3h. Diversity development for candidates

In our initial efforts to monitor our candidates’ progress toward meeting our diversity proficiencies, our workgroups (2002-2003) decided to include items across other the dispositions, mentor, and employer evaluations. The rationale for this decision included insuring that diversity proficiencies were perceived as an integral part of our efforts, and that, more practically, it would be difficult to ask our p-12 partners to complete yet another assessment. As we engaged in our Transformation Initiative, it became apparent that if we were to monitor candidates’ knowledge, skills, and dispositions related to diversity as carefully as we wished, additional measures were need.

The measures were have used across several years have yielded these data:

|  |
| --- |
| 2002-2011 Unit Wide Candidate Dispositions Progress Report  |
|  Items | 02-03P | 03-04P | 04-05 | 05-06 | 06-07 | 07-08 | 08-09 | 09-10 | 10-11 |
| The Candidate has rapport with students/peers/others. | 3.07 | 2.93 | 3.77 | 3.81 | 3.72 | 3.92 | 3.74 | 3.76 | 3.74 |
| The Candidate is willing to work with other professionals to improve the overall learning environment for students.  | 3.36 | 3.8 | 3.36 | 3.96 | 3.78 | 3.91 | 3.69 | 3.83 | 3.83 |
| In designing curriculum, the Candidate appreciates both the particular content of the subject area and the diverse needs, assets, and interests of the students and values both short and long-term planning.  | 3.87 | 3.87 | 3.94 | 3.7 | 3.64 | 3.86 | 3.69 | 3.6 | 3.63 |
| The Candidate is committed to the expression and use of democratic values in the classroom.  | 3.85 | 3.78 | 3.32 | 3.56 | 3.76 | 3.94 | 3.69 | 3.83 | 3.79 |
| The Candidate takes responsibility for making the classroom and the school a "safe harbor" for learning, in other words, a place that is protected, fair, predictable, and has a positive climate.  | 3.64 | 3.74 | 3.33 | 3.51 | 3.78 | 3.95 | 3.69 | 3.81 | 3.84 |
| The Candidate recognizes the fundamental need of students to develop and maintain a sense of self-worth and that student misbehavior may be attempts to protect self-esteem.  | 3.4 | 3.63 | 3.31 | 3.51 | 3.74 | 3.92 | 3.69 | 3.78 | 3.76 |
| The Candidate appreciates that "knowledge" includes multiple perspectives and that development of knowledge is influenced by the perspective of the "knower".  | 3.09 | 3.09 | 3.66 | 3.64 | 3.73 | 3.89 | 3.69 | 3.73 | 3.74 |
| The Candidate believes that all children can learn and persists in helping every student achieve success.  | 3.67 | 3.87 | 3.31 | 3.56 | 3.82 | 3.91 | 3.69 | 3.85 | 3.83 |
| The Candidate values all students for their potential as people and helps them learn to value each other.  | 3.86 | 3.95 | 3.92 | 3.54 | 3.84 | 3.85 | 3.69 | 3.86 | 3.83 |
| Number of responses | 252 | 138 | 864 | 635 | 310 | 216 | 491 | 674 | 686 |
| P - pilots; some scores were re-calculated due to changes in scales; four point rubric, ranging from 1 low to 4 high |  |  |  |

The following charts provide more detailed presentations of these data.

**Tracking specific items.** The following chart demonstrates that there are positive trendlines for the data related to two items on the disposition assessments of all unit candidates. These data demonstrate that the unit’s efforts to work with candidates to increase their rapport with students, their peers, and the others in their schools, as directly observed by mentors and university supervisors, have been effective. Ratings of candidates’ collaboration on behalf of students have also improved.

Through there has been no general trend in candidates’ ability to design appropriate curriculum, positive trendlines are evident for commitment to a democratic classroom and recognizing that “misbehavior” may be an attempt to maintain self-esteem and worth. These two stance items are elements consistent with our transformation initiative.

The following chart depicts four more items that address dispositions assessment items. Though a positive trendline is not apparent in “valuing all students and helping them learn to value each other” mean ratings have been consistently strong (3.53-3.95). Of particular concern to our TI is the item “believes that all students can learn.”

Disposition assessments completed by advanced coursework instructors has been collected since 2009. These data are presented here in both table and chart format.

|  |
| --- |
| 2009-2011 Advanced Candidate Classroom Dispositions Report – Items related to Diversity Proficiencies |
|   | 09-10 | 10-11 |
| Classroom Participation | 3.29 | 3.50 |
| Critical Thinking | 3.29 | 3.33 |
| Social Responsibility | 3.00 | 3.42 |
| N | 14 | 12 |
| 1-2 not met; 3 - met; 4-5 exemplaryThough positive changes in ratings have occurred between the first and second year of the data, course instructors suggest that this change has occurred due to instructors’ explicit explanation of expectations in courses as well as in clinical and field experiences. |

Mentor teachers evaluate our program efforts on a program evaluation form grounded in their observations of candidate performance over time. Mean mentor ratings on items related to our diversity proficiencies are provided in the table and charts that follow.

|  |
| --- |
| 2001 - 2011 Cooperating Teacher/Mentor Program Evaluation (five point scale, 1 low to 5 high) |
| Item | 2001-2002 | 2002-2003 | 2003-2004 | 2004-2005 | 2005-2006 | 2006-2007 | 2007-2008 | 2008-2009 | 2009-2010 | 2010-2011 |
| create an atmosphere conductive to learning | 3.82 | 4.13 | 4.2 | 4.6 | 4.31 | 4.38 | 4.32 | 4.35 | 4.34 | 4.58 |
| address / promote issues of equality & diversity | 3.88 | 4.09 | 4.18 | 4.43 | 4.23 | 4.3 | 4.25 | 4.27 | 4.26 | 4.42 |
| continually reflect upon their work to determine the effects of his/her choices and actions on others | 3.83 | 4.1 | 4.05 | 4.64 | 4.26 | 4.28 | 4.27 | 4.28 | 4.27 | 4.51 |
| create a learning environment that encourages positive social interaction, active engagement, and self-motivation | 4.1 | 4.19 | 4.06 | 4.63 | 4.29 | 4.19 | 4.27 | 4.23 | 4.25 | 4.39 |
| demonstrate awareness/ sensitivity to contemporary issues  | 4 | 3.99 | 4.08 | 4.27 | 4.11 | 4.28 | 4.15 | 4.21 | 4.18 | 4.34 |
| employ an array of teaching strategies for different situations | 3.92 | 4 | 4.06 | 4.52 | 4.19 | 4.24 | 4.2 | 4.22 | 4.21 | 4.44 |
| foster relationships w/ agencies in the larger community to support students' learning and well-being | 3.93 | 3.45 | 3.38 | 4.13 | 3.65 | 3.77 | 3.68 | 3.73 | 3.7 | 4.4 |
| foster relationships with school personnel and parents to support students' learning and well-being | 4.38 | 4.03 | 4.08 | 4.64 | 4.25 | 4.25 | 4.25 | 4.25 | 4.25 | 4.31 |
| plan and organize instruction to accommodate differences in developmental and individual needs | 3.72 | 3.94 | 3.8 | 4.49 | 4.08 | 4.31 | 4.12 | 4.21 | 4.17 | 4.51 |
| plan instruction based on the knowledge of students, subject content, curriculum goals, and community | 3.93 | 4.18 | 4.07 | 4.6 | 4.28 | 4.19 | 4.27 | 4.23 | 4.25 | 4.46 |
| N | 84 | 108 | 85 | 472 | 221 | 358 | 178 | 268 | 657 | 418 |

Though ratings 2004-2005 are higher than other ratings (we wonder if this is a halo effect from our last NCATE visit?) there has been a general positive trend across these four items which deal specifically with our diversity proficiencies. This pattern is also seen in the ratings for the following items. However, mentors’ lowest mean ratings were of candidates’ ability to work with agencies in the larger community on behalf of students. During 2010-2011 we began partnerships with the Underground Railroad Freedom Center, Inner City Youth Programs, and Girl Scout school programming which we hope with increase candidates’ ability to interact with agencies.

Items on the employers ratings of candidates’ performance evaluation form also provide information related to our candidates’ diversity proficiencies. Mean ratings are provided in the following table and charts (survey was originally sent out every two years; now annually).

Rating scale from 1 low to 5 high; for comparisons from 1 much less well prepared then to 5 much better prepared than.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Observation Ratings of Employers** | **05-06** | **07-08** | **08-09** | **09-10** | **10-11** |
| Dealing with issues of diversity | 3.76 | 4.64 | 4.14 | 4.21 | 4.08 |
| Social Responsibility | *Items added 2009-2010 to gather additional information regarding general education outcomes* | 4.5 | 4.92 |
| **Employers’ ratings o comparisons with graduates or other institutions** | **05-06** | **07-08** | **08-09** | **09-10** | **10-11** |
| Dealing with issues of diversity | *No comparison items* | 3.5 | 3.27 | 3.86 | 4.23 |
| Social Responsibility | *Items added 2009-2010 to gather additional information regarding general education outcomes* | 3.93 | 3.46 |
| N | 33 | 15 | 18 | 14 | 13 |

Though comparison with graduates of other institutions were inconsistent across years, all mean ratings indicated that graduates were stronger than those from other institutions.