

The following are examples of curriculum and accompanying field experiences, which are designed to help candidates understand the importance of diversity in teaching and learning.

ELE 303: Teaching Mathematics

Locate, read, reflect on, and review one journal article. The article should be from a professional education journal (online journals are acceptable), and must be related to the topic of “Teaching All Children Mathematics”. Select a mathematics instruction based article that addresses one or more of the following issues: diversity, equity, bias, or learning differences. Each teacher candidate will present her/his article review and facilitate a brief, interactive class discussion on the topic(s) addressed within the article.

ELE 351: EC-4 Learners: Planning Instruction in the Classroom Environment

Teacher candidates complete a demographic summary of the school and the assigned class. Candidates in the online course are responsible for completing selected readings and activities within the “Students and Learning”, “Ensuring Learning”, and “Learning Influences” modules. Teacher candidates demonstrate understanding of the importance of diversity in teaching and learning through completing each module. In addition, competency quizzes are assigned for the purpose of assessing understanding.

ECH 332 Cognitive/Language Development

Effective strategies for working with diverse student populations are a major focus of the course. Diversity related lectures and literature based activities provide teacher candidates with research based methods for supporting students’ cognitive/language development. Candidates will locate, print, read, and act in response to the following NAEYC position statement: *Responding to Linguistic and Cultural Diversity: Recommendations for Effective Early Childhood Education*.

RDG 318 Early Literacy Development

Candidates read *What Every Teacher Should Know About English Language Learners* (Hadaway et al) and complete a related questionnaire in response. Additional assigned readings include videos, readings, and web links such as <http://www.ed.gov/news/pressreleases/2003/03/03122003.html>.

SED 370: Introduction to Pedagogy and Active Learning

Field Experience—Ethnographic Observation

All teacher education courses in the Secondary Education Program require a field experience component. The experience required in SED 370 is the ethnographic observation of a classroom. It is not possible to find classrooms in Nacogdoches in which to complete this field experience. Ideally, you will be able to return to your high school alma mater to observe a classroom using the methods described in class and in *Ethnographic Eyes*. If it is not possible to observe an

actual classroom, you will observe a lesson video posted on the In Time Website (<http://www.intime.uni.edu/>).

SED 372: Reading and Information Literacy in Secondary Schools

Individual Review of a Peer-Reviewed Journal Article in Student's Content Area.

This article must not only discuss literacy concepts or instructional strategies in the student's content area, but must also deal with the issue of accommodating linguistically and culturally diverse learners in that content area.

SED 523: Responding to Ethical and Legal Issues of Diversity

Final Project: The final assessment in the course will be a paper written by the student about diversity in the classroom.

AED 513: Administration of Special Services

Perform a desk audit of a campus or district, analyzing AEIS and TAAS data to assess the unique needs of students being served by special programs in that campus/district. Also review the Campus/District Improvement Plan (C/DIP) to determine how well the plan aligns with the needs assessment you performed. Make an appointment with the special programs administrator responsible for contributing to the C/DIP and interview her/him regarding any questions you may have relating to the efficacy of C/DIP activities in meeting the needs of students being served by special programs.

AED 516: The School Principalship

Field Experience: Group Assignment

The goal of field experiences is to understand the power of and the relationship among needs assessments, data analysis procedures, data driven decision making, the site based decision making process, campus planning, and campus improvement as collaboration.

Use the data analysis form provided to compare the campus' previous two year's AEIS data. Identify disparities found in the campus AEIS Report. Compare the data cited in the campus improvement plan to your own campus AEIS data analysis. Use the data comparisons to support your observations and recommendations.

- a. Based on your analysis of the AEIS report, describe:
 1. The performance of each subpopulation in relation to the highest performing subpopulation and specific areas of concern based on the supplemental data. (1 page minimum);
 2. How the plan promotes teaching and learning that recognizes learning differences;
 3. How the plan promotes multicultural awareness;
 4. How the plan promotes gender sensitivity;
 5. How the plan promotes appreciation of ethnic diversity; and
 6. How the plan integrates technology into curriculum and instructional strategies to improve student learning.

- b. Based on your findings:
1. Analyze the campus plan to determine: Does the plan contain the necessary components of campus improvement planning? Are the areas of concern addressed? Were causal factors included? (1 page minimum)
 2. Determine if procedures and processes are in place to ensure success of the campus improvement plan. (1 page minimum)
 3. Make specific recommendations for improvement to the plan. (1 page minimum)
 4. Summarize your overall conclusions concerning areas of need and strengths on your campus. (1 page minimum)

If any of these areas are not found in the plan, using a plan of action format, explain how the areas could be addressed.

Stakeholder Chart: Develop a chart identifying the major stakeholders in your district. This should include the major opinion leaders in various political, economic, ethnic and religious groups, including their impact and relationship to school goals. The chart should also include representatives of marginalized groups that have been historically underrepresented in school-community relations. Using the chart, develop a plan for communicating effectively with each group. The plan should include: stakeholder and significance to the school mission; type of message/topic; the most appropriate media and reason for selection; mechanisms for obtaining feedback; and formative and summative evaluation. Report, including chart, should not exceed five double-spaced pages.

Parent/Community Involvement Plan: Develop a parent/community involvement improvement plan for your school. Plan should not exceed five single-spaced pages, and must include:

- **Demographic/Sociological Inventory**—The public makeup of the district of your chosen school, including all demographic data contained in the Academic Excellence Indicator System (AEIS) report. Data should be discussed in a 1-2 page executive summary.
- Provide a narrative of the parent/community involvement plan's focus and examples of the specific community relations activities designed to meet the needs of the identified school. The strategies designed should be supported by best practices research. In addition, the plan should include: activities, timelines, responsible staff, and documentation/evaluation. It should also include strategies for actively involving families and/or the community in meeting the challenge of educating their children.

AED 553: Supervision of School Personnel

Critical Issue Presentation

The class will be divided into cohort groups. Each cohort group will be responsible for a web-based presentation on a relevant aspect of school personnel administration, with an annotated list of websites and handouts for the rest of the class. The presentation is to be designed and presented as a collaborative project, with all group-members participation. The topic must be approved by the professor. Guest speakers shall be limited to thirty minutes to allow time for the cohort group presentation.

Course topics include, but are not limited to:

Group 1 Topics

- Professional Contract Law

- Recruitment of Professional Personnel
- Administrator Appraisal
- Utilization of Technology in Personnel Administration

Group 2 Topics

- Diversity in the Workplace
- Gender Bias in the Workplace
- Human Resources Department Compliance with the *Americans with Disabilities Act*

Employee Background Investigations

AED 591: Practical Inquiry and Action Research I

Construct a contextual description of your district and maintain a journal.

Description includes academic and curriculum data and information; demographic information on the community, students, faculty, and administration; district and campus goals; a historical perspective of the district; and sets the school within the context of the community. Peers help edit written copies and serve as support during problem identification.

AED 511: The Superintendency

Community Relations Plan

Identify ways to strengthen a school's partnership with families and community agencies. The intent of the project is to assist you in exploring connections with the partnerships to have a positive advocacy for the students. The contextual based strategies for effective understanding of a district and a community relations plan is determined after careful analysis of a district. This analysis should include a clear description of unique aspects of the district such as size, location, ethnicity, socioeconomic status, staff experience. Then this information should be utilized to establish a plan.

AED 594: Superintendency Seminar

Student Data Analysis

Complete a three year analysis of student data to identify the highest priority of needs and identify suggestions to make to the school board for improvement of student performance. Indicate how you would involve the faculty and community stakeholders. This project is designed to give candidates the experience of identifying the district's needs and intervention plans as part of district-based strategic plans.

AED 547: Public School Finance

Make an appointment with your superintendent and ask for permission to study the prior year's budget for your school district. Identify and analyze the sources of revenue. Assess the degree to which the district budget addressed the needs identified in the same year's District Improvement Plan, focusing on how well the budget met the unique needs of students served by special programs and students who performed poorly on state-wide learning assessments.

COU 535: Multicultural Counseling

You will write two open-ended reaction papers (100 points each). This is an unstructured assignment, with you having the responsibility to choose the direction of the paper. Choose either a novel, autobiography/biography, or movie. You will regard the chief character(s) as counseling cases and discuss how you understand their struggles, joys, and growth within a racial, ethnic, cultural, and/or socioeconomic context. You will also emphasize how **you** as a person from a particular race, ethnicity, culture, and/or socioeconomic status responded/reacted to the issues of these characters who are different from you. Please note that this is a reaction paper, not a literary critique.