NCATE 4.3.i Policies, Procedures, and Practices that Support Candidates Working with P-12 Students from Diverse Groups

If teachers are to be prepared to work with diverse student populations, they must have many direct experiences working with students of diverse backgrounds. The University of Arkansas at Pine Bluff School of Education Teacher Education Program works diligently to ensure all students and teacher education candidates who have declared education as their major have opportunities to work with diverse student populations in field and clinical experiences. The unit and its school partners design, implement and evaluate field experiences and clinical practice so that teacher candidates and other school personnel develop and demonstrate the knowledge, skills, professional and diverse dispositions and proficiencies necessary to help all students learn.

Field-based experiences and clinical practice in the Unit are integral and important components of the preparation of teacher candidates. The effectiveness of the field-based program lies in the cooperative relationships between P-12 school personnel, administrators, and school supervisors in the professional community, university faculty and teacher education majors. Field-based experiences and clinical practice in the Unit are an important component of the preparation of teacher candidates. By design, the unit, a center for children with disabilities, and P-12 partners have formal partnership agreements (memoranda of understanding) which stipulate the following: a) the conditions under which teacher candidates are placed in the classrooms, b) responsibilities of participating school districts and center regarding placement decisions, c) selection of cooperating teachers for Levels I, II, and III Field Experiences, and the University responsibilities. Through field experiences and clinical practice, the teacher candidates gain opportunities to demonstrate their understanding of the diversity proficiencies as they work with diverse groups in classrooms and schools. A list of our partner school districts and center and a sample agreement (memoranda of understanding) are provided with this artifact.

The teacher preparation program creates an opportunity to develop effective working relationships and collaborative efforts with our P-12 school counterparts. The Unit's field experiences and clinical practice are sequenced so that candidates are involved in a variety of activities throughout their professional program. Field experiences and clinical practice are course specific, content driven with appropriate accountability to enrich the students' potential to work with diverse groups.

To assist teacher candidates in becoming teachers, the unit's Coordinator of Field Experiences and Admission, Retention, and Exit committee members work collaboratively to find field experience placement sites. These placements are designed to maintain relevancy and adherence to professional, state, national, and institutional standards.

Students who have declared teaching as their major begin working with diverse student populations through their first assigned field experiences in courses such as ECE 1200 – Foundations and Development of American Education and EDUC 1300 - Foundations and Development of American Education. The students are placed in diverse school settings across the partnership school districts. They complete ten hours of Level I Field Experiences working with a cooperating teacher and school aged students. During the Level I experience, many of the students are assigned to Greenville and Broadmoor Elementary Schools in the Pine Bluff School District to work with the HOST program

coordinated by Mrs. Birden (Greenville) and Mrs. Tucker (Broadmoor). Greenville Elementary School is located on the west side of Pine Bluff in a low socioeconomic community with a majority African-American population coupled by a large number of families who are economically disadvantaged and children who receive free and reduced lunch. Broadmoor, located on the east side of town, is a school that serves a diverse population of students coming from low-income to middle-income. Both schools are located in a district where economically disadvantaged students receive 79% or more free or reduced lunch. Students in Level II complete 15 hours of field experiences. Students from this group will work in the same schools at various grade levels whereas the HOST program targets students having specific academic needs.

A uniqueness of field experiences is the collaboration that we have with Jenkins Memorial Center and Jenkins Industries/Jenkins Housing. This agency provides service for individuals with special needs from birth through adulthood. Through the Jenkins Industries the candidates are provided excellent opportunities for hands-on interactions through instruction, service provision, and often follow up employment. Several professionals from Jenkins serve as adjunct professors in the education program.

After the application and admission to the teacher education program and prior to application to the Professional Semester, teacher candidates participate in many learning experiences that promote academic excellence. For example, all initial teacher candidates are required to complete either EDUC 3335-Education for Cultural Diversity or ECE 3233- Diversity of Young Learners, and SPED 2300-Survey of the Exceptional Child. Advanced teacher candidates who did not complete those undergraduate courses are advised to take GEDU5335-Teaching the Culturally Different Child. All of these experiences provide initial and advanced candidates' opportunities for observations, assisting, instructing, tutoring, development of lesson plans, and micro-teaching opportunities during level I and II field experiences. More information as to specific assignments can be found in Exhibit 4.3.b and 4.3.c for this standard.

During student teaching, the candidates are required to spend fifteen weeks in school settings within our partnership sites working cooperatively with their mentor teacher in addressing the learning needs of all students and diverse learners. The tables in Exhibit 4.3.f provide demographic information on our partnership school which indicates that the schools' student population is diverse, according to NCATE's definition on diversity. The students are required to develop lesson plans where they specifically address instructional strategies for meeting the learning needs of students with special needs.

Candidates' progress when working with diverse groups during field experiences and student teaching is monitored through the use of cooperating teacher evaluations, the university supervisor's evaluation, and student teacher's self-evaluations. The cooperating teacher during the student teaching also conducts on-going feedback surveys of teacher candidates and conducts final evaluation of student teachers ability and progress working with diverse groups.

Data table on Ethnicity and Gender of Students at Jenkins Memorial Center Clinical Site for Initial Teacher Preparation and Advanced Preparation Programs*

Name of School	Asian	Black or African American	White	TOTAL	Males	Females	TOTAL
Preschool (Birth to 5)	2	51	15	**68**	43	25	**68**
School Age Students (Grades K-12)	0	15	7	**22**	15	15	**30**
Total	2	66	22	**90**	58	40	**98**

- Data in the chart is provided by Jenkins Memorial Center. The Center serves a diverse number of students with special needs. Depicted in the table is disaggregated data of students' gender and ethnicity who are being served at Jenkins. Candidates at UAPB are provided numerous opportunities to observe and work with the students during their field and clinical experiences.