



STANDARD 4: DIVERSITY *IN THE NCATE STANDARDS*

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Definition of Diversity

Differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area. *The types of diversity necessary for addressing the elements on candidate interactions with diverse faculty, candidates, and P-12 students are stated in the rubric for those elements. (NCATE Professional Standards Revised 2008)*

Standard 4: Diversity

The unit designs, implements, and evaluates curriculum *and provides* experiences for candidates to acquire *and demonstrate* the knowledge, skills, and *professional* dispositions necessary to help all students learn. ***Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity.*** Experiences provided for candidates include working with diverse populations, including higher education and P-12 school faculty, candidates, and students in P-12 schools.



Importance of Standard 4


- Candidates report that they do not know how to work with students from diverse groups.
- Too many candidates do not seek jobs in high need areas.
- New teachers leave high need schools as soon as possible.
- The teacher student ratio is often a mismatch.



4a. Design, Implementation, and Evaluation of Curriculum and Experiences - **ACCEPTABLE:**

1. The unit **clearly articulates proficiencies related to diversity** identified in the unit's conceptual framework that candidates are expected to develop during their professional programs.
2. Curriculum and field experiences provide a well-grounded framework for understanding diversity, *including English language learners and students with exceptionalities.*
3. Candidates are aware of different learning styles and adapt instruction or services appropriately for all students, including linguistically and culturally diverse students and students with exceptionalities. – **ASSESSMENT DATA**
4. Candidates connect lessons, instruction, or services to students' experiences and cultures. – **ASSESSMENT DATA**

5. They communicate with students and families in ways that demonstrate sensitivity to cultural and gender differences. – ASSESSMENT DATA
6. Candidates incorporate multiple perspectives in the subject matter being taught or services being provided. – ASSESSMENT DATA
7. They develop a classroom and school climate that values diversity. – ASSESSMENT DATA
8. Candidates demonstrate classroom behaviors that are consistent with the ideas of fairness and the belief that all students can learn. – ASSESSMENT DATA
9. **Candidate proficiencies related to diversity are assessed** and the data are used to provide feedback to candidates for improving their knowledge, skills, and professional dispositions for helping students from diverse populations learn. – ASSESSMENT DATA



Element 4b: Experiences Working with Diverse Faculty

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



Faculty Demographics Table in Exhibits

	Prof. Ed. Faculty in Initial Teacher Preparation Programs	Prof. Ed. Faculty in Advanced Programs*	All Faculty in the Institution	School-based faculty (Optional)
	n (%)	n (%)	n (%)	n (%)
American Indian or Alaskan Native				
Asian or Pacific Islander				
Black, non-Hispanic				
Hispanic				
White, non-Hispanic				
Two or more races				
Other				
Race/ethnicity unknown				
Total				
Female				
Male				
Total				



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Element 4c: Experiences

Working with Diverse Candidates

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

Candidate Demographics Table

	Candidates in Initial Teacher Preparation Programs	Candidates In Advanced Preparation Programs	All Students in the Institution	Demographics of Geographical Area Served by Institution
	n (%)	n (%)	n (%)	%
American Indian or Alaskan Native				
Asian or Pacific Islander				
Black, non-Hispanic				
Hispanic				
White, non-Hispanic				
Two or more races				
Other				
Race/ethnicity unknown				
Total				
Female				
Male				
Total				

Element 4d: Experiences Working with Diverse Students in P-12 Schools

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

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Table: Demographics on Clinical Sites for Initial and Advanced Programs

Name of school	American Indian or Alaskan Native	Asian or Pacific Islander	Black, non-Hispanic	Hispanic	White, non-Hispanic	Other	Race/ethnicity unknown	Students receiving free/reduced price lunch (student SES)



IR Prompt #1

How does the unit prepare candidates to work effectively with all students?

Exhibits for Standard 4

4.3a Proficiencies related to diversity that candidates are expected to demonstrate through working with students from diverse groups in classrooms and schools

4.3.b Curriculum components and experiences that address diversity proficiencies (This might be a matrix that shows diversity components in required courses.)

4.3c Assessment instruments, scoring guides, and data related to candidates meeting diversity proficiencies, including impact on student learning (These assessments may be included in program review documents or the exhibits for Standard 1. Cross reference as appropriate.)

4.3d Data table on faculty demographics

4.3e Data table on candidates demographics

4.3f Data table on demographics of P-12 students in schools used for clinical practice

4.3g Policies and practices, including good faith efforts, for recruiting and retaining diverse faculty

4.3h Policies and practices, including good faith efforts, for recruiting and retaining diverse candidates

4.3i Policies, procedures, and practices that support candidates working with P-12 students from diverse groups



Myth

❑ NCATE looks only at race and ethnicity.

Reality

NCATE's definition is much broader than just race and ethnicity. NCATE expects diversity across many identity groups.

NCATE's Definition of Diversity



Differences among groups of people and individuals based on

- > ethnicity,
- > race,
- > socioeconomic status,
- > gender,
- > exceptionalities,
- > language,
- > religion,
- > sexual orientation, and
- > geographical area.

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Myth

□ NCATE BOE members have “unstated quotas” in mind when they evaluate institutions on candidate opportunities to interact with diverse faculty, diverse candidates, and diverse field placements.



Reality

- ❑ While NCATE affirms the need for candidates to have opportunities to work with diverse peers, faculty members, and P-12 students, NCATE does not endorse quotas.
- ❑ There is no magic number, nor percentage, nor percentage comparison when NCATE teams evaluate these elements.
- ❑ The UAB asks teams to report the types of diversity within units for contextual understanding.



Myth

- ❑ A course in multicultural education will ensure that the first element of the standard is adequately addressed.

Reality

- The first element of Standard 4 is more complex than a single course in multicultural education. It requires the unit
 - to identify candidate proficiencies related to diversity,
 - to assess the development of these proficiencies, and
 - to analyze the assessment findings.



Standard 4 is not the only reference to **DIVERSITY**...





Conceptual Framework

- It reflects the unit's commitment to diversity and the preparation of educators who help all students learn.
- The conceptual framework(s) includes the following aligned structural elements:
 - ...candidate proficiencies related to expected knowledge, skills, and professional dispositions, **including proficiencies associated with diversity** and technology, that are aligned with the expectations in professional, state, and institutional standards...



Standard 1 - Candidate Knowledge, Skills, & Professional Dispositions

Candidates preparing to work in schools as teachers or other professionals know and demonstrate the content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to **help all students learn** ... ["**All students**" *includes students with exceptionalities and of different ethnic/racial, gender, language, and socio-economic origins.*]



Standard 1 -continued

- **Ib. Pedagogical Content Knowledge and Skills for Teacher Candidates (Initial and Advanced Preparation of Teachers)**
 - ...Teacher candidates understand the relationship of content and content specific pedagogy delineated in professional, state, and institutional standards. They have a broad knowledge of instructional strategies that draws upon content and pedagogical knowledge and skills delineated in professional, state, and institutional standards **to help all students learn...**



Standard 1 -continued

- **Ic. Professional and Pedagogical Knowledge and Skills for Teacher Candidates (Initial and Advanced Preparation of Teachers)**
 - ...They have a thorough understanding of the school, family, and community contexts in which they work, and collaborate with the professional community to **create meaningful learning experiences for all students...**



Standard 1 -continued

- **Id. Student Learning for Teacher Candidates (Initial and Advanced Preparation of Teachers)**
 - ...They analyze student, classroom, and school performance data and make data-driven decisions about strategies for teaching and learning **so that all students learn...**



Standard 1 -continued

- **1f. Student Learning for Other School Professionals**
 - ...They understand and build upon the developmental levels of students with whom they work; **the diversity of students, families, and communities**; and the policy contexts within which they work...



Standard 1 -continued

- **1g. Professional Dispositions for All Candidates**
 - ... Candidates demonstrate classroom behaviors that are consistent with the ideal of fairness and the **belief that all students can learn ...**



Standard 2

○ 2a. Assessment System

- The unit takes effective steps to **eliminate sources of bias** in performance assessments and works to establish the **fairness**, accuracy, and consistency of its assessment procedures.

Standard 3 -Field Experiences & Clinical Practice

The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school professionals develop and demonstrate the knowledge, skills, and professional dispositions necessary to **help all students learn.**



Standard 3 -continued

- **3c. Candidates' Development and Demonstration of Knowledge, Skills, and Professional Dispositions to Help All Students Learn**
 - ...Field experiences and clinical practice provide opportunities for candidates to develop and demonstrate knowledge, skills, and professional dispositions for helping **all students** learn. All candidates participate in field experiences or clinical practice that **include students with exceptionalities and students from diverse ethnic/racial, linguistic, gender, and socioeconomic groups.**



Standard 5

- **5b. Modeling Best Professional Practices in Teaching**
 - ...**Faculty integrate diversity** and technology throughout their teaching...



Standard 5 -continued

- **5f. Unit Facilitation of Professional Development**
 - Based upon needs identified in faculty evaluations, the unit provides opportunities for faculty to develop new knowledge and skills, especially as they relate to the conceptual framework(s), performance assessment, **diversity**, technology, and other emerging practices.

From NCATE Standards Glossary:

- **Fairness** (professional disposition): The commitment demonstrated in striving to meet the educational needs of all students in a caring, non-discriminatory, and equitable manner.
- **Good Faith Efforts**: Specific actions that units take, which, given their scope, intensity, and appropriateness, could reasonably be expected to increase or maintain candidate opportunities to interact with diverse faculty, peers, or P-12 students over an agreed upon length of time.



Are good faith efforts enough?

- If “good faith efforts” are being made to recruit and retain diverse faculty and candidates, but there are no results, will an area for improvement (AFI) still be cited?
- An AFI will be cited, but the “good faith efforts” should be described in the team’s findings.

What is the most critical part of Standard 4?

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

