

Diversity and Teacher Preparation

Goal

To design, implement, and evaluate curriculum and experiences for teacher education candidates to acquire the knowledge, skills, and dispositions necessary to help diverse students learn. These experiences include working with diverse higher education and school faculty, diverse peers, and diverse students in P-12 schools.

Objectives

1. Design a systemic approach to evaluate diversity-related teacher education curriculum and experiences.
 - The College of Education has formed a committee to design the evaluation.
2. Increase the hiring of diverse faculty in teacher education (i.e., recruit and hire minority teachers-in-residence, recruit at colleges enrolling large numbers of minority graduate and/or doctoral students).
 - The College of Education has hired two African American faculty over the past three years.
 - The College of Education hired an African American as the Special Assistant to the Dean through Adron Doran Visiting Fellows fund.
3. Increase the recruitment and retention of diverse teacher education candidates (i.e., collaboration between Minority Teacher Education Program, Governor's Minority Student College Preparation Program, Multicultural Student Services, International Education Studies Program, and Teacher Recruitment Program).
 - Teacher Recruitment Program events targeting minority recruitment
 - College Cadet classes: Fayette County, Bell County, Bourbon County, Bracken County, Montgomery County, Mason County
 - Jefferson County: JCPS Regional Future Educators Association (FEA) Conference
 - State FEA Conference – Louisville, KY
 - National FEA Conference – San Diego, CA
 - Black Achievers
 - Cincinnati, OH school visits
 - The job description for the Teacher Recruitment Program Assistant was revised to provide a clear responsibility for focusing on the recruitment and retention of minority students in the College of Education. This position has recently been filled.
4. Systematically expand and document diversity-related field experiences and clinical semester experiences in P-12 public schools.
 - Three Trading Spaces scholarships were awarded to students who agreed to student teach in a diverse school in Jefferson.
 - Approximately 150 students in EDF 207 courses were transported to diverse schools in Fayette County to complete approximately 6 hours of observation.
 - Approximately 40 students in EDF 311 were transported to Mason County schools in the fall for more diverse field experience placements.

Evaluation

Through the College of Education, three of the four Diversity and Teacher Preparation objectives from the 2004-2007 Diversity Initiative are in various stages of implementation. The first objective (design a systemic approach to evaluate diversity-related teacher education curriculum and experiences) has not been implemented but is in the planning stages with a designated committee. The third objective (increase the recruitment and retention of diverse teacher education candidates) has led to increased recruitment efforts in more diverse locations and needs to continue to hopefully result in an increase in actual numbers. The fourth objective (systematically expand and document diversity-related field experience placements) has been implemented in most Level I field experience courses but a committee continues to explore ways to provide a systematic plan for ALL teacher education candidates. Because high quality teacher preparation is central to the goals of the University, the next Diversity Initiative should continue to support activities that train education candidates to acquire the knowledge, skills, and dispositions necessary to help diverse students learn.