

# Standard 4: Diversity

NCATE Institutional Report 2007

## 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.**

### A Diverse Student Body

In compliance with federal law, including provisions of Section 504 of the Rehabilitation Act, William Carey University does not discriminate on the basis of race, color, national or ethnic origin, age, or disability in admissions or in the administration of its education policies, programs, and activities. In compliance with Title IX of the Education Act, the University does not discriminate on the basis of gender in the administration of its policies, programs, and activities. The Vice President of Academic Affairs has been designated as the responsible employee to coordinate efforts to carry out responsibilities and direct the investigation of complaints relating to discrimination.

The School of Education is involved in recruitment in a number of ways during each trimester as the university seeks minority students. Faculty members participate in Family Days, Preview Days, visit schools and community colleges, and even travel to our countries in an effort to recruit students. The admissions office informs the education department by email of students who have indicated an interest in education and these students are contacted first by the Chair of the Department of Education, then the Dean of the School of Education, and often faculty as well.

The Admissions office has five recruiters with four representing the Hattiesburg campus and one representing the Gulf Coast campus. These recruiters take trips to schools, churches, Career Days, University Fairs, giving special attention to schools with high minority school bodies, and providing recruitment activities at minority churches. The recruiters make appointments with advisors in the School of Education when prospective students are visiting the campus or would like to visit the campus.

The School of Education is involved in recruiting university candidates from culturally diverse backgrounds. Education faculty members participate in Family Days and Preview Days in an effort to recruit potential candidates. During this time, the faculty encourages minority candidates to enter the teaching profession. In addition, the admissions office manages further recruitment of minority candidates by utilizing

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recruiters on the Hattiesburg and Gulf Coast campuses. These recruiters visit schools and minority churches to host receptions and to recruit possible candidates.

The university systematically collects data that yields percentages from (1) prospective students to applicants and (2) applicants to registered students. Students who tour William Carey University or come to fall or spring preview sessions complete a survey regarding recruitment effectiveness. The information is used to set recruitment goals, make changes in recruitment procedures, and to plan recruitment strategies for the next year. The Office of Recruitment maintains these records.

During the fall trimester 2006, William Carey University had full-time students from 23 states, Puerto Rico and 32 foreign countries.

Table 4.1 describes the University's enrollment of full time students relating to their home state. These data are for the fall 2006 term.

**Table 4.1 Full Time Students by State Fall 2006 (greater than 10 students)**

State	Number
Alabama	37
Florida	20
Louisiana	239
Mississippi	2,207
Texas	19

Table 4.2 describes the racial/ethnic profile of the University in spring 2006. Included with the enrollment numbers are the percentages. Aggregating all students other than white ethnicity shows a total percentage of 31.9% of total enrollment (813 undergraduate and graduate students).

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Table 4.2 Racial/Ethnic Profile for William Carey University Students- Spring 2006

Student Ethnicity	Graduate Students	Undergraduate Students	Total Enrollment
American Indian	0	12	17 (.0065%)
Asian	4	10	14 (.0054%)
Black	264	463	727 (27.9%)
Hispanic	9	29	38 (.015%)
International	2	18	20 (.0077%)
Other	2	13	15 (.0054%)
White	674	1092	1,766 (68%)
<b>Total Enrollment</b>	<b>960</b>	<b>1637</b>	<b>2,597 (100%)</b>

Table 4.3 demonstrates that the School of Education has both male and female student teachers from two ethnic/race groups with a total of 21 Black, not Hispanic, student teachers completing the program. The percentage of minority students completing the student teaching experience is less than the total minority percentage of the university as a whole. The School of Education is currently addressing these data to explore ways to help minority students successfully complete the program.

Table 4.3 Racial/Gender Student Teachers 2004/2005 and 2005/2006

Term	Black, not Hispanic		White, not Hispanic		Total Students		
	Female	Male	Female	Male	Total	% Black	% Men
2004/2005	9	1	49	7	66	16%	13%
2005/2006	10	1	71	8	90	13%	10%

Table 4.4 describes the total enrollment data for 2004 through 2006

**Table 4.4 School of Education Enrollment Data**

<b>William Carey University School of Education Enrollment Data 2004-2006</b>				
	<b>Undergraduate</b>		<b>Graduate</b>	
<b>Ethnicity</b>	<b>04/05</b>	<b>05/06</b>	<b>04/05</b>	<b>05/06</b>
<b>Caucasian</b>	189	190	648	683
<b>African American</b>	56	57	169	186
<b>Other Unknown</b>	3	2	7	0
<b>Total</b>	248	249	824	869
<b>Gender</b>				
<b>Male</b>	18	14	106	121
<b>Female</b>	230	235	718	748
<b>Total</b>	248	249	824	869

Table 4.5 describes the teacher education enrollment data for the professional unit in 2006. The percentage of minority students admitted declined when comparing 2004/2005 and 2005/2006. These data reflect a university wide trend after Katrina. Recruiting efforts have been aimed at correcting this trend. In addition, ongoing efforts to develop a strong partnership with community colleges are targeted at reaching rural and minority candidates.

**Table 4.5 Candidates Admitted to Initial Undergraduate Teacher Education Program**

Number Admitted to Initial Teacher Education Programs William Carey University, 2004-2006								
Year	Ethnicity			Gender		Major		Number Admitted
	African American	White	Hisp	Male	Female	Elementary	Secondary	Total
2004/2005	12	93	1	8	98	79	27	106
2005/2006	8	88		8	88	81	15	96

Table 4.6 describes the graduates in the initial teacher education program for 2004-2006. These data reflect the same trend as Table 4.5.

**Table 4.6 Candidates Completing Initial Undergraduate Teacher Education Programs**

Graduates in the Initial Undergraduate Teacher Education Program William Carey University, 2005-2007								
Year	Ethnicity			Gender		Major		Number Admitted
	African American	Cauc	Other	Male	Female	Elementary	Secondary Specialists	Total
2004-05	10	55	1	9	57	49	17	66
2005-06	11	79	0	9	81	72	18	90

## The Diverse Classroom – The Field Experiences

There are assumptions made about diversity: changes from the university community, to the districts, and finally, to the individual schools. Diversity in schools is not always visible, but it is always present. In every classroom, even those that are fairly homogenous, diversity is present. From gender, ethnicity, and religion, social classes, and family backgrounds, all aspects of inclusion should be acknowledged and all are integral to student learning. Naming these inclusionary aspects “Funds of Knowledge,” educators know that children arrive at schools with vast Funds available. Extraordinary teachers encourage a rich heritage and a high valuing of the Funds of Knowledge.

Children's Funds should be treasured and explored through learning experiences that bring the real world heritage of each family into the classroom. This type of learning and valuing would be diversity at its richest. Students are diverse in more ways than educators will probably ever know, but starting with the assumption of great diversity opens the classroom up to exciting and constantly changing possibilities.

If the School of Education trains teacher candidates to follow the assigned curriculum page-by-page, then **four assumptions** can be made:

- (1) The Funds of Knowledge waiting to be discovered in each classroom will be buried under the mandated worksheets and drills for that particular day;
- (2) Teachers will behave as if all classrooms across the nation are exactly alike so that every fourth grader be on the same page on the same day, and this will be the end of differentiated instruction;
- (3) Classrooms will no longer need qualified teachers and leaders, but rather trained technicians who can follow directions; and
- (4) There will be little possibility within this scripted environment for the construction of new knowledge by students.

The School of Education has built a comprehensive framework for effective instruction where future teachers become experts in the art and science of teaching. According to James Banks, the primary goal of multicultural education is to transform the schools so that male and female students, exceptional students, and students from diverse cultural, social-class, racial, and ethnic groups experience an equal opportunity to learn and to share their backgrounds in a constructivist approach to building community.

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

Teacher candidates entering the 21<sup>st</sup> century schoolhouse should be exceedingly knowledgeable about diverse students. They should have valuable experiences working with diverse students in order to adapt to the needs of different cultural groups. Clearly, teachers benefit from rich experiences that produce knowledge of individualism, ethnicity, and diversity (Rothstein-Fisch, Greenfield, & Trumbull, 1999). Diversity in the classroom, whether related to social class, ethnicity, gender or intellectual ability demands that educators take action by changing direction, plans, and strategies to meet the needs of their students (Fullan, Bennett & Bennett, 1990). Teacher candidates must become aware of research on cultural diversity in order to elicit the full potential of each

student, and inversely, for teachers to embrace cultural diversity on a personal level. With some school districts being enticed to return to the days of ability grouping, the cultural and intellectual divide continues to grow between the “Haves” and the “Have-Nots”. There is a strong movement to separate the “have nots” from the learning community, scheduling them for the lowest levels of intellectual intervention, demanding a strong drill and memorization mode of instruction that does not allow room for creative thought or conscious construction of learning. In these sterile intellectual environments, students achieve only their lowest potential in an educational maintenance program that counts students like a custodian would inventory the furniture

### **The Inclusion Environment**

Across the nation, teachers are finding the inclusion movement has changed the face of traditional classrooms. The traditional teacher experience has been characterized by a sense of professional isolation where a teacher primarily works alone with a group of students passing them on to the next isolated teacher. The recent federal legislation has changed this traditional approach dramatically by introducing teacher teams into the classrooms. The last bastion of isolated teacher instruction is the university. At the present time, the School of Education has several teacher teams who enter into planning course experiences and developing technology. The School of Education at the present does not provide their students with models of Co-Teaching at the university level. The traditional university structure for financial reasons hampers the Unit’s ability to redesign courses in the co-teaching model. We have an obligation to bring that experience to our teacher candidates in the university classroom. Certain pieces of the STAI instrument have been used to view the effectiveness of candidates in including all students in their planning, teaching and assessment.

Table 4.7 shows the results of STAI for the final evaluation for the student teachers in fall and spring. See Table 4.7 on the following page.

**Table 4.7 Summary of Student Teacher Scores**

<b>Student Teaching STAI Evaluation-Diversity and Inclusion</b>		
<b>Scoring Guide</b>	<b>University Supervisor Evaluation 2004-2005</b>	<b>University Supervisor Evaluation 2005-2006</b>
<b>12 (rate of learning)</b>	<b>3.90</b>	<b>3.96</b>
<b>29 (learning styles)</b>	<b>3.90</b>	<b>3.97</b>
<b>33 (appropriate instruction)</b>	<b>3.90</b>	<b>3.97</b>
<b>36 (variety of methods)</b>	<b>3.93</b>	<b>3.98</b>
<b>43 (appropriate assessment)</b>	<b>No Data</b>	<b>3.70</b>
<b>44 (accommodates differences)</b>	<b>No Data</b>	<b>3.72</b>
<b>46 (uses multicultural perspectives)</b>	<b>No Data</b>	<b>3.80</b>

4.00-Outstanding, Effective Practice; 3.00-Acceptable, Safe to Practice; 2.00-Marginally Acceptable Practice; 1.00-Ineffective, Unacceptable Practice

Dispositions of teacher candidates are evaluated through the STAI Evaluation Instrument during the fall and spring terms each year. This is also evaluated for MAT intern candidates.

### **Experience with Diverse Faculty**

As candidates interact with faculty and teachers and administrators in P-12 school settings, candidates have an opportunity to interact with a diverse body of educators. Faculty within the School of Education reflect a diverse population with regard to experiences and expertise. Racial diversity within the faculty of the university as a whole and the School of Education in particular remains an area of need. The School of Education has made a concerted effort to recruit and hire a more diverse faculty, both in regard to race and gender. However, challenges arise in finding credentialed faculty candidates who are interested in teaching in a small college as well as the challenges presented by the competition of a major state-funded university competing for the same faculty. The commitment to diversity is not diminished by these challenges. The unit continues to seek ways to ensure that all students are provided with experiences with a diverse faculty within the unit and with field experiences. A major commitment has been made to find credentialed minority adjunct faculty. Progress in this area has been made

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with the addition of four new African American adjunct faculty, three female and one male. Recruitment of these faculty for full time employment is active and on-going.

Racial diversity is not the sole concern of the unit. A concern for gender diversity within the elementary education program was identified as a concern. The addition of Dr. Barry Morris as an elementary specialist in 2004 enriched the elementary offerings. He teaches elementary pedagogy at both the undergraduate and graduate levels.

Religious diversity is evident by the different Christian denominations to which unit faculty belong. Although a Christian commitment is required for employment at William Carey University, faculty are free to practice their religion according to their denominational customs. Table 4.8 profiles the WCU faculty by ethnic/racial categories and then the School of Education faculty. See Table 4.8 on the following page.

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**Table 4.8 University and Unit Faculty**

William Carey University Faculty 2005 2007			William Carey University Education Faculty 2005-2007			
05-06	Full Time	Adjunct	Full-Time Faculty		Adjunct Faculty	
			Men	Women	Men	Women
Caucasian	119	120	5	11	2	9
African American	6	9	1	0	1	1
Other	0	0	0	0	0	0
<b>Total</b>	<b>125</b>	<b>129</b>	<b>6</b>	<b>11</b>	<b>3</b>	<b>10</b>
06-07	Full Time	Adjunct	Men	Women	Men	Women
Caucasian	122	138	6	13	4	10
African American	5	10	1	0	2	1
Other	0	0	0	0	0	0
<b>Total</b>	<b>127</b>	<b>148</b>	<b>7</b>	<b>13</b>	<b>6</b>	<b>11</b>
2007	Full Time	Adjunct	Men	Women	Men	Women
Caucasian	125	61	5	13	4	16
African American	5	8	1	0	2	4
Other	0	0	6	0		0
<b>Total</b>	<b>130</b>	<b>69</b>	<b>6</b>	<b>13</b>	<b>6</b>	<b>20</b>

## **Experiences Working with Diverse Students in P-12 Schools**

Teacher candidates in the initial program are assigned to schools reflecting the diversity of the communities in which they live. Table 4.10 provides data describing the ethnic makeup of school districts in which WCU candidates participate in field experiences. . The accountability system provides information on ethnicity and gender by district and by school. The School of Education's student teachers and interns cover the breadth and length of central and south Mississippi with 100 student teachers and 127 interns in 2006-2007. Within each district, there are numerous opportunities to work with diverse and disabled students. Although Hispanic and Asian remain below 2% in most districts, this percentage is changing especially on the Gulf Coast where a strong population shift is bringing an increasing number of Hispanic children into the districts. Faculty at the Gulf Coast campus have already started an initiative to expand training in the Unit's undergraduate and graduate programs to include ESOL preparation for the teacher candidates. Table 4.9 can be viewed on the following page profiling each district according to its student population.

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**Table 4.9 Experiences with Diverse Students in P-12 Districts –Initial/ Advanced Programs**

School District	% of Ethnicity of P-12 students			% of Gender	
	Caucasian	African American	Other	Male	Female
<b>2005-2006</b>					
Forrest	57	43	1	51	49
Hattiesburg	8	90	1	49	51
Lamar	79	18	3	52	48
Covington	47	53	0	52	48
Jackson	88	7	5	52	48
Harrison	70	26	4	52	48
Marion	54	45	1	53	48
Jones	75	22	3	52	48
Lumberton	55	44	1	54	46
Pascagoula	49	47	5	52	48
Simpson	47	52	1	52	48
Ocean Springs	84	10	6	50	50
Pass Christian	67	29	4	49	51
Petal	86	12	2	51	49
Perry	64	36	0	52	48
Moss Point	28	71	2	51	49
Jeff Davis	12	87	0	52	48
Gulfport	44	53	3	51	49
Hancock	94	3	2	52	48
Bay St Louis	81	15	3	49	51

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To ensure that students are afforded an opportunity to work with students of diverse ethnicity and socioeconomic backgrounds, field experiences are provided in which all students participate. Students enrolled in EDU 441, Diagnosis and Remediation of Reading Difficulties work with students in an after-school program sponsored by Main Street United Methodist Church. The students in this program are residents of an inner-city housing project adjacent to downtown Hattiesburg. Students in EDU 413, Teaching Mathematics in the Elementary School participate in a math tutorial program at Dixie Elementary School (Forrest County Schools). Lessons and observations for EDU 440 are provided through cooperation of Oak Grove Lower Elementary School (Lamar County School District). These experiences ensure that all candidates have the opportunity to work with a student population that is diverse with reference to race and socio-economics. Other field experiences are approved by individual professors. Students are not allowed to complete student teaching experience in the schools they attended.

Students in the advanced program have the opportunity to work with students from diverse backgrounds, gender, and abilities in the schools in which they are employed. In addition to teaching assignments, the candidates in the advanced program routinely tutor in after-school programs and summer tutorial programs. In meeting the requirements of the Graduate Teacher Education programs, teachers are required to plan and implement lessons, use knowledge of their students to make accommodations to meet learning goals and provide evidence of meeting course goals and objectives.

Diversity within the schools, the university, and among our teacher education graduates builds a richness of experience that truly mirrors the learning communities of the 21<sup>st</sup> century schoolhouse. Our teacher candidates are global educators connected to a world network of schools across the continents. Their classrooms remind the School of Education faculty of its responsibility to continue to build a vision of the modern school and its complexities and to recognize that the University can be the place where teacher candidates experience that first vision of a place where all children and young adults are respected, trusted, and cared for.