



Public Schools of North Carolina
State Board of Education
Department of Public Instruction

Report to the Joint Legislative Education Oversight Committee

Report on Diversity Training in
Teacher Preparation Programs
SL2004-116

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Report on Diversity Training in Teacher Preparation Programs

Executive Summary

Session Law 2004-116 directed the State Board of Education to determine whether teacher preparation programs should require courses in diversity training, anger management, conflict resolution, and classroom management, and to report its findings and recommendations to the Joint Legislative Education Oversight Committee by December 15, 2004. To this end, colleges and universities with approved teacher education programs were surveyed to determine how these topics are addressed in their programs. The results of the survey are summarized in the attached report. Individual institutional responses to the survey can be found at <http://www.ncpublicschools.org/humanresources/>. The Board determined that the current competency-based approach to teacher licensure should be continued rather than adopting a course-based approach. The Board also approved revisions to the Diversity Standards to ensure that programs adequately address anger management and conflict resolution strategies.

Report on Diversity Training in Teacher Preparation Programs

Legislative Requirement

Session Law 2004-116 directs the State Board of Education to determine whether teacher preparation programs should require courses in diversity training, anger management, conflict resolution, and classroom management and to report its findings and recommendations to the Joint Legislative Education Oversight Committee by December 15, 2004.

Background

North Carolina has 46 institutions with approved teacher education programs. To be authorized to offer programs leading to teacher licensure, colleges and universities must demonstrate that their programs meet both the Program Approval Standards and the Standards and Indicators (previously called Competencies and Guidelines) for the specific license area adopted by the State Board of Education. Recognizing the uniqueness of institutions, and operating on a competency-based approach to licensure, the State Board of Education has not prescribed specific courses which institutions must require for licensure. Rather, institutions design programs that reflect their unique missions and their institutional academic regulations (degree-requirements) **and** meet the standards prescribed by the State Board of Education for licensure. While specific courses and requirements vary from institution to institution, programs are generally comprised of general education coursework, professional education coursework, and specialty area coursework. During on-site program reviews which are conducted every seven years, institutions must provide evidence that their programs meet the standards prescribed by the State and that their candidates have the knowledge, skills, and dispositions articulated in the Standards and Indicators for the specialty area. To receive Full Approval from the State Board of Education, all standards must be met.

Current Requirements

In March 2002, the State Board of Education adopted new Program Approval Standards that became effective with Fall 2003 visits. (A copy can be found in Attachment A). Two of the 12 standards address diversity. Standard 1 specifies that assessments indicate that candidates meet the diversity standards (addressed in more detail later in this section). Standard 4 requires that programs design, implement, and evaluate curriculum and experiences to ensure that candidates acquire and apply the knowledge, skills, and dispositions necessary to help all students learn.

Standard 1: Candidate Knowledge, Skills, and Dispositions

Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn. This includes working with families to support student learning. Assessments indicate that candidates meet state-approved standards and indicators for all teachers (core standards, diversity standards, and technology standards) and state-approved standards and indicators for the specialty area.

Standard 4: Diversity

The program 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, their families, and other significant adults in their lives in public school settings.

Institutional and program compliance with these standards is assessed by both the State Program Approval Team and the NCATE Board of Examiners Team through on-site reviews.

In 2000-2002 the Department of Public Instruction, working with the North Carolina Professional Teaching Standards Commission, convened teams of master teachers, teacher educators, and arts and sciences faculty to revise the standards for individual license areas. As part of this process, a team was convened to articulate Diversity Standards that were to be addressed across all teacher education program areas. These Diversity Standards are

referenced in Program Approval Standard 1. A copy is contained in Attachment B. Effective with Fall 2003 visits, compliance with the Diversity Standards is assessed by the State Program Approval Team.

Current Practices

To determine current practices, colleges and universities with approved teacher education programs were surveyed to determine if they required courses in these areas and if they did not, how the topics were addressed in their programs. A copy of the survey is contained in Attachment C. Individual institutional responses to the survey can be found at <http://www.ncpublicschools.org/humanrsrcs/>. All 46 institutions responded to the survey. Eighteen institutions indicated that they had a required course in diversity; three had a required course in anger management; four had a required course in conflict resolution, and 24 had a required course in classroom management. All institutions described ways in which these topics were addressed in their programs. A summary of responses follows.

Topic	Course Required		Required for all Programs	
	Yes	No	Yes	No
Diversity Training	18	28	12	6
<p>Examples of Courses that are <u>required</u> that cover the topic of Diversity: <i>Learner Diversity, Multicultural Education, Global Heritage, Teaching Students with Special Needs, Education of Culturally Diverse/Exceptional Populations, Introduction to Exceptionalities, Seminar on Intercultural Issues in Education, Principals of Teaching Diverse Populations, Exceptionalities and Inclusion, Culture, Society and Teaching, Psychology of Diverse Learners.</i></p> <p>Examples of Courses that are part of programs that may or may not be, required that cover the topic of Diversity: <i>Foundations of Multicultural Education and Diversity, Instruction of Diverse Learners, Cultural Diversity in American Schools, Seminar in Multicultural Experiences, Introduction to Education, Children's Literature, Race and Ethnic Relationships, Diversity in Schools, Critical Issues in Education.</i></p> <p>Other ways in which Diversity is addressed in programs: "infused throughout the curriculum," "included in all our courses," "integrated diversity training," "multicultural education is stressed throughout all courses", "a theme addressed across the program," "diversity training is a permeating thread woven into the teacher education program," "address diversity throughout the program," and "integrated into courses."</p> <p>Sample activities from some programs: Discussions in cooperative groups, panels, and whole groups, required professional portfolio includes artifacts and reflections on diversity, field assignments in diverse schools, tutor students, Funds of Knowledge project.</p> <p>Assessment: Some institutions have rubrics in place to assess candidates; DPIs program approval standards include diversity standards that the programs must all address; Diversity Advisory Board that advises faculty on preparing candidates.</p>				

Topic	Course Required		Required for all Programs	
	Yes	No	Yes	No
Anger Management	3	43	2	1
<p>Examples of Courses that are <u>required</u> that cover the topic of Anger Management: <i>Behavior Management, Classroom Behavior Management, Crisis Management</i>, and part of field supervisor's role.</p> <p>Examples of Courses that are part of the programs that may or may not be required that cover the topic of Anger Management: <i>Classroom Management, Trends in Education, Educational Psychology, Learner and Learning, Critical Issues in Education, Consultancy and Advocacy for Exceptional Children, Child and Adolescent Development</i>.</p> <p>Other ways Anger Management is addressed in programs: "Focus on democratic participation," "included in the conceptual framework and integrated in all courses," "is viewed as intrinsic to the courses for preparing effective teachers," "candidates are taught to be proactive in management," "use the Cooperative Discipline model," "techniques for self-regulation, anger management, and conflict resolution are discussed."</p> <p>Sample activities from some programs: making a classroom management notebook, role playing, panel discussion with school guidance counselors, research journal articles, case studies, use Natural Authority and Glasser's Reality Therapy, local psychologist presents to the candidates.</p> <p>Assessment: supervision by master teachers, micro teaching, build a resource of [children's] literature that can be used as examples for students of how to create "win-win" situations.</p>				
Conflict Resolution	4	42	2	2
<p>Examples of Courses that are required that cover the topic of Conflict Resolution: <i>Classroom Behavior Management, Introduction to Special Education</i></p> <p>Examples of Courses that are part of the programs that may or may not be required that cover the topic of Conflict Resolution: <i>Educational Psychology, Curriculum and Instruction, Student Teaching Seminar, Special Needs, Psychology of Diverse Learners, Trends in Education, Classroom Management, Learner and Learning, Introduction to Teaching</i>.</p> <p>Other ways Conflict Resolution is addressed in programs: "addressed continuously in our methods courses," "it is an important topic that is addressed in teacher education courses that focus on classroom management, planning, and prosocial guidance," "the focus on diversity throughout our program is a natural segue into resolving conflicts among students," "conflict resolution is integrated throughout the curriculum and more specifically addressed in <i>Classroom Behavior Management Course</i>."</p> <p>Sample activities from some programs: Sharing experiences from field placements, discussion of chapter titled <i>Creative Learning Environments</i>, case studies, student teaching placements offer opportunities to synthesize and apply theoretical understanding of the components of classroom management into practice within the classroom, guest speakers.</p> <p>Assessment: Guided reflection, supervised field placements.</p>				

Topic	Course Required		Required for all Programs	
	Yes	No	Yes	No
Classroom Management	24	22	14	10
<p>Examples of Courses that are required that cover the topic of Classroom Management: <i>Classroom Management, Research and Analysis of Teaching Elementary School Learners, Research and Analysis of Teaching Middle and Secondary School Learners, The Resourceful Teacher, Methods and Management.</i></p> <p>Examples of Courses that are part of the programs that may or may not be required that cover the topic of Classroom Management: <i>Classroom Management, Senior Seminar: Critical Issues in Education, Instructional Planning.</i></p> <p>Other ways Classroom Management is addressed in programs: "Classroom management, conflict resolution, and anger management are introduced in the fall of their junior year and discussed throughout the program," "discussed are different approaches to handling discipline problems and setting up a child centered classroom."</p> <p>Sample activities from some programs: making a classroom management notebook, role play scenarios, integration of computers into classroom instruction.</p> <p>Assessment: Student teachers are evaluated on classroom climate, organization, and management.</p>				

A summary of institutional responses is on the following page.

Feedback from Program Completers, Mentors, and Principals

As part of the annual IHE Performance Report, surveys are mailed to program completers, their mentors, and their principals soliciting feedback on the teacher education program. On a scale of 1-4 (low-high), respondents are asked to rate their satisfaction with the preparation of teachers to meet the needs of diverse learners. The average rating on this item by program completers across the six years of Performance Reports is 3.31; the average rating by mentor teachers is 3.40; and the average rating by principals is 3.37.

Conclusion/ Recommendation

To be authorized to offer programs leading to teacher licensure colleges and universities must demonstrate compliance with State Program Approval Standards as well as Standards and Indicators for specific licensure areas. All programs must demonstrate compliance with State-approved Diversity Standards which were articulated by a team of master teachers and teacher educators and widely distributed for input. The Diversity Standards became effective with Fall 2003 visits.

It is recommended that North Carolina maintain its competency-based approach to teacher licensure rather than adopt a course-based approach to teacher licensure.

To ensure programs address anger management and conflict resolution strategies, it is recommended that an indicator be added to Diversity Standard 1 as follows.

Standard 1: Teachers understand the central concepts, tools of inquiry, and structures of the discipline(s) they teach and can create classroom environments and learning experiences that make these aspects of subject matter accessible, meaningful and culturally relevant for diverse learners.

Indicator 1: Teachers select, evaluate and incorporate unbiased instructional materials

Indicator 2: Teachers use multiple strategies to address the needs of individual learners.

Indicator 3: Teachers create a safe, inclusive and caring environment in which all students can learn.

Indicator 4: Teachers understand and utilize anger management and conflict resolution strategies as appropriate in the classroom.

Indicator 4 5: Teachers use a variety of assessment procedures/instruments.

Summary of Institutional Responses

INSTITUTION	DIVERSITY		ANGER MANAGEMENT		CONFLICT RESOLUTION		CLASSROOM MANAGEMENT	
	No/Yes	Course Required	No/Yes	All TE Programs	No/Yes	All TE Programs	No/Yes	All TE Programs
Appalachian State University	Yes	No	No		No		No	
Barton College	No		No		No		Yes	Yes
Belmont Abbey College	Yes	No	No		No		Yes	Yes
Bennett College	No		No		No		Yes	Yes
Campbell University	Yes	Yes	No		No		No	
Catawba College	No		No		No		No	
Chowan College	No		No		No		Yes	Yes
Duke University	No		No		No		No	
East Carolina University	Yes	Yes	No		Yes	Yes	Yes	Yes
Elizabeth City State University	Yes	Yes	No		No		Yes	No
Elon University	No		No		No		Yes	Yes
Fayetteville State University	Yes	Yes	No		No		Yes	Yes
Gardner-Webb University	Yes	No	No		No		Yes	No
Greensboro College	No		No		No		No	
Guilford College	No		No		No		No	
High Point University	No		No		No		Yes	Yes
Johnson C. Smith University	No		No		No		No	
Lenoir-Rhyne College	No		No		No		No	
Lees-McRae College	Yes	Yes	No		No		Yes	Yes
Livingstone College	No		No		No		Yes	No
Mars Hill College	Yes	Yes	No		No		No	
Meredith College	No		No		No		No	
Methodist College	Yes	Yes	No		No		Yes	No
Montreat College	Yes	Yes	No		No		Yes	Yes
North Carolina A& T State University	Yes	No	Yes	Yes	No		Yes	Yes

INSTITUTION	DIVERSITY		ANGER MANAGEMENT		CONFLICT RESOLUTION		CLASSROOM MANAGEMENT	
	No/Yes	All TE Programs	No/Yes	All TE Programs	No/Yes	All TE Programs	No/Yes	All TE Programs
North Carolina Central University	Yes	Yes	No		No		Yes	No
North Carolina State University	Yes	No	No		No		No	
North Carolina Wesleyan College	No		No		No		Yes	Yes
Pfeiffer University	No		No		Yes	No	Yes	Yes
Queens University of Charlotte	No		No		No		No	
Saint Andrew's Presbyterian College	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Saint Augustine's College	No		No		No		No	
Salem College	No		No		No		Yes	No
Shaw University	No		No		No		No	
Southeastern College at Wake Forest	No		No		No		No	
UNC-Asheville	No		No		No		Yes	No
UNC-Chapel Hill	No		No		No		No	
UNC-Charlotte	Yes	Yes	No		No		Yes	No
UNC-Greensboro	Yes	No	Yes	No	Yes	No	Yes	No
UNC-Pembroke	Yes	Yes	No		No		No	
UNC- Wilmington	No		No		No		Yes	No
Wake Forest University	No		No		No		No	
Warren Wilson College	No		No		No		No	
Western Carolina University	No		No		No		No	
Wingate University	No		No		No		No	
Winston-Salem State University	No		No		No		No	
Totals	Yes = 18 No = 28	Yes = 12 No = 6	Yes = 3 No = 43	Yes = 2 No = 1	Yes = 4 No = 42	Yes = 2 No = 2	Yes = 24 No = 22	Yes = 14 No = 10

Attachment A

Program Approval Standards

North Carolina Program Approval Standards

Requirements

- ❖ 70% Pass Rate on NTE Specialty Area/Praxis II exams
- ❖ 95% Conversion Rate in Initial Licensure Program
- ❖ Certification of Methods Faculty
- ❖ NCATE or TEAC Accreditation

Conceptual Framework

A conceptual framework establishes the shared vision for the program's efforts in preparing educators to work effectively in P-12 schools. It provides direction for the program, courses, teaching, candidate performance, scholarship, service, and program accountability. The conceptual framework is knowledge-based, articulated, shared, coherent, consistent with the unit and/or institutional mission, and continuously evaluated.

I. CANDIDATE PERFORMANCE

Standard 1: Candidate Knowledge, Skills, and Dispositions

Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn. This includes working with families to support student learning. Assessments indicate that candidates meet state-approved standards and indicators for all teachers (core standards, diversity standards, and technology standards) and state-approved standards and indicators for the specialty area.

Standard I A: Undergraduate Candidate Qualifications

Teacher candidates have at least a minimum 2.50 cumulative grade point average at the time of admission to and completion of an initial teacher preparation program. Undergraduate degree-seeking candidates attain passing scores on the PPST (Praxis I) tests for admission to the teacher education program. Progression in the program is limited until formal admission to the program has been granted. Formal admission to the program occurs at least one semester prior to student teaching.

Standard I B: Licensure-only Candidates

Requirements for licensure-only candidates are clearly described. In determining requirements, consideration is given to alternative means of demonstrating the knowledge and competencies for licensure.

Standard 2: Assessment System and Evaluation

The program has an assessment system that collects and analyzes data on candidate and graduate performance. An annual review of the specialty area is conducted and the resulting data are applied, as appropriate, to program improvement.

II. PROGRAM CAPACITY

Standard 3: Field Experiences and Clinical Practice

The program and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school personnel develop and demonstrate the knowledge, skills, and dispositions necessary to help all students learn.

Standard 3 A: Field Experiences and Clinical Practice

Sequentially planned field experiences for undergraduate degree-seeking candidates begin early in a candidate's program and culminate in a continuous and extended minimum ten-week period of student teaching in the area in which the candidate is seeking licensure. All field experiences are supervised and formal evaluations involving university faculty, cooperating teachers, and candidates occur as appropriate. (Note: Service as a teacher assistant does not fulfill the requirements for student teaching.)

Standard 4: Diversity

The program 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, their families, and other significant adults in their lives in public school settings.

Standard 5: Faculty Qualifications, Performance, and Development

Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance. They also collaborate with colleagues in the disciplines and schools. The performance of faculty teaching in the program is evaluated and the professional development of faculty teaching in the program is facilitated.

Standard 5 A: Working Conditions

Faculty members have sufficient time for teaching, service, and research as appropriate to the mission of the institution.

Standard 5 B: Part-time Faculty

The use of part-time faculty members does not detract from the quality of the program.

Standard 6: Program Governance and Resources

The program has the leadership, budget, personnel, facilities, and resources including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

Standard 6 A: Faculty Assignment

One appropriately specialized faculty member, full-time to the institution, is assigned major responsibility for teaching in and coordinating the specialty area. To ensure diversity, there must be a sufficient number of additional faculty, appropriately specialized, to deliver the level(s) offered; e.g., undergraduate, master's, doctorate. Each advanced degree program leading to the doctorate has at least three (3) full-time faculty who have earned the doctorate in the field of specialization for which the degree is offered.

Attachment B
Diversity Standards

DIVERSITY STANDARDS

Introduction

Effective beginning teachers are successful in teaching a diverse population of students. They affirm that diversity truly exists and believe that education is fundamentally a cultural process that ultimately contributes to the academic success or failure of students. Diversity includes exceptionalities, race, ethnicity, religious backgrounds, gender, language (linguistic differences) socio-economic levels, and any of the other ways in which our society defines human differences (age, geography, sexual orientation, and national origins).

Beginning teachers of diverse students have a keen sense of equity, a strong commitment to their profession, knowledge of their students' cultures and needs, and the ability to translate cultural knowledge into pedagogical strategies. These are the teachers who hold high expectations for all students and legitimize their students' backgrounds as part of the school's curriculum.

The ultimate goal of these diversity standards is to develop in every child's teacher the knowledge, skills, and dispositions to ensure success for all students. Embracing and implementing these standards will have profound implications on the education of all our children.

Given the increased diversity of students, the standards in this document are intended to both stand alone and be infused across content areas in grades P-12. Concepts of accessibility, integration, cultural relevance and mutual respect are central to all avenues of learning. To implement these concepts, effective beginning teachers use multiple and unbiased teaching strategies, instructional materials and assessment procedures. In addition, teachers foster an inclusive and safe environment (cognitively, socially, emotionally and physically) in which all students grow as individuals and as a community of learners.

In order for children to be successful learners, effective beginning teachers must welcome and accept all students in their classrooms. These teachers must have knowledge of the diverse backgrounds, cultures and learning styles of their students. In doing so, they are able to apply sound pedagogical practices that will enhance their selection of goals, methods, and materials for diverse learners.

One method by which effective beginning teachers develop and refine their practice is through a culturally responsive professional development program, which invites the entire school community to meet the needs of individual learners. Since teaching is learning, beginning teachers engage in ongoing self-reflection of instructional and social practice. Their analyses result in adapted plans to enhance the learning experiences of P-12 students. With such reflections effective beginning teachers evolve as leaders in the advancement of academic excellence and educational equity. Teachers as leaders sustain and maintain the value of a community of diverse leaders.

Standards and Indicators

Standard 1: Teachers understand the central concepts, tools of inquiry, and structures of the discipline(s) they teach and can create classroom environments and learning experiences that make these aspects of subject matter accessible, meaningful and culturally relevant for diverse learners.

Indicator 1: Teachers select, evaluate and incorporate unbiased instructional materials

Indicator 2: Teachers use multiple strategies to address the needs of individual learners.

Indicator 3: Teachers create a safe, inclusive and caring environment in which all students can learn.

Indicator 4: Teachers use a variety of assessment procedures/instruments.

Standard 2: Teachers understand how students' cognitive, physical, socio-cultural, linguistic, emotional, and moral development influences learning and address these factors when making instructional decisions.

Indicator 1: Teachers seek and apply good matches among instructional goals, methods, and materials, and students' skills and abilities

Indicator 2: Teachers assist students in developing multiple learning strategies to address discipline specific content, communication, critical thinking, and problem solving skills

Indicator 3: Teachers modify instruction and assessment to meet the needs of individual student.

Standard 3: Teachers work collaboratively to develop linkages with parents/caretakers, school colleagues, community members and agencies that enhance the educational experiences and well being of diverse learners.

Indicator 1: Teachers develop strategies to communicate with the families of their students, help them understand and value the educational process and encourage their participation in a variety of school activities.

Indicator 2: Teachers recognize and value the family's role in education and offer them suggestions on how to help their children complete school-related tasks.

Indicator 3: Teachers make links with the learners' other environments on behalf of students, by working with in-school personnel, and community professionals and agencies.

Indicator 4: Teachers talk with and listen to the student, are sensitive and responsive to clues of distress or conflict, investigate situations, and seek outside help as needed and appropriate to remedy problems.

Standard 4: Teachers acknowledge and understand that diversity exists in society and utilize this diversity to strengthen the classroom environment to meet the needs of individual learners.

Indicator 1: Teachers become knowledgeable of diverse cultures and encourage families to share the richness of their backgrounds.

Indicator 2: Teachers provide opportunities for students and their families to share their diversities.

Indicator 3: Teachers promote appreciation and respect for diversity by rejecting the use of stereotypes.

Indicator 4: Teachers provide P-12 students with the skills necessary for evaluating their beliefs, attitudes, and behaviors to enable them to understand how their attitudes affect their behaviors.

Standard 5: Teachers of diverse students demonstrate leadership by contributing to the growth and development of their colleagues, their school and the advancement of educational equity.

Indicator 1: Teachers become strong advocates for educational equity.

Indicator 2: Teachers continually refine practices that address the individual needs of diverse learners.

Indicator 3: Teachers are proactive and deliberate in promoting and fostering respect among students.

Standard 6: Teachers of diverse students are reflective practitioners who are committed to educational equity.

Indicator 1: Teachers identify own biases and reflect on them in terms of practice.

Indicator 2: Teachers provide equity and access to learning in classroom.

Attachment C

Survey Instrument

Institution:

Diversity Training	Yes	No
Do you currently require a course in diversity training?		
If yes, is it required for all teacher education program areas?		
If no to either question, please describe how diversity is addressed in your program.		
Anger Management	Yes	No
Do you currently require a course in anger management?		
If yes, is it required for all teacher education program areas?		
If no to either question, please describe how anger management is addressed in your program.		
Conflict Resolution	Yes	No
Do you currently require a course in conflict resolution?		
If yes, is it required for all teacher education program areas?		
If no to either question, please describe how conflict resolution is addressed in your program.		
Classroom Management	Yes	No
Do you currently require a course in classroom management?		
If yes, is it required for all teacher education program areas?		
If no to either question, please describe how classroom management is addressed in your program.		