

Standard 4: Diversity

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 and school faculty, diverse candidates, and diverse students in P-12 schools.

4a. Design, Implementation, and Evaluation of Curriculum and Experiences

4a1. What proficiencies related to diversity are candidates expected to develop and demonstrate?

The mission statements of the University of Wisconsin System, University of Wisconsin Cluster, and the select mission of the University of Wisconsin-Whitewater each address the importance of diversity in higher education (see section 1). The Unit's conceptual framework states that candidates should be committed to educating all pupils and be able to work effectively with diversity in colleagues, students, parents, and concepts; that programs in teacher preparation foster continual analysis and reflection among its candidates for facilitating appropriate learning environments for diverse learners and for promoting values of self-worth and dignity for all learners. Students are also expected to be proficient in disposition 7 – “demonstrates equitable treatment and respect for all individuals.” The university and unit believes that diversity is more than a slogan; it is a way of accurately reflecting the existing world/reality. Because of this, each licensure program area is expected to address and assess diversity in multiple ways throughout its required coursework. In addition, because UWW is a completely accessible campus - one of the top ten most accessible campuses in the country - we have a large number of students with disabilities on campus. Students are used to working with “difference” in multiple contexts creating an atmosphere of acceptance and education in every program.

4a2. What required coursework and experiences enable teacher candidates and candidates for other professional school roles to adapt instruction to different learning styles, connect instruction or services to students' experiences and cultures, communicate with students and families in culturally sensitive ways, incorporate multiple perspectives into teaching, develop a classroom and school climate that values diversity, demonstrates behaviors consistent with the ideas of fairness and the belief all students can learn?

All teacher education programs in Wisconsin must demonstrate how preservice teachers have met nine specific human relations code points. These are detailed in PI 34.15 and a chart detailing how courses in each of the unit's licensure programs (initial and advanced) are meeting them can be found [here](#). The human relations code points include the following areas:

1. The history, cultures & tribal sovereignty of American Indian tribes & bands located in Wisconsin
2. The history, culture & contributions of women and various racial, cultural, language & economic groups in the United States.

3. The philosophical and psychological bases of attitude development & change.
4. The psychological and social implications of discrimination, especially racism & sexism in American Society.
5. Evaluating & assessing the forces of discrimination, especially racism & sexism on faculty, students, curriculum, instruction & assessment in the school program
6. Minority group relations through direct involvement with various racial, cultural, language & economic development
7. Resolving conflict between pupils & school staff
8. Assisting pupils in learning methods of resolving conflicts between pupils & between pupils and staff, including training in the use of peer mediation to resolve conflicts between pupils.
9. Dealing with crises, including violent, disruptive, potentially violent or potentially disruptive situations that may arise in school or activities supervised by school staff as a result of conflicts between pupils or between pupils and other persons.

Each of the unit's licensure programs address diversity throughout its curriculum. For example, all initial licensure programs require students to take the Foundations Block (or equivalent coursework) as a first step in the program. Within the Foundations Block, the candidate enrolls in a course entitled "*EDFOUND 243: Foundations of Education in a Pluralistic Society*" and either child development (elementary) or in an educational psychology (secondary) course. Additionally, the candidate spends a minimum of 50 clock hours in a school setting that serves a diverse population. EDFOUND 243 is designed to prepare students to teach in settings with diverse student populations. Attention is directed to major education issues, the experiences of students from diverse backgrounds and the role of the teacher in a pluralistic society. Through an emphasis on historical, cultural and sociological perspectives, students begin to understand how issues of diversity help shape the educational experiences of different groups of Americans. Students also complete their Phase 2 Portfolio during the Foundations Block and must have at least one artifact pertaining to WTS 3 in it.

Every licensure program has specific commitments to diversity. For example, student teacher candidates in the Physical Education licensure program are required to complete a course specific to teaching students who are differentially-abled. Currently, students must choose either PREPROF 475/675 *Adaptive Physical Education* or PREPROF 478/678 *Physical Education for the Exceptional Child*. In addition to this requirement, students may select to add on the 15 unit Adaptive Physical Education License. This licensure is offered collaboratively between the HPRC and SPED departments. An additional course, PREPROF 490/690 *Workshop: Activities from A to Z Inclusion in Physical Education* may be taken by anyone interested in the topic.

Advanced programs address diversity in their curriculum in a variety of ways. For instance, Counselor Education requires "*COUNSED 741: Social and Cultural Foundations in Counseling*" that provides students with a foundational knowledge and competency base for working effectively with socially and culturally diverse clientele. Students in Communication Sciences work with diverse client populations (age, gender, race, culture, geographic and economic) and in diverse settings (schools, hospitals,

nursing homes, etc.). They must possess knowledge and skills for working with people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates of the disorders. All students, in all programs (initial and advanced) must prepare a multi-phase portfolio that assesses competency in WTS 3. Advanced programs also have additional diversity competencies woven into their program through their external accreditation agencies.

4a3. What data from key assessments indicate that candidates demonstrate proficiencies related to diversity, including English language learners and students with exceptionalities?

Specific measures of candidate proficiency related to diversity can be found in the following data:

- portfolio scores related to WTS 3 (The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities)
- alumni and employer survey question 4 (How well prepared were you/are they to teach students from diverse backgrounds?)
- dispositions inventory section 7 (demonstrates equitable treatment and respect for all individuals).
- Cooperating teacher and supervisor assessments of preservice candidates during student teaching semester.

Data show that candidates perform well on assessments pertaining to diversity. Portfolio scores from 2002-2006 indicate a mean score of 2.67, 2.83 and 3.18 on WTS 3 artifacts for phases 2, 3 and 4 portfolios (on a 0 to 4 scale). An alumni and employer survey ANOVA indicates no significant difference on question 4 and mean ratings of 3.44 (employer) and 3.53 (alumni) on this question. A sample of cooperating teacher final evaluations utilized in the Curriculum and Instruction Department's programs indicate mean scores of 3.35 to 3.36 (on a 0 to 4 scale) for all five questions related to diversity. This is between the "Proficient" and "Advanced" level. (Please see support data for question 4a3).

4a4. What differences, if any, exist in the ways candidates develop and demonstrate their proficiencies related to diversity in programs for other school professionals, off-campus programs, and distance learning programs?

There are few differences between initial and advanced programs for other school professionals in the way candidates demonstrate their proficiencies related to diversity in their programs (we have no off campus nor distance learning programs for initial educators). Every program relies on the WTS or their specialty organization standards (or a combination of both) to assess candidate proficiencies in this area. All students take a combination of coursework, prepare assessment portfolios and are observed in clinical practice. This is detailed in each national program report.

4b. Experiences working with diverse faculty

4b1. What educational interactions do candidates (including candidates at off-campus sites and/or in distance learning programs) have with higher education and school-based faculty from diverse groups?

Students work with diverse faculty and administrators throughout their tenure on the UW-Whitewater campus. In addition to diverse faculty within the professional education program they are exposed to diverse faculty in the content and general education courses they take prior to being admitted as a student in the program. They are also exposed to diverse faculty and administrators in the field, particularly during their inner-city placements as part of the Foundations Block and field study/student teaching. This contact varies depending upon the program students are enrolled in.

4b2. What knowledge and experiences do unit and clinical faculty have related to preparing candidates to work with students from diverse groups?

All faculty, clinical supervisors and cooperating teachers are required to be knowledgeable about and adhere to the unit's conceptual framework in general and the Wisconsin Standards for Teacher Development and Licensure in particular. They form the base for all assessment modules in all programs. Diversity is the fifth of six key elements in the conceptual framework and is grounded in current literature that infuses all areas of the curriculum. Additionally, diversity is infused throughout the ten WTS. Faculty are well prepared in the area of teaching diverse learners. Most faculty have a minimum of three years of public school teaching experience. Several have taught internationally and hold doctorates in urban education. Most faculty have conducted research and service activities with diverse subjects and clients.

4b3. What efforts does the unit make to recruit and retain diverse faculty?

The unit promotes all faculty vacancies through the university website, *The Chronicle of Higher Education* and through other vehicles recommended by the [Office of Human Resources and Diversity](#) in order to attract minority applicants to hiring pools. Search and screen committees within the College of Education are encouraged to add members external to the department to their search and screen committees. National searches are conducted for all tenure-track positions under the conditions outlined by the Office of Human Resources and Diversity. Several diverse tenure faculty hires were completed during the writing of this report in Special Education, Health, Physical Education Recreation and Coaching, and Curriculum and Instruction.

4b4. Please complete the following table (Table 8) to identify the gender, ethnic, and racial diversity of professional education faculty members using the U.S. Census categories.

Table 8
Faculty Demographics
2007-2008

	Prof. Ed. Faculty in Initial Teacher Preparation Programs	Prof. Ed. Faculty in Advanced Programs*	All Faculty in the Institution	School-based faculty
	N (%)	N (%)	N (%)	N (%)
American Indian or Alaskan Native	1 (.99%)	-	3 (.60%)	-
Asian	2 (1.98%)	1 (1.96%)	50 (9.90%)	-
Black or African American	3 (2.97%)	2 (3.92%)	17 (3.40%)	-
Native Hawaiian or Other Pacific Islander	-	-	-	-
Hispanic or Latino	-	-	11 (2.20%)	-
White	94 (93.07%)	48 (94.12%)	422 (83.60%)	-
Two or more races	-	-	1 (.20%)	-
Race/ethnicity unknown	1 (.99%)	-	1 (.20%)	-
Total	101	51	505	-
Female	63 (62.38%)	39 (76.47%)	229 (45.34%)	-
Male	38 (37.62%)	12 (23.53%)	276 (54.65%)	-
Total	101	51	505	-

*Faculty may be counted in both initial teacher preparation and advanced programs if they teach at both levels.

4b5. What do the data in Table 8 tell the unit about its faculty? Diversity characteristics beyond those in Table 8 should be discussed.

Among about 127 full and part time professional education faculty in the Unit, there are approximately 8 faculty of color. Professional education faculty are somewhat less diverse than the university at large (6 % in the Unit, 16% in the institution). The female to male ratio among the professional education faculty in 2007-2008 was 69% female to 31% male. This compares to the institution's more balanced ratio of 45% female to 54% male. This finding is typical of most education schools in the United States. Please refer to the Equity Scorecard Data on faculty diversity for additional information on faculty demographics. Additionally, UWW has just created a "[Diversity Learning Wiki](#)" that contains information about diversity on campus.

4c. Experiences working with diverse candidates

4c1. What educational interactions do candidates (including candidates from off-campus sites and/or in distance learning programs) have with peers from diverse groups?

UW-Whitewater is the second most diverse regional comprehensive campus in the UW-System with a minority enrollment of 10.5%. In addition, we have the largest percentage of students with disabilities in the UW-System. According to the 2003-05 NSSE data, UWW students report slightly higher mean levels on self-reported racial understanding and institutional emphasis encouraging contact among students of different backgrounds than comparison groups. In 2004 and 2005 the increasing first-year averages became significantly higher than senior means. Additionally, the broadening experience of studying abroad is being engaged in by more UWW respondents.

The 2003-05 NSSE data asked the following questions with related results for the college of Education's undergraduate majors (scale: 1=Never, 2=Sometimes, 3= Often, 4= Very Often)

“During the current school year, about how often have you had serious conversations with students of a different race or ethnicity than your own?”

Year	Comm. Dis.	Early Child.	Education	Elem. Ed.	Phys. Ed	Special Ed.
2003	2.00	2.00	2.50	2.26	1.67	2.25
2004	1.78	2.32	2.03	2.28	2.41	2.73
2005	2.30	2.29	2.16	2.20	2.86	2.17

“During the current school year, about how often have you had serious conversations with students who differ from you in terms of their religious beliefs, political opinion, or personal values?”

Year	Comm. Dis.	Early Child.	Education	Elem. Ed.	Phys. Ed	Special Ed.
2003	1.88	2.25	2.40	2.51	2.44	2.58
2004	2.11	2.89	2.38	2.48	2.44	2.55
2005	2.60	3.07	2.63	2.43	2.86	2.52

Opportunities to study internationally and interact with international students on campus have increased in the past 5 years. The College of Education is very proud of its current international opportunities in Jamaica, Australia, Sweden, Mexico, and Scotland and is working to open up experiences in Thailand, Ghana, China and Ecuador. These opportunities afford students a chance to teach in diverse settings as well as interact with international students on campus through coursework and practica. During 2006-07 fourteen student teachers (4%) did a portion of their student teaching assignment outside the United States. In the past seven years, 103 students have participated in international student teaching, representing of 5.2% of all student teachers. This type of experience is expensive and represents an average financial investment by the unit of \$9500 per year to support and promote international student teaching opportunities since 1999.

Students get many opportunities to work with candidates from diverse backgrounds in and out of their professional education courses. Some of these opportunities include candidates from [Project SWEETT](#), interactions with international exchange students,

multiple events sponsored by the [Multicultural Education Center](#), the [Diversity Advocates Program](#), and participating in diverse groups such as our [Gospel Choir](#). A list of student organizations, demonstrating the diversity and multiple opportunities for diverse interactive experiences can be found [here](#).

4c2. What efforts does the unit make to recruit and retain candidates from diverse groups?

UWW is unique in its efforts to recruit and retain diverse candidates in teacher education. [The Minority Teacher Preparation Program](#) is a well-established unit on campus. Its purpose is to increase enrollment, retention and graduation rates of undergraduate multicultural students who major in education. It has four main emphases: 1) to enhance minority high school and college students' awareness of career opportunities in the education profession, 2) to increase the involvement of enrolled students in activities leading to improved academic performance, 3) to provide opportunities for minority students to regularly meet and exchange ideas with successful minority educators, and 4) to provide support in the form of academic, personal and financial counseling for students with such needs. It offers one-on-one academic advising, student seminars on education topics and issues, field trips to public and private elementary and secondary schools, employment announcements and teaching internship opportunities, student conferences, career and financial counseling, and has a lending library containing PPST study guides and career-oriented publications. A significant influence of the MTP Program is its role as a information center for teacher education scholarships and grants at the state and national level. In addition to the MTP Program, UWW's multicultural students in their junior and senior who wish to pursue their education beyond initial licensure (Bachelor's degree) year may be eligible for the McNair Scholar's Program. In addition, UWW participates in the federally funded TRIO program through the [Student Retention Services Office](#). The mission of the EOP is to provide academic support services to at least 180 students who are first generation, low income and/or learning/physically challenged. UWW also has several pre-college programs designed to recruit minority students including a very popular [Upward Bound Program](#). Individual departments also pursue additional support for minority student recruitment. For example, the Special Education Department has submitted a COBE grant targeting supports for increasing the number of minority teachers in special education.

Starting with the 2008-09 the unit was given a special budgetary allocation to help recruit and retain diverse teachers. This budgetary DIN will enable the unit to hire one full time instructor in high need areas, one minority teacher recruiter/advisor, and one half time data manager.

4c3. Please complete the following table (Table 9) to identify the gender, ethnic, and racial diversity of candidates preparing to work in P-12 settings using the U.S. Census categories.

Table 9
Candidate Demographics

	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	4 (.34%)	2 (.57%)	45 (0.42%)	0.40%
Asian	14 (1.19%)	4 (1.15%)	271 (2.52%)	1.54%
Black or African American	11 (.93%)	6 (1.73%)	465 (4.33%)	5.34%
Native Hawaiian or Other Pacific Islander	No data	No data	No data	No data
Hispanic or Latino	18 (1.53%)	12 (3.45%)	274 (2.52%)	5.8%
White	1121 (95.48%)	317 (91.35%)	9579 (89.21%)	86.2%
Two or more races	No data	No data	No data	1.06%
International Students***	0	0	103 (.96%)	-
Race/ethnicity unknown	6(.51%)	6 (1.72%)	0	-
Total	1174	347	10,737	-
Female	893 (76.06%)	296 (85.30%)	5463 (50.08%)	50.13%
Male	281 (23.93%)	51 (14.94%)	5274 (49.12%)	49.87%
Total	1174	347	10,737	-

*Demographics were compiled using the 2006 US Census Bureau data averages for the following Wisconsin counties in our official “service area” for professional education programs: Dane, Green, Rock, Jefferson, Dodge, Waukesha, Milwaukee, Racine, Kenosha, Walworth, Ozaukee (<http://quickfacts.census.gov/qfd/states/55/55025.html>)

** Data include both full and part time students enrolled in professional education from 2007 PEDS report.

*** Data was collected for international students on our campus and held separately as they are not residents.

4c4. How diverse are candidates in the initial teacher preparation and advanced preparation programs? Diversity characteristics beyond those in Table 9 should be discussed. How diverse is the geographical area from which candidates are drawn? What do the data in Table 9 tell the unit about its candidates?

Data from Table 9 show us that candidates in our initial and advanced teacher preparation programs are predominately white and female. Our advanced programs are slightly more diverse than our initial programs, with diversity coming primarily from Hispanic and Latino students. This is probably due to the influence of our Project SWEETT grant. Our advanced teacher preparation programs also average more Asians and Black or African American students per capita than our initial programs. When Unit data are compared to

university data our programs closely mirror the university population at large. However, it is clear that the Unit needs to examine ways to recruit more males into teacher education at both the initial and advanced programs. Teacher education has historically been seen as a female-dominated profession, and our numbers support this belief. This is particularly true for the EC/MC and MC/EA licensure programs. The EA/A programs are more gender balanced. Again, this is closely related to historic teacher education culture where females are seen to nurture young children and males teach more content in the higher grades. When examining the census data for the counties with high Black or African American populations they are generally furthest away from our institution (Milwaukee, Racine, Kenosha, Beloit areas) and are also served by other private and public teacher education programs in the state (UW-Milwaukee, Cardinal Stritch University, Alverno College, Beloit College). These data indicate that we could do a better job of recruiting students from these service areas and evaluate ways to make our programs distinct from competing teacher education institutions.

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

4d1. How does the unit ensure that each candidate has at least one field/clinical experience with students from ethnic/racial groups different than his/her own, English language learners, students with exceptionalities, and students from different socioeconomic groups?

All candidates have multiple experiences (minimum of two) with diverse learners as they matriculate through their individual programs. The Foundations Block's Milwaukee Program is often the first experience for students to work with children different from their own background. This program is required for all students seeking initial licensure at the undergraduate level. Students enrolled in the urban education module or those who participate in international student teaching or fieldwork gain additional experience. Beginning in Spring, 2006 the Unit has been very successful in ensuring that teacher candidates have at least one field experience and/or a clinical experience in a school that has been classified as having a diverse population. The classification system is based on current school demographic information available through the DPI and collected by the Office of Field Experiences. The first version of the diversity classification system was based on ethnicity and subsidized lunch status. The second, revised system (beginning fall, 2007) was expanded beyond ethnicity and subsidized lunch to include students with special needs, information that previously had not been available. Diverse schools are defined as those having at least 14% minority students and/or at least 18.6% subsidized lunch and/or at least 13.6% students with special needs. A school diversity list is updated every year with current data. In addition to the O&P experience, all students must have at least one additional experience in a diverse school using these classification data.

4d2. How does the unit ensure that candidates develop and practice their knowledge, skills, and professional dispositions related to diversity during their field experiences and clinical practice?

As stated previously, specific measures of candidate proficiency related to diversity can be found in portfolio scores related to WTS 3 (The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities) and in the Dispositions Inventory section 7 (demonstrates equitable treatment and respect for all individuals). Data show that candidates perform well on assessments pertaining to diversity. Portfolio scores from 2002-2006 indicate a mean score of 2.67, 2.83 and 3.18 on WTS 3 artifacts for phases 2, 3 and 4 portfolios (on a 0 to 4 scale). (Please refer to support data previously cited for question 4a3). Additionally, student teacher exit surveys from 2003 to 2007 (n=177) suggest that students are developing knowledge, skills and dispositions related to diversity during their clinical work. When students were asked on the survey whether they had attained an appropriate level of proficiency to be expected of a beginning teacher in terms of human relation skills and professional dispositions, the average score (out of a possible 5 points) was 4.44 and 4.47, respectively.

4d3. How does the unit ensure that candidates use feedback from peers and supervisors to reflect on their skills in working with students from diverse groups?

As stated previously, cooperating teacher assessments of preservice candidates during student teaching are collected. A sample of cooperating teacher final evaluations utilized in the Curriculum and Instruction Department’s programs indicate mean scores of 3.40 to 3.63 (on a 0 to 4 scale) for all five questions related to diversity. This is between the “Proficient” and “Advanced” level. (Please refer to support data previously cited for question 4a3). All supervisors provide written and oral feedback on candidate performance related to diversity in the classroom. This feedback is tied to the WTS. During the Foundations Block semester, students are required to write portfolio narrative statements that explain their work as it pertains to diversity, pluralism and multicultural teaching philosophy. This is continued through their Phase 3 and Phase 4 portfolio. Each submitted portfolio is graded and students receive feedback from multiple faculty regarding their writing and thoughts as they pertain to diversity.

4d4. Please complete the following table (Table 10) to identify the diversity of P-12 students based on their gender, ethnicity, racial, and socioeconomic levels, native language and exceptionalities in the schools in which education candidates do their clinical practice.

**Table 10
Demographics on Clinical Sites for Initial and Advanced Programs**

	American Indian or	Asian	Black or African -	Native Hawaiian or Other	Hispanic or Latino	White	Two or more races	Students eligible for free/reduc	English language learners**	Students with Disabilities
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	Alaskan Native		American	Pacific Islander*			*	ed price lunch (student socioeconomic status)**		
Overall average of all 950 schools in service area	.61%	2.97%	21.09%	-	10.26%	61.69%	-	36.45%	5.49%	14.55%
Overall average of all schools in service area without MPS	.50%	2.77%	7.84%	-	7.93%	77.17%	-	22.87%	5.40%	14.13%

*The Wisconsin Department of Public Instruction does not collect data on Native Hawaiians or Pacific Islanders or students of two or more races.

**It is important to not that this column represents information on students who are *eligible* for free and reduced price lunch based on socioeconomic status, not all students who actually receive it.

***English Language Learners were compiled by subtracting the percentage of English Proficient Learners from 100. It is an estimate based on the other data, not an exact count.

4d5. What do the data in Table 10 tell the unit about the diversity of students in the schools in which candidates do their clinical practice?

Our service area includes working with approximately 950 different schools as placement sites. Table 10 shows the average demographics for all schools and the averages a) overall, and b) without Milwaukee Public Schools (n=235 schools). For a school-by-school breakout please see the appendix Table 10.

The data in Table 10 demonstrate that the Unit works with some very diverse schools and can easily find and place students in these settings. As stated above, the unit defines diverse schools as those having at least 14% minority students and/or at least 18.6% subsidized lunch and/or at least 13.6% students with special needs. All candidates must have at least one field placement in these schools beyond the required O&P placement. Many students have multiple placements depending upon program.

Optional

- 1. Exemplary Practice Related to Standard 4*
- 2. Research Conducted by Unit Related to Standard 4*