

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

In February 2001, the President of Salisbury University launched a Diversity Initiative to help the University meet its diversity goals. The Professional Teacher Education Program at Salisbury University (SU) is committed to this diversity initiative. The unit's commitment to diversity is reflected in SU's own mission statement, which identifies diversity as a *core* value:

Salisbury University views itself as a just community where there is respect for the value of global, societal and individual differences and commitment to equal opportunity. Diversity is purposefully cultivated as a way to strengthen and enhance our university community.

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

The unit supports diversity as evidenced by the curriculum that is systematically built upon national and state standards. In addition, the unit's Conceptual Framework further confirms its commitment to and support of diversity in many key areas, as clearly outlined under the theme of "enhanced student learning." This theme, in particular, sets high expectations for candidates, with proficiencies that include:

- Understanding how learning occurs
- Application of the knowledge of development and diversity to planning, instruction and evaluation for all learners
- Respecting the cultures, values, beliefs and talents of all persons
- Recognizing that self-esteem influences achievement
- Valuing cultural dimensions of communication
- Using assessments to shape and modify instruction for individual learners.

The Unit's program designs are based on INTASC, Specialty Program Association standards, and the *Maryland Redesign Teacher Education*. The programs provide a variety of courses and field experiences that facilitate candidate development of diversity-related proficiencies. For example, coursework in the foundations provides interns with the understanding of how students learn and develop and how students differ in their approaches to learning. Through the program and content area methods courses, candidates acquire instructional tools that allow them to provide learning opportunities to support student development. Candidates also gain an understanding of a repertoire of teaching strategies and develop an understanding of how these strategies are appropriate for different learners. During the internship, candidates are guided in planning their instruction based on the knowledge of the subject matter, the student, and the community. Further, throughout the internship, candidates engage in activities that foster relationships with parents and the community.

The Unit's [Conceptual Framework](#) theme of "Caring, Competent, and Committed" reflects its obligation to prepare candidates who are dedicated to supporting all learners. It also frames a conceptual understanding of how knowledge, skills, and dispositions related to diversity are integrated into curriculum for both initial

and advanced programs. Program candidates are expected to go beyond the diversity awareness level and must demonstrate an understanding of the diversity knowledge base and exhibit values consistent with the Conceptual Framework and with the standards of professional educators. The Table 4.1.1 describes specific competencies embodied in the units' [Conceptual Framework](#), as aligned with national and state standards. Initial program candidates are expected to develop these competencies at an *acceptable* or *target* level by the end of their program; advanced program candidates build on their knowledge and experiences to develop enhanced proficiencies that help them become better advocates for all children.

Table 4.1.1 Diversity Competencies and Related Standards			
Conceptual Framework Enhanced Student Learning	INTASC	NPBTS Standards	Course Where Addressed
<p>The SU graduate:</p> <p>Incorporates an understanding of how learning occurs into both planning and instruction.</p> <p>Incorporates an understanding of social context, cognitive and psychological development, and professional ethics into practice.</p> <p>Understands human diversity and designs activities and experiences that develop individual strengths.</p> <p>Fosters a climate conducive to inquiry, achievement, and active construction of knowledge.</p> <p>Communicates effectively to diverse audiences through a variety of mediums, including technology.</p> <p>Creates an environment that promotes active discourse and interaction among participants.</p>	<p>The teacher:</p> <p>Understands how children learn and develop, and can provide learning opportunities that support students' intellectual, social, and personal development.</p> <p>Understands how students differ in their approaches to learning, and creates instructional opportunities that are adapted to diverse learners.</p> <p>Uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.</p> <p>Uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.</p>	<p>The teacher is:</p> <p>Committed to students and their learning.</p>	<p>Initial Certification Foundations of Education EDUC 210/EMAT 502 EDUC 300/ EDUC 304/ EMAT 501</p> <p>Advanced Licensure Foundations of Education EDUC 514</p> <p>Initial Certification Inclusion Courses ELED 415 ELED 427 EDUC 408 PHED 400 EMAT 506</p> <p>Advanced Licensure Inclusion Courses EDUC 588 REED 518</p> <p>Advanced Licensure Graduate Courses with Diversity Outcomes EDUC 519 EDUC 632 EDUC 504 REED 516 REED 517 REED 520 REED 610 REED 611 REED 612</p> <p>All Professional Education Methods Courses Internship Experiences Foundations Observations Methods Internships</p>

Candidates in SU's initial and advanced Education programs develop an awareness of the importance of diversity in teaching and learning through lectures, discussions, research analysis, assignments, and field experiences. In the initial licensure programs, courses are systematically sequenced to introduce the topics of diversity beginning with the foundations courses. For example, *EDUC 210 Schools in a Diverse Society*

and *EMAT 502 Social and Philosophical Foundations of Contemporary Education* were revised in 2001 to more clearly focus on the role of schools in an increasingly diverse society. These courses introduce students to the social, historical, economic, and political issues that have implications for teaching and learning. Candidates learn the numerous differences that characterize P-12 students and, through course assignments, begin the development of personal philosophies of education that embrace a true respect for diversity. *EDUC 300 Development, Learning and Assessment*, *EDUC 304 Learning and Assessment*, and *EMAT 501 Development and Learning Applied to Teaching* also provide candidates with an awareness of how learning occurs and about the impact of cultural and social contexts on learning. Students in these courses are introduced to theories of learning with special attention given to learning styles and the influence of culture on learning.

Advanced courses in the initial professional programs build upon this foundation. For example, candidates are introduced to the “special” learner through the methods courses *ELED 415 Inclusion Instruction*, *SCED 367 Inclusive Instruction for Secondary Teachers*, *PHED 400 Adapted Physical Education*, and *EMAT 506 Inclusive Teaching for Diverse Populations*. In these courses, candidates learn to differentiate instruction and to apply instructional strategies targeted to meet the diverse needs of students. Classroom management skills are covered in a variety of courses and present candidates with skills necessary to create classroom environments conducive to learning for all students. Candidates also learn how to communicate effectively with parents from diverse religious, cultural, socio-economic and ethnic backgrounds.

Faculty continually seek ways to enhance candidates’ understanding of diversity through classroom activities and scheduling courses in settings that provide for diverse learning opportunities. For example, several methods courses in the Elementary Education (ELED) program, specifically *Reading Assessment* and *Inclusion Instruction*, require candidates to meet in local schools that have high proportions of students with special needs or low economic backgrounds. Collaborations with Pinehurst Elementary school, which is equipped to meet the academic needs of students with profound disabilities as well as regular students, serves as a site for elementary and physical education students taking *ELED 415 Inclusion Instruction* and *PHED 400 Adapted Physical Education*, respectively. Candidates enrolled in *ELED 427 Reading Assessment*, meet at Prince Street, Berlin Intermediate School and Glen Avenue Elementary Schools to learn first-hand how to plan instruction based on theoretical knowledge and the practical realities of the diverse classroom.

In addition, SU provides opportunities for candidates to further their knowledge of diversity through lectures and programs directed at understanding diversity. For example, the [Riall Lecture Series](#) sponsored by the Department of Education brings nationally and internationally renowned speakers to campus in an effort to expand candidates’ understanding of critical issues, including diversity and social justice. Through the Riall Lecture Series, candidates have been exposed to speakers like James Comer, Cornell West, Herbert Kohl, Maxine Greene, David Sadker, Alfie Kohn, Nel Noddings and Linda Darling-Hammond.

SU candidates are encouraged through class discussions and lectures to reflect upon the impact of the social context on teaching and learning, and Riall lecturers are carefully selected to help candidates understand how these issues can influence classroom instruction. Such speakers include Jonathan Kozol, author of *Savage Inequalities*; Luis Garden Acosta, founder and Director of El Puente and the Academy for Peace and Social Justice; Erin Gruwell, two-time California Teacher of the Year and creator of the Freedom Writer’s Project in California; and, Salome Thomas-El, a well known principal in inner city Philadelphia. Also, The Children’s Literature Conference, organized annually by Education faculty, attracts well-known authors and illustrators from diverse backgrounds, providing yet another opportunity for candidates to interact with education experts and to enhance their understanding of diversity. Additionally, SU’s Office of Multiethnic Affairs has rich programming with speakers and activities available to candidates. Events sponsored by the Multiethnic Student Services Office include a lecture by Douglas Wilder, former

Governor of Virginia; a reading and discussion by poet Nikki Giovanni, Dr. Elizabeth Ragan’s discussion entitled, “Native American Burial Ground;” and a lecture by Janet Sims-Wood of the Maryland Humanities Council entitled, “Separate but Equal Has No Place.”

Furthermore, [specific knowledge, skills, and dispositions](#) related to each program are based on the nationally recognized SPA standards and the Maryland Redesign, all of which contain a diversity component. For instance, the ELED program is guided by Association for Child Education International (ACEI) standards, which provide a focus for diversity competencies related to adapting instruction to diverse learners. Similarly, the other Specialty Program Associations guide their respective disciplines in creating curricula that incorporates and assesses diversity-related knowledge, skills, and dispositions.

Candidates in the advanced programs experience diversity from course content infused throughout the program. For example, candidates in the Educational Leadership program are required to take *EDUC 514 Curriculum Construction*. One of the diversity-related objectives in this course is for candidates to identify the social forces that shape the curriculum and to understand the influence these forces have on teaching and learning. Candidates must also demonstrate the ability to apply an understanding of learning, including theories related to diverse learners, in curriculum development.

As another example, many opportunities to learn about diversity are integrated throughout the M.Ed. Reading Specialist program. Candidates gain a solid foundation of diversity through *REED 518 Diversity and Literacy*, which focuses on exploring the relationship between mainstream literacy and students who are marginalized by their diverse learning needs, as well as by socio-economic, political, and cultural factors. In addition, *REED 516 Elementary Foundations of Reading* and *REED 517 Secondary Foundations of Reading* provide opportunities for students to explore the different ways students from diverse backgrounds learn to read. This includes the ability to recognize student behavior that indicates a need for assistance from an ESOL teacher or a reading specialist. Issues of access to literacy-rich environments are also discussed.

Candidates in initial and advanced programs demonstrate that they have developed the knowledge, skills, and dispositions necessary to reach all learners, through coursework, pre-professional field experiences, methods courses, and completion of the 100-day internship for initial teacher candidates in a Professional Development School (PDS) setting. Each specialty program area demonstrates a candidate’s ability to work with diverse learners through program reports submitted to the appropriate SPAs. The unit tracks candidates’ performance through several evaluation instruments, including the *Mentor and Supervisor Evaluation of Intern*; the *Intern Evaluation of Site*; the *Intern Exit Survey*; and the *Employer Survey*. Data gathered through these evaluation instruments inform the unit about a candidate’s proficiency related to diversity. LiveText, an online assessment data collection program, is one tool faculty use to assess candidates’ diversity knowledge and other program outcomes at the course level. For example, all candidates taking *EDUC 210/EMAT 502, Schools in a Diverse Society*, complete a Family Literacy Project. Candidates must research recommended practices for family literacy and infuse these practices into their projects. Beginning in Spring 2004, course instructors, using a common rubric, assess candidates on the merits of this project by ranking the projects as *unacceptable*, *acceptable*, or *target*.

	Unacceptable	Acceptable	Target
Spring 2004 (n=90)	4%	21%	74%
Fall 2004 (n=91)	3%	44%	53%

n=Number of projects assessed.

As Table 4.1.2 indicates, teacher candidates performed successfully on this assessment, with 95% of teacher candidates scoring at either the *target* or *acceptable* during academic year 2004.

Data from the *Internship Evaluation* provides useful information for assessing initial program candidates' ability to work with diverse populations. Assessment results suggest that SU interns are able to adapt instructional approaches to diverse populations; mentor teachers' and university supervisors' overall rate of interns at the *acceptable* or *target* indicators for the diverse learner outcome is 90.9% (see Table 4.1.3).

Table 4.1.3 Mentor and Supervisor Evaluation of Intern on Diverse Learner Outcome														
<i>Diverse Learners: The intern understands how learners differ in their approaches to learning and creates instructional opportunities appropriate for learners from diverse cultural backgrounds and with exceptionalities</i>														
Dev	No OPP	Unacceptable					Acceptable			Target				
		The intern occasionally used knowledge of diverse learners needs and cultural contexts to design learning activities.					The intern regularly uses knowledge of diverse learners' needs and cultural contexts to design learning activities.			The intern frequently uses knowledge of diverse learners' needs and cultural contexts to design learning activities.				
SPRING 2005														
Mentor Evaluations														
Programs (n=# of Candidates)	BIOL (n=2)	CHEM (n=2)	ECED (n=10)	ELED (n=61)	ENG (n=21)	FREN (n=2)	HIST (n=35)	HLTH (n=7)	MATH (n=11)	MUSIC (n=2)	PHEC (n=33)	SPAN (n=3)	TESOL (n=1)	TOTAL (n=190)
Target or Acceptable (n=# of Evaluations)	66.7% (n=3)	62.5% (n=8)	100% (n=26)	91.6% (n=213)	93.4% (n=80)	83.3% (n=6)	91% (n=91)	100% (n=17)	92.3% (n=41)	100% (n=5)	98% (n=106)	43% (n=7)	100% (n=5)	90.3% (n=608)
Supervisor Evaluations														
Percent at Target or Acceptable (n=# of Evaluations)	100% (n=1)	100% (n=2)	100% (n=13)	85.8% (n=170)	81.8% (n=44)	100% (n=4)	90% (n=36)	100% (n=13)	89.5% (n=19)	100% (n=4)	94.1% (n=51)	100% (n=8)	100% (n=2)	95.6% (n=317)
Aggregate Mentor and Supervisor Evaluations														
Target or Acceptable (n = # of Evaluations)	83.4% (n=4)	81.3% (n=10)	99% (n=39)	88.8% (n=383)	87.6% (n=124)	91.5% (n=34)	90.5% (n=127)	100% (n=30)	90.9% (n=60)	100% (n=9)	96% (n=157)	71.5% (n=15)	100% (n=7)	90.9% (n=999)

Aggregate candidate data from the element “Impact on P-12 Learning” suggest that candidates are successful in the field; 94% of candidates received evaluations at the *target* or *acceptable* level for the following indicators:

- Understands growth and development
- Uses multiple assessments; and
- Applies instruction to diverse learners

Upon completion of the program, interns also rated themselves as knowledgeable about diversity, with 99% rating themselves *excellent*, *very good*, or *good* on the following indicators: (See Exhibit on “[Impact on P-12 Learning Survey](#)”)

- Use multiple instructional strategies with your students
- Facilitate students’ learning of subject matter by presenting the content in clear and meaningful ways
- Consider students’ prior experiences to develop meaningful learning experiences for them
- Use assessment and analysis of students’ learning to adjust your own instructional strategies
- Assess and analyze students’ learning to develop meaningful learning experiences for them

SU graduate performance on diversity outcomes in classrooms after graduation provides follow-up data on diversity competencies. Aggregated data regarding SU candidate success is collected using an *Alumni Survey* and an *Employer Survey*. Table 4.1.4, completed by SU alumni and employers in Spring 2005, provides evidence that both employers and unit alumni believe that SU prepares its teacher candidates to work with diverse learners.

Table 4.1.4 Alumni and Employer Assessment of Diversity Outcomes		
Spring 2005	Alumni Survey	Employer Survey
Aggregated Diversity Outcomes		
	97.6%	74.4%
	(n = 338)	(n = 126)

The overall assessment results indicate that SU teacher candidates and program graduates demonstrate an ability to incorporate diversity into their curricula as they establish a classroom climate that values diversity. The somewhat lower employer rating may be related to the increased emphasis on differentiated instruction and school pressures to reach adequate yearly progress goals. This presents a new opportunity both for the university and school districts to develop professional development opportunities for in-service teachers as well as to seek additional opportunities for candidates to learn along with their inservice counterparts.

Candidates use the feedback they receive from course-based and field-based assessments to reflect on and make appropriate adjustments to their practice. For example, students maintain journals and field logs in most methods and seminar classes, and they use these logs as self-assessment tools. Regular feedback occurs with candidates during internship through mentor and supervisor evaluations and three-way conferencing between the candidate, mentor and intern.

Element 2: Experiences Working with Diverse Faculty

As reflected by the university mission statement, SU has an ongoing commitment to diversity at all levels of its operations. The unit is committed to providing teacher candidates with opportunities to interact with higher education and school faculty from diverse backgrounds. The university has recently hired a Director for its Office of Diversity who is charged with helping the university to meet and maintain its diversity goal.

Table 4.5, below, illustrates the demographics of the unit's full-time and part-time faculty.

Table 4.2.5 SU Faculty Demographics			
	Professional Education Unit Faculty	SU Faculty	Mentor Teachers
African American	13% (n=5)	4.1% (n=13)	3.2% (n=10)
Asian	5% (n=2)	3.8% (n=12)	0
Hispanic	3% (n=1)	0.6% (n=2)	0
White	79% (n=31)	89.81% (n=282)	96.8.1% (n=318)
Total	100% (n=39)	100% (n=314)	100% (n=328)
Female	59% (n=23)	43.3% (n=136)	78% (n=247)
Male	41% (n=16)	56% (n=178)	22% (n=87)

The Master of Arts in Teaching (MAT) program is a collaborative initial certification program coordinated between SU and the University of Maryland Eastern Shore (UMES), an historically black institution. Candidates in this program take courses from each institution taught by faculty from both institutions. Additionally, all candidates are placed in PDS settings during methods and the internship. These placements provide them with opportunities to interact with school faculty from a variety of backgrounds (including religion, color/ethnicity, disability, nationality, sexual orientation, etc.).

Although many faculty members within the unit have previous experience teaching in diverse P-12 settings, all faculty gain additional experiences as they supervise candidates in the unit's PDS and other field experience sites. In addition, the University's Office of Diversity provide faculty with professional development opportunities specific to enhancing their understanding of diversity by allocating travel funds for attendance at diversity conferences. Unit faculty have taken advantage of this source of funding to enhance their own understanding of diversity. For example, two faculty members attended the National Association of Multicultural Education Annual Conference. Additional International Programs Office funding is available for faculty who are interested in developing international programs that benefit teaching and learning. Two faculty members visited China during 2005 to establish international collaborations that enhance faculty research, collaborative teaching, and student study abroad opportunities. Other Department of Education faculty members took advantage of these funds to deliver Children and Adolescent Literature courses at both the graduate and undergraduate levels in the United Kingdom. In January 2005, two faculty members traveled to Ecuador to explore possibilities of expanding our existing

program there, while one faculty member traveled to New Zealand to support and guide our interns in Auckland schools.

Unit faculty are from multiple regions and nations. Faculty also have a variety of experiences working in diverse settings. These two factors contribute to creating a unit culture that values diversity. Unit faculty members are fully committed to enhancing their own understanding of diversity. As reflected in individual faculty members' professional development activities, several have secured major grants that have contributed heavily to educating candidates, colleagues, and school partners on issues of social justice and diversity. The following grant activities exemplify the unit's commitment to diversity:

- Training All Teachers Project—A joint three-year grant-funded project between the Education and the English Departments. The focus of the project was to develop faculty capacity to integrate strategies for English Language Learners into the Professional Teacher Education Program. Five Education, two Physical Education, and three Arts and Science faculty members participated in this project, the result of which was course transformation that reflected a better understanding of the English language learner. Along with faculty training, this project provided a summer Principals Institute for administrators to enhance their understanding of diversity. (SU Project Participants: Andes, Armstrong, Bond, Bowden, Geleta, Orendorf, Weaver, Gorrow, Robeck, Hutchison, Whitney.)
- Teacher Consortium in Service Learning—A major grant-funded project under the leadership of Salisbury University awarded to allow faculty to work on integrating service learning into courses. Fifteen faculty members from Salisbury University, Coppin State College, and Towson University worked collaboratively to transform curriculum to integrate service learning. The result of this project was a joint publication entitled, *Learning to Serve, Serving to Learn: A View from Higher Education*. (SU Project Participants: Ball, Project Evaluator, Bond, Bowden, Geleta—Project Director, Jenne, and Robeck.)
- Teaching All Learners Program—A collaborative program between SU's English and Education Departments and the Wicomico County Public Schools that assisted teachers in acquiring skills to reach all learners in P-12 classrooms. In particular, teachers focused on students identified as not meeting state content standards. These students typically included populations from low economic status, African American males, students identified with special needs, and English language learners. The summary of this project's outcomes is documented in a 15-minute video available in the Exhibit Center. (SU Project Participants: Geleta, Project Director.)
- Preparing Tomorrow's Teachers in Technology (PT3) Grant—A grant funded by the MSDE that provided teacher candidates with resources and equipment to take into the PDSs with high percentages of students from diverse backgrounds, specifically those students who may not have access to technology equipment in school or at home. (SU Project Participants: Royer, Project Director.) In addition, Maryland Title I grant activities provided state-of-the-art-technology to selected PDSs with a high population of diverse students. Nearly \$30,000 was spent in providing such equipment in 2003-2004.
- Delaware Improving Teacher Quality Project—The department's most recent funded grant; its goal is to provide technical support to the four lower Delaware school districts with a high number of students from low socio-economic status and language minorities. This project will provide technical support in teaching strategies for diverse learners, specifically, special education strategies, and differentiated instruction in the content areas. (SU Project Participants: Geleta and Richards.)
- The Seagull Symposium—A new initiative this year, and launched in Spring 2005, this program was developed by the Office of Diversity to create a forum for university faculty to share their own research, information from conferences, and innovative teaching strategies that enhance

understanding diversity in the higher education classroom. Drs. Dean and Geleta inaugurated this program with their presentation entitled, *Weaving Connections, Diverse Voices in the Classroom*.

- The Horizons Program—Coordinated by a Seidel School staff member, the program offers several training sessions each year on raising awareness of issues related to sexual orientation and hate crimes. (SU Project Participants: Wagner, Coordinator.)

SU makes every effort to recruit and retain diverse faculty, and uses a variety of strategies to advertise position vacancies. For example, all full-time tenure track faculty vacancies are published in *The Chronicle of Higher Education*, *Black Issues of Higher Education*, and *Hispanic Outlook*. *The Minority & Women Doctoral Directory* allows SU to solicit minority and female graduate students—a strategy used to enlarge the pool of qualified minority and female applicants. Additionally, all position vacancy announcements, except for non-professional and contractual positions, are sent to approximately 100 historically Black colleges and universities. All vacancy announcements, without exception, are placed on the SU website. Hiring managers are encouraged to place job advertisements in the *SU News* and must ensure that the ads contain the university's non-discrimination statement: "*Salisbury University has a strong institutional commitment to diversity and is an Equal Opportunity/Affirmative Action employer, providing equal employment and educational opportunities to all those qualified, without regard to race, color, religion, national origin, sex, age, marital status, disability, or sexual orientation.*" The Human Resources Office staff meets with search committees before the search process begins, and each committee is evaluated to assure its diversity and balance. The Human Resources staff helps to ensure compliance and understanding of the campus goal of greater diversity among staff and faculty. Furthermore, Kevin Carreathers, Director of Diversity, regularly schedules workshops for search committees to learn strategies to attract diverse employees.

In its continued efforts to support and nurture faculty of color, the university has secured eight Henry C. Welcome Fellowships since 2000. All but one of these fellowships were awarded to minority faculty in the Fulton, Henson and Seidel Schools. Of those faculty, two members work directly with SU teacher preparation candidates. In addition, new faculty are assigned a mentor who provides support until the faculty mentee is awarded tenure. All minority faculty within the PEU have either successfully earned tenure or are making progress toward tenure and promotion.

Element 3: Experiences Working with Diverse Candidates

For the third consecutive year, SU has enrolled the largest freshman minority class in institutional history. SU continues to increase its efforts at minority recruitment and has achieved or surpassed the retention rate benchmarked for African American undergraduates. For the third consecutive year, the number of minority undergraduates has increased and now represents 15.9% of the total undergraduate population. In addition, 39.6% of candidates transfer from community colleges. SU participates in a statewide articulation between two year and four year institutions. The elementary education degree can be fulfilled by completing the 2+2 Associate Arts in Teaching program. Further impact on candidate diversity can be found through the collaborative academic programs with the University of Maryland Eastern Shore. This collaboration allows students from both campuses to interact in courses and to attend cultural events on either campus. . African American teacher candidates from UMES interact regularly with SU teacher candidates, providing authentic professional development opportunities. Furthermore, interns placed at PDS sites shared by each institution, Prince Street Elementary School, Pinehurst Elementary School, and Stephen Decatur High School, allow interns from both institutions to share diverse experiences.

<i>Undergraduate Programs</i>	Black, non-Hispanic	Indian	Asian	Hispanic	White, non-Hispanic	Int'l	Unknown	Total
Elementary Education	18	1	7	6	487	0	19	538
Early Childhood Education	3	0	2	4	78	0	3	90
Health Education	0	0	0	0	19	0	1	20
Physical Education	15	1	1	2	128	0	12	159
Total	36	2	10	12	712	0	35	807
Undergraduate Secondary								
Biology	0	0	0	0	22	0	3	25
Chemistry	0	0	0	0	3	0	0	3
English	4	0	0	0	41	0	3	48
French	1	0	0	0	3	0	0	4
History	2	0	0	2	98	0	4	106
Math	2	0	1	2	50	0	2	57
Music	0	0	1	0	14	0	0	15
Physics	0	0	1	0	1	0	0	2
Spanish	1	0	0	2	9	0	2	14
Total	10	0	3	6	241	0	14	274
Graduate Education	Black, non-	Indian	Asian	Hispanic	White, non-	Int'l	Unknown	Total
MAT	0	0	0	0	12	0	0	12
Reading	5	0	0	0	12	0	2	19
Educational	1	0	0	0	9	0	0	10
Total	6	0	0	0	33	0	2	41

	Candidates (initial programs)	Candidates (advanced programs)	SU Student Population (grad)	SU Student Population (Undergrad)	Demographics of geographical area served by institution
	N (%)	N (%)	N(%)	N (%)	(%)
African American	46 (4.4%)	6 (22.2%)	48 (8.3%)	621 (9.8%)	24.88
American Indians	2 (<1%)	0	1 (0.2%)	20 (0.3%)	0.32
Asian/Pacific Islander	13 (1.2%)	0	3 (0.5%)	167 (2.6%)	0.54
Hispanic	18 (1.7%)	0	8 (1.4%)	146 (2.3%)	2.1
White	965 (92.4%)	21 (77.8%)	471(81.8%)	5019 (78.8%)	65.64
Total (Unknown and Int'l students not included in this total.)	1044	27	576 (100%)	6366 (100%)	

Female	782	18	433 (75.2)	3584 (56.3%)	50.78
Male	311	10	143 (24.8)	2782 (43.7%)	49.22

Demographic characteristics of teachers nationwide reflect that white females dominate in the field; this is in evidence in the State of Maryland and at Salisbury University where 77.2% of teachers and 78% of mentor teachers, respectively, are white females.

SU makes every effort to recruit and retain a diverse student body. SU sponsored bus trips for prospective students to visit and tour campus from areas that are highly concentrated with minority students are available. Strategies used for further recruitment of minority students include meetings with faculty and staff in Financial Aid, Career Services, and University Admissions. In addition, billboards featuring a minority student are displayed in the Baltimore region, helping to attract potential minority students as part of the “Think Salisbury University” campaign. Recently, the Provost visited radio station WPGC, a minority-focused radio station serving the Washington, DC area, for an on-air interview to promote SU and enhance the recruitment of minority students.

Because student recruitment is a collaborative endeavor, the Office of Student Affairs and the Admissions Office work together to plan the annual Multiethnic Visitation Weekend. Families and students participate in roundtable discussions with faculty and staff, and prospective students “shadow” current students and stay with SU students in residence halls. The objective of this initiative is to create positive networking with peers, to reduce family anxiety for those not familiar with the University setting, and to enhance academic readiness for college-level work. SU Admission’s counselors employ targeted recruitment strategies by visiting high schools in areas with high numbers of underrepresented groups, including Prince Georges County, Baltimore County, and Washington, DC. Further, current SU minority students are involved in recruitment efforts by volunteering to return to their high schools during winter break to speak with seniors who have applied for admission to SU.

SU recruitment efforts also target local minority students on the lower shore of Maryland to increase opportunities for local students to pursue college education. Several initiatives support these efforts.

- The Todd Mentoring Project provides academic assistance to students at Mace’s Lane Middle School in Dorchester County, MD. The project also provides financial planning to families of African American middle-school students to encourage them to attend college and consider majoring in education. A notable achievement of the project this past year was its high level of parental involvement; nearly 20 families took part in the SU campus visit in December 2004.
- The GEAR-UP Project also provides academic assistance, specifically in math and science, to middle school students in two Somerset County middle schools. Recent activities of GEAR-UP have included campus visits to both the UMES and SU campuses with presentations and activities designed by university faculty. All GEAR-UP schools have a high percentage of African American students. In addition, scholarships are available to candidates who meet academic requirements.
- The *France-Merrick Scholarship* provides funding to Baltimore City residents who attend SU teacher education programs and complete their internships in a Baltimore City school. The first two *France-Merrick* scholars completed their internship in Baltimore schools in Fall 2004 and were subsequently hired at that school.
- The *Seidel Challenge* provides scholarships for qualified minority students.

Salisbury University and its Professional Education Unit are cognizant that once candidates are admitted to the university they need support to enhance their chance of success. Several initiatives have been put in place to ensure that minority students graduate in a timely manner. The Unit provides free software to all enrolled students to promote preparation for PRAXIS I, a requirement for admission to the Professional Teacher Education Program. By providing assistance in enhancing first-time pass rates on Praxis I, SU maximizes the graduation rate of teacher education candidates, particularly minority candidates who traditionally have difficulty with standardized tests and, as a result, may have a low first time pass rate for Praxis I. The Seidel School Advising Coordinator also intervenes with students placed on academic probation to assist them with academic planning and course scheduling.

At the graduate level, efforts have been focused on visits to Graduate Fairs and advertising graduate programs in the Eastern Shore county schools. In addition, SU is a partner in the Eastern Shore Teacher recruitment effort, a joint initiative of the Eastern Shore Association of Colleges and Eastern Shore Superintendents Association. These two organizations represent the nine county school systems and institutions of higher education located on the Eastern Shore of Maryland. The goal for this initiative is to develop a strategy to recruit, prepare, and increase the representation of teachers from diverse backgrounds in public schools, and placement of qualified teachers in critical shortage areas.

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

The Seidel School strategic plan delineates specific diversity goals and objectives for candidates. Through the use of regional and school data, the unit works to provide its teacher candidates with opportunities to work with diverse students. The unit is currently developing a mentor teacher database; this database will allow systematic tracking of the diversity of candidate placements. As reflected in the tables below, candidates at the pre-professional level are placed in sites that offer them experiences in working with diverse students. (See Exhibit Center for demographics of individual schools.) SU candidates are placed in six diverse counties on the Maryland Eastern Shore (Caroline, Dorchester, Somerset, Talbot, Wicomico, and Worcester) as well as several school districts in Delaware. SU has identified 32 sites as PDS partners in 10 Maryland counties and lower Delaware. Candidates at the methods and internship levels are placed in a PDS site in compliance with the Maryland Redesign initiative. All PDS sites have a significant number of students from diverse backgrounds, and the unit makes every effort to place candidates and interns in diverse setting. For example, SU candidates experience working with special education students at Pinehurst Elementary, Wicomico Middle, and Wicomico High Schools where severely disabled students are educated. The James M. Bennett High School serves as the ESOL site for Wicomico County, providing further exposure to diversity for SU candidates. Table 4.4.1 represents the counties/school districts that are most frequently used for field experience placement.

Table 4.4.1 Demographic/Diversity Information for Local Counties/School Districts								
School County/District	% nonwhite	ELED Special Ed %	MS Special Ed%	HS Special Ed%	FARMS Eled%	FARMS MS%	FARMS HS%	Title 1%
Wicomico County	42.1	11.6	11.2	10.6	52.4	37	30.8	40.2
Worcester	28.8	10.8	11.1	9.9	36.2	34.9	30.4	50.8
Somerset	50.7	11.4	11.7	12.3	67	62.7	52	98.9
Dorchester	45.1	10.8	11.9	9.2	53.9	51.7	37.2	71.3
Caroline	23.9	13.1	13.1	9.2	52.8	45.7	33.7	90.4
Talbot	27.3	11.3	9	8.6	31.8	31.2	20.7	49.7
Delmar School	18.1			14			34	

District								
Seaford HS	40.9			11.5			40	
Selbyville MS	19.9		19.1			38.1		
Indian River HS	27.75			13.5			28.3	

Beginning in foundations courses, candidates demonstrate the skill of reflecting on their classroom practice during field experiences through journaling, reflection papers, and class discussion. In methods courses, students develop lessons that are peer-critiqued for the appropriateness of the lesson for diverse learners. Through the internship seminar, candidates use feedback from peers and supervisors to reflect on their skills in working with students, including diverse learners. Interns receive six formal observations during their internship experience. These evaluations are used for conferencing with the intern. Because the No Child Left Behind Act requires all students to be successful, school partners where candidates are placed have a strategic plan to reach this goal. SU candidates benefit from this P-12 school focus on analyzing educational outcomes for all students. Conferences among the intern, the mentor teacher and the university supervisor are held at mid-point and at the end of each teaching experience. Reflective practice is encouraged throughout the internship.

Summary

Through the [Unit assessment plan, the unit has clearly articulated diversity outcomes for candidates.](#) Candidates’ learning experiences are designed to help them understand the importance of diversity, to develop lessons that incorporate and value diversity, and provide opportunities for feedback and on-going development.

The Unit and the university regularly engage in activities that promote the recruitment and retention of a diverse faculty and student body. Candidates within the unit receive field placements at [regional schools which are racially and economically diverse.](#)