



Department of Education
CONSTRUCTIVIST EDUCATOR
UNIVERSITY OF SOUTH CAROLINA BEAUFORT

UNIVERSITY of SOUTH CAROLINA BEAUFORT

DIVERSITY PLAN & UPDATE 2013-2014

Renarta Tompkins, Ph.D., NCATE Standard 4 Diversity Chair
rtompkins@uscb.edu

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UNIVERSITY OF SOUTH CAROLINA BEAUFORT

Department of Education 2013-2014

PARTNERING FOR DIVERSITY

The University of South Carolina Beaufort's Department of Education has developed a diverse curriculum that prepares the candidates to "contextualize teaching and draw effectively on representations from the students' own experiences and cultures" as outlined in NCATE's *Professional Standards Manual*. The analysis of the Department of Education's partnerships, curriculum, and other internal and external variables has led to the revision of the diversity plan and the development of new goals. These goals will become the framework for *Partnering for Diversity* and will be aligned with our Conceptual Framework, the *Constructivist Educator*. The Diversity Plan has been developed with goals and benchmarks in a spreadsheet format that infuses the present program and curriculum with the new goals, and clearly identifies measures of success. The data will allow the unit to recognize areas of strength, opportunities for improvement, as well as assist in the realignment of goals and benchmarks for future program development.

UNIVERSITY OF SOUTH CAROLINA BEAUFORT
2013-2014 Department of Education Unit Diversity Plan/Report

I. Unit Climate for Diversity.

The environment will be conducive to attracting and retaining a diverse community of students, staff and faculty. The climate will be supportive, provide a sense of belonging, allow numerous opportunities for interaction across groups and programs, and be perceived as fair and equitable.

Standard	Goal	Objectives/Actions	Assessment	Evaluation
Nurturer	Create a climate that reflects diversity and multiculturalism, one that makes clear the support of all people.	Evaluate the unit environment climate for diversity through use of candidate and faculty surveys.	<ul style="list-style-type: none"> • ADEPT Dispositions Rubric given each semester to candidates. • Faculty demographic data is gathered on an annual basis through the Office of Institutional Effectiveness and Research. 	<p>Data analysis: May, 2013</p> <p>On file: May 2013-2014</p>
	Foster a classroom climate that is supportive, provides a sense of belonging, allows numerous opportunities for interaction, and is perceived as fair and equitable.	Provide instructors with uniform formal and informal feedback from peers and candidates regarding the nature of the classroom climate they create.	<ul style="list-style-type: none"> • Annual peer evaluation of classroom performance. • Course evaluations are conducted each semester, by candidates. 	Annual Teaching Evaluation by supervisor. Survey and course evaluation data on file May 2013.
Communicator	Monitor and support the implementation of the Diversity Plan.	Education faculty regularly discusses the Diversity Plan at unit meetings.	Diversity Plan is updated annually based upon review of multiple assessments as outlined in this plan.	Faculty meeting minutes reflect discussions re: student communication issues in courses.

				Student Improvement Plan (implemented Spring 2011) includes communication and relationships with others.
	Communicate Diversity Plan to community and stakeholders.	Add “diversity” link to education webpage, making diversity plan available. Student Improvement Plan is available on website, Summer 2011	Feedback is collected at the Teacher Education Advisory Council meeting held annually in May.	TEAC meetings May 2012 May 2013 May 2014 Webpage updated Summer 2011 Spring 2012 Summer 2012
Facilitator/Instructor	Increase students’ awareness of multicultural education instructional materials for teachers.	Add to course syllabi, library collections as materials are available.	Bi-annual review of syllabi Annual review of library holdings	Summer 2011 January 2012 January 2013 January 2014
Facilitator/Instructor	Internationalize, where appropriate, education curricula	Evaluate education curricula with an eye toward internationalization opportunities. Proposed possible Study Abroad Maymester course	Revised syllabi or course objectives where appropriate. Course registration	Summer 2011 January 2012 May 2015
	Create communities of learners	Use collaborative activities designed for inclusion.	Course evaluations, given each semester	On-going in all courses. Course evaluations available end of each semester.

Reflective Professional	To model, foster, and reinforce principles of justice; sensitivity toward and understanding of racial, ethnic, cultural, spiritual, and gender differences; and a commitment to equity in teaching and open-mindedness.	Faculty will reflect upon professional interactions with colleagues, candidates and professional community-at-large.	Multiple assessments including Advisor Survey and feedback from Teacher Education Advisory Council.	Data on file: Advisement surveys and TEAC feedback.
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II. **Curriculum.** Develop and continuously improve a curriculum that engages all faculty members as multicultural professionals and prepare all candidates to function effectively as multicultural practitioners.

Standard	Goal	Objective/Actions	Assessment	Evaluation
Nurturer	Provide students with exposure to multicultural education.	Students will prepare and conduct activities which are designed to reduce stereotyping and prejudice and to develop respect for individual and cultural differences (from ADEPT).	ADEPT evaluations (new LT forms Fall 2011) LT Lesson Plan Rubric Dispositions Rubric	Data on file from fall 2010 and spring 2013 (LT Exhibit Room) Review data analysis May 2012 May 2013
Communicator	Infuse anti-bias and bullying awareness into the curriculum.	Review syllabi and key assessments during summer retreat	Documented curricula changes. Bullying survey data collected in BEDE 342.	Review data May 2014
Facilitator/Instructor	Include the topic of diversity in classes across the curriculum, in order to foster	Review syllabi and course assignments during summer retreat. Added:	Curriculum Mapping Report LiveText	LiveText Assessment Report annually summarized

	greater understanding of diversity as a construct.	<i>Modification/Accommodations and Description of Learners</i> to Lesson Plan Rubric/Template	Rubric and Template	and reviewed.
	Enhance unit courses with information regarding LEP learners, SLA and TESOL	Include <i>50 Strategies for English Language Learners</i> book in all courses ESOL Strategy Presentation in BEDE 210, and ESOL strategy included in ITU	On-going First implementation Spring 2011	Lessons incorporated in methods courses, lesson plans, and unit plans.
Reflective Professional	Assess diversity-related accomplishments and gaps.	Unit action-based research on diversity topics	LiveText demographic report. Submitted CHE Grant with focus on Reading with Jasper County Spring 2012.	Review data on candidate demographics on Dispositions and other key assessments annually (June 2012, 2013). Assessment report on LiveText Exhibit Room.
	Review diversity dimensions within field experiences and clinical internship.	Systematically provide students with practicum experiences in diverse settings	Use data on schools to determine appropriate diversity-related clinical/practicum and clinical internship placements.	Data reviewed on supervisor/CT demographics and placements (May 2011) Data shared with TEAC Fall 2011, May 2012, May 2013

III. **Faculty.** Recruit and retain a diverse faculty in Department of Education. Enhance faculty members' knowledge and experience with diverse populations and settings.

Standard	Goals	Objective/Actions	Assessment	Evaluation
Nurturer	Recruit and retain a diverse faculty.	Utilize formal and informal "networks" to identify and recruit diverse candidates.	As of August 2011 – Total full time faculty members = 4 Total full time minority faculty members = 1	Faculty hire for Fall 2011 Goal met.
Communicator	Recruit and retain a diverse faculty.	Promotional and recruiting materials show diversity	Publications: Chronicle of Higher Education; HigherEdJobs.com; Gullah and Hispanic publications	No searches currently being conducted
	Support faculty in becoming more knowledgeable in diverse populations	Assess the potential for individual and collaborative diversity-related scholarship among unit faculty.	Professional Development opportunities	Darkness to Light (sexual abuse) Training Fall 2010 Spring 2011 Fall 2011 Spring 2012 Fall 2012 Spring 2013 Poverty Training Fall 2011 Fall 2012 Spring 2013
Facilitator/Instructor	Infuse diversity into syllabi and curricula addressing both content and pedagogy.	Schedule regular forums, roundtables, discussions, and support groups on diversity-related topics/syllabi alignment.	On-going, including annual syllabi review during summer retreat.	Added Darkness to Light (sexual abuse) Training to Senior Seminar Spring 2011 Fall 2011 Spring 2012 Fall 2012 Spring 2013 Added Poverty workshop in Senior Seminar (Fall 2010). Faculty meeting discussion Fall 2011 about where

				and how to incorporate
Reflective Professional	Build collegiality to demonstrate to candidates we are serious about diversity.	Periodic communication to faculty on opportunities in diversity. Encourage faculty to share professional diversity-related experiences	Faculty meeting minutes	On-going

IV. **Candidates.** Recruit and retain a diverse candidate population. Enhance candidates' knowledge of the theory and methodology of diversity in education, in order to prepare them to have a positive impact in PK-12 schools.

Standard	Goal	Objective/Actions	Assessment	Evaluation
Nurturer	Increase minority student enrollment to meet/exceed regional population.	Collaborate with admissions office to facilitate accomplishing increase in minority student enrollment. Collect regional demographic data to establish appropriate target goals.	“Call Me Mister” Program, Opportunity Scholars Program recruitment data On-going	CMM on-going, candidate recruitment has expanded.
Communicator	Increase minority student enrollment to meet/exceed regional population.	Develop recruitment brochures/video, profiling successful program graduates in area schools.	Publications “Call Me Mister” and Opportunity Scholars Program data Revise and expand articulation agreements with local 2 year institutions.	Articulation agreements reviewed summer 2011. Email communication and meetings with administrators from TCL. Collaborative partnerships with Beaufort and Jasper counties.
	Assess whether students feel	Survey students on perceptions in Education Exit survey.	Demographic data review on-going	Collected annually

	prepared to teach in diverse environments.	Place students in diverse school settings north and south of the Broad (Red Cedar)	Exit Survey 2011-2012, 2012-2013, 2013-2014.	
Facilitator/Instructor	Develop and demonstrate knowledge, skills, and dispositions that enhance the self-esteem and confidence of their future students, as well as promote constructive interaction among people of diverse gender, social, racial, ethnic, and religious backgrounds.	Collect student work samples to demonstrate candidates' impact on student learning, growth. Place students in diverse school settings north and south of the Broad (Red Cedar). Plans for placement of BEDC 210 Observation & Analysis students in Jasper County (Hardeeville Elementary) for Fall 2011. ESOL Presentation for BEDC 210.	Internship portfolio, APS 5 & 8 Senior Seminar Summer Reading Assignments and corresponding discussion boards. Presentations	Fall 2011: initial data review Demographic data review on-going CT Survey data & faculty/student feedback. Spring 2011 Fall 2011 Spring 201(LT Assessment Report by instructor)
Reflective Professional	Candidates will model respect for diverse populations.	Candidates reflections on diverse populations include: modifications/accommodations in lesson plans, multi-media exceptionality project, field experience and internship reflective journals.	ADEPT evaluations LiveText rubric reports Disposition Rubric	LiveText Assessment Reports reviewed May 2012.

V. **Field Placement.** Increase experiences working with diverse students. Provide field experiences that promote learning and interactions with diverse populations. Active participation of different experiences is promoted in practica and clinical internships.

Standard	Goal	Objective/Actions	Assessment	Evaluation
Nurturer	Candidates will collect basic demographic data regarding the students in their assigned classroom and school/community	Collect regional demographic data to establish appropriate target goals for each lesson taught.	Lesson Plan template, and LRP for CIs.	Fall 2012, May 2013

	information.			
Communicator	CIs will participate in at least one parent/teacher conference and one IEP conference.	CIs will reflect on communication with parents and colleagues regarding student strengths, challenges, and goals.	Documentation in USCB CI Portfolio	Fall 2012
Reflective Practitioner	Increase emphasis on the Well Remembered Event	CIs will reflect on the diversity, similarities, and differences based on their own experiences.	Complete at least one WRE regarding diversity	Fall 2013
Facilitator/Instructor	Increase number of diverse experiences in Jasper and Colleton counties (High Needs Areas), and Charter Schools: Riverview and Royal Oaks.	Placement of BEDR 420P practica students at Ridgeland Elementary School for Reading Diagnostic Case Study. Increase Clinical Internship placements at Jasper County EC/Elementary schools.	Number of candidates placed. Demographic data of schools.	BEDR 420P placements: Spring 2012 One CI place at HE Spring 2012. Fall 2012: Placement in Colleton county