

**University of Arkansas at Monticello  
School of Education  
Diversity Plan**

*Fall, 2008*

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**University of Arkansas at Monticello  
School of Education  
Diversity Plan**

### **UAM School of Education Mission/Vision Statement**

The University of Arkansas at Monticello School of Education is committed to the development of highly qualified candidates. The School of Education embraces the responsibility to prepare candidates to live and work in a rapidly changing, diverse world. Candidates are challenged to achieve the highest level of proficiencies defined in the UAM School of Education's Conceptual Framework and as modeled by the UAM School of Education Faculty. The Conceptual Framework is comprised of five strands: knowledge, pedagogy, diversity, professionalism and technology. The candidates' understanding of the Conceptual Framework is progressively developed as they advance through the professional education programs. The UAM School of Education is dedicated to developing highly qualified professional educators as identified by the State of Arkansas and by the "No Child Left Behind" Act of 2001 through a partnership with the Southeast Educational Cooperative, area public schools, the university community, and supportive agencies in Arkansas's high-need geographical areas.

### **UAM School of Education Diversity Plan**

The UAM School of Education (SOE) Diversity Plan is a commitment to and structure for developing highly qualified professional educators who demonstrate proficiencies representative of a diverse and pluralistic society. The Diversity Plan interweaves the five strands of the UAM SOE Conceptual Framework within specific goals, objectives, and actions addressing components of NCATE Standard 4. ***Based on the standard, diversity is defined as differences among groups of people and individuals based on ethnicity, race, socio-economic status, age, gender, exceptionalities, language, religion, sexual orientation, and geographical area.*** The information in the plan will guide the SOE/UAM faculty and stakeholders (staff, candidates, public school teachers, administrators, and community partners) as they assess their commitment to meeting the diverse needs of *all* learners. ***Conceptual Framework Strands (Knowledge, Pedagogy, Diversity, Professionalism, and Technology)*** are identified in parentheses throughout the document.

**GOALS of the Diversity Plan are:**

- Goal 1: **Design Curriculum, Instruction, and Experiences:** The curriculum and instruction, instructional resources, field and clinical experiences designed by the School of Education will support the development of the teacher candidate's ability to demonstrate his/her knowledge, skills, and dispositions to meet the learning needs of *all* students. *(Knowledge, Pedagogy, Diversity, Professionalism, and Technology)*
- Goal 2: **Examine Experiences Working with Diverse Faculty:** The SOE will examine, address, and make recommendations that will enhance the development of the teacher candidate's ability to interact with the SOE faculty, faculty from other units, and professional educators from diverse backgrounds on campus, in public school settings, and the community. *(Knowledge, Diversity, Professionalism)*
- Goal 3: **Examine Experiences Working with Diverse Candidates:** The SOE will improve opportunities for teacher candidates to engage in professional educational experiences and opportunities with other teacher candidates from a broad range of diverse groups in ways that enhance their growth and development as professionals. *(Knowledge, Diversity, Professionalism, and Technology)*
- Goal 4: **Examine Experiences Working with Diverse Students in P-12 Schools:** The SOE will provide experiences for teacher candidates to work with a diverse population of students in P-12 schools and other educational settings. *(Knowledge, Pedagogy, Diversity, Professionalism, and Technology)*
- Goal 5: **Enhance Culture, Climate, and Community Partnership Relationships:** The SOE will enhance the educational climate for teacher candidates, faculty, and the community by fostering an environment that promotes respect for diversity. *(Knowledge, Diversity, Professionalism)*
- Goal 6: **Participate in Professional Development Opportunities:** The SOE faculty and staff will participate in professional development that enhances their knowledge, skills, and dispositions to interact appropriately with diverse groups of people and individuals based on ethnicity, race, socio-economic status, age, gender, exceptionalities, language, religion, sexual orientation, and geographical area. *(Knowledge, Pedagogy, Diversity, Professionalism, and Technology)*

**DIVERSITY GOAL 1**  
**Design Curriculum, Instruction, and Experiences**

**Design Curriculum, Instruction, and Experiences:** The curriculum and instruction, instructional resources, field and clinical experiences designed by the School of Education will support the development of the teacher candidate's ability to demonstrate his/her knowledge, skills, and dispositions to meet the learning needs of *all* students. (*Knowledge, Pedagogy, Diversity, Professionalism, and Technology*)

**Objective 1.1** The SOE faculty will identify and incorporate proficiencies **addressing diversity in their courses** and field and clinical experiences that teacher candidates are expected to develop and demonstrate throughout the teacher education program.

**Objective 1.2** The SOE faculty will **enhance content integration** by utilizing textbooks, instructional, and professional resources that will provide the teacher candidates with a well-grounded framework for understanding diversity, including ELL, students with linguistically and culturally diverse backgrounds and students with exceptionalities.

**Objective 1.3** The SOE faculty will **utilize instructional strategies** that include opportunities for teacher candidates to develop a knowledge base of best practices that support diverse learners including ELL and students with exceptionalities and from culturally and linguistically diverse backgrounds.

**Objective 1.1** The SOE faculty will identify and **incorporate proficiencies** addressing diversity in their courses, field and clinical experiences that teacher candidates are expected to develop and demonstrate throughout the teacher education program.

Focus Area	Suggested Actions	Expected Outcomes	Assessment	Timeline	Stakeholders Responsible
<p><b>Research specific materials to develop proficiencies related to diverse learners</b></p>	<p>Develop Diversity Proficiency Matrix and provide to faculty  <i>(Appendix A: Diversity Proficiency Matrix)</i></p>	<p>Faculty use matrix to review information in course syllabi to determine where diversity is taught, how assessed, and areas to improve instruction</p>	<p>Diversity committee gathers results from matrix; provide faculty feedback on areas to improve</p>	<p>Use of Proficiency Matrix is on-going</p>	<p>Diversity Committee  SOE Faculty</p>

**Objective 1.2** The SOE will enhance content integration by utilizing textbooks, instructional, and professional resources that will provide the teacher candidates with a well-grounded framework for understanding diversity, including ELL, students with linguistically and culturally diverse backgrounds and students with exceptionalities.

Focus Area	Suggested Actions	Expected Outcomes	Assessment	Timeline	Stakeholders
<b>Appropriate textbooks for courses promoting diversity</b>	Review textbooks' chapters to determine extent to which texts address diversity	Faculty determines if textbook effectively addresses teaching about diversity	Faculty shares information with Diversity committee	Biannually	SOE Faculty
<b>Instructional resources</b>	Align course chapters, goals and objectives in course syllabi to textbook content	Faculty documents use of resources in course syllabi	Include in appropriate course syllabi student survey on diversity	Annually	SOE Faculty
<b>Professional Resources</b>	Create list of professional resources: people, videos/DVD, books, websites, Southeast Arkansas Co-op, etc.	Faculty will use various resources as support for instruction	Faculty Survey		Diversity Committee
	Develop the Center for <i>Minority Opportunities and Resources for Educators</i> (M.O.R.E.) to include instructional resources		Documentation of faculty and student use		Coordinator of Center for <i>M.O.R.E.</i>

**Objective 1.3** The SOE will utilize **instructional strategies** that include opportunities for teacher candidate to develop a knowledge base of best practices that support diverse learners including ELL and students with exceptionalities and from culturally and linguistically diverse backgrounds.

Focus Area	Suggested Actions	Expected Outcomes	Assessment	Timeline	Stakeholders
<b>Instructional Strategies</b>	Promote critical thinking involving controversial issues related to course topics through assignments  Facilitate discussions centered around current events related to diversity issues  Provide diverse field experiences ( <i>Appendix B: Field Experience Matrix</i> )  Plan cooperative learning experiences	Communication and collaboration  Students get to know each other, respect other opinions, and learn to accept differences.	Teacher observations of students sharing ideas, disposition rubric, and student written reflective comments	Ongoing	SOE Faculty

**DIVERSITY GOAL 2**  
**Experiences Working with Diverse Faculty**

**Examine Experiences Working with Diverse Faculty:** The SOE will examine, address, and make recommendations that will enhance the development of the teacher candidate's ability to interact with the SOE faculty, faculty from other units, and professional educators from diverse backgrounds on campus, in public school settings, and the community. (*Knowledge, Diversity, Professionalism*)

**Objective 2.1** The SOE will identify opportunities for candidates to work with a diverse **population of education** faculty and other professionals and leaders in the community.

**Objective 2.2** The SOE will develop **practices and procedures** to increase the number of full-time minority staff.

**Objective 2.1** The SOE will identify **opportunities for candidates** to work with a **diverse population of education faculty** and other professionals and leaders in the community

Focus Area	Suggested Actions	Expected Outcomes	Assessments	Timeline	Stakeholders
<b>Diverse faculty in both initial teacher preparation and advanced programs</b>	Complete and review NCATE faculty demographics data compile by NCATE coordinators ( <i>Appendix C: Institutional Report Table 7</i> )	Raw data provides overall picture of diversity of SOE and university faculty		On-going	NCATE Coordinators and Diversity Committee
<b>Candidates interaction with diverse faculty, other professionals, and community leaders</b>	Create SOE field and clinical placement chart and plan to place teacher candidates in multiple settings to work with diverse populations	Chart identifies and assists in assigning and evaluating candidates' participation and interaction with diverse educators	Document candidates' placement and involvement with diverse educators and community leaders	On-going	Teacher Educator Coordinator NCATE Coordinators and SOE Faculty
	Create Educational Leadership Diversity Internship Chart of opportunities for building level administration candidates	Program coordinator advises/recommends candidates' participation in activities	Review candidates' documentation and reflection comments in internship log	EDLD5653 Internship course	EDLD Program Coordinator and/or Internship Instructor

	<p>Invite faculty from other academic disciplines, social service agencies, or professional resource list (see Goal 1; Objective 1.2) etc. to speak to candidates</p>	<p>Enhance academic materials</p>	<p>Document in faculty self-evaluation participation of invited faculty from diverse groups</p>		<p>SOE/UAM Faculty Diversity Committee ERZ</p>
	<p>Establish relationships with other universities' teacher education programs CIV and/or at other sites</p>	<p>Opportunities to interact and engage in dialogue with other professionals</p>	<p>Document in faculty self-evaluation partnership activities</p> <p>Faculty survey</p>	<p>Annually</p>	<p>Technology Director Instructors Diversity Committee SOE Faculty</p>
	<p>Require candidates' participation in Stakeholders' meetings</p>	<p>Candidates connect with professionals from diverse groups to discuss educational topics</p>	<p>Candidates submit reflection comments on experiences to instructors</p>	<p>Annually</p>	<p>SOE Faculty</p>

**Objective 2.2** The SOE will develop **practices and procedures** to increase the number of full-time minority staff.

<b>Focus Area</b>	<b>Suggested Actions</b>	<b>Expected Outcomes</b>	<b>Assessment</b>	<b>Timeline</b>	<b>Stakeholders</b>
<b>Practices and Procedures for Recruitment and Retention of Minority Faculty</b>	Develop plan to address Recruitment and Retention of Minority Faculty <i>(Appendix D: Recruitment/Retention Plan)</i>	SOE use procedures/practices in plan for recruiting	Document use of ideas providing best results for recruiting	On-going	Diversity Committee  Graduate Coordinator  Recruitment and Retention Committee

**DIVERSITY GOAL 3**  
**Experiences Working with Diverse Candidates**

**Experiences Working with Diverse Candidates:** The SOE will improve opportunities for teacher candidates to engage in professional **educational** experiences and opportunities with other teacher candidates from a broad range of diverse groups in ways that enhance their growth and development as professionals. (*Knowledge, Diversity, Professionalism, and Technology*)

**Objective 3.1** The SOE will engage teacher candidates in **professional education experiences** to interact with candidates from diverse groups.

**Objective 3.2** The SOE will develop **practices and procedures to increase** the number of minority teacher candidates in initial and advanced programs from diverse groups.

**Objective 3.1** The SOE will engage teacher candidates in **professional education experiences** to interact with candidates from diverse groups.

Focus Area	Suggested Strategies	Expected Outcomes	Assessment	Timeline	Stakeholders
<b>Diverse candidates in initial and advanced programs</b>	Complete Candidate Demographics Data chart compiled by NCATE coordinators ( <i>Appendix E: Institutional Report Table 8</i> )	Raw data provides overall picture of diversity of candidates	Document in IR percentage of diversity from various race/ethnic backgrounds	Annually	NCATE Coordinators
	Encourage candidates to join university and/or state program associations (SAEA, ASCD, NAEYC, NMSA, CEC)	Candidates join organizations with others with same preparation interest  Candidates establish networking relationships	Document number of student enrollment in professional organizations	Annually	Faculty
	Present academic work at local, state, and/or national professional meetings, workshops, conferences	Candidates gain experiences from sharing academic work with other candidates and professionals	Candidates reflect on experiences with peers and SOE faculty; faculty document in faculty self-evaluation	On-going  Annually	Faculty
	Write a grant to plan,	Candidates interact with other candidates	Evaluation of program success and	Annually	Diversity Committee

	coordinate, and facilitate a conference on Diversity for teacher educators and building level administrator candidates and invite other local institutions to present.	from various backgrounds and institutions	documentation of participants		Coordinator for <i>Center for MORE</i>
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**Objective 3.2** The SOE will develop **practices and procedures to increase** the number of minority teacher candidates in initial and advanced programs from diverse groups.

Focus Area	Suggested Strategies	Expected Outcomes	Assessment	Timeline	Stakeholders
<b>Recruitment and Retention Practices and Procedures for Increasing Minority Teacher Candidates</b>	Develop plan to address recruitment and retention of candidates <i>(Appendix D: Recruitment/Retention Plan)</i>	NCATE coordinators use data to review information about diversity of candidates and geographical areas	Document percentage of diversity from various race/ethnic backgrounds	Annually	Recruitment and Retention Committee, Diversity Committee

**DIVERSITY GOAL 4**  
**Experiences Working with Diverse Students in P-12 Schools**

**Experiences Working with Diverse Students in P-12 Schools:** The SOE will provide experiences for teacher candidates to work with a diverse population of students in P-12 schools and other educational settings. (*Knowledge, Pedagogy, Diversity, Professionalism, and Technology*)

**Objective 4.1** The SOE will identify **partnership schools** with diverse student populations in which to place teacher candidates for field and clinical experiences.

**Objective 4.2** The SOE will provide experiences for **teacher candidates to interact with diverse groups of P-12 students** in other educational settings.

**Objective 4.1** The SOE will identify **partnership schools with diverse student populations** in which to place teacher candidates for field and clinical experiences.

Focus Area	Suggested Actions	Expected Outcomes	Assessment	Timeline	Stakeholders
<b>School Partnerships with Diverse Student Populations</b>	Complete and analyze data from Demographics' Chart data on Clinical Sites for Initial and Advanced Programs ( <i>Appendix F: Institutional Report Table 9</i> )	SOE determines candidates' placement in diverse settings	Document candidate placements	Review Annually	Teacher Education Committee
	Review Candidate Demographics Chart data compiled by NCATE coordinators ( <i>Appendix E: Institutional Report Table 8</i> )	SOE reviews data from chart to determine diverse placements	Document placements	Review Annually	SOE Dean and Faculty
	Access demographics of partnership schools using ADE web site	On-going review to determine diversity of students in southeast public schools			
	Review SOE field and clinical placement chart to place teacher candidates in multiple settings to work with diverse student populations ( <i>Appendix B: Field Experience Matrix</i> )	Chart helps to determine candidate placement with diverse student populations		Bi-semester	Graduate Coordinator
					Field Experience Placement Coordinator

**Objective 4.2** The SOE will provide experiences for **teacher candidates to interact with diverse groups of P-12 students** in other educational settings.

Focus Area	Suggested Actions	Expected Outcomes	Assessment	Timeline	Stakeholders
<b>Other Interactions with Diverse P-12 Students</b>	Organize week long activities for students in community during Arkansas Children’s Week	Teacher candidates gain experiences working outside school settings	Document number of participants	Annually (April)	P4 Coordinator SOE Faculty
	Participate in UAM Public School Special Olympics Field and Track Day	Teacher candidates gain experiences working with students with diverse learning	Document number of teacher candidates participate; provide reflection from experience	Annually	SOE Faculty

**DIVERSITY GOAL 5**  
**Enhancing Culture, Climate, and Community Partnership Relationships**

**Enhancing Culture, Climate, and Community Partnership Relationships:** The SOE will enhance the educational climate **for teacher and building level administrator candidates, faculty, and the community** by fostering an environment that promotes respect for diversity. (*Knowledge, Diversity, Professionalism*)

**Objective 5.1** The SOE will expand the **scope and representation** of community and professional stakeholders to include diverse populations on all SOE teams.

**Objective 5.2** The SOE will **develop a survey** to assess constituents' perception of SOE diversity climate.

**Objective 5.1** The SOE will **expand the scope and representation of community and professional stakeholders** to include diverse populations on all SOE teams.

Focus Area	Suggested Actions	Expected Outcomes	Assessment	Timeline	Stakeholders
<p><b>Diverse Representation of Stakeholders</b></p>	<p>Develop committee membership lists of Stakeholders Groups</p> <p>Invite stakeholders from diverse groups to participate in activities and on SOE committees</p>	<p>SOE sees overall representation of committee diversity</p> <p>SOE increase its resources from diverse groups</p>	<p>Document increased/improved diversity relationships</p>	<p>Annually</p>	<p>Chairpersons of SOE Committees</p> <p>SOE Dean</p> <p>School Partnership personnel</p> <p>Community Leaders</p> <p>Diversity Committee</p>

**Objective 5.2** The SOE will **develop a survey** to assess constituents' perception of SOE diversity climate.

Focus Area	Suggested Actions	Expected Outcomes	Assessment	Timeline	Stakeholders
<b>Climate Survey</b>	Develop climate survey	Assess initial and advanced candidates, faculty, and community perception of SOE and diversity	Analyze data to improve climate	Annually	SOE Dean School Partnership personnel Candidate Community Leaders Diversity Committee

**DIVERSITY GOAL 6**  
**Participation in Professional Development Opportunities**

**Participation in Professional Development Opportunities:** The SOE faculty and staff will participate in professional development that enhances their knowledge, skills, and dispositions to interact appropriately with diverse groups of people and individuals based on ethnicity, race, socio-economic status, age, gender, exceptionalities, language, religion, sexual orientation, and geographical area. (*Knowledge, Pedagogy, Diversity, Professionalism, and Technology*)

**Objective 6.1** The SOE faculty and staff will **document professional development** that relates to diversity in the yearly self-evaluations.

**Objective 6.2** The SOE faculty and staff will **develop personal goals** that relate to diversity.

**Objective 6.1** The SOE faculty and staff will **document professional development** that relates to diversity in the yearly self-evaluations.

Focus Areas	Suggested Actions	Expected Outcomes	Assessment	Timeline	Stakeholders
<p><b>Documentation of Professional Development</b></p>	<p>Attend professional development opportunities, conferences, workshops</p> <p>Present topics on diversity</p>	<p>Faculty gain knowledge to enhance teaching and learning for candidates</p> <p>Faculty gains experiences to share knowledge of diversity practices at UAM</p>	<p>Document professional development in faculty self-evaluation</p> <p>Share information during faculty meetings</p> <p>Incorporate annual goal(s) to reflect individual growth in this area</p> <p>Document in faculty self-evaluation</p>	<p>Annually</p>	<p>SOE Faculty</p> <p>SOE Dean</p> <p>Diversity Committee</p> <p>UAM Human Relations Personnel</p> <p>SOE Faculty</p>

**Objective 6.2** The SOE faculty and staff will **develop personal goals** that relate to diversity.

Focus Areas	Suggested Actions	Expected Outcomes	Assessment	Timeline	Stakeholders
<p><b>Develop Personal Goals</b></p>	<p>Conduct a self-assessment on attitude, knowledge, skills in the areas of diversity and/or cultural awareness to help determine one's goals and plans  <i>(Appendix A: Diversity Proficiency Matrix)</i></p>	<p>Faculty identifies areas of need</p>	<p>Document needs and activities to achieve goals in self-evaluation</p>	<p>Annually</p>	<p>SOE Faculty</p>

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**APPENDIXES**

Appendix A:	Diversity Proficiency Matrix
Appendix B:	Field Experience Matrix
Appendix C:	Institutional Report Table 7
Appendix D:	Recruitment and Retention Plan
Appendix E:	Institutional Report Table 8
Appendix F:	Institutional Report Table 9

**Appendix A: Diversity Proficiency Matrix**

**UAM SOE Diversity Plan**

The Diversity committee has identified seven (7) Proficiencies (that is, the specific knowledge, skills and dispositions) related to Diversity that must be addressed in coursework and clinical experiences at UAM SOE. The Proficiencies state the competencies Candidates should demonstrate throughout the UAM SOE Teacher Education program.

We are providing you with this matrix to gain information about how diversity is being addressed within our SOE courses. Our findings will indicate our strengths and weaknesses in preparing our candidates to work with diverse students, faculty, and communities. **We may find we have to make adjustments in our course syllabi to address diversity.**

For the purposes of this document, the Diversity Committee has chosen to use the following definition:

**Diversity:** Differences among groups of people and individuals based on ethnicity, race, socio-economic status, age, gender, exceptionalities, language, religion, sexual orientation, and geographical area

Please include the following information on your individualized matrix:

*Example:*

Course	Course Objective Addressing Diversity	Diversity Proficiencies	Course Activity	Activity Assessment
<b>EDUC 2253: Needs of Diverse Learners in Inclusive Settings</b>	Students will demonstrate respect for students first as unique human beings and then, for their individual differences	#1, #2	Attitudinal Diversity Survey	Scoring Guide Reflective Paper: Group Discussion
	Students will develop an understanding of how one’s life experiences are shaped by memberships in groups based on culture, race, socioeconomic, etc.	#1, #2, #4	Mini-research Project: “All About Me”	PowerPoint Presentation

All courses should have **at least** one (1) objective, Proficiency, activity, and assessment. Some courses may have more than one objective, Proficiency, activity, and assessment.

**UAM School of Education  
Diversity Proficiency Descriptions**

**Diversity:** Differences among groups of people and individuals based on ethnicity, race, socio-economic status, age, gender, exceptionalities, language, religion, sexual orientation, and geographical area

The following **Diversity Proficiencies** are addressed in coursework and clinical experiences at UAM SOE.  
The candidate:

1. Candidates will develop an awareness of, and explore the issues of diversity in schools and society.  
(*Knowledge*)
2. Candidates develop an understanding of the characteristics of *all* students, including English Language Learners, students with exceptionalities, and students from culturally and linguistically diverse backgrounds.  
(*Knowledge*)
3. Candidates know how to gather information about students' experiences, culture, and family and community resources and how to integrate that knowledge into instruction.  
(*Knowledge, Pedagogy, Professionalism*)
4. Candidates understand how students' learning is influenced by experiences, talents, language, culture, gender, family, and community values.  
(*Knowledge, Pedagogy, Professionalism*)
5. Candidates create effective and caring learning environments for *all* students.  
(*Knowledge, Pedagogy*)
6. Candidates apply their knowledge and skills by adapting instruction, materials and assessments to meet the diverse learning needs of *all* students.  
(*Knowledge, Pedagogy, Professionalism*)
7. Candidates use technology to address diverse learning needs of students within the classroom.  
(*Knowledge, Pedagogy, Professionalism, Technology*)



<p>EDUC 2253: Needs of Diverse Learners in Inclusive Settings</p>	<p>Students will demonstrate respect for students first as unique human beings and then, for their individual differences</p>	<p>#1, #2</p>	<p>Attitudinal Diversity Survey</p>	<p>Scoring Guide Reflective Paper:</p>
	<p>Students will develop an understanding of how one's life experiences are shaped by memberships in groups based on culture, race, socioeconomic, etc.</p>	<p>#1, #2, #4</p>	<p>Mini-research Project: "All About Me"</p>	<p>Group Discussion PowerPoint Presentation</p>
<p>EDUC 3203: Educational Psychology: Developing Learners</p>	<p>Based upon personal knowledge of human development and learning theory, students will recognize the individual learning needs of and describe teaching approaches applicable to exceptional students.</p>	<p>#4</p>	<p>Candidates engage in reading and/or class discussion covering these topics during the semester. Some candidates may select a topic on diversity for the assigned research paper.</p>	<p>Formative assessment of class discussion and summative assessment via exam questions. Research paper, if applicable. Summary/Analysis cards are assessed. Paper on field experiences assessed</p>
	<p>Students will differentiate among general values/attitudes held by majority/minority groups as they relate to modes of instruction.</p>	<p>#4</p>	<p>Completion of Summary/Analysis cards dealing with journal articles, which may be related to diversity. Field experience optional assignment to interview a teacher (regular or special education) on inclusion.</p>	<p>Students give examples of situations that reflect future classroom issues</p>
	<p>Students will recognize traits associated with challenged learners, as well as those who are gifted and talented.</p>	<p>#4</p>		
	<p>Students will analyze the positions held by professional educators in the area of multicultural education.</p>	<p>#4</p>		
<p>EDUC 3563: Effective Instructional and Management Strategies</p>	<p>EDUC 3563: To familiarize candidates with the distinction made between cultural pluralism and multiculturalism</p>	<p>1, #5</p>	<p>Chapter 2 Readings and Discussion</p>	
	<p>To present candidates with various instructional strategies, considering goals, standards, and outcomes</p>	<p>#3, #4, #6</p>	<p>Complete Pathwise Class Profile and develop a lesson plan and teach the lesson</p>	<p>Grading Rubric</p>

<p><b><u>P-4 Early Childhood:</u></b></p> <p>ECED 3313: Classroom Management</p>	<p>Candidates will demonstrate the ability to know about, understand, and value the importance and complex characteristics of children's families and communities.</p>	<p>#1, #2, #3, #4, #6</p>	<p>Field Experiences</p>	<p>Student journal entries and PowerPoint presentation</p>
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	implementation, enrichment, evaluation, and monitoring of curriculum that accommodates learners' diverse needs using technology and information systems as a means for school improvement			
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**Appendix B: Field Experience Matrix**

**Appendix C: Institutional Report Table 7**

## **Appendix D: Recruitment/Retention Plan**

**University of Arkansas at Monticello  
School of Education  
Increasing number and diversity of teachers:  
Recruitment and Retention Plan for  
2008 – 2012  
Vision and Goals Statement**

**UAM School of Education Mission/Vision Statement**

The University of Arkansas at Monticello School of Education is committed to the development of highly qualified professional educators who are caring and competent practitioners who are dedicated to meeting the needs of a changing and diverse society. The UAM School of Education faculty and teacher candidates serve their communities through active participation in academic studies and field experiences that develop high level competencies in content knowledge, pedagogy, professionalism, and diversity. The UAM School of Education, in close partnership and collaboration with partnering schools and the arts and sciences, is dedicated to providing the highest level of teacher training and excellence in southeast Arkansas.

**Goal Statement**

The implementation of the School of Education vision of renewing efforts in recruiting and retention can be effectively achieved through the following goals:

- \* Seek the most efficient and effective technologies for recruiting prospective students that will establish partnerships between School of Education, high school students, and community organization.
- \* Engage in activities and support services for prospective and current UAM students, particularly those students who have been historically underrepresented, in an effort to support a diverse and enriched educational environment.
- \* Educate graduates who are intellectually and ethically informed individuals with well-defined skills and knowledge who are capable leaders, creative thinkers, and contributing citizens.
- \* Expand School of Education participation in recruiting by marketing the advantages of teaching professions, involving current teachers, alumni, doctoral students, local minority organizations, and student teachers and by advancing cooperation among UAM units, offices, and programs in the process.

**University of Arkansas at Monticello  
School of Education  
Increasing number and diversity of teachers:  
Recruitment and Retention Plan for  
2007 – 2010**

	<b>Strategy</b>	<b>Suggested Actions</b>	<b>Expected Outcomes</b>	<b>Assessment</b>	<b>Timeline</b>	<b>Stakeholders</b>
<b>1.</b>	<b>Establish support system for aggressive Recruitment and Retention of Candidates</b>	<p>Help establish SAEA student organizations at 2-year colleges (PCCUA/ South Ark) and link the chapters</p> <p>Help establish HS future teacher clubs with partnership districts</p> <p>Incorporate help of alumni and student teachers/interns to recruit in schools where they are placed</p> <p>Identify student Ambassadors to work with teacher</p>	<p>Linked student chapters in cooperation with 2-year colleges</p> <p>Pool of potential candidates for teacher education programs</p> <p>Increased number of alumni and student teachers/ interns sharing program information</p> <p>Cadre of education majors serving as SOE Ambassadors</p>	<p>Document clubs established at HS sites</p>		<p>Diversity Committee, Education Renewal Zone (ERZ)</p> <p>Diversity committee works with ERZ and district liaisons</p> <p>Diversity Committee SOE Faculty</p> <p>Coordinator of Teacher Education Program</p>

Strategy	Suggested Actions	Expected Outcomes	Assessment	Timeline	Stakeholders
<p><b>Establish support system for aggressive Recruitment and Retention of Candidates (cont.)</b></p>	<p>recruitment efforts targeted at HS students and undeclared majors</p> <p>Participate in UAM SOE job fairs for undeclared majors</p> <p>Recruit SOE faculty to serve as volunteers to contact and mentor undeclared majors</p> <p>Participate in events at 2-year institutions, and HS in geographical and significant diverse areas planned by Admissions Office</p> <p>Recruit at Social Science, Science, Writing, Technology Math, Foreign Lang contest/fairs at local</p>	<p>Increase in education major declarations by undeclared majors</p> <p>Number of faculty volunteering as advisors; increase in number of undeclared majors declaring education major</p> <p>Increase in number of honors students entering education programs</p> <p>Increase in number of faculty participating in disciplinary fairs/contests; increase in number of students in high needs fields</p>	<p>Document number of candidates interesting in teaching</p>		<p>Coordinator of Teacher Education Program</p> <p>Diversity Committee</p> <p>Members of Diversity Committee</p> <p>Graduate Coordinator</p>

Strategy	Suggested Actions	Expected Outcomes	Assessment	Timeline	Stakeholders
<p><b>Establish support system for aggressive Recruitment and Retention of Candidates (cont.)</b></p>	<p>schools and encourage SOE faculty to participate as judges to help recruit</p> <p>Expand alternative Programs</p> <p>Sponsor a <i>Day on Campus</i> events with focus on high needs and target populations such as undeclared majors, 2-year transfer students, career changers, and high school students</p> <p>Write Minority Teacher Scholarship state and to support retention of minority teacher candidates</p>	<p>Increased number of alternative preparation students; increase in innovative routes to licensure</p> <p>Number of students admitted who participated in <i>Day on Campus</i> and similar recruitment events</p> <p>Candidates identified to receive scholarship and MTSP support</p>			<p>Teacher Education Coordinator; Diversity Committee</p> <p>Graduate Coordinator</p> <p>Coordinator of MTSP grant</p>

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	<b>Support System for Retention of Teacher Candidates and Minority SOE Faculty (cont.)</b>	<p>Advisors write introduction letter to candidates at beginning of academic school year</p> <p>Report excessive absentees to registrar’s office and candidates’ advisors</p> <p>Recommend advisees to campus resources i.e. reading, math, and writing tutorial services</p> <p>Team new faculty with senior faculty</p> <p>Develop manual for new faculty</p>	<p>Communicates advisor interest to candidates</p> <p>Improved candidates class attendance</p> <p>Candidates improve academic performance</p>	<p>Fiscal report addresses candidates’ success and percentage remaining in program</p> <p>SOE Faculty documents candidate visits and concerns</p>		<p>SOE Faculty</p> <p>Diversity Committee</p>

	<b>Strategy</b>	<b>Suggested Actions</b>	<b>Expected Outcomes</b>	<b>Assessment</b>	<b>Timeline</b>	<b>Stakeholders</b>
<b>2.</b>	<b>Advertising for Teacher Candidates and Minority Faculty</b>	<p>Develop recruitment packet, poster, CD, and/or video and post information on SOE website</p> <p>Send recruitment packets to targeted groups such as freshmen w/high ACT scores, undeclared majors, minority program participants, high school students with high PSAT</p> <p>Publish MAT info packets for secondary/P-12 fields</p> <p>Sponsor MAT information sessions/open house SOE faculty/advisors/candidates</p>	<p>Quality materials developed</p> <p>Increased targeted Mailings</p> <p>MAT materials Published</p> <p>Increase in MAT Admissions</p>	<p>Document potential candidates as result of advertisements</p> <p>Evaluate feedback from mailings</p>		<p>School of Education Dean, Faculty, ERZ</p> <p>School of Education Office</p> <p>Graduate Coordinator</p> <p>Graduate Coordinator</p>

	<b>Strategy</b>	<b>Suggested Actions</b>	<b>Expected Outcomes</b>	<b>Assessment</b>	<b>Timeline</b>	<b>Stakeholders</b>
		<p>Display minority scholarship application materials throughout SOE and recruitment information in UAM <i>Voice</i>, 2-year college newspapers, and local newspapers</p> <p>Advertise faculty positions in minority journals</p> <p>Sponsor “Education Career Day” fair on campus.</p>	<p>Attract student interest and financial support to enter teacher education programs</p> <p>Attract qualified candidates to program</p> <p>Number of fairs offered on campus</p>	<p>Document number of candidates who receive scholarships for education</p>		<p>Diversity Committee Coordinator of <i>Center for MORE</i></p> <p>SOE Dean</p> <p>Teacher Education Coordinator Diversity Committee ERZ</p>

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<b>3.</b>	<b>Recruiting Prospective Teachers from Minority Groups</b>	<p>Sponsor forum of local minority organizations and churches to discuss need for minority teachers and ways to recruit among minority populations.</p> <p>Begin work with task force to determine effective strategies and develop an action plan.</p> <p>Develop partnerships with local and on-campus minority organizations (sororities and fraternities, etc.)</p>	<p>Partnerships with minority organizations, churches and community leaders; increased minority admissions</p> <p>Partnerships in place and recruitment initiatives developed</p>			<p>Teacher Education Coordinator</p> <p>Diversity Committee</p> <p>ERZ</p>

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<b>4</b>	<b>Developing and Sustaining Retention Programs</b>	<p>Develop protocol and cooperation between the Recruitment and retention Coordinator and faculty for “flagging” emerging problems that would effect student retention in programs; establish e-mail communication system; share information on existing models across programs</p> <p>Research effective retention programs; share findings with program coordinators Plan special events/programs for freshman and sophomore (i.e. Meet and Greet the Faculty”, student organization programs, volunteer</p>	<p>Number of candidates Interested in position</p> <p>Reduces faculty confusion</p> <p>Support self-confidence; builds positive attitude</p> <p>Protocols and cooperative procedures in place; increased number of students retained in teacher education programs</p> <p>Retention programs and strategies shared to inform teacher education program</p> <p>Opportunities for freshman/sophomore interaction with education faculty; increased retention and interest in education program</p>	<p>Document percentage of candidates by semester</p> <p>Faculty survey</p>		<p>SOE Dean</p> <p>SOE Faculty Diversity Committee</p> <p>Recruitment and Retention Committee</p> <p>Recruitment and Retention Committee</p> <p>Diversity Committee</p> <p>Recruitment and Retention Committee</p>

**Appendix E: Institutional Report Table 8**

**Appendix F: Institutional Report Table 9**