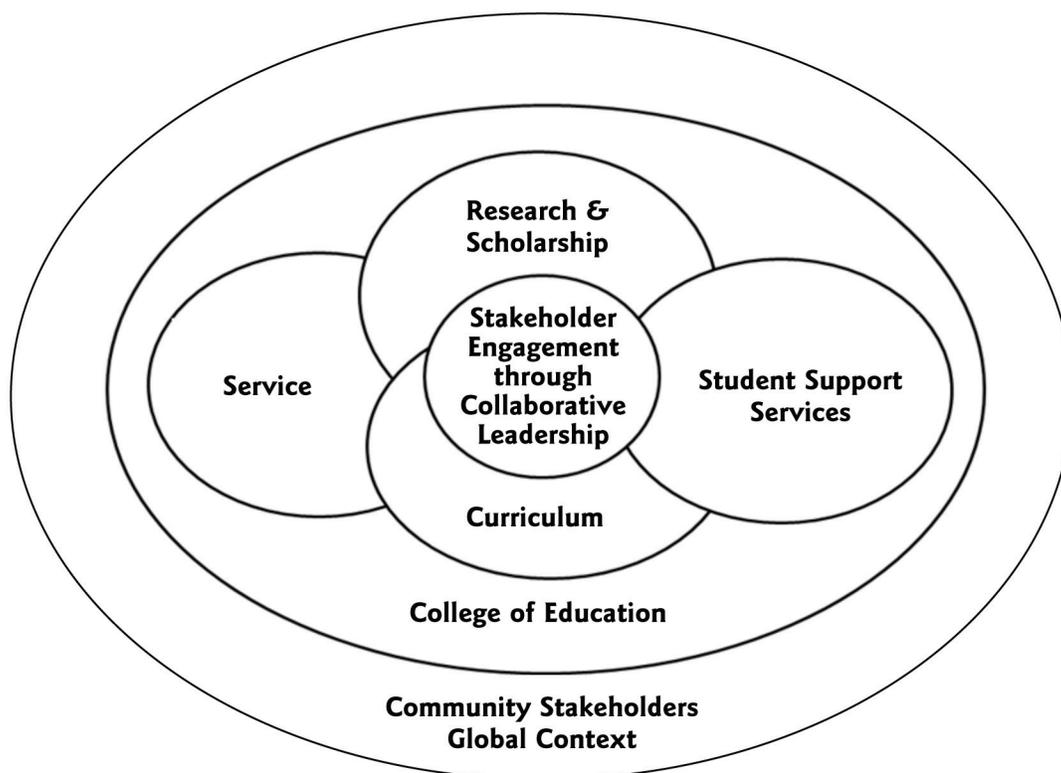
decision-making processes; budgetary priorities; grade inflation; diversity; social justice; ethics; economics; environment; technology; and online instruction could not be effectively resolved through a linear, incremental approach.

Consequently, for purposes of the self-study, it was critical to create a collegial culture of engagement applying a collaborative decision-making process where the College, its departments, and individual faculty members were responsive to the challenges of the global environment. The resolution of these tensions was only possible through the establishment of a dynamic balance between individual and common agendas (Glaser 1993), which in turn was the result of instilling the process with an ethical imperative capable of allowing all stakeholders to participate in an honest revision of the organization's underlying values (Burns 1978).

Authentic, meaningful, long-lasting transformation in institutions of higher education is often derailed by issues of tenure, departmental agendas, external pressures, scarce resources, and tradition (Earley 2005, Kezar 2008). While historically higher education has embraced shared governance models, faculty reward structures have prioritized individual faculty agendas. Attention to issues that address common institutional needs, such as those presented during accreditation self-studies, compete with a governance structure that rewards individual faculty productivity in research, service, and instruction. The consequence of this culture is fragmentation of academic programs; lack of support for shared research and service initiatives; and a resulting disconnect from issues of diversity and the global context. The model proposed as having the greatest potential to unify the College's mission and practice, using the accreditation process as a pilot, consisted of a collaborative leadership framework as depicted in Figure 1.

Self-Study Organizational Structure

To foster an environment of engagement where collective wisdom could balance tensions and competing issues, it was necessary to create a self-study organizational structure that would facilitate an effective transformational model. In keeping with this focus, the organizational structure had to ensure horizontal and vertical articulation of the work to be accomplished. As a result, the NCATE Co-chairs recommended to the College Executive Committee the formal creation of a multilevel, interdisciplinary self-study organizational structure that was unanimously approved. (See Figure 2.) This structure defined how the work was to be delegated and established the communication systems across the College that would enable the most effective implementation of the self-study.

Figure 2
NCATE Committees Organizational Chart
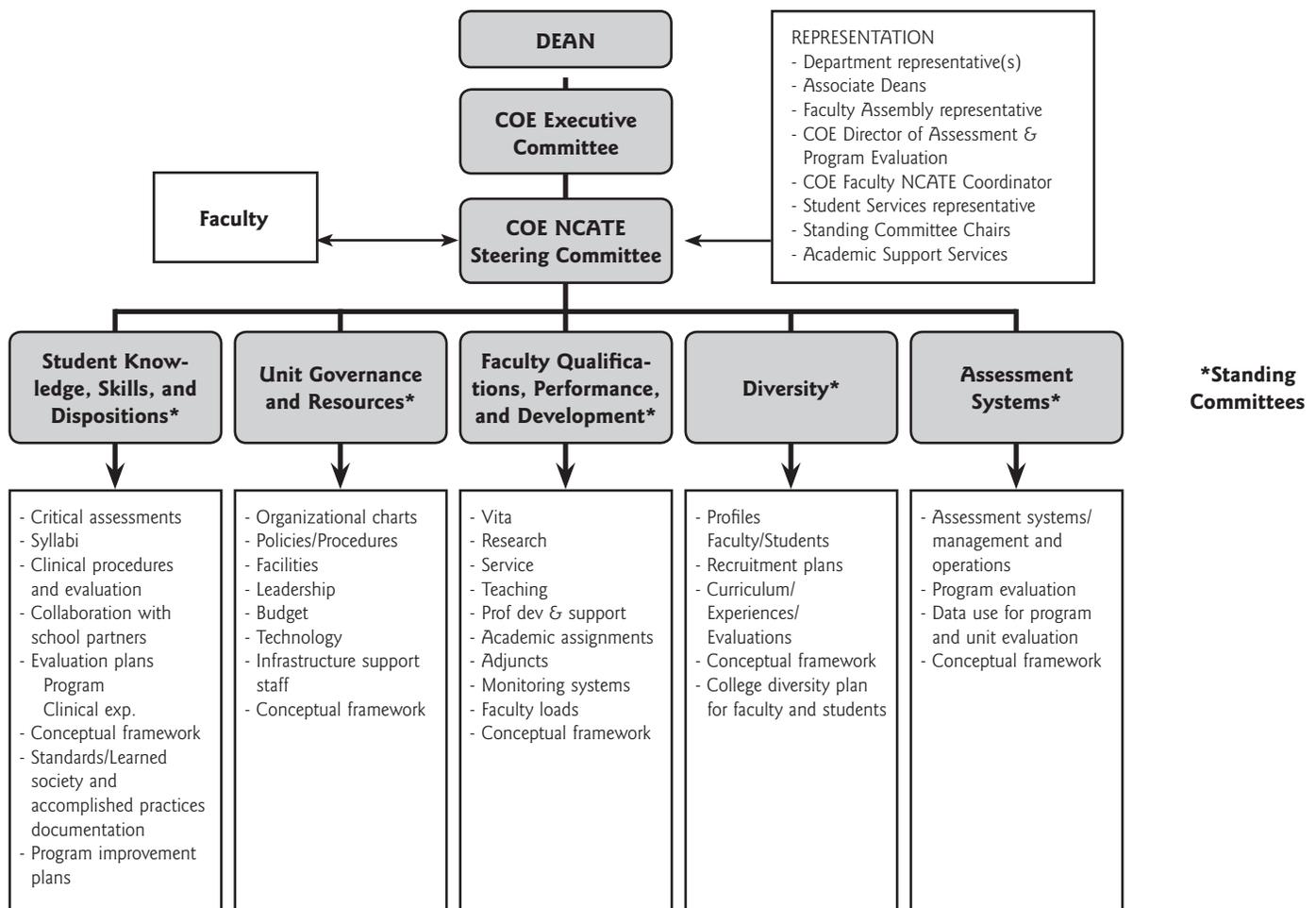
Figure 3
Ad hoc Operational Structure for Authentic Engagement by NCATE Standards 1-6
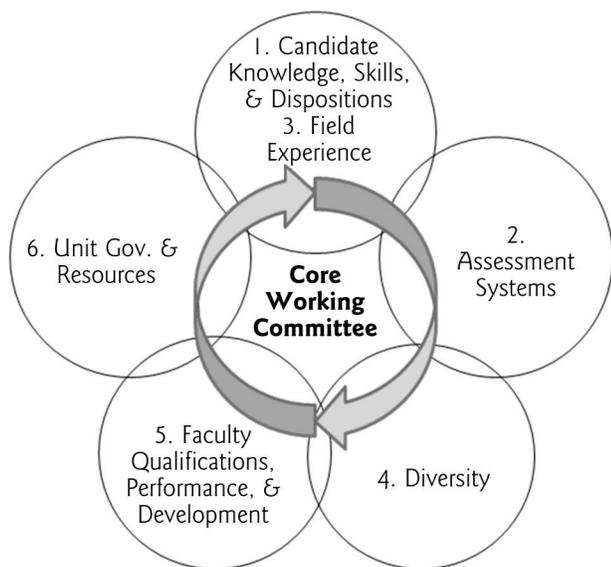
The goal-setting and oversight of the process was assigned to a steering committee. Standing committees, consisting of representatives of all academic units, were assigned NCATE standards to address while tasks and timelines were identified. The steering committee consisted of the chairs of all standing committees, department chairs, as well as associate deans. The NCATE Co-chairs and the Unit Assessment Director served as ex-officio members of all committees. This organizational structure, as depicted in Figure 2, allowed for themes and issues to be interconnected and reinforced throughout the process.

To facilitate the process, it was agreed that the transformational model required the support of a small core working committee. Consisting of the NCATE Co-chairs (one administrator and one faculty member), the Director of Assessment and Program Evaluation, and a Systems Manager, the committee served as *ex-officio* members of the standing committees. To ensure the full engagement of all stakeholders, the adequate coordination of the standing committees, and provision of progress reports to the NCATE Steering Committee, an ad hoc structure was created with the Core Working Committee at its operational center. (See Figure 3). For purposes of the self-study report, it can be seen in Figure 3 that one standing committee addressed both standards 1 (Candidate Knowledge, Skills, and Dispositions) and 3 (Field Experience and Clinical Practice) while other standing committees addressed a single standard.

Unit Diversity Committee

As determined by the self-study organizational structure and purposes, the Unit Diversity Committee was charged with the responsibility to oversee the College's diversity planning for faculty, staff, and students, as well as the College's commitment to preparing professionals for a diverse environment. This committee was composed of one member from each College academic department as well as a member from the College Office of Academic and Student Services. The chair of the committee also represented the unit on the

University Diversity Committee and the College NCATE Steering Committee. The members of the committee acted as liaisons to their academic departments to ensure that committee recommendations were considered in light of department diversity plans and curricular offerings.

The Unit Diversity Committee outlined the following tasks for the self-study:

- Conduct an audit of academic programs related to diversity issues including a review of syllabi and candidate performance on diversity-related competency assessments;
- Collect and analyze aggregated and disaggregated data on students, programs. and faculty;
- Review existing diversity plans, goals, and policies;
- Prepare recommendations to departments and the College regarding diversity issues and policies;
- Conduct an audit of field experience, practicum, and student teaching/internship experiences with regard to the diversity of placement and candidate assessments;
- Conduct an analysis of stakeholder satisfaction surveys related to the preparation of candidates to effectively address multicultural issues and engage diverse students and school communities.

In order to fulfill these tasks and to ensure that decision-making was based on accurate and timely information, it was necessary to provide the committee with relevant data in each of the identified areas. For example, it was important to identify and map the demographics of the university's broad service area. This information served as a benchmark to compare demographic data within programs, departments, and the unit as a whole. Further, this led to an interest in understanding how school district personnel across the university's broad service area view graduates in terms of their ability to work with a diverse student population. It was also important to know how diversity of the College faculty, staff, and students compared to other colleges within the university, and to universities across the state and the nation.
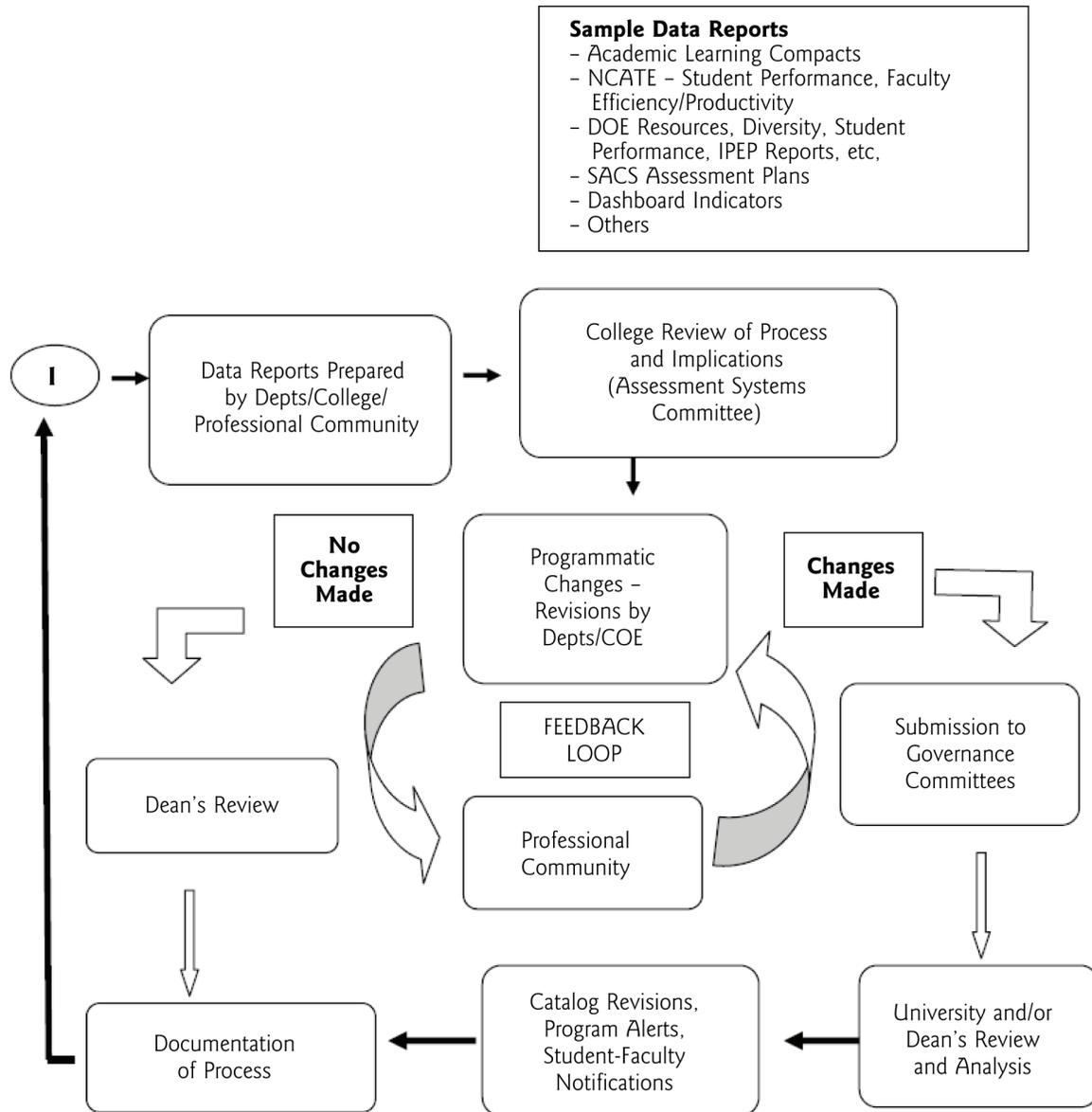
These and numerous other questions required the design and implementation of a comprehensive data collection and management system. As with the remaining committees involved in the self-study, a shared process used for data-informed decision-making was delineated in the unit's Data Assessment System as depicted in Figure 4. Comprehensive aggregated and disaggregated data reports on faculty, staff, and students were presented to committee members for purposes of detailed analysis and discussion. All reports provided a summary and analysis noting areas where further attention was needed.

Reflecting on the Process and Outcomes

Application of the transformational model includes the need to reflect on the process and outcomes that resulted from the self-study. Now that three years have elapsed since the re-accreditation visit, it is well worthwhile to reflect on the intended and unanticipated outcomes of the work of the Diversity Committee during this time. The following summarizes a few of these results:

- The Establishment of a College Diversity Committee
  The work of the Diversity Committee during the self-study was viewed by faculty and administration to be so valuable that the faculty voted to establish a permanent committee

Figure 4
College of Education Data Assessment Process (Adopted December 2006)

Sample Data Reports
– Academic Learning Compacts
– NCATE – Student Performance, Faculty
  Efficiency/Productivity
– DOE Resources, Diversity, Student
  Performance, IPEP Reports, etc,
– SACS Assessment Plans
– Dashboard Indicators
– Others

I → Data Reports Prepared by Depts/College/ Professional Community → College Review of Process and Implications (Assessment Systems Committee)

No Changes Made

Programmatic Changes – Revisions by Depts/COE

Changes Made

Dean's Review

FEEDBACK LOOP

Submission to Governance Committees

Professional Community

Documentation of Process ← Catalog Revisions, Program Alerts, Student-Faculty Notifications ← University and/or Dean's Review and Analysis

in the College's Policies and Procedures. Consequently, the work of this committee continues today.

• The Adoption of a College Diversity Plan

Based upon the recommendations of the Diversity Committee, the College adopted a diversity plan entitled "The Recruitment and Retention of Under-represented Faculty, Staff, and Student Candidates for the Development of a Diverse Learning Community of Learners." While a prior plan existed in the College, this plan differed greatly because of the efforts and attention given to retention. In this document, the following values, beliefs, and priorities of the College are clearly stated as follows:

The College of Education faculty values inclusiveness and diversity. Further, given the pluralistic and multi-ethnic makeup of the South Florida region that

this university serves, we believe that it is essential that our faculty, non-instructional staff and students reflect this diversity. As such, it is incumbent upon the College to be pro-active in seeking outstanding members of underrepresented groups as faculty, non-instructional staff and students (candidates). Not only is the College of Education committed to securing and maintaining a diverse faculty, non-instructional staff and student body, we are also committed to ensuring that these individuals are provided the best possible opportunities to learn and grow.

• The Creation of an Annual Diversity Report

This report is prepared using data from the latest census, institution, state department of education, and school

districts. It is often used in the preparation of grant proposals, state reports, and candidate placement in clinical experiences.

- The Establishment of a Data Tracking System for Clinical Placements

  To monitor the ethnic diversity of schools where candidates are placed, a comprehensive data tracking system was established to implement a large clinical placement system in multiple school districts. Protocols were established to ensure that all candidates are provided diverse settings in their multiple field placements during early field experiences, practicum, and student teaching/internships. These systems aid the College during the complex process of working with school district personnel to place candidates in multiple school districts.

Planned strategies to increase the College's support of diversity efforts have been complemented and extended by ongoing faculty-led initiatives that are having a significant impact on the College's culture. There has been a marked increase in diversity-focused lectures, seminars, and workshops in the College. Leading scholars in the field of diversity and multicultural education have been invited to visit and interact with our faculty and candidates. Faculty have also taken a leadership role in university-sponsored diversity events related to issues of gender, social justice, globalization, and multiculturalism.

While many planned changes occurred as part of the routine NCATE self-study process, profound, more subtle, long-lasting changes are reflected in the new dimensions that daily work has taken on for faculty, staff, and students. If the self-study had been driven from a compliance perspective rather than through the adoption of a transformational model, this unanticipated momentum may never have resulted. Diversity is now firmly embodied in the mindset of the College and is embedded in the renewed purpose of the College as we go about our mission in the areas of research, service and teaching.

The self-study process was successful on two levels. On a basic level, the institution successfully complied with all NCATE requirements for re-accreditation. On a second, deeper level, the transformational model adopted for the self-study process allowed for authentic conversations regarding diversity across disciplines, departments, hierarchical structures, and cultural differences among our candidates, our faculty, our staff, and our multiple stakeholders. These conversations continue today, and they have had a transforming effect on the College's culture as a whole.

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