

PERFORMANCE BASED OUTCOMES FOR TEACHER CANDIDATES DIVERSITY AND GLOBAL PERSPECTIVE

Preamble:

As the population of the United States continues to reflect the broad demographic shifts resulting from changing immigration patterns, increasing birth rates, and the aging of the baby boom generation, those within educational institutions must challenge themselves to adjust and adapt the learning environment to reflect and incorporate this increased diversity.

Emporia State University continues its commitment to increase awareness about cultural diversity and to provide broad learning opportunities. Through the appointment of the Minority Recruitment and Retention Task Force and the establishment of the Minority Affairs Office, the University had exhibited a continued commitment to seeking and nurturing students who possess academic quality and reflect culturally diverse backgrounds. (Plan for the Future, 1994, p.4).

According to the Teachers College mission statement the purpose of the program is defined as the development "of skilled practitioners who are prepared with essential knowledge and applications in their fields of specialty. Students' learning reflects historical and contemporary knowledge, research, theory, experience and practice that meet the academic, personal, and social needs of their clientele" (Undergraduate Catalogue, 1994-1995 p. 195). In the Goals for Student Learning (Mission Statement, Undergraduate Catalogue, 1994-1995,) it states that, "students will possess an ability to implement non-biased techniques for meeting diverse needs based on gender, culture, ethnicity, race, and exceptionality" (p. 195).

In order to prepare educational professionals to maximize the opportunities of the 21st century it is imperative that the Teachers College develop performance-based outcomes for managing and enhancing diversity in the educational setting. The specific outcomes listed below reflect the mission of the Teachers College as its faculty continue to prepare critical thinkers, creative planners, and effective practitioners to meet the challenges of the new century.

Outcomes:

1. The professional respects the dignity and worth of each individual and believes that all human beings possess capacity for thought, feeling, and learning.

Knowledge:

- The professional understands that expectations have a profound impact on the educational outcome for all students.
- The professional understands the impact of self esteem on educational outcomes and the educator's role in enhancing the self esteem of all learners.

Dispositions:

- The professional values and maintains high expectations for all learners.

- The professional values and expects the success of all students.

Performances:

- The professional has a written philosophy of teaching which reflects this understanding.
- The professional practices esteem-enhancing activities in the educational setting.
- The professional reflects high expectations of all students in the educational setting.

2. The professional understands the influence of culture on personal growth and recognizes and respects cultural differences as manifested in personal points of view.

Knowledge:

- The professional understands the cultural influence which shapes a person's points of view.
- The professional is aware that the assumptions of one's world view may be viewed as faulty by others.

Disposition:

- The professional is disposed to respect variance in cultural points of view.
- The professional is disposed to respect variance stemming from experiences of privilege or oppression . The professional appreciates the perspective of alternative points of view.

Performances:

- The professional has a written reflective summary of his or her own cultural experiences or background.
- The professional has a written a reflective summary of the influence of cultural privilege or oppression on his or her own personal identity.
- The professional assists learners in investigating and articulating their own cultural background.

3. The professional has knowledge of what is culturally significant, socially just, and equitable in the general society and in specific cultures.

Knowledge:

- The professional understands the role of the U.S. government issues related in the oppression and subordination of under-represented groups in our society.
- The professional understands the social and educational impact of the dominant culture on assimilation or alienation of under-represented groups.
- The professional understands the potential negative impact of stereotyping, prejudice, racism, elitism, and ageism upon the learner.

Disposition:

- The professional appreciates the need to know about the diversity represented in each group of

learners including experiences of oppression and subordination.

- The professional values the differences among groups in the educational setting as well as the ideals of social justice and equality.

Performances:

- The professional can locate and use non-biased information related to the diversity and specific cultural realities of different groups of students in the specific school community where he/she is teaching/living.
- The professional advocates for social justice and equality in his/her school and community.

4. The professional recognizes the historical and current status of relations between minority-majority populations and how it affects the educational setting.

Knowledge:

- The professional understands how to identify and remove biased materials or biased behavior in the learning environment.
- The professional understands the position of the under-represented group member within an unfamiliar setting.
- The professional understands the historical and current dynamics of oppression and power relationships among cultural groups in the United States and the world.

Dispositions:

- The professional appreciates the negative effect biased materials and behavior have on learners and the learning environment.
- The professional appreciates the need to attend equitably to all learners in the educational setting.
- The professional appreciates his or her position as a minority or majority group member.

Performances:

- The professional assists learners in recognizing and disregarding bias when they experience it.
- The professional promotes, models and requires respect for all learners in the educational setting.
- The professional engages in and reflects upon a cultural immersion experience.

5. The professional understands the components of effective education which includes global and multicultural perspectives.

Knowledge:

- The professional understands how to effectively create a learning environment in which all students can be successful.
- The professional understands how to create a cohesive, inclusive curriculum which represents the

contributions of diverse populations.

- The professional understands the need and process for individualizing the educational program.
- The professional understands how to create and maintain an accepting climate and learning environment.
- The professional understands how to create curriculum which integrates information from diverse sources and reflects an age-appropriate level of global perspective.
- The professional understands how to prevent, identify and remediate bias.

Dispositions:

- The professional values using a variety of teaching styles to meet the needs of all learners.
- The professional values non-biased teaching materials and methods.
- The professional values teamwork, participation, respect and recognition of all learners in the educational setting.

Performances:

- The professional uses a variety of teaching methods in the educational setting. The professional models non-biased interactions with all learners in the educational setting.
- The professional individualizes strategies for learners in the educational setting.
- The professional plans and uses integrated curriculum which makes use of information, stories, artifacts or activities from diverse populations and cultures.

6. The professional makes responsible use of assessment, measurement, and evaluation techniques and devices recognizing the effects of socioeconomic, gender, ethnic, racial, and cultural factors in each of these endeavors.

Knowledge:

- The professional understands a wide variety of testing/assessment strategies.
- The professional understands the effects of assessment on some groups in the educational setting.
- The professional knows how to match the appropriate assessment instruments or strategies with the needs and abilities of the learners.
- The professional understands the necessity for caution in interpreting assessment results.

Dispositions:

- The professional values the need for achievement information from a variety of assessment sources.
- The professional empathizes with learners who may require alternative assessment strategies.

Performances:

- The professional uses a variety of assessment strategies in the educational setting.
- The professional correctly interprets information from a variety of assessment strategies.

7. The professional values the family as a partner in the educational process and facilitates an inclusive interface with the broader community.

Knowledge:

- The professional understands key areas of communication which affect professional relationships with family members: eye contact, personal space, time, personal privacy, role expectations, view of authority, and differences in ability.
- The professional recognizes the link with the family as a key to success in the education of each learner.
- The professional understands the variety of levels of family involvement in the educational setting.
- The professional recognizes that families are defined in various ways and may include grandparents, brothers and sisters, aunts and uncles, single parents, and same sex parents.

Dispositions:

- The professional values family involvement in the educational setting.
- The professional respects the choice of some families not to be actively involved in the educational setting. The professional respects the family's need for information.

Performances:

- The professional uses appropriate communication strategies with each family.
- The professional makes use of translators when appropriate.
- The professional works to remove barriers to full family involvement of diverse groups in the educational setting.
- The professional conducts informative, respectful family-teacher conferences when appropriate.

8. The professional recognizes the importance of continued professional development and advocacy in maintaining cultural competence in educational practice.

Knowledge:

- The professional understands the importance of continually seeking information about diverse groups in the community.
- The professional understands the importance of staying current on a variety of teaching strategies as populations change.
- The professional understands the importance of knowing about the current demographics and relationships among groups in the community.
- The professional understands the value of participation in social action to ensure social justice and

equality.

Dispositions:

- The professional values finding and adopting new instructional strategies. The professional values the knowledge of current group relationships and how they affect the educational setting.
- The professional is willing to continue to change approaches as appropriate in order to meet the needs of all learners.

Performances:

- The professional has a plan for his or her future professional growth and development as it relates to competence in cultural diversity.
 - The professional is active in professional organizations which advocate for quality education.
-

Glossary

Cultural diversity: The variety of cultural backgrounds of candidates, faculty and school personnel based on ethnicity, race, language, religion, socioeconomic status, gender, sexual orientation, regional/geographic background, and exceptionality.

Cultural consciousness: An awareness of one's own world view and how it has developed and an understanding that one's personal view of the world is profoundly different from the views of people from different cultures. (Kraemer, 1975).

Culture: The demonstration of shared attitudes, beliefs and practices of a group based on more than one of the following categories: ethnicity or national origin, race, gender, religion, language, geography, or regional identification, and socioeconomic status.

Cultural competence: the ability to interpret and understand the behaviors and intentions of people from other cultures nonjudgmental and without bias including the ability to communicate with another whose world view is different from one's own in a way that respects the other's customs and values.

Global perspective: The viewpoint that accepts the interdependency of nations and peoples and the interlinkage of political, economic, ecological, and social issues of a transnational and global character.

Multicultural perspective: (1) The social, political, economic, academic, and historical realities experienced by individuals and groups in complex human encounters; (2) the representation and incorporation of issues related to culture, demographics, ethnicity, race, gender, religion, socioeconomic status, exceptionalities, and sexual orientation in the education process; and (3) the inclusion of a cohesive, inclusive curriculum representing the contributions of diverse populations.

World view: Personal constructs which individuals use in viewing life which govern how a person will perceive, learn, remember, think and act in regard to likeness and differentness within a group of people or objects.

Equality: The quality or state of being equal.

Social justice: The principle or ideal of impartial, fair, or right action in relating to society.

Multicultural/Diversity Task Force

Eileen Hogan, Chair

Donna Allen

Janice Hoshino

Mikel Johnson

Leslie Lewis

Larry Lyman

*Adopted by Emporia State University The Teachers College
Academic Leadership Council May, 1996*