



Department of Education
CONSTRUCTIVIST EDUCATOR
UNIVERSITY OF SOUTH CAROLINA BEAUFORT

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DIVERSITY PLAN & UPDATE 2014-2015

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UNIVERSITY OF SOUTH CAROLINA BEAUFORT

Department of Education 2014-2015

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
2014-2015 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.	<p>Internship and Practicum Midterm and Final Evaluation</p> <p>Faculty demographic data is gathered on an annual basis through the Office of Institutional Effectiveness and Research</p> <p>Unit places students in diverse settings for practicum and internship</p>	<p>Data Analysis</p> <p>On file: May 2014-2015</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.	<p>Annual evaluation of classroom performance.</p> <p>Course evaluations are conducted each semester, by candidates.</p>	<p>Annual Teaching Evaluation by supervisor.</p> <p>Survey and course evaluation data on file each May</p>
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.	<p>Faculty meeting minutes reflect discussions re: student communication issues in courses.</p> <p>Student</p>

				Improvement Plan (updated in Fall, 2013) 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, updated Fall 2013	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 Summer 2013 Fall 2013 Spring 2013 Spring 2014
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 on K-drive	Summer 2011 January 2012 May 2014 January 2013
Facilitator/ Instructor	Internationalize, where appropriate, education curricula	Evaluate education curricula with an eye toward internationalization opportunities, EDCI B210 Proposed possible Study Abroad Maymester course	Revised syllabi or course objectives where appropriate. Course registration	Summer 2011 January 2012 April 2014 May 2013
	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 TEAC Advisory Survey and feedback from Teacher Education Advisory Council.	Data on file: Advisory 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 2013) LT Lesson Plan Rubric Dispositions Rubric	Data on file (LT Exhibit Room) Review data analysis May 2012 May 2013 May 2014
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 EDEC B342, EDPY B335, EDEC B436	Review data May 2013
Facilitator/Instructor	Include the topic of diversity in classes across the curriculum, in order to foster greater understanding of diversity as a construct.	Review syllabi and course assignments during summer retreat. <i>Added: Modification/ Accommodations and Description of Learners to Lesson Plan Rubric/Template</i>	Curriculum Mapping Report LiveText Rubric and Template	LiveText Assessment Report annually summarized 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 EDCI B210, and ESOL strategy included in TWS	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 in EDEC B345, EDCI B210, EDEC B469, and EDEX B300	LiveText demographic report. Submitted CHE Grant with focus on Reading with Jasper County Spring 2012. Submitted IES Researcher-Partnership Grant, Fall 2013	Review data on candidate demographics on Dispositions and other key assessments annually (June 2012). 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, reviewed and updated each Spring Data will be shared with TEAC each spring

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, Fall 2012, Fall 2013, Spring 2014 Goal met.
Communicator	Recruit and retain a diverse faculty.	Promotional and recruiting materials show diversity	Publications: Chronicle of Higher Education; HigherEdJobs.com	Search is currently being conducted for Field Coordinator and Director of the Call Me Mister Program
	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 Fall 2013 Spring 2014 Poverty Training Fall 2011 Fall 2012 Spring 2013 Spring 2014
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, taught each semester Added Poverty workshop in Senior Seminar (Fall 2010).
Reflective Professional	Build collegiality to demonstrate to candidates we are serious about	Periodic communication to faculty on opportunities in	Faculty meeting minutes	On-going

	diversity.	diversity. Encourage faculty to share professional diversity-related experiences		
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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, Sand Shark Scholars Program Recruitment data On-going	CMM on-going, candidate recruitment has expanded. Fall & Spring Campus Days
Communicator	Increase minority student enrollment to meet/exceed regional population.	Develop recruitment brochures/video, profiling successful program graduates in area schools. Articulation Agreement with Technical College of the Lowcountry (TCL) Education Department Web Page, Education Club Facebook Site	Publications “Call Me Mister” Program data Revise and expand articulation agreements with local 2 year institutions.	Articulation agreements under review summer 2011, completed spring 2014. Email communication and meetings with administrators from TCL. Collaborative partnerships with Beaufort and Jasper counties.
	Assess whether students feel prepared to teach in diverse environments.	Survey students on perceptions in Education Exit survey. Place students in diverse school settings north and south of the Broad (Red Cedar)	Demographic data review on-going Exit Survey, each semester	Collected annually

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. Plans for placement of BEDC 210 Observation & Analysis students in Jasper County (Hardeeville Elementary) for Fall 2011. ESOL Presentation for EDEC B210.	TWS Practicum and Internship placements Presentations	Fall 2011: initial data review, Spring 2014 review Demographic data review on-going; CT Survey data Fall 2011; faculty/student feedback. Spring 2011 Fall 2011 Spring 2012, Fall 2012, Spring 2013, Fall 2013, Spring 2014(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 information.	Collect regional demographic data to establish appropriate target goals for each lesson taught.	Long Range Plans by Interns	Each Semester

Communicator	Candidates will participate in at least one parent/teacher conference and one IEP conference.	Candidates will reflect on communication with parents and colleagues regarding student strengths, challenges, and goals.	Documentation in USCB TWS & APS 10	Each Semester
Reflective Practitioner	Candidates reflect on teaching regularly	Candidates will reflect in lesson plan analysis	Lesson plan submissions	Each Semester
Facilitator/Instructor	Increase number of diverse experiences in Jasper and Colleton counties (High Needs Areas), and Charter Schools: Riverview and Royal Oaks.	Placement of EDRD B420P practicum 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.	EDRD B420P placements: Spring 2012 Spring 2013 One Candidate placed at Hardeeville Elementary Spring 2012. Fall 2012, Fall 2013 Placement in Colleton county