4.4.c – Changes in curriculum components and experiences that address diversity proficiencies, if any

As noted in 4.4.b, the EPP had two areas for improvement from the 2006 NCATE visit. The first area was:

1. Commitments to diversity are not consistently aligned in curriculum, instruction, and assessment (ITP only).

Since this area for improvement directly related to curriculum changes and related experiences, much of the content in 4.4.c is a repeat of 4.4.b. This purposeful duplication is intended as a statement of the EPP’s commitment to address the area for improvement in the subsequent visit.

**Professional Studies Core**
All ITP candidates are required to take a diversity course as part of the CTE-approved Professional Studies Core (PSC) of courses. Of the approved course options, each program advises that candidates meet this requirement on the course planners and during face-to-face advising sessions. The establishment of the PSC of courses with Diversity-focused course options united the EPP focus on diversity issues and ensured consistency of experience across the EPP.

Course-alike meetings across the EDUC 3002 sections are designed to ensure consistency of implementation and evaluation of EDUC 3002 coursework. More recently, the COE Office of Assessment and Accreditation (OAA) provides grade reports for diversity courses by program area to inform course improvements.

**Alignment of Key Assessments**
Key assessments collected during the ITP internship semester are clearly aligned with North Carolina Professional Teaching Standards (NCPTS) and have a focus on NCPTS Standard 2, *Teachers Establish a Respectful Environment for a Diverse Population of Students*. Key assessments with this alignment include:

- Progress Report observational instrument
- NCDPI provided Teacher Candidate Rubric
- Exit surveys – described in more detail below

**edTPA**
Implementation of edTPA in ITP programs provides a summative portfolio assessment measure which directly aligns with NCATE Standard 4. As noted in Standard 2, edTPA implementation brought a quality measure to the internship upon which the program can evaluate a teacher candidate’s ability to establish culturally responsive learning environments through edTPA’s rubric 6. The edTPA’s alignment with Standard 4 is documented by the Stanford Center for Assessment, Learning, and Equity (SCALE). ECU also developed a crosswalk between edTPA and
the NCPTS, demonstrating the alignment between edTPA and NCPTS Standard 2: *Teachers Establish a Respectful Environment for a Diverse Population of Students.*

With the implementation of edTPA in all ITP programs, the EPP is leveraging the common architecture and language of the edTPA to facilitate conversations about diversity across the EPP. The edTPA’s context for learning commentary requires that faculty and candidates scrutinize the diversity of P-12 students within each candidate’s classroom in order to meet the unique needs of those P-12 students.

**Exit Surveys**

After program completion, all candidates complete a program exit survey for initial, advanced, and “other” school personnel programs. These exit surveys provide feedback on how the programs have developed their abilities to work with students from diverse backgrounds. Data is collected each semester and compiled by the OAA, then distributed to all EPP programs for use in discussions for program improvement and unit operations.

The Evaluation of Teacher Education Programs for all ITP programs was revised and validated in 2011 as part of the Teacher Quality Partnership (TQP) grant effort. Items on the exit survey are designed to assess candidate readiness to teach diverse P-12 students. Sample survey items include:

- I implement a variety of instructional strategies to reach students who are not native English speakers
- I implement a variety of instructional strategies to meet the needs of special education students
- I differentiate instruction to meet the needs of all learners
- I respect cultural backgrounds different from my own
- I develop strong relationships with my students
- I am able to communicate with students and families from other cultural groups

The Advanced Programs Exit Survey was revised in 2012 and its content is reviewed each spring. Items on the Advanced Programs Exit Survey are designed to assess candidate readiness to teach diverse P-12 students. Sample survey items include:

- The program developed or enhanced my ability to interact with diverse populations
- The program enhanced my ability to communicate effectively with others, individually or in a group
- The program developed or enhanced my knowledge of cultural diversity and its impact on my professional role.

**Dynamic Dialogues about Diversity series**

*Dynamic Dialogues about Diversity* is a pre-service professional development series offered by the College of Education to teacher education students. The series aligns with the Heritage and Social Justice Months initiatives established by the Office for Equity and Diversity (formally the Office of Institutional Diversity) at ECU. Through these sessions, teacher education students are introduced
to, and develop an appreciation for the cultural and social justice issues that they may be faced with upon entering the classroom.

- Fall 2009 Dynamic Dialogues about Diversity flyer
- Spring 2010 Heritage Day flyer
- Fall 2011 Panel Presentation flyer
- Fall 2012 Asian/Asian American Heritage flyer
- Spring 2013 Creating Safe Schools: Examining the needs of LGBT students flyer
- Fall 2013 Heritage Day flyer
- Spring 2014 Heritage Day flyer