

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

Element 1: Design, Implementation & Evaluation of Curriculum and Experiences

Candidates in education learn about diversity and multicultural issues through their experiences at NEIU, beginning with required coursework in general education, then expanding their knowledge through coursework in education, and applying their knowledge and skills in field experiences in P-12 schools. Diversity is integral to truly meeting our conceptual framework of “Reflective Professionals Building Learning Communities.” One cannot be a reflective professional building a learning community unless one is knowledgeable of, and skillful in dealing with diversity, and using these skills and dispositions to build a learning community.

Diversity is defined by NCATE as differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation and geographical area. Diversity is central to the mission of NEIU, and the College of Education. Diversity, as a performance standard within our theme, is integrated throughout the undergraduate and the graduate candidate’s educational experiences.

- **Curriculum and Accompanying Field Experiences**

General Education Coursework. The College has a commitment in its theme and framework to build the knowledge, skills and dispositions of candidates related to diversity. At the initial candidate level, NEIU provides courses that raise awareness and provide introductory perspectives on diversity both within the United States and globally. These courses are typically completed during the freshman or sophomore year as part of the General Education Program. This program has, as one of its goals, to assist candidates in developing an understanding of historical and cultural differences. Another goal is to assist candidates in developing an understanding of the modes of thought, concerns, and methodologies of the fine arts, the humanities, the social and behavioral sciences, and the natural sciences. Additionally, the State of Illinois House Bill Number 0094 of the 87th General Assembly requires: “each public institution of higher education to include, in the general education requirements for obtaining a degree, course work on improving human relations to include race, ethnicity, gender and other issues related to improving human relations to address racism and sexual harassment on their campuses, through existing courses.” Thus, candidates are required to complete a three semester credit non-Western or Third World Cultures course.

Diversity Proficiencies Required in All Education Programs. All candidates in initial teacher education programs complete additional courses which have content specifically focused on diversity, as well as content about diversity integrated into literally every education course they take. Candidates in all programs must demonstrate proficiencies in diversity as required by the INTASC standards and the Illinois Standards. The Illinois Standards are very closely aligned

with the INTASC standards. The Illinois Professional Teaching Standard #3 relates to diversity. It states that the “*competent teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.*” The knowledge and performance indicators related to this standard meet the range of diversity areas as specified in the NCATE definition, as well as considering diversity based on varied individual differences.

Candidates demonstrate being able to:

- a. facilitate a learning community in which individual differences are respected;
- b. make appropriate provisions for individual students who have particular learning differences or needs
- c. use information about students’ families, cultures, and communities as a basis for connecting instruction to students’ experiences
- d. use cultural diversity and individual student experiences to enrich instruction
- e. use a wide range of instructional strategies and technologies to meet and enhance diverse student needs
- f. identify and design instruction appropriate to students’ stages of development, learning styles, strengths and needs,
- g. identify when and how to develop and implement strategies and interventions within the classroom and how to access appropriate services or resources to assist students with exceptional learning needs.
- h. use a variety of communication modes to effectively communicate with a diverse student population.
- i. work effectively with parents/guardians and other members of the community from diverse home and community situations and seek to develop cooperative partnerships in order to promote student learning and well being.

Assessment of candidates with respect to the above proficiencies occurs throughout their professional sequence and is particularly emphasized during their field experience and clinical practice/student teaching. (See NEIU Documents Room: Field Experience and Clinical Practice Evaluation Rubrics.)

Each program has specific courses and experiences to prepare candidates to help all students learn. Most education courses include information about diversity, including different cultural and religious groups, different socioeconomic levels, second language learners, sexual orientation, and students with various special needs. Diversity is emphasized throughout the field experiences. Candidates learn to apply knowledge, skills and dispositions about diversity in these experiences.

Specific Diversity Courses Required in All Programs. Initial certification candidates’ early coursework in Educational Foundations is completed at the beginning of their junior year and has a special emphasis on diversity issues. Specific knowledge, skills and dispositions related to diversity are taught in ELAD-EDFN 306: Education and Individual Differences, ELAD-EDFN 305: Philosophical and Historical Foundations of Public Education, and ELAD-EDFN 307: Psychology of Instruction and Learning. In addition, specific courses are required in each program. (See NEIU Documents Room: NCATE and ISBE Program Reports-Course Syllabi.)

ELAD-EDFN 306: Education and Individual Differences is typically taken at the beginning of the junior year, before candidates are admitted to their education program. The course focuses on consideration of individual differences and principles of human development as factors in creating effective learning environments. There is emphasis on understanding children and adolescents as individuals with differing abilities, aptitudes, interests, emotional responses and accomplishments as the result of genetic, maturational and environmental factors. Candidates also complete 20 clock hours of field experience (observation and school service) in diverse settings. (See further Element 4) Early childhood candidates take EDUC-EDFN 303: Early Childhood Development, with the same content emphasis as ELAD-EDFN 306, but for early childhood.

ELAD-EDFN 305: Philosophical and Historical Foundations of Public Education (3 credits) is also required of all candidates, except those in Special Education or in Early Childhood Education (Early Childhood candidates take EDUC-EDFN 302: Philosophical and Historical Foundations of Early Childhood Education, with the same content emphasis as ELAD-EDFN 305, but for early childhood). This course is also typically taken at the beginning of the junior year, before candidates are admitted to their education program. The course focuses on exploration of differing views of the aims of public education in America. In addition to studying historical settings in which the system developed, the candidate identifies major social and cultural problems in relation to their historical antecedents.

ELAD-EDFN 307: Psychology of Instruction and Learning (3 credits) is required of all candidates, except those in Early Childhood. This course is typically taken after a candidate has successfully completed ELAD-EDFN 306 (with a “C” or better), usually as a second semester Junior. The course focuses on study and application of the teaching situation of theories and principles of learning, motivation and classroom management including problems of mainstreaming. Attention is given to establishing objectives, instructional design concepts, evaluation of learning and introduction to statistical analysis of scores. Candidates also complete 20 clock hours of field experience (observation and school service) in diverse settings. (See further Element 4.)

This foundational coursework is followed in each initial certification program by an introductory curriculum and instruction course which emphasizes the application of theories of child development, learning, classroom management and instructional methodology to multicultural curriculum development. In addition, strategies for meeting the needs of students with special needs are explored.

In the Elementary Education program and in the Bilingual/Bicultural-Elementary program, this curriculum and instruction course is TED-BLBC/ELED 301: Curriculum of the Elementary School (3 credits). Early Childhood Education candidates complete TED-ECED 301: Curriculum and Instruction in Early Childhood Education (3 credits). In the Secondary Education Program, all candidates complete TED-SCED 301: Methods of Teaching on the Secondary Level (3 credits). Special Education program candidates complete TED/ELED 311: Public School Curriculum. (See NEIU Documents Room: Program Reports-Course Syllabi)

For each undergraduate initial certification program, this introductory course in curriculum and instruction is followed by specific methods course work. In each of these methods courses, special emphasis is placed on diverse learners and students with special needs. (See NEIU Documents Room: Program Reports-Course Syllabi)

Candidates show that they can create a learning community that allows the development of positive self-concept and concern for others and fosters development of productive, caring, and effective citizens. In the Masters of Arts in Teaching (Language Arts and Bilingual/Bicultural Programs) candidates complete a required course, ELAD-EDFN 416: Cultural Pluralism and Schools which focuses on the study of multicultural groups' differences and commonalities. Special emphasis is on the investigation and evaluation of various concepts and models of cultural and sub-cultural relationships as manifested in the schools. In addition, each program has additional coursework emphasizing diversity (e.g. ELED 417: Multicultural Literature and Drama in the Elementary Classroom; SCED 407A: Teaching Multiethnic Literature in Middle School-Secondary Schools).

In the graduate professional school personnel programs, the curriculum also requires specific course work that focuses on diversity (See NEIU Documents Room: Program Report, Course Syllabi). Candidates in the Educational Leadership programs, including those for the Illinois Type 75 Educational Leadership (Principal), and the Chief School Business Official are required to take LEAD 413: Human Relations and Leadership. This course includes all of the aspects of diversity covered by the NCATE definition. The course focuses on the study of basic concepts and principles of interpersonal relationships, communications, group interaction, and leadership and effectiveness. Candidates in the graduate program in Counselor Education are required to complete a common core. One of the first courses they complete in that core is COUN 401: The Counseling Profession in a Pluralistic Society. The course covers an overview of the counseling profession, ethical and legal standards, and multicultural counseling, focusing on awareness of cultural assumptions, knowledge of cultural diversity, and skills for cross-cultural counseling. Additionally, aspects of diversity are built into required courses throughout the program. Candidates in the Master of Arts in Reading program are required to complete TED-READ 403: Curriculum and Supervision in Reading. The course focuses on principles and procedures in developing a sound school curriculum in reading to meet the needs of normally achieving and special needs students from varied ethnic and language backgrounds. Additionally, aspects of diversity are built into required courses throughout the program.

Special Education Content Required. Diversity also encompasses students with special educational needs. In each program for initial certification as well as in the professional school personnel graduate programs, the curriculum emphasizes the importance of understanding special needs students and developing and implementing appropriate strategies, curricula, and policies to ensure student learning.

In ELAD-EDFN 306: Individual Differences in Human Development. Content in this course includes a focus on Public Law 94-142 (IDEA), and the No Child Left Behind Act. Candidates develop power point presentations and posters, and do class presentations on the various special education characteristics covered under IDEA, and the implementation of IDEA in the classroom. In ELAD-EDFN 307: Psychology of Instruction and Learning, the curriculum

includes a focus on mainstreaming, and meeting the needs of special education students in inclusive classrooms. Candidates develop case studies and power point presentations on aspects of inclusion. (See NEIU Documents Room: Program Reports-Course Syllabi)

In each of the undergraduate initial certification programs, special attention is paid to the needs of the exceptional learner in coursework that focuses on the application of theories of child development, learning, classroom management and instructional methodology. These courses integrate aspects of meeting the needs of special education students into the development of curricular content, teaching strategies, and learner assessment.

The graduate initial certification programs (MAT) also have integrated an emphasis on exceptional learners into the curriculum, field experiences, and clinical practice. Candidates are also required to complete SPED 404: Survey of the Field of Special Education. (See NEIU Documents Room: Program Reports-Course Syllabi.)

At the advanced level for professional school personnel, diversity as it relates to special education is integrated into the curriculum, field experiences, and clinical practice. Candidates show that they can create a learning community that is inclusive and appropriately applies special education law to meet the needs of special education students. Candidates in NEIU's graduate programs in education also require specific coursework related to special education students. Candidates in the Educational Leadership programs, including those for the Illinois Type 75 Educational Leadership (Principal) are required to take ELAD-LEAD 401: Curriculum Development and Learning Theories and ELAD-LEAD 433: School Law. Both of these courses include a special emphasis on meeting the needs of special education students, and aspects of special education programs. Candidates in the graduate program in Counselor Education are required to complete a common core. The common core has aspects of special education counseling woven throughout the program. Candidates in the Master of Arts in Reading program are required to complete TED-READ 407: Diagnosis and Remediation of Reading Disabilities. The course focuses on differential diagnosis and remediation instruction. Additionally, other aspects of special education are found throughout the program. (See NEIU Documents Room: Program Reports-Course Syllabi.)

- **Evidence of Preparation to Help All Students Learn**

As candidates move into extended field experiences, they are rated by the cooperating teachers and university supervisors. Included on the evaluation rubrics for each initial certification level (Early Childhood, Elementary/Bilingual-Bicultural, and Secondary) are criteria focusing on how well candidates deal with diversity issues to facilitate learning by all students. Tables 4.1-4.3 document the evaluation of NEIU teacher certification candidates by their university supervisors at student teaching exit on specific criteria relating to diversity. The data for these three tables comes from a random sampling of student teachers in Fall 2002 (ECED 11/22=50%; ELED/BLBC 25/67= 37%; SCED 8/23= 35%).

Table 4.1

Candidates learn to develop and teach lessons that incorporate diversity and develop a classroom and school climate that values diversity

Certification Area	Evaluation Criterion-CEST Rubric	Range	Mean
Early Childhood Education	<i>“Develop/uses curricula that encourage students to see, question, and interpret ideas from diverse perspectives.” (4)</i>	3.00-4.00	3.91
	<i>“Understands and appreciates the diverse talents of all learners and uses students’ strengths as a basis for growth, and their errors as an opportunity for learning.” (6)</i>	4.00	4.00
Elementary Education	<i>“Encourages students to see, question, and interpret ideas from diverse perspectives.” (4)</i>	3.00-4.00	3.67
	<i>“Creates a learning community where individual differences are respected and students feel valued.” (21)</i>	3.00-4.00	3.83
	<i>“Communicates and demonstrates sensitivity to cultural and gender differences.” (31)</i>	3.00-4.00	3.83
Secondary Education	<i>“Evidences sensitivity to students’ diverse cultural, ethnic and religious backgrounds by creating and adjusting instructional activities.” (8)</i>	2.00-4.00	3.50

Rating Scale: 4=Exceeds Standard, 3=Meets Standard, 2=Needs Improvement, 1=Below Expectations

Table 4.2

Candidates become aware of different teaching and learning styles shaped by cultural influences and are able to adapt instruction and services appropriate for all students, including students with exceptionalities

Certification Area	Evaluation Criterion-CEST Rubric	Range	Mean
Early Childhood Education	<i>“Demonstrates and values how students differ in their approaches to learning and creates instructional opportunities that are adapted to all learners.”(8)</i>	3.00-4.00	3.73
	<i>“Creates lessons and activities that operate at multiple levels to meet the developmental and individual needs of diverse learners.”(22)</i>	3.00-4.00	3.64
Elementary Education	<i>“Assesses individual and group performance, designing instruction that meets ALL learners’ needs.”(13)</i>	2.00-4.00	3.61
	<i>“Makes appropriate provision for individual students who have particular learning differences or needs.” (18)</i>	2.00-4.00	3.48
	<i>“Uses strategies to support the learning of students whose first language is not English.” (19)</i>	2.00-4.00	3.50
	<i>“Understands how factors in the students’ outside school environment may influence his/her life and learning.” (43)</i>	3.00-4.00	3.96
Secondary Education	<i>“Demonstrates a comprehensive understanding of the emotional and educational needs that are unique to his/her students.”(12)</i>	3.00-4.00	3.33

Rating Scale: 4=Exceeds Standard, 3=Meets Standard, 2=Needs Improvement, 1=Below Expectations

Table 4.3

Candidates demonstrate dispositions that value fairness and learning by all students

Certification Area	Evaluation Criterion-CEST Rubric	Range	Mean
Early Childhood Education	<i>“Understands the principles of effective classroom management and can use a range of strategies to promote positive relationships, cooperation, and purposeful learning in the classroom” (13)</i>	2.00-4.00	3.55
	<i>“Creates a smoothly functioning, safe learning community, in which individual differences are respected and in which students assume responsibility for themselves and one another.”(14)</i>	4.00	4.00
Elementary Education	<i>“Respects student privacy and confidentiality of information when consulting with teachers, parents, and counselors.” (45)</i>	3.00-4.00	3.83
Secondary Education	<i>“Has a clearly defined classroom management and discipline plan, and implements specific strategies consistently, fairly, and effectively.” (13)</i>	2.00-4.00	3.00
	<i>“Keeps accurate academic and attendance records for every student.”(15)</i>	2.00-4.00	3.50

Rating Scale: 4=Exceeds Standard, 3=Meets Standard, 2=Needs Improvement, 1=Below Expectations

The above tables (4.1-4.3) from the College of Education Unit Assessment System provide data on the ability of initial certification candidates to help all students learn. On the criteria documented in these tables, NEIU candidates’ mean scores for each of the certification areas were at the “Meets Standard” level or above. Additional data on candidates’ facilitation of student learning is located in Standard 1, Table 1.13.

Candidates’ assessment data is used to provide feedback to candidates for improving their knowledge, skills, and dispositions. During the supervision process in field experience and student teaching, candidates are given feedback by their cooperating teacher and university supervisor relative to improving the candidates’ knowledge, skills, and dispositions. This occurs at periodic on-site individual conferences and in response to candidates’ reflective journals required as a part of the field experience/clinical practice seminars. Feedback is also given to candidates as their program exit portfolios (and reflective essays) are evaluated.

2002 Alumni Supervisor Survey. As part of the ongoing effort to assess our success in dealing with training for diversity, the College of Education conducts a survey of the supervisors of our

alumni. The 2002 survey used a Likert scale (A-“Strongly Agree” to E- “Strongly Disagree”) to rate the extent to which candidates understand the value of cultural diversity and individual differences and demonstrate the application of these values in teaching. Seventy-seven percent of the supervisors (n=62) reported outstanding demonstration, with a “A” rating. Another 14.3 % gave a “B” rating. Only 6.1 % gave a “C” rating, and 2% gave a “D” rating, with no one giving a “strongly disagree” rating. (See NEIU Documents Room: 2002 Alumni Survey Report.)

International Study Opportunities. Northeastern has an international program which offers study trips for candidates to various parts of the world. Candidates that avail themselves of the opportunities to participate in these trips, which are always associated with course content, have learning experiences that expand their knowledge, skills and dispositions in various aspects of diversity. Candidates are required to meet the same assessments both within and across the course work..

Element 2: Experiences Working With Diverse Faculty

• **Recruiting and Hiring a Diverse Faculty**

The Affirmative Action Office at NEIU has developed policies about recruitment and hiring of faculty. The plan for advertising positions must include efforts to reach diverse populations. The pool of applicants for any position must include candidates from racially/culturally diverse groups in order to be permitted to interview and employ faculty. (See NEIU Documents Room: *NEIU Search and Screen Manual.*)

An extra effort has been made by the College of Education to recruit a diverse faculty. The position descriptions for tenure-track faculty indicate a commitment to diversity. When interviewing for tenure-track positions, interview questions focus on applicants’ commitment to diversity and experiences with diverse populations.

• **Evidence of Commitment to Faculty Diversity**

Of the 583 tenure-track faculty at NEIU in the spring of 2003, 418 (72%) were Caucasian. There were 47 (8%) Asian or Pacific Islanders, 29 (5%) Hispanic, 62 (11%) African-American and 2 (<1%) Native American faculty members. The diversity of the College of Education full-time faculty is represented in Table 4.4.

Table 4.4
College of Education Full-time Faculty Ethnic Diversity 2002-03

White			Black		Asian		Hispanic		Native American	
Female	Male	Disabled	Female	Male	Female	Male	Female	Male	Female	Male
43	36	1-male	9	5	5	3	4	1	0	0
41%	34%	0.9%	8%	5%	5%	3%	4%	0.9%	--	--

The overall cultural diversity of College of Education faculty greatly enhances the educational experiences of our candidates and helps NEIU recruit more candidates of diverse backgrounds into teacher education.

Faculty throughout the College model sensitivity, attention, and focus on diversity issues. Candidates have opportunities to evaluate faculty on their teaching as it relates to diversity. Candidates also have opportunities to participate in many of the programs and activities related to diversity that occur on campus. These include activities around Hispanic Heritage Month, Black History Month, National Disability Month, American Indian Heritage Month, Women's History Month, and Asian-Pacific American Month. Activities include speakers, panels, presentations, performances, and forums. Often, there are special sessions devoted specifically to honor teachers and highlight their dedication or involvement in the issue. College of Education faculty often take leadership roles in these special activities.

We are proud of the work our faculty do related to diversity. Vita for our faculty are found in our Documents Room. Faculty publish in areas of diversity, make presentations and conduct training and inservices in varied areas of diversity, and attend professional development opportunities which increases their knowledge and skills related to diversity.

Element 3: Experience Working with Diverse Candidates

- **Composition of the Student Body**

As NEIU is a commuter institution, the majority of NEIU students are from the Chicago area. NEIU's undergraduates come from a wide range of ethnic-, racial-, and language-diverse backgrounds. For NEIU total enrollment in Fall 2002, 49% were White Non-Hispanic, 25% were Hispanic, 12% were Black Non-Hispanic, 11% were Asian/Pacific Islander, and 0.2% were Alaskan or American Indian. This range is also seen in the College of Education. Of the 3023 candidates in the College of Education's programs in Fall 2002, ethnic diversity included: 57% White Non-Hispanic, 24% Hispanic, 12% Black Non-Hispanic, 6% Asian or Pacific Islander, 0.1% Alaskan or American Indian, and 1% Other. Of these same candidates, over 40% have a native language other than English. (See NEIU/NCATE Website link to Institutional Studies Data). While it varies each semester, around 80% of the undergraduate candidates come to NEIU as juniors, having attended the community colleges or other area universities to complete their general education before focusing on teacher preparation. College of Education graduate programs in 2001-2002 were representative of: 70% White, 14% African American, 9% Hispanic, 2% Asian, 4% no response, and 0.2% International. (See NEIU Documents Room: Graduate College Statistical Report, Summer 2002.)

Candidate enrollment in the College of Education is also characterized by diversity that is not documented through the categories represented in ethnicity data. Within the larger ethnic groups, a wide diversity of sub groups is present at Northeastern. For example, candidates may be the first- or second-generation of their families in the United States from home countries such as Greece, Bosnia, Egypt, Cuba, Russia, India.

On campus, the Accessibility Center (formerly the Handicap Educational Liaison Program - HELP) provides services to those candidates who are identified as having special learning needs, or identified exceptionalities. Additionally, the campus has a network of services for students with diverse needs, e.g. English Language Program, Career Counseling, Women's Services, Writing Assistance Lab, Returning Adult Program). There are also facilities with advanced technology for persons with physical challenges located throughout campus. (See NEIU Documents Room: NEIU Student Survival Handbook; also www.neiu.edu/StRes.htm)

Graduate Programs in Education. Inservice teachers have long looked to graduate education at NEIU, and come to earn masters' degrees in a wide range of fields related to education. The College of Education has a variety of programs for teachers to choose from if they are seeking a masters' degree. Specific programs vary in their admission requirements, and also in their wait-lists for acceptance into the program. Candidates who maintain high academic standards are eligible for tuition waivers and other support from Northeastern, with some support aimed specifically at ethnically-diverse candidates.

Cooperating teachers who supervise candidates during field experience or clinical practice/student teaching are given a three credit hour tuition waiver to take a graduate class at NEIU. Bringing these teachers into the university setting and having them participating in the College of Education furthers the diversity that our candidates experience at every level.

- **Collaborative Experiences**

Candidates engage in collaborative projects throughout their professional preparation at Northeastern Illinois University. Through these collaborative opportunities, candidates learn how to work with professional peers in the development of curricula and in the presentation of mini lessons as well as other types of professional presentations. Assessment of candidates' ability to work collaboratively with other candidates occurs as part of the evaluation of the joint project or presentation. (See NEIU Documents Room: Program Reports, Course Syllabi.)

- **Recruitment and Scholarship Programs**

To enable candidates from diverse backgrounds who need financial assistance to attend our programs, the College of Education works closely with the NEIU Office of Financial Aid to insure that candidates who are eligible for financial assistance are knowledgeable of this opportunity, and take advantage of it. Financial assistance is provided to candidates in the College of Education who maintain a high grade point average, and meet other standards of eligibility. These candidates are given the opportunity to apply for a range of scholarships offered through various foundations, organizations, and the College of Education. These scholarships historically help bring more diversity to our candidate pool. This past year, candidates who received scholarships represented a wide range of diversity, as indicated in Table 4.5

Table 4.5 Ethnic Diversity Among College of Education Scholarship Recipients 2002-03

Category of Diversity	Fall 2002	Spring 2003
White	N= 6 or 43%	N=15 or 47%
Black	N= 1 or 7%	N= 2 or 6%
Hispanic	N= 6 or 43%	N=14 or 43%
Asian	N= 1 or 7%	N= 1 or 3%
Native American	0	0

Element 4: Experiences Working with Diverse Students in P-12 Schools

The P-12 schools in the Chicago area are very vital to the teacher preparation at NEIU. The College benefits from the wide range of diversity within the schools. The schools also benefit as so many NEIU graduates take positions working in the schools, adding to the diversity of the P-12 schools. In Educational Foundations and methods course work, field and clinical placements for candidates of all teacher education programs are made with consideration of diversity in mind. Experiences are designed to build the knowledge, skills and dispositions of our candidates.

Surveys of our cooperating teachers show that typically over half of the cooperating teachers represent some aspect of a diverse background. While actual statistics vary semester-to-semester, over the past few years, on average, cooperating teachers have been 45% Caucasian, 12% Hispanic, 39% African-American, and 3% Asian/Pacific Islander. Of these, approximately 23% were male.

- **Policies for Making and Tracking Diversity Placements**

The metropolitan Chicago-area has a wealth of diversity which is represented in the P-12 school settings at which NEIU teacher candidates are placed for field experiences and clinical practice. The College of Education’s Office of Clinical Experiences and Student Teaching makes every effort to place candidates in schools that represent a range of diversities. Using a database program, all candidate placements are tracked to insure that over the course of the various clinical experiences, candidates are placed in a wide range of diverse settings. With all candidates experiencing some placement in Chicago Public Schools, there is typically exposure to, and work with diverse students. In addition, most of the Chicago area suburbs represent a range of diversity. Suburban school districts partnering with NEIU for placement of candidates in field experiences and student teaching are characterized by a wide diversity of ethnicity. The range of language backgrounds found in P-12 students also benefits candidates as they learn the importance of, and richness that various language backgrounds bring to our culture. The needs of Limited English Proficient students also require the preparation of teacher candidates to include the design and implementation appropriate curriculum. Table 4.6 presents data on the diversity present in school districts where NEIU candidates are placed for field experience and clinical practice/ student teaching.

Table 4.6 Range of Diversities Represented in Field Experience and Clinical Practice Sites

Range of Diversities Represented in School Population*						
School District	% White	% Black	% Hispanic	% Asian/ Pacific Isl.	% Native American	Limited English Proficient Rate
Chicago (n= 84 schools)	0.0-76.3	0.0-100	0.0-99.6	0.0-54.6	0.0-4.1	0.0-58.1
Suburban Composite (N=28 districts)	74.8-100	0.0-21.1	0.0-9.7	0.0-3.2	0.0-0.4	0.4-32.3

[See NEIU Documents Room: Unit Assessment System Illinois School Report Card Data Analysis.]

Candidates also have opportunities to complete field experiences and clinical practice in schools with a range of economic diversity. Table 4.7 presents information from the Illinois School Report Card database on the low income rate of the school districts at which NEIU candidates are placed for field experience and clinical practice/student teaching.

Table 4.7

School District	Low Income Rate—Range
Chicago Schools	4.9-98.9%
Suburban Composite	0.0-70.8%

To gain knowledge, skills and dispositions related to diversity at the undergraduate level, candidates engage in a range of experiences within their placements. They may be doing observation, working with small groups of students, tutoring a student, working with special needs students or classes, participating in lessons, and developing and teaching lessons. Throughout these experiences, candidates are often not only working within diverse settings, but also incorporating diversity into their own lesson plan development. Evaluation of their diverse experiences occurs in their journals, lesson plan development, and by their cooperating teachers.

- **Feedback Helps Candidates Reflect on Their Ability to Help All Students Learn**

In addition to the feedback candidates receive as they develop and demonstrate specific lesson and unit plans in the pedagogy coursework, candidates receive specific feedback during their field experiences and clinical practice on their ability to help all students learn. This feedback occurs in individual conferences with their cooperating teachers and university supervisors as well as feedback received from their university supervisor on their reflective journals. In addition, the formal assessment at the end of each field experience and the clinical practice, focuses specifically on candidates' ability to help all students learn. The Clinical Experience and Student Teaching candidate evaluation encompasses specific criteria related to this area. In Table 4.8 these criteria are presented along with the range and mean scores of a random sample

of student teachers from Fall 2002 (i.e. ECED 11/22=50%; ELED/BLBC 25/67= 37%; SCED 8/23= 35%). The mean scores for each certification area indicate that as a group candidates are at the level of “meets standard.”

Table 4.8
Student Teaching Candidates’ Ability to Help All Students’ Learn

Certification Area	Evaluation Criterion-CEST Rubric	Range	Mean
Early Childhood Education	<i>“Communicates and interacts cooperatively with parents/guardians, families, school colleagues and the diverse community.” (30)</i>	3.00-4.00	3.82
	<i>“Understands laws related to students’ rights and teacher responsibilities.” (31)</i>	3.00-4.00	3.91
	<i>“Communicates effectively with colleagues and participates in collegial activities designed to make the entire school a productive learning environment.” (32)</i>	3.00-4.00	3.82
Elementary Education	<i>“Connects instruction to students’ experiences (talents, prior learning, language, culture, family, and community values.” (20)</i>	2.00-4.00	3.71
	<i>“Engages in respectful and productive relationships with ALL parents and guardians.” (46)</i>	3.00-4.00	3.84
Secondary Education	<i>“Demonstrates a positive attitude and establishes professional relationships toward students, teachers, administrators, parents and school community.” (17)</i>	2.00-4.00	3.36
	<i>“Understands the needs of the community and school where he or she is assigned.” (18)</i>	2.00-4.00	3.00

Rating Scale: 4=Exceeds Standard, 3=Meets Standard, 2=Needs Improvement, 1=Below Expectations

Alumni Survey. Follow-up of graduates also provides the College with information as to the effectiveness of these experiences. In the 2002 Alumni Survey, over 87% of the graduates from each program who responded indicated that NEIU had helped them achieve the stated outcome of diversity: *“NEIU Candidates understand the value of cultural diversity and individual differences and demonstrate the application of these values in their current practice.”* (See NEIU Documents Room: 2002 College of Education Alumni Survey.)