

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.

4.4 Evidence for the Onsite BOE Team to validate during the onsite visit

- (1) Rubrics for assessing the three competencies related to diversity. How effective are the rubrics in determining candidate proficiencies? How are these rubrics used in advanced programs? How are the rubrics linked to the expected competencies?

Unit's Response

The indicators are integrated throughout the curriculum to ensure that all candidates develop an understanding and appreciation of diversity and are continually assessed to determine the effectiveness of the Unit's efforts to help candidates effectively teach all learners in all settings. Unit faculty, with support from school partners has developed a Conceptual Framework is organized around our long held overarching theme of *Educator as Leader* model. Our present Framework describes the Unit's commitment to diversity and identifies three core proficiencies that are aligned to state and professional standards. Teacher candidates in initial and advanced (Teacher Leader) level programs are assessment using rubrics linked to Standard 4, indicator 4.2, standard 5, indicator 5.4 and standard 8, indicator 8.1 and 8.3. Each of the indicators is assessed throughout the program from the initial field experiences to the end of the professional semester and documented in the ePortfolio. In the School Guidance and Counselor program, candidate proficiencies are aligned to the Kentucky Standards for Guidance Counselor Programs (C.2 – Social and Diversity), are derived from the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Candidate complete anchor assessments and their ePortfolios which are based on the Kentucky Cohesive Leadership System Continuum for Principals Preparation and Development [KyCLSC](#)). Aspects of the evaluation rubrics for diversity are aligned to Function 3.1c under Dimension 3: Securing and Developing Staff; Function 4.1g and 4.3b under Dimension 4: Building Culture and Community; Function 6.1d and 6.1h under Dimension 6: Leveraging Community Systems and Resources.

- (2) Samples of candidate work related to diversity. What candidate work demonstrates that candidates are developing diversity proficiencies?

Unit's Response

Candidate completed anchor assessments and ePortfolio are, perhaps, good examples demonstrating that candidates are developing diversity proficiencies. The NCATE/State Board of Examiners team will gain insights from candidate works and interviews during the onsite visit.

- (3) Experiences of advanced candidates with students from diverse groups. How does the unit

ensure that all advanced candidates have field experiences or clinical practice with students from different socioeconomic and/or ethnic/racial groups, English language learners, or students with disabilities?

Unit's Response

The Unit, in particular, ensures that candidates make the connections between coursework and practical experience. Programs ensure that the candidates satisfy the candidate proficiencies, meeting diversity competencies specified in the Conceptual Framework for all programs. The Unit compiled information on the P-12 student diversity of the partner schools where initial and advanced candidates completed their student teaching. Diversity information was obtained from the Kentucky Department of Education (KDE) Spalding University advanced program candidates (Principal Preparation, School Guidance and Counseling, Teacher Leader, and endorsement areas programs) completed their field experiences during the last three years. A review of P-12 student demographic data suggests in the advanced programs at Spalding University graduate with experience working with diverse populations. Overall, advance level candidates complete their field experiences in predominantly Title I school with higher percentages of minority students, students receiving free or reduced lunch, English Language Learners, and students with disabilities/exceptionalities than state-wide averages.

- (4) Diversity of counties and schools used for field experiences and clinical practice. How diverse are the settings outside of Jefferson and Shelby counties?

Unit's Response

Spalding University has established partnership relationships with four surrounding school districts: Bullitt County Public Schools, Jefferson County Public Schools; Shelby County Public Schools, and Oldham County Public Schools. Candidates in the initial and advanced programs are systematically placed in school settings in the four school districts.

Oldham County Public Schools: The 2010 data from the United States Census Bureau indicate that Oldham County has slightly more than [10 percent](#) minority/other groups. While the percentages of minority groups are lower than the national averages, the impact of the non-English speakers is reflected in the number and size of programs instituted at Oldham County School district. Enrollment of ELL students is evident in every school throughout the district. Upon entry into Oldham County Schools, students who have indicated a language other than English on the enrollment form are tested for English proficiency. Oldham County began [English as a Second Language](#) (ESL) instruction in the fall of 1996. The program is now known as English Language Learners (ELL) and has grown to include more than 300 students speaking more than 35 different languages.

Bullitt County Public Schools: The Unit has established a partnership with Bullitt County Public Schools located just 12 miles south of Spalding University and easily accessed by Interstate 65. Like many Kentucky counties in non-urban centers, Bullitt County has a White Non-Hispanic population of 96.4 percent; Hispanic or Latino (1.1percent; two or more races (1.0 percent; Black Non-Hispanic is estimated at (0.8 percent [Exhibit 5.5.4.1](#); [Exhibit 5.5.4.2](#) and [Exhibit 5.5.4.3](#) provides school/classroom diversity data.

- (5) Systematic tracking of candidate placement in schools with diverse student populations. How does the unit know that all candidates are placed in diverse settings? How is LiveText used for this purpose?

Unit's Response

The student population in the counties served by the Unit has shown a gradual increase in diversity over time. Candidates for all programs (initial and advanced licensure) complete field and/or clinical placements in diverse settings. Candidates' field experiences are deliberately made to ensure interaction with a wide array of students. Candidates in initial programs, especially, must complete a minimum of 50 percent of their field experiences in schools designated as serving higher than average numbers of minority students and students with exceptionalities. Candidates are also encouraged to complete placements in schools with populations of English language learners and students from low socioeconomic status homes. Unit faculty is currently working on large data-base to develop a diversity designation index of the partner public schools and places candidates where candidates have completed field placements. In addition the unit has recently acquired [See [Exhibit 4.4.5.1](#)] the Field Experiences Management System (FEMS) component to the LiveText platform that would support the field experiences program from observation (Level I in initial programs) to clinical practice/practicums in advanced programs. Beginning in the fall of 2011, the unit expects to utilize the full range of the FEMS modules to support placements, cooperating teacher/mentor teacher assessments, and collecting evidence of student impact on K-12 learners.