

Diversity, Recruitment, and Monitoring Plan of the EPP

West Texas A&M University
COESS Department of Education
Diversity, Recruitment, and Monitoring Plan of the EPP
Fall 2016



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Why Diversity is Important to Us:

- The students in our P-12 schools come from diverse backgrounds. In order to address their needs in the classroom, the EPP's mission is to prepare educators who are confident, skilled, and reflective professionals that embrace, value, and celebrate diversity in many forms.
- We are advocates for diverse learners (Program Educational Outcome 3).
- We see diversity as an asset that can lead to increased learning and social understandings.
- Diversity represents the uniqueness of individuals based on a variety of factors.
- Diversity seeks to challenge stereotypical preconceptions, fosters respect, engages critical thinking, and strengthens society.

Our Definition of Diversity:

Diversity means more than just acknowledging or tolerating differences; we view diversity as accepting, celebrating, and advocating for the uniqueness that each individual brings to WTAMU's Educator Preparation Program. Diversity is a set of conscious practices that involve:

- Appreciating the interdependence of humanity, cultures, and society;
- Practicing mutual respect for characteristics and experiences that are different from our own;
- Understanding that diversity includes not only ways of being but also ways of knowing;
- Recognizing that personal, cultural and established discrimination creates and sustains privileges for some while creating and sustaining disadvantages for others; and
- Building partnerships across differences so that we can work together to eliminate all forms of discrimination.

Our Plan

The plan of the College of Education and Social Science's Educator Preparation Program is to empower teacher candidates to provide a fair and equitable education for all P-12 students regardless of race, ethnicity, culture, language, ability, or socioeconomic status and to advocate for diverse students and their families in both educational and societal realms.

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	Goals	Action Steps
1.	Align with WTAM University and COESS Diversity Missions and Goals;	In the development of the EPP's diversity, recruitment, and monitoring plan, the EPP referenced, reviewed, and aligned goals with WTAMU and COESS Diversity Plans; (see links)
2.	Embrace diverse perspectives and approaches to problem solving and critical thinking;	Research initiatives on candidate preparedness to teach diverse populations, instating practice ESL TExES certification exam as the course final exam in ESL Methods course EDPD 4388;
3.	Continual personal and professional growth;	Seminars for candidates, <i>WTAMU Distinguished Lecture Series</i> ;
4.	Create a safe environment for ALL faculty, staff, and candidates where each individual feels, respected, heard, and valued;	Buff Allies, Safe Zone, Candidate Mentoring, Hispanic Serving Institution (HSI);
5.	Enrichment of curriculum that reflects the importance of diversity and inclusion in all courses and programs at all levels;	KEI Assignments, ESL Courses, new Secondary Methods Course with ESL emphasis;
6.	Content and experiences that prepare teacher candidates to educate diverse P-12 student populations;	Eastridge Experience, Dia de los Muertos, Go Global Study Abroad;
7.	Awareness of privilege and power differentials and how this affects the teaching/learning dynamic among faculty, candidates, and P-12 students; and	TAMU Mexico Project; Course content, seminars, observations in local diverse school settings, reflection papers, KEIT and course assignments;
8.	Recruit increasingly diverse teacher candidates for the EPP to more accurately represent student demographics in P-12 settings;	Recruitment Initiative to increase potential African American and male teacher candidates by 2 to 4% in the next two academic years; (i.e. Men of Honor, ACE scholarship recipients, first generation college students, etc.) Recruitment initiatives: Recruitment Research Studies and Men of Honor.

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Action Steps:

- Research Initiatives: Faculty members in the EPP are currently conducting two research studies on candidate preparedness to work with diverse populations and Culturally and Linguistically Diverse (CLD) students. Drs. Castillo, Green, and Garcia conducted a study sampling candidate preparedness from a *Go Global Study Abroad* to Peru in June 2016. Using the Accommodations Readiness Spiral introduced by Herrera & Murry (2012), the study sought to compare and contrast candidate readiness from those teacher candidates who engaged in experiential learning in diverse settings versus candidates who only received theoretical knowledge through coursework.
- Additionally, Drs. Diego-Medrano, Hughes, and Coneway are evaluating candidate readiness after engaging in the Eastridge Experience and how the experience affects candidate perceptions of working with Culturally and Linguistically Diverse (CLD) P-12 student populations.
- Candidate Seminars: To bolster preparedness in working with P-12 students with diverse and special needs, the EPP has continued to improve curriculum and instruction in the program. Through the creation and development of focused seminars to better prepare our candidates for those teaching diverse student populations, the EPP has provided seminars in Fall 2016 in the areas of: Technology, Diversity/Poverty, Mental Health, and School Safety/ and School Violence. Seminars in working with English Second Language Learners (ELLs) and Special Learning Disabilities are will be provided in Spring 2017.
- Distinguished Lecture Series: *WTAMU Distinguished Lecture Series* hosted Mark L. Madrid presenting *Dream Big, Don't Stop!* in Fall 2016. Dr. Diego-Medrano presented at the *Step Up to Success Conference* hosted by Los Barrios de Amarillo that ensures a pathway to college readiness for non-traditional students. Dr. Diego-Medrano, Dr. Crystal Hughes, and two education candidates were invited to speak at *Cruising with Tascosa* to freshmen students to provide a candidate's perspective to prospective WT students.
- Buff Allies: Buff Allies is a group of staff, faculty, and students who are committed to creating a safe campus for lesbian, gay, bisexual, transgender, queer, questioning, intersex, and asexual (LGBTQIA) members of the WTAMU community. Allies will have a Buff Allies or Buff Allies Safe Zone sticker on their offices to designate areas of support in which students can feel safe asking questions, seeking resources, or just "hanging out". Buff Allies is a grassroots effort with support of the WTAMU administration. Together with Spectrum, the gay-straight alliance student group, the EPP remains committed to creating a discrimination-free campus for all, including our LGBTQIA friends and family.
- Candidate Mentoring: A study was conducted on offering teacher candidates office conferences as a means of making inter-personal connections between

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faculty and candidates. Throughout this initiative, faculty members were able to mentor candidates as they held office visits with professors to engage in 1-on-1 conferences.

- Candidates were asked to tell something about themselves, describe how their classes were going, and if they needed any assistance or support. In many cases, candidates asked for help with certification exams, classroom management, content, and/or professional advice.
- Hispanic Serving Institution (HSI): For HACU's (Hispanic Association of Colleges and Universities) membership purposes, HSIs are defined as colleges, universities, or systems/districts where total Hispanic enrollment constitutes a minimum of 25% of the total enrollment.
- Generally speaking, "total enrollment" includes full-time and part-time students at the undergraduate or graduate level. Member enrollment statistics are self-reported by the institution for the fall semester of the year prior to the membership year. HACU's HSI member institutions are listed on HACU's website, and West Texas A&M University is currently listed as an HSI. WTAMU has had a total Hispanic enrollment of at least 25% since the fall of 2014.
- Courses: EC-6—2 ESL courses to prepare candidates to teach Culturally and Linguistically Diverse (CLD) students: Language Development (EDPD 4378) and ESL Methods (EDPD 4388). 1 Bilingual course: Bilingual Methods (EDPD 5363). Due to trends in the data found by analyzing our assessment reporting system (LARS), the EPP found that 8-12 secondary students needed more support in teaching diverse populations. A new course, EDSE 4331 Secondary Methods was created with a heavy emphasis in ESL/Bilingual and SPED.
- Center for Learning Disabilities: One of the EPP's primary vehicles to better prepare our candidates to meet the needs of special education students is the *Center for Learning Disabilities*. Courses in Special Education at WTAMU require candidates to regularly attend parent and community meetings and listen to lectures presented by special guest speakers. Candidates are strongly encouraged attend the annual *Helen Piehl Distinguished Lecture Series Fall Conferences* to participate in interactive presentations by national experts in the field. Candidates engage in class discussions and write weekly and final reflections on these experiences and the application of their learning with special education students.
- Eastridge Experience: Eastridge Elementary in Amarillo ISD has the most diverse student population at Amarillo Independent School District and possibly the entire state. Students come from countries such as Burma, Vietnam, Laos, Thailand and Somalia. Eastridge Elementary: 770 students; speak 23+ languages; 430 ELLs; 250 refugees (Mayer, 2012).
- To help candidates become more comfortable teaching in diverse settings, the EPP offers the Eastridge Experience 1-2 times each fall and spring semester. In this experience candidates go into Eastridge classrooms and observe, collaborate, and participate in teaching for a day.

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- This experience has been beneficial as candidates have provided qualitative data indicating that they feel more comfortable and prepared to teach in diverse settings after this experience. In fact, multiple candidates have requested to go back in subsequent semester.
- Dia de Los Muertos: Each fall, the **WTAMU College of Education and Social Sciences** hosts a celebration of *Dia de los Muertos* (Day of the Dead) on the WTAMU campus. WTAMU students and community participants under the outstanding leadership of our faculty design and install *ofrendas* (altars) celebrating the lives of individuals of personal or professional importance to them.
 - The campus and community actively participate in the week-long events associated with the celebration.
 - The events have been well attended and very positively received by the community. In fact, the success of the celebration prompts the EPP to continually expand this interesting and important cultural event. Between 500-600 P-12 school children and their teachers visit the event each fall and learn about Dia de los Muertos, view over 100 ofrendas, and tour the Panhandle Plains Historic Museum.
- Go Global Study Abroad: The College of Education and Social Sciences at West Texas A&M University has developed an initiative that promotes the acquisition of cultural knowledge and the development of cultural understanding through an innovative and multifaceted academic delivery system. The College's Go Global initiative connects graduate and undergraduate course content with the development of cultural knowledge and cross-cultural understanding; service leadership; academic research and writing; and the development of critical thinking and problem solving skills through experiential learning in international settings.
 - The Go Global experience provides students the opportunity to apply new knowledge, skills, and cultural understanding to their professional roles in order to positively impact the local and global community. Additionally, participating faculty members and students engage in meaningful scholarly activity associated with the Go Global initiative.
 - With its inception in 2006, the Go Global initiative has extended the university classroom into the world to include the following faculty, short term study abroad opportunities in Mexico, India, Southeast Asia, Peru, England, New Zealand, Turkey, Greece, Egypt, Ecuador, South Africa, and Costa Rica.
- Recruitment: With Bilingual Education being the primary teacher shortage area in our service area as articulated by the Texas Education Agency and our

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- district partners, the EPP designated Dr. Elsa Diego-Medrano, a faculty member who teaches Reading, Early Childhood, and Bilingual Education to be our point faculty member for recruitment.
- Dr. Diego-Medrano has been given release time in Fall 2016 in order to focus upon recruitment for the EPP. Dr. Diego-Medrano leads EPP recruitment efforts in a variety of ways that include:
 - attending and presenting at diverse conferences;
 - distributing recruitment brochures and information to local area schools;
 - working with District Migrant Coordinators;
 - collaborating with the Director of Migrant Services for Region 16 Education Service Center (Dr. Ray Barbosa);
 - building an even stronger partnership with the principal and teachers of Eastridge Elementary School of Amarillo ISD;
 - working with local teachers;
 - sponsoring Adelante and BESO student organizations; and
 - serving on important university and EPP committees including the Diversity Committee and the *WTAMU Distinguished Lecture Series* Committee.
 - The Amarillo Area Foundation initiated the ACE Scholarship Program in 1994 in partnership with Amarillo ISD, Amarillo College, and West Texas A&M University. ACE began at Palo Duro High School in 1994 and Caprock High School in 2002. Three elementary schools in the Tascosa High School Cluster were added to the ACE program in 2009 that included Lee Bivins, Margaret Wills, and San Jacinto Elementary Schools. Fifth graders attending these three elementary schools will be eligible for scholarship funds if they go on to attend Tascosa High School and meet the ACE program requirements for grades, attendance, and good behavior.
 - The recruitment efforts of the EPP and our designee Dr. Diego-Medrano are designed to increase enrollments of African American, Hispanic, Asian, and male candidates for our EPP as outlined in this *Diversity, Monitoring, and Recruitment Plan of the EPP*.
 - Men of Honor: WTAMU has created a male mentoring program *Men of Honor* that not only targets African American and Hispanic males, but also all males enrolled at WT.
 - The goal of *Men of Honor* is to increase the retention and persistence of male students one semester at a time. Students in the *Men of Honor* program will experience weekly peer mentoring, mentoring from business professionals, participation in an active study hall, leadership workshops and seminars, community service opportunities, participating in campus activities, and opportunities to mentor high school students.
 - *Men of Honor* hosted their fall Meet and Greet on September 7, 2016 at WTAMU. All male students in WT classes were encouraged to attend. The

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Men of Honor program will provide an opportunity to form a lasting support system that will help WT students persist each semester until graduation.

Next Steps

- Continue Recruitment Initiative—Dr. Elsa Diego-Medrano addresses EPP goals;
- Continue Recruitment Study and Social Media Outreach (Facebook, Twitter, digital brochures)—Drs. Garcia and Coneway
- Increase Experiential Learning in Diverse Settings—Eastridge Experience, Language Analysis Interviews (KEI assignment), SIOP lesson plan delivery; and (KEI) assignment in diverse classrooms;
- Increase Go Global Initiatives—in Italy, Mexico, Costa Rica, Peru, Hong Kong, and China;
- Study Abroad to Italy to view Reggio Emilia and Montessori as educational exemplars;
- Hong Kong research study abroad to study using simulations on poverty and refugees to increase empathy as a catalyst for change—Holly Bellah and Dr. Beth Garcia; and
- TAMU Mexico Project Initiative—The Texas A&M University System of Colleges of Education have developed an innovative collaboration initiative (“The Collaborative”) advancing our commitment to the development of a global perspective by our graduates. The Collaborative will provide opportunities for TAMU System faculty, graduate and undergraduate candidates to participate in high impact learning experience which advance the acquisition of discipline-specific knowledge and skills; promote the acquisition of cultural knowledge and the development of cultural understandings; service leadership and meaningful research in a rural community situated in central Mexico near the city of San Miguel de Allende, Guanajuato, Mexico.

Evaluation Measures

- The EPP will develop and implement an evaluation rubric to measure progress toward goal attainment through our actions and next steps.
- Implementation of an EPP-developed evaluation rubric is planned for Spring 2017.
- The eight outlined goals in this plan will be evaluated on a rotating basis, similar to the WTAMU Assessment Cycle in the evaluation of Program Educational Outcomes and Ethical and Professional Dispositions.
- Increasing our enrollment of potential African American, Hispanic, and male teacher candidates by 2 to 4% over the next two to three years will assist the EPP in meeting recruitment goals for diversity and inclusion.

Closing the Loop

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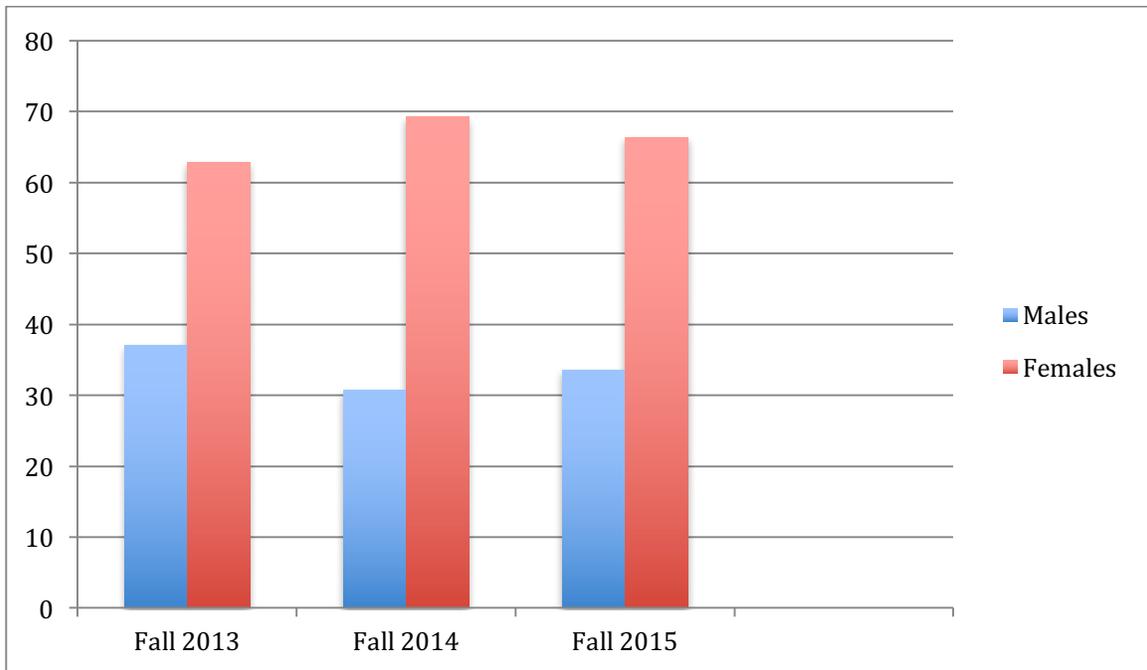
In order to continue to close the loop of our plan by collecting, interpreting, and analyzing action data, the EPP will use the data to inform our decisions and to make continuous improvement of our Diversity, Recruitment, and Monitoring Plan.

Specific Data Points

- The following data tables were used in the development of the EPP's Diversity, Recruitment, and Monitoring Plan.
- The EPP will use the EPP-developed Decision Points as transition points for candidates' matriculation through the program and as a means to monitor their development as teacher candidates.
- Candidates Individual Folders housed in the Office of Teacher Preparation and Advising will also be monitored throughout the progression of the program.
- The EPP will continue to gather annual data from TEA of teacher shortages and gather input from our partners and stakeholders of their teacher workforce needs and changing demographics.
- Implementation of C.R.A.F.T. in Spring 2017 will provide a database to collect key data to inform the EPP's decisions.

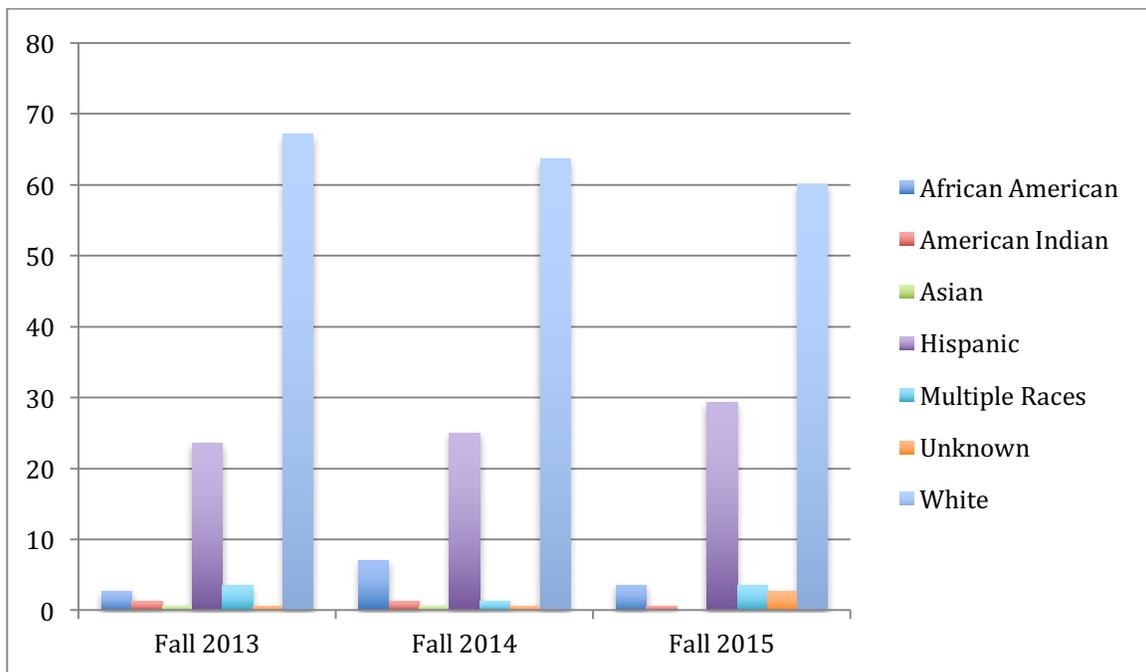
Demographics

Table 1: Gender of Candidates				
Academic Year	Males	Percent	Females	Percent
Fall 2013	52	37.1%	88	62.9%
Fall 2014	43	30.7%	97	69.3%
Fall 2015	47	33.6%	93	66.4%



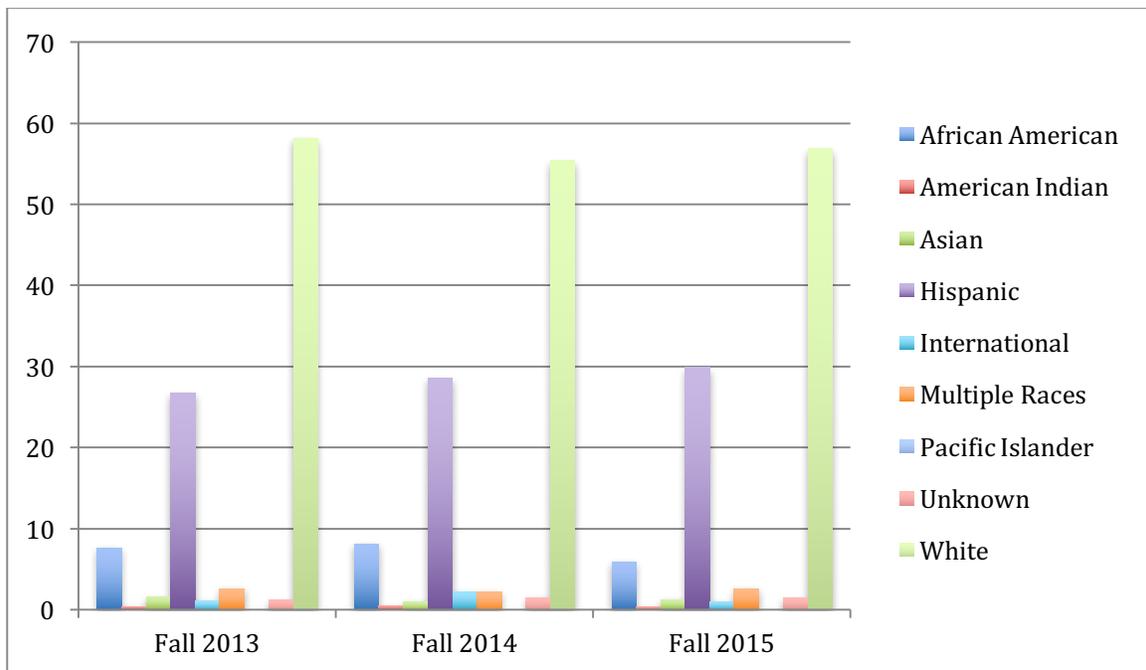
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Race Ethnicity	Fall 2013	Percent	Fall 2014	Percent	Fall 2015	Percent
African American	4	2.9%	10	7.1%	5	3.6%
American Indian	2	1.4%	2	1.4%	1	0.7%
Asian	1	0.7%	1	0.7%	0	0.0%
Hispanic	33	23.6%	35	25.0%	41	29.3%
Multiple Races Reported	5	3.6%	2	1.4%	5	3.6%
Unknown	1	0.7%	1	0.7%	4	2.9%
White	94	67.1%	89	63.6%	84	60.0%



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Table 3: Diversity of Candidates at Completion for the EPP						
Race Ethnicity	Fall 2013	Percent	Fall 2014	Percent	Fall 2015	Percent
African American	99	7.7%	108	8.2%	83	6.0%
American Indian	6	0.5%	8	0.6%	6	0.4%
Asian	22	1.7%	14	1.1%	20	1.4%
Hispanic	343	26.7%	378	28.6%	413	29.9%
International	16	1.2%	30	2.3%	15	1.1%
Multiple Races Reported	34	2.7%	30	2.3%	37	2.7%
Pacific Islander	0	0.0%	1	0.1%	1	0.1%
Unknown	17	1.3%	21	1.6%	21	1.5%
White	746	58.1%	733	55.4%	786	56.9%



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