

# Action Plan for Professional Education

*November, 2011 NCATE On-Site Visit  
Transformational Initiative*

## Overview

The following listing of areas for improvement cited by the BOE team in November of 2011 have been listed. Following each of these areas, are the approaches and listed evidence demonstrating our efforts to address each area in preparation for the October 2013 Focused Visit.

*1. Candidates have limited opportunities to work with diverse peers. Insufficient evidence was available to show that candidates have opportunities to work with diverse peers. (Initial and Advanced)*

MSU recognizes the importance of candidates having opportunities to work with diverse peers and has implemented efforts to increase these opportunities. ([Ex. 4.3.e—Appendix B—Candidate Demographics](#)).

\*The unit has developed coursework in that could be offered in either an online or specialized delivery system to increase access to diverse candidates attending minority institutions such as the University of Arkansas at Pine Bluff (UAPB) and Harris-Stowe State University (HSSU). Conversations have occurred with administrators from UAPB during spring 2013. Opportunities discussed include both scholarships and agreements waiving 75% of the out-of-state tuition to help facilitate a more diverse graduate candidate population and create more opportunities for advanced candidates to have meaningful interactions with candidates from UAPB. ([Ex 4.11 – Action Plan](#); [Ex 4.12—UAPB Collaboration](#))

\*This initiative was based on a prior discussion (2010–11) with HSSU, an HBCU in St. Louis which was developed as one way to increase candidate diversity. This plan has provided a framework for the recent dialogue with UAPB. A potential collaboration with HSSU was held via video conferencing meeting in June, 2013.

\*Ms. Charlotte Hardin was appointed in January 2013 as Assistant to the Head of the Unit for Diversity and Strategic planning. MSU has recently hired Dr. Nate Quinn, who has served as Director of Diversity in Springfield Public Schools (SPS). They work with SPS to offer scholarships for high school students who want to become teachers. ([Ex 4.32- SPS Culturally Diverse Teacher Scholarship Program](#)).

\*The “Dream Team for Diversity” was formed in spring 2013. This group of diverse community members identify and mentor young students representing diverse backgrounds about teaching.. ([Ex 4.26—Meeting minutes](#)).

\*Diversity in Education scholarships began in 2012 for incoming freshman, transfer, and advanced candidates representing diverse backgrounds pursuing the study of professional

education. At the time of this report, a total of 6 applicants have made their way into the review process.

\*The Multicultural Leadership Scholarship provides support to students who demonstrate academic achievement and leadership in diverse organizations, environments, and leadership capacity. For the 2013–14 academic year, 358 applications were submitted for consideration. (Ex. [4.35](#), [4.36](#), [4.37](#), [4.38](#), [4.39](#), [4.40](#)—Diversity Scholarships).

\*Dean Hough and Dr. Coopwood have made several trips to the St. Louis area to promote the new scholarships. ([Ex 4.30 Recruitment events in the St. Louis area](#); [Ex 4.31 Urban League Program–April, 2013](#))

*2. The unit does not ensure that all candidates work with diverse faculty. No evidence was presented that demonstrated all candidates work with diverse faculty. (Initial and Advanced)*

The implementation of EDC 345, which is now required of all initial education candidates currently is staffed by diverse faculty and instructors. This is one mechanism through which we assure that our candidates preparing to be teachers have exposure with diverse faculty ([Ex 4.3.d-Appendix A-Faculty Demographics](#)). EDC 345 and the student teaching experience are the only two common required experiences of all initial professional education candidates. Student teaching seminars include topics in diversity. ([Ex. 4.44 Student teaching seminar](#)).

Faculty recruitment initiatives include a new program which will provide financial support to “grow our own” diverse faculty, pulling from our clinical faculty or instructors. The service obligations built into the program provide for assurances that those completing their programs will spend time teaching at MSU, with particular focus on working with our candidates in education (Ex [4.23](#), [4.23a](#), [4.23b](#) , [4.23c](#) , [4.23d](#)—Faculty Diversity Composition Initiative).

The use of joint appointments has provided another approach for faculty interactions. Lyle Foster, an African American instructor, was appointed in the Department of Counseling, Leadership, and Special Education and the Department of Anthropology and Sociology. Mr. Foster teaches a diversity course at the advanced level. In addition, Mr. Foster is currently developing the university’s first minor or certificate in multicultural education.

In spring 2013, Dr. Nate Quinn, the Director of Diversity for the SPS was hired upon his recent retirement. Dr. Quinn is an African American professional with strong ties to our community and the schools.

Another approach key to our efforts at the unit level is assuring that candidates have opportunity to interact and learn from individuals in the area of disability. The Head of the Unit, and the university’s Associate Provost, is totally blind and plays an active role in teaching courses at the advanced level in special education. Dr. Paul Ajuwon, who teaches exclusively online, is totally blind and is from Nigeria.

The PEU has worked with community members who represent diverse backgrounds. They are invited to participate in discussion on multicultural education and the infusion of proficiencies into the curriculum such as the meeting held in February ([Ex 4.27—video of Feb prof.](#)

[development](#); [Ex 4.28—Agenda from professional development meeting](#)). We have also appointed many of these participants as adjunct faculty, which provides for better communication participation with our candidates in a variety of classroom and community based experiences ([Ex 4.29 Diverse Adjunct Faculty members](#)) and ([Ex 4.3.d—Appendix A—Faculty Demographics](#)).

*3. The unit does not ensure that all candidates other than initial level candidates in elementary, early childhood education, and MAT programs have field experiences or clinical practice in diverse settings. Data were not presented to show that all candidates other than those initial level candidates in Elementary, Early Childhood, and MAT programs have field experiences and clinical practice in settings with diverse P-12 learners. (Initial and Advanced)*

The unit has developed assessments of dispositions and the collection and analysis of data demonstrating proficiency in differentiating instruction. All programs assess both dispositions and emerging proficiencies. Relationships with diverse field sites for initial candidates through the EDC 345 and as part of many of the program-specific field experiences ensure our candidates experience a full range of opportunity. ([Ex. 4.3.f P12 Student Demographics](#)).

Programs such as early childhood, elementary, middle school and special education have structured places where diversity experiences are assured and assessed. The student teaching application clearly indicates that no candidate will be placed in a student teaching experience without review of prior diverse field experiences and the assessments of proficiencies and/or dispositions in this regard. Candidates found to be lacking in the depth of this expectation is placed strategically so that proficiencies for working with a diverse student population can be monitored and assessed.

An area of concern cited by the BOE team both in 2011 and 2003 was in the area of secondary education. There is a confirmation process overseen by the Office of Student Services, program coordinators, and administrators to ensure each candidate has documentation as part of the clinical logs, artifacts demonstrated proficiencies, and record of diverse placements. These reviews are confirmed as part of a chart that is completed each semester by program that documents that the process has been completed prior to student teaching ([Ex 4.16 PEU curricular and field experiences](#)). Once the chart has been completed program coordinators meet with field experience staff meet to ensure each candidate has or will have a diverse placement in student teaching. This review process began in fall 2012 and has run continuously through the time of the focused visit.

Clinical logs have been modified to include the demographic data of each practicum site. Candidates in schools with rankings suggesting lower diversity must indicate what they did to demonstrate competence in their work with diverse learners. This feature allows for tailored reporting so that the scope of a candidate's field experiences can be evaluated at key transition points in the program. ([Ex 4.41 Sample Log Entries](#), [4.42 Clinical Practice Log Detail](#)).

The student teacher final evaluation is completed by the supervisor and cooperating teacher. There are several items that assess differentiated instruction and impact on diverse learners ([Ex 4.43 for Student Teaching Final Evaluation and data](#)). All student teachers meet several times

each semester to discuss important topics. Diversity issues are often topics of these meetings ([Ex 4.44 Student Teaching Seminar](#)).

*4. The unit does not evaluate candidate proficiencies related to diversity. Insufficient aggregated and disaggregated data were available to show that candidate knowledge, skills, and dispositions related to diversity are assessed at the initial and advanced levels for all programs. (Initial and Advanced)*

There are several opportunities where diversity proficiencies are evaluated. The proficiencies were approved by the PEC in spring 2013 replacing an earlier version. ([Ex. 4.3.a Diversity Proficiencies](#)). Faculty have aligned these proficiencies into coursework and assessments (Ex. 4.3.b Curriculum components/experiences), developed scoring guides and have begun collecting data or have made plans to begin in fall 2013 (Ex. 4.3.c Assessment tools and data related to diversity). Proficiencies have been aligned with EDC 345 and student teaching (Ex.4.3a Diversity Proficiencies).

The PEU has developed and implemented strategies for collecting information on diversity dispositions candidates obtain at program benchmarks. The PEU has linked their assessments of proficiencies to the university goals through the HLC review and began collecting data during fall 2012 and as part of our newly approved assessment plan in the spring of 2013. Full implementation of the use of these rubrics will provide opportunities to assess candidate dispositions at several places within the professional education sequence at the initial and advanced levels. These dispositions provide an aggregate at the unit level and disaggregate of data for programs each semester key transition points (Ex [4.18](#), [4.18a](#)—[Dispositions Outcomes/Traits data](#)).

The concept of a practical skills application component added to all options within the advanced programs provides practicing teachers and other professionals opportunities to demonstrate capacity for differentiating interactions in a wide range of educational and community contexts. The practical skills application ensures all candidates in advanced programs have diverse experiences. ([Ex 4.21](#), [4.21a](#)--[Data for Practical Skills Application](#)).