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.

4.1 Diversity How does the unit prepare candidates to work effectively with all students, including individuals of different ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and/or geographical area?

Diversity is one of UNO's calling cards. In 1958, UNO opened as the first public university in the south to be racially integrated. During the Fall 2013 commencement ceremony, the University honored the 55 African American students in that first class. UNO’s mission statement maintains a commitment "to providing educational excellence to a diverse undergraduate and graduate student body." According to U.S. News and World Report, UNO is ranked one of the most diverse universities in the nation, with students from over 90 countries and all 50 states. UNO has been a leading institution supporting diversity as a historically segregated region continues to move toward a multicultural, diverse, and empowered society.

In the last NCATE review in 2007, the Unit met the diversity standard with no conditions or recommendations. Nonetheless, the COEHD has continued to develop and fortify the programs' commitment to preparing teachers ready to promote diversity in their school settings. In revising the Conceptual Framework, the Unit chose to fully embed diversity throughout the narrative and the description of roles and responsibilities. The Unit made this change so as not to segregate the construct of diversity.

Prior to the last NCATE visit, the Unit aligned course content, which threaded diversity content throughout the courses. The Standard 4 Committee members revisited that approach for the 2015 NCATE visit. In order to fully engage the theory-practice-
research interaction model and the goal to prepare reflective practitioners, the Unit conducted interviews in Spring 2013 with tenure-track faculty, professors of professional practice, and a percentage of adjunct faculty members to determine how they addressed diversity through lectures, assignments, class activities, and field experiences. Invariably the Unit discovered instances where diversity is addressed and not evidenced by just examining syllabi. The Unit examined the extent to which faculty members’ service and scholarship centered on diversity.

The Unit analyzed the interviews by overlaying the dimensions of multicultural education as framed by James Banks (2009, 2013): "content integration, knowledge construction, equity pedagogy, prejudice reduction, and empowering school culture" identifying courses and experiences that reflected the dimensions. The Unit reported findings to full-time faculty members and embraced a dialogue about Banks' dimensions of multicultural education. Faculty identified the dimensions covered in their courses through readings, discussions, and assignments (4.4.b1). The Unit further refined curriculum components that address diversity proficiencies. Exhibit 4.4.b2 displays a matrix of the required courses in each program that align with Banks' dimensions, showing diversity across each program.

Content Integration: (Banks, 2013) involves the extent to which "teachers use examples and content from a variety of cultures in their teaching" (p. 19). In the undergraduate teacher education programs content integration is included in more than 50% of the required courses in the Unit. For example, EDLS 3100, Children's Literature includes whole-class readings addressing the spectrum of diverse content and candidates' self-selected readings are assessed in part by the extent to which they include diversity across multiple dimensions. In EDCI 3425, teacher candidates do a multi-genre project on the history of integration in schools. In EDCI 3400 Foundations of Literacy, candidates read about dialects, languages, and different exceptionalities. They address issues of code switching, formality, and informality. EDUC 3100 Differentiated Curriculum and Instruction addresses candidates' becoming aware of diverse learning needs socio-economic issues, linguistic issues, and learning to make accommodations by varying instruction. Tiered assignments require candidates to address diversity and
vary assessments. In EDSP 3610 and EDSP 6010 teacher candidates develop lessons and interventions that embed different cultural contexts. In EDAD 6845, candidates research parental engagement of African Americans and identify strategies for increasing involvement in cases of low SES parents. In EDCI 6620, candidates analyze curriculum design and course development. They study theory and practice regarding curriculum in American public schools and discuss three essential questions: What should we teach? Who should decide? How should we teach?

**Knowledge Construction:** The thrust of this dimension is to develop candidates' proficiencies not to problematize people or see people as a problem. Louisiana ranks 49th in the United States for percentage of children in poverty (27% in LA, national average 6%) (Kids Count Data Center, 2013). Many courses address the way that candidates read the world and as per Banks (2013) address "implicit cultural assumptions, frames of reference, perspectives, and biases within a discipline" (p. 19). For example, in EDUC 3100 and EDCI 4620/5620 candidates modify lessons according to student interest, ability, linguistic background, and learning styles. EDUC 3100 and EDCI 6600 address multiple intelligences. In EDSP 3620 and EDSP 6090 candidates respond to vignettes loaded with assumptions and posit how they would respond to them. EDUC 3110 and EDCI 6755 focus on classroom management and behavior support implicitly addressing diversity in covering wide ranges of behavioral problems. In EDSP 3610, EDSP 3620, and EDSP 6010, teacher candidates identify characteristics associated with disabilities, how behavior manifests, and how they respond in a culturally sensitive way. In EDSP 6090, the candidates' main project is to work with a family with a child with a disability, a family that is often different than the candidates' own religiously, ethnically, and socio-economically. In EDAD 6810, candidates examine scenarios involving diverse individuals and apply ethical decision-making frameworks to form responses. In EDAD 6940, candidates conduct a debate, write an issue paper, and do a policy analysis project focused on intersection of race, class, and gender with power and politics in educational leadership.

**Equity Pedagogy:** Having multiple pedagogies in a course to be responsive to varying cultural groups, learning styles, and abilities attests to Banks' dimension of equity
pedagogy and is present in virtually all of the methods courses. Candidates are often clustered in groups wherein individuals have different perspectives, and they engage hands-on, inquiry-based methods. Professors model pedagogy that facilitates academic achievement of diverse groups as well as fostering development of candidates’ skills. Additionally, faculty members use people-first language and expect candidates to do the same. As acknowledged on every syllabus, faculty members meet learning accommodations of university candidates and additionally address how candidates will in turn accommodate K-12 students’ learning differences.

**Prejudice Reduction:** The goal of this dimension is to focus on candidates' cultural competency, identifying and addressing how attitudes can be modified. Candidates in EDUC 2200, EDUC 2204, do a self-analysis survey of their own attitudes about diversity, and they write a philosophy statement exploring their attitudes and beliefs. In EDCI 4620/5620, within the confines of a safe classroom environment, candidates write and discuss a self-study in which they unpack the narratives of their lives in relationship to race, class, gender, sexual orientation, religion, language, and ability/exceptionality to recognize the prejudices that each of us carries. In many courses, class discussions address how to create a safe learning environment where all students feel valued and included; field experiences provide the arena for candidates to build that environment.

**Empowering School Culture and Social Structure:** Banks (2013) characterizes this dimension as "grouping and labeling practices . . . disproportionality in achievement, and the interaction of the staff and the students cross ethnic and racial lines" (p. 19). The goal is to equip candidates to envision empowering schools. In 2011, the COEHD faculty and student teachers participated together in a half day simulation event sponsored by Entergy, which heightened awareness of poverty issues faced in the community. In the M.Ed. in Curriculum and Instruction, EDCI 6600 addresses the hidden curriculum in schools. For EDAD 6840 (M.Ed. in Ed Leadership) candidates create an op-ed piece advocating about an issue on behalf of students. One of the Unit’s professors, Abram Himelstein, is cofounder and co-director of the Neighborhood Story Project (NSP), which is a book-making project, based in New Orleans neighborhoods. Students conduct interviews, take photographs, and write about their
worlds. In the past three years, the NSP has worked with students from low-SES high schools, publishing seven books. NSP books are taught in colleges around the country and have sold more than 45,000 copies. In the COEHD, the Neighborhood Story Project methodology is taught to candidates in methods courses in both undergraduate and graduate courses. In 2013-14, the Unit held community events focusing on urban education featuring presentations from three distinguished urban educators, Dr. Joyce King, Dr. Mariana Souto-Manning, and Dr. Lisa Delpit. Accompanying the visit of Dr. Delpit to campus, the unit designed a One-Read event, where faculty and students read selected chapters from Delpit's book Other People's Children and applied the principles of racial, linguistic, and class differences to their specific disciplines. As well as lectures free and open to the public and attended by UNO candidates, each distinguished educator conducted professional development workshops for the teachers of selected New Orleans public schools and the teacher education faculty and students.

4.2 Moving Toward Target or Continuous Improvement

Please respond to 4.2.a if this is the standard on which the unit is moving to the target level. If it is not the standard on which you are moving to the target level, respond to 4.2.b.

4.2.a Standard on which the unit is moving to the target level

- Describe areas of the standard at which the unit is currently performing at the target level for each element of the standard.
- Summarize activities and their impact on candidate performance and program quality that have led to target level performance.
- Discuss plans and timelines for attaining and/or sustaining target level performance as articulated in this standard.

As detailed above, the COEHD programs provide a variety of courses and field experiences that facilitate candidates' development of proficiencies related to diversity. Educational coursework consistently emphasizes that candidates need to be cognizant of diverse backgrounds and those different than their own.
Several documents reflecting the philosophy, policies, and procedures demonstrate our commitment to diversity including the Mission and Vision of the university, the UNO Strategic Plan, COEHD Strategic Plan 2014-2015, and the Southern Accreditation Compliance Report. (4.4.i).

**Design, Implementation, and Evaluation of Curriculum and Experiences**

Based on NCATE and Specialized Professional Associations (SPA) Standards, diversity is apparent across the courses of professional education. In all initial and advanced certification programs, dimensions of multicultural education are infused in readings, assignments, and field experiences (4.4.b1). For example, the Early Intervention program uses cross-cultural competencies developed through a thorough search of the literature and a perusal of checklists and curricula about cultural competencies. A panel of culturally and linguistically diverse individuals, along with family members, reviewed the competencies to ensure their validity for this project. Faculty, mentors, and students assess candidates at the beginning and at the end of their program to determine dispositions, knowledge, and skills gained. The Early Intervention program’s field experiences, practicum, and student teaching directly impact child achievement and family participation, especially families who are racially, culturally, and linguistically diverse.

Evaluations of projects throughout candidate coursework showed that candidates recognized diverse student needs and were knowledgeable of methods to meet those needs. Candidates were able to incorporate diversity into their lesson plans and presentations, and recognized the need for a school climate that is accepting of a diversity of student needs and populations. In the MAT assessments across disciplines in the Teacher Education Program, candidates must demonstrate their understanding of the standards of SPAs as they prepare for student teaching and internship teaching. Standards in all areas include diversity awareness and cultural competence, requiring candidates to show through lesson plans or other assignments how they accommodate different cultural backgrounds, language differences, ESL, and learning differences.
With regard to design and implementation, the COEHD Children's Library and Resource Center, which can be accessed at read.uno.edu has more than 20,700 items including an extensive collection of multicultural literature. To assist faculty and candidates in accessing diverse books, library science faculty and students created public resource lists such as African-American biographies, LGBT, hearing impaired, visually impaired, and disabilities. Additionally the books selected for display in the library focus on diversity. The instructional materials for math, science, reading, and early childhood facilitate hands-on learning and hence encourage equity pedagogy. Along with the Children's Library and Resource Center, students and faculty have access to hundreds of books about diversity available in the Department of Special Education.

For students seeking support with their writing, the Writing Center provides undergraduate and graduate students with feedback on their writing. The tutors are graduate assistants in the English department and support students in the various stages of the writing process. The center helps both struggling and experienced writers with their work.

**Experiences working with diverse faculty**

The Unit designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. These experiences include working with diverse higher education faculty, both in General Education and the COEHD (4.4.d1), and with PK-12 school faculty in field experiences and internships.

As reported in the Affirmative Action Plan, UNO has a total of 430 faculty members, 91 (21%) are minorities; 169 (39%) are female. Among the professional education faculty in the unit, 83% are White, 15% are Black. Including adjuncts, 72% female and 28% male. Fifty-three percent are Christian, 24% with no religious preference, and 5% are Jewish. Six percent identify as LGBT. Faculty range in age from 30s to 70s. Geographically, Unit faculty members are from across the United States, including New York, New Jersey, Ohio, Illinois, Washington D. C., Louisiana, Mississippi, California, and Hawaii, as well as from Canada, and South Africa.
The faculty members' educational experience represents their diverse backgrounds. Seventy-eight percent had experience in PK-12 education prior to coming to UNO. Sixty-four percent had experience in urban schools, 27% in rural schools, 39% in suburban schools, 51% in public schools, 28 % in private schools, and 9% in parochial schools. Thirty-nine percent are proficient in another language. Perhaps most significantly, aspects of diversity infuse faculty research in the Unit. Between 2008 and 2014, twenty faculty members' scholarly endeavors focused on aspects of diversity and included 45 publications, 62 presentations at professional conferences, 11 grants, and numerous service projects. Faculty members have mentored sixteen doctoral candidates whose research focused on aspects of diversity, including linguistic issues and ESL/ELL learners, ability–both gifted and moderate to severe disabilities, class differences, women's issues, religious differences, and racial differences. Dissertations and theses may be found in Scholar works at UNO's website. For a listing of faculty scholarship productivity, see Exhibit 4.4.d2.

Several documents, including the Unit's Strategic Plan, the University's nondiscrimination statement and Affirmative Action Plan, show good faith efforts to recruit and retain diverse faculty. The University of New Orleans does not discriminate on the basis of race, color, national origin, sex, sexual orientation, disability, or age in the recruitment and employment of faculty and staff. (4.4.g).

**Experiences working with diverse candidates**

The total enrollment in the Unit was 541 in Spring 2014. Seventy-six percent were female; 23% male. Sixty-eight percent were White, 17% Black, 5 % Hispanic, 2% Asian. The data table on candidate demographics (4.4.e1) does not reflect religion. Candidates invariably state the diversity among the student body on campus is one of the university’s greatest assets.

It is significant that undergraduate candidates have more opportunities to interact with diverse candidates as the undergraduate enrollment across colleges at UNO includes 56% White, 15.4% Black, 9.8% Hispanic, 7.7% Asian, and 4% American Indian. (Enrollment summaries, 4.4.e2).
The Unit values a diverse student body and makes good-faith efforts to increase or maintain a pool of candidates, both male and female and from diverse socioeconomic and ethnic/racial groups (4.4h). UNO has several initiatives to recruit diverse candidates including Get to Know UNO, Graduate Expo, STEM Summer Trips with high school students, and Writing Workshops on the UNO campus with students from low SES high schools. STEM Energy Camp informs underrepresented high school students about energy, energy production, and energy careers. It includes field trips, activities and visitation to companies involved in hiring and training in energy related jobs and careers. Shell STEM Showdown is a one-day program that attracts students from around the state for activities and sessions to spur interest in science and engineering fields in underrepresented groups. The Bicentennial Education Center also houses and supports Upward Bound, the federal college preparatory program for high school students from low SES families. A faculty member has conducted an outreach program with Orleans Parish Prison Literacy Program for Convicted Juvenile Offenders and Literacy Alive Program in six elementary and secondary charter schools that serve African American and Latino students.

Big Easy Seminars (held quarterly) are hosted by Chi Sigma Iota (counseling honor society for masters and doctoral students). The seminar in January 2013 focused New Perspectives on Intersectionality: Critical Issues in counseling across racial and gender borders. The Counseling Organization of Graduate Students (COGS) seeks to promote the development of master's level counseling students through education, advocacy, collaboration, and training opportunities to ensure the highest level of proficiency and improvement in the quality of student experiences and provide a deeper connection to the communities in which we serve as mental health professionals. The COGS organization has monthly meetings that provide a forum of professional development and advocacy opportunities for students in the counseling program.

**Experiences working with diverse students in PK-12 schools**

Faculty and others in the professional community have opportunities to assess candidates to ensure that they demonstrate the professional dispositions including they value and respect individual differences and support the premise that all students can
learn. In the first dispositions review assessment, candidates self-assess, and they give themselves very high ratings in diversity. In Fall 2014, 80% of the candidates assessed themselves as "Target" in equity and advocacy, 20% candidates as "Acceptable."

Data from assessments Dispositions Review 2 and Dispositions Review 3, completed by full time faculty members at different points in the program, show not only that candidates demonstrate understanding of issues of equity and advocacy at levels of "Acceptable" or better, but also that students improve as a result of course content and field experiences (1.4.f2 1.4.f3). For example, in Spring and Fall 2014, for Dispositions Review 2, 28% of the candidates were assessed at "Target," 70% candidates, at "Acceptable," and 2% candidates at "Sometimes Inappropriate." In Spring and Fall 2014, for Dispositions Review 3, 89% were "Target," 8% were "Acceptable" and 3% were "Sometimes Inappropriate." Candidates with less than an "acceptable" rating were given guidance to improve or counseled into another field.

Our location in New Orleans provides multiple opportunities to ensure that candidates in both initial and advanced programs experience diversity in field and clinical settings, thereby expanding their knowledge of multiple cultures and demonstrating their ability to create a positive learning impact for PK-12 students from diverse backgrounds. Exhibit 4.4.f shows the demographics of PK-12 students in field experience sites and in the student teaching/capstone internship. Teacher candidates experience many aspects of diversity including gender, sexual orientation, race, ethnicity, geographic area, language, and religion and in field and clinical settings with diverse PK-12 faculty.

Candidates also experience diversity in the types of schools operating in the New Orleans region. Candidates have an opportunity to conduct field experiences and clinical practices in a variety of schools that include public, charter, parochial, private, and independent. (3.4.b2)

**Initial Certification**

Sixty-six settings were used for clinical practice placements during Spring 2014 and Fall 2014. The sites varied widely in terms of demographics. Sizes of the schools involved ranged from a high of 1814 students to a low of 92 students. The percentage of
students eligible for free/reduced lunch range from 95 percent to 28 percent. The percentage of English Language Learners (ELL) ranged from 21 percent to 0. Ethnically, the number of Caucasian students ranged from 94 percent to 0 percent. The largest minority group, African-American, ranged from 99 percent to 1 percent.

Because of the wide disparity in diversity at school sites, faculty members track placements to ensure a variety of experiences for candidates. By the end of the program, all candidates have conducted field hours including work with disadvantaged or underrepresented students. Special attention is given to students with exceptionalities. The Director of Clinical Experiences (DCE) places student teachers in initial certification and alternate certification programs in their assigned schools, with consideration given to previous field placements and observations.

Assessment data from clinical practice show 97% of the candidates rated "Acceptable" or "Target" in all components related to diversity. (4.4.a) This assessment is collaboratively completed by the on-site mentor teacher and university coordinator. Interviews with candidates, student teachers, and cooperating teachers indicated a very high level of satisfaction with candidates' knowledge of diversity issues and their ability to relate to a diverse population of students. Reviewing Teacher Work Samples, lesson plans, projects, observations, and reflections from across programs showed clear evidence of candidates' abilities to reorganize and adapt to meet the needs of diverse students and situations. (1.4.c4).

Advanced degree programs

Faculty teaching the courses coordinates placements for candidates in advanced programs. In most cases, candidates in Curriculum and Instruction, Counseling, Special Education, and Educational Leadership complete field experience and internships in the school setting in which they are currently employed. Feedback about the field experiences is achieved through class discussions, responses to logs and reflections, and interviews, which show a wide range of diverse students through advanced field placements. Candidates and faculty indicate satisfaction with their internship experiences.
The Unit supports organizations that provide opportunities to candidates to interact with diverse populations particularly the UNO Office of Diversity Affairs. The goals with the Diversity Standard are twofold. In Fall 2015, the faculty will explore specific assessments that measure cultural competence in a more complete way and look to initiate the assessments in Fall 2016. The Unit plans to administer the instrument early in the candidates' programs and in the capstone course to see growth. The Unit also plans to implement faculty discussion groups one to three times a year, wherein we focus on an article or book on diversity such as Whistling Vivaldi by Claude Steele and continue to build our own cultural competence.

4.4 Exhibits for Standard 4

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<thead>
<tr>
<th>Exhibit</th>
<th>Description</th>
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<tbody>
<tr>
<td>4.4.a</td>
<td>Aggregate data on proficiencies related to diversity that candidates are expected to demonstrate through working with students from diverse groups in classrooms and schools, including impact on student learning</td>
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<tr>
<td>4.4.b</td>
<td>Curriculum components and experiences that address diversity proficiencies (This might be a matrix that shows diversity components in required courses.)</td>
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<tr>
<td>4.4.c</td>
<td>Assessment instruments and scoring guides 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)</td>
</tr>
<tr>
<td>4.4.d</td>
<td>Data table on faculty demographics (see Appendix A for an example)</td>
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<tr>
<td>4.4.e</td>
<td>Data table on candidates demographics (see Appendix B for an example)</td>
</tr>
<tr>
<td>4.4.f</td>
<td>Data table on demographics of P-12 students in schools used for clinical practice (see Appendix C for an example)</td>
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4.4.a Proficiencies related to Diversity - End of Semester Evaluation
4.4.b1 Diversity Assignments by Course
4.4.b2 Curriculum Components Aligned with Banks
4.4.c Assessment instruments and scoring guides related diversity proficiencies
4.4.d1 Faculty Demographics Chart
4.4.d2 Scholarly Productivity related to Diversity
4.4.e1 Student Demographics Enrolled CoEHD
<table>
<thead>
<tr>
<th><strong>4.4.e2</strong></th>
<th>UNO Enrollment Summaries Spr2014</th>
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<tr>
<td><strong>4.4.f</strong></td>
<td>Data table on demographics of P-12 students</td>
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<tr>
<td><strong>4.4.g</strong></td>
<td>Policies and Practices for Recruitment and Retention of Diverse Faculty Excerpts</td>
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<tr>
<td><strong>4.4.h</strong></td>
<td>Policies and practices, including good faith efforts, for recruiting and retaining diverse candidates</td>
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<tr>
<td><strong>4.4.i</strong></td>
<td>Policies, procedures, and practices that support candidates working with p-12 students from diverse groups</td>
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