

## **Professional Development Programs on Diversity**

College of Education

Kansas State University

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Assessment Award for Diversity Initiatives

Presented at the Kansas State University Assessment Showcase

featuring the best practices in assessment at K-State

Program assessment data in the College of Education indicated that the teacher candidates in the undergraduate program need stronger understanding of human diversity. As one avenue to address this, the college offered a series of half-day professional development programs for all college faculty, instructors, and graduate assistants to attend. An advisory task force was selected to make all arrangements for the professional development programs. The theme of this program series was “*Enhancing Instruction for All Learners.*” Assessment data concerning the programs indicated a high degree of participant satisfaction with the programs and many applications to the classes taught by the participants.

### **The Need for Professional Development on Diversity**

The Director of Assessment for the College of Education coordinates the gathering and analysis of all types of assessments in the college for accreditation and other purposes. This Director also serves as chair of the college’s Assessment Committee. When the Assessment Committee was reviewing data in the elementary and secondary education student teaching portfolios, candidate performance was lower than desired for “demonstrating knowledge of students.” The Assessment Committee recognized that teacher candidates would not be able to adjust instruction based on student characteristics if the candidates were not fully aware of the many aspects of student diversity. As a result, the Assessment Committee approached the Associate Dean for Teacher Education to see what could be done to improve candidates’ understanding of student diversity. It was decided that an ad hoc task force would be created to address this issue.

### **Oversight for the Professional Development Program**

An ad hoc task force was formed with volunteer members from the college. In addition to the volunteer members, the task force included the Associate Dean for Teacher Education, Assistant Dean for Diversity, Director of Assessment, and the chair of the college’s Diversity for Community standing committee. The Associate Dean for Teacher Education served as chair of the task force. All task force members are listed in Appendix A.

The task force was responsible for conceptualizing a way to promote teacher candidate understanding of student diversity, identifying the exact nature of the professional development programs, and arranging for the scheduling and delivery of the programs.

### **Program Objectives**

The task force discussed the assessment data on diversity. While the assessment data concerned elementary and secondary teacher education candidates, task force members recognized that building principals, school counselors, special education teachers, reading specialists, and other educators also need to address student diversity in their professional roles. As a result, the task force decided to plan a series of professional development programs for the entire college concerning all aspects of diversity that would apply to all degree programs in the college.

The major purposes of this College of Education program were to:

1. Assist faculty in preparing teacher education candidates to infuse diversity-related concepts into their instructional planning and teaching.
2. Prepare faculty to incorporate and model diversity-related principles into the planning, teaching, and assessment in their professional education courses.

## **Definition of Diversity**

The College of Education defined diversity as differences among people that are based on *ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area.*

This definition is consistent with the one set by the National Council for Accreditation of Teacher Education, the national accrediting body for the teacher education program at K-State.

## **Delivery Design**

- Half-day programs. A separate half-day professional development program was conducted for each of the nine dimensions of human diversity over a two-year span. Additional programs were offered on Tilford Incentive Grants activities and on ways to integrate diversity topics into K-State classes.
- Friday mornings, and lunch provided. To accommodate varied class schedules for the faculty, professional development sessions were offered from 9:00-12:00 on Friday mornings. A light lunch was provided at noon to everyone attending, and conversations continued over lunch.

## **Presenters**

- Expert presenters for each session. College of Education faculty with expertise in specific diversity-targeted areas served as the presenters in these sessions. We decided not to hire outside consultants for a one-time workshop. In one program (geographical diversity), educators from two school districts in the state joined the College of Education faculty facilitators.

## **Program Content**

- All aspects of diversity were covered in the programs. Using College of Education's definition of diversity (consistent with NCATE's definition), separate programs were dedicated to varied types of diversity.
- Content was tied to program needs and accreditation standards. The National Council for Accreditation of Teacher Education (NCATE) is the accrediting agency for the teacher education programs. Thus, the professional development diversity sessions directly related to program needs and accreditation purposes in the area of diversity.

- Program content related to all degree programs in the college. Our initial primary interest was to provide professional development on diversity for those teaching in our elementary and secondary teacher education programs. However, graduates from all other degree programs in the college also need to be knowledgeable and skilled about diversity topics (e.g., school administrators in our graduate programs in educational administration). For that reason, attendance was open to anyone from all the college's degree programs.
- Tilford Incentive Grant activities were reported. The program included information from faculty who had received Tilford Incentive Grants.
- A session on integrating the diversity content into college classes. The last program in the series showcased how a number of faculty members had incorporated diversity topics into their courses.

## **Strategies**

- A focus on application of the diversity ideas in our college classes. Each session provided content about a selected diversity topic, and significant attention was given to how participants could apply the concepts in their college classes.
- Opportunities to process the information. Each program session included time for participants to think about and process the information, with the ultimate intent of application in their college classes.

## **Attendees**

- Open attendance for anyone in the College of Education. Attendance to each professional development program session was open to faculty, instructors, graduate teaching assistants, funded grant staff members, and any other person on staff interested in the sessions.
- An average of 30 people at each program. The attendance for these sessions ranged from 30-40, with all College of Education departments being represented.

## **Budget**

- Relatively modest costs. Since in-house experts were the presenters for most sessions, there were no expenses for honorariums for outside consultants. There were expenses for (a) the light lunches for about 30 participants for the 12 sessions, (b) photocopies of handout materials for each session, and (c) travel costs for the school district personnel who were part of a panel for one of the programs.

## **Evaluation of the Program**

- Assessment results for the professional development program were very positive in all dimensions. The College of Education Director of Assessment gathered assessment data about the participants' increased knowledge and skills related to each targeted diversity topic,

their ability to make adaptations in university classes, and their knowledge and skills associated with assisting teacher education candidates in making appropriate adaptations with their students. Furthermore, many faculty members changed their course syllabi and content in response to these professional development sessions.

- Content included in the program sessions has guided some program changes. The elementary and secondary teacher education programs, in particular, have considered the diversity content from the professional development programs to guide some decisions about course and program changes related to diversity.

## APPENDIX A

### **Members of the Task Force for Diversity**

College of Education

Kansas State University

2006-2008

Dr. Janice Wissman	Task Force Chair and Associate Dean
Dr. David Griffin	Assistant Dean for Diversity
Dr. Kimberly Staples	Chair of the College of Education Diversity for Community standing committee
Dr. Warren White	Director of Assessment
Dr. Paul Burden	Chair, Elementary Education
Dr. Larry Scharmann	Chair, Secondary Education
Dr. Mary Devin	Educational Administration
Dr. Marilyn Kaff	Special Education
Dr. Ann Knackendoffel	Special Education
Dr. Kevin Murry	Secondary Education
Dr. Gail Shroyer	Elementary Education
Dr. Be Stoney	Secondary Education
Dr. Rosemary Talab	Secondary Education

## APPENDIX B

### Professional Development Programs on Diversity

Under the Theme of “Enhancing Instruction for All Learners”  
College of Education  
Kansas State University

<u>DATE</u>	<u>PROGRAM</u>
February 17, 2006	<b><i>Exceptionalities</i></b> “Exceptionalities: Teaching with the Universal Design for Learning” Presenters: Mary Jo Anderson, Marilyn Kaff, Ann Knackendoffel (all from Special Education)
March 10, 2006	<b><i>Poverty</i></b> “The Culture of Poverty” Presenters: Mary Devin (Educational Administration), Marilyn Kaff (Special Education)
April 14, 2006	<b><i>Language</i></b> “Language of Diversity” Presenters: Socorro Herrera, Kevin Murry, Della Perez (all from the English as a Second Language program)
September 22, 2006	<b><i>Gender</i></b> “Gender and Its Implication in Schools” Presenters: Jackie Spears (Secondary Education), Linda Thurston (Special Education)
October 13, 2006	<b><i>Race</i></b> “Race Through the Eyes of Our Students” Presenters: Be Stoney (Secondary Education), Gilbert Davila (Leadership Studies), and Katherine Sprott and Ronna Olivier (both from the Midwest Equity Assistance Center)
November 17, 2006	<b><i>Ethnicity</i></b> “Ethnicity: Building Bridges” Presenters: Be Stoney (Secondary Education), Katherine Sprott (Midwest Equity Assistance Center)

February 12, 2007	<b>Poverty</b> “Beyond Ruby Payne/Culture of Poverty” Presenters: Marilyn Kaff (Special Education), Gail Shroyer (Elementary Education)
March 12, 2007	<b>Tilford Incentive Grants</b> Round Table Discussion Led by College of Education Faculty: <ul style="list-style-type: none"> <li>• “Multicultural Experiences in Mexico”           <p>Presenters: Socorro Herrera, Kevin Murry, Linda Trujillo (all from the English as a Second Language program)</p> </li> <li>• “Becoming Multicultural Teacher Educators: Self-Study to Transform Teacher Preparation”           <p>Presenter: Catherine Maderazo (Elementary Education)</p> </li> <li>• “Integrating Multicultural Competencies into the Elementary Science Methods Curriculum”           <p>Presenter: Kimberly Staples (Elementary Education)</p> </li> <li>• “Infusing and Assessing the Tilford Multicultural Competencies in the Academic Curricula at K-State”           <p>Presenters: Be Stoney and Kay Taylor (both from Secondary Education)</p> </li> <li>• “Food and Culture: Using the Study of Foodways to Promote Multicultural Understanding and Competencies”           <p>Presenters: Linda Thurston (Special Education), Deborah Canter (Hospitality, Management, and Dietetics), Jane Marshall (Human Ecology), Catherine Maderazo (Elementary Education), Kay Taylor (Secondary Education)</p> </li> <li>• “Developing a Relevant Multicultural Curriculum for Adult Basic Education and English as a Second Language Professionals”           <p>Presenters: Jeff Zacharakis (Adult Education), Gabriela Diaz de Sabates (English as a Second Language)</p> </li> </ul>
April 30, 2007	<b>Geographic Diversity</b> “How Geography Influences Students and Schooling” Presenters: (a) USD 475: Larry Dixon and additional school personnel, Geary Co. Schools; and (b) USD 241: Larry Lysell and additional school personnel, Wallace Co. Schools Facilitators: David Griffin (Secondary Education), Barbara Havlicek (Dean’s office), Robert Newhouse (Educational Psychology)
November 19, 2007	<b>Sexual Orientation</b> “Sexual Orientation and Its Implications in Schools” Presenters: Todd Wells and Mary Kay Siefers (both from Leadership Studies)

February 1, 2008

***Religion***

“Religion in Schools”

Presenter: Robert Shoop (Educational Administration)

March 3, 2008

**Integrating Diversity Topics into Classes**

Faculty Round Table Share Session Focusing on Diversity Integration into Specific Courses in the Curriculum

Presenters: Nancy Bridges, Catherine Maderazo, and Kimberly Staples (all from Elementary Education). David Griffin, John Hortin, and Be Stoney (all from Secondary Education). Judy Hughey (Educational Psychology). Della Perez (English as a Second Language program)