

4. Standard 4. The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and P–12 school faculty, candidates, and students in P–12 schools.

4.1 How does the unit prepare candidates to work effectively with all students, including individuals of different ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and/or geographical area?

The Luther College Education Department faculty recognizes that, due to the northeast Iowa location of Luther College, the traditional make-up of the student body, and the percentage of white teachers in K-12 education, it is a challenge to provide opportunities for Luther College candidates to be ready to work with students “different than themselves.”

- About 97% of the population in northeast Iowa and southeast Minnesota is White.
[4.3—Racial Ethnic Demographics NE IA & SE MN-summary](#)
- Luther College was founded by Norwegian Lutheran immigrants in 1861 and for more than a century continued to serve primarily students of that ethnic and/or religious background. During the past few decades the College has worked to become more multicultural. During the past 10 years, its non-White racial/ethnicity has increased significantly and today 14% of the student body is non-white, a good stride, but not representative of the demographics of the nation’s young people.
4.3.e—http://www.luther.edu/ir/cds/2012_13/ enrollment & persistence]
- Although the United States P-12 student population now is almost equally split between students of White and non-White racial ethnicity, the percentage of White teachers still far exceeds that of non-White teachers.
“Between 1990 and 2010, the percentage of public school students who were White decreased from 67 to 54 percent, and the percentage of those who were Hispanic increased from 12 percent (5.1 million students) to 23 percent (12.1 million students).”
http://nces.ed.gov/programs/coe/indicator_1er.asp

The data from “nces.ed.gov” note the racial/ethnic percentage of US K-12 public school teachers in 2003-2004 was 83.1%; in Iowa, Minnesota, and Wisconsin, the three states from which most of our candidates come, the racial/ethnic percentage of K-12 public school teachers was 98%, 96%, and 94% respectively, **Table 18. Percentage distribution of public school teachers by race/ethnicity, percentage minority, and state: 2003–04** http://nces.ed.gov/surveys/sass/tables/state_2004_18.asp
The most recent data available, 2007-2008, indicate no significant change in the percentage of White teachers: 83.5%. http://nces.ed.gov/pubs2009/2009324/tables/sass0708_2009324_t12n_02.asp

The Luther College mission statement makes clear Luther College’s commitment to a growing diverse student body: “As people of all backgrounds, we embrace diversity and challenge one another to learn in community...” The Luther College Diversity Center (LDC) facilitates the work of the college to carry out that mission. When the LDC was formed a little over a decade ago, it was seen primarily as the “home” of international students; over time, it is has become a place of great inclusion. See the picture on the first page of the LDC website: <http://www.luther.edu/diversity/>

“Inclusion: It Works! Hello friends! We are the Diversity Center of Luther College...Come by and say hello, you are always welcome!”

The diversity seen in this picture is reflected in the LDC’s definition of “diversity” and is consistent with the way in which our Education Department understands diversity:

Defining Diversity: Diversity encompasses complex differences in perspectives, identity, and points of view among individuals who make up the wider community. Diversity includes important and interrelated dimensions of human identity such as race, ethnicity, gender, socio-economic status, nationality, citizenship, religion, sexual orientation, ability, and age. *These differences are important to understand, but they cannot be used to predict any individual's values, choices or responses.* <http://www.luther.edu/diversity/center/>

The commitment to the preparation of candidates "to work effectively with all students" is articulated in Strand IV of the Education Department's conceptual framework: "Luther College teacher education candidates are provided with opportunities to engage in experiences with diverse populations to assist their development as competent, caring, and inquisitive teachers for the 21st century."

[4.3--Conceptual Framework--Summer2012Revisions](#)

"The Education Department focuses on providing teacher candidates with instruction and experience on four aspects of diversity in the classroom: (1) increasing the intercultural awareness and competency of beginning teachers; (2) encouraging sensitivity to PK-12 students' social and emotional needs; (3) developing candidates' ability to vary instructional methods to meet a wider range of student needs and to engage a wide variety of learning styles within the classroom; and (4) integrating the curriculum using the experiences, histories, traditions, and values that students bring to the classroom. Coursework and practical experiences at Luther College broaden candidates' knowledge of student diversity, background, and learning preferences. These experiences foster candidates' examination of their lessons, materials, and classroom interactions to support the learning of all students, including those who are gifted, live in poverty, identified with special needs, or are culturally-linguistically diverse. Furthermore, teacher candidates create classrooms that connect their PK-12 students to the broader society, where issues of social responsibility, democracy, and global citizenship promote critical thinking and active engagement in the learning process."

[4.3.b--Courses with diversity addressed per our Conceptual Framework](#)

Throughout the Teacher Education Program, the candidates provide evidence of their learning in each of their three portfolios, including evidence of their understanding and ability to respond to the diverse learners that will be in their future classrooms. Each of the three primary clinical experiences include an expectation that the candidates are responsive to the diversity in the classroom.

4.3.a—http://www.luther.edu/education/portfolio_system/purpose/competencies/

[4.3.c-Rubrics--Evaluation of Response to Diversity](#)

4.2.b Continuous Improvement [maximum of three pages]

- **Summarize activities and changes based on data that have led to continuous improvement of candidate performance and program quality.**

In addition to the awareness that the local communities surrounding Luther College are not very racial-ethnically diverse, we are very much aware of the limited opportunities for our candidates to interact on campus, and particularly in our department, with persons who are not White. The racial/ethnicity of the Luther College faculty, staff, and student body is relatively homogeneous.

[4.3.d--Diversity of Faculty Information](#)

[4.3.d--Appendix A—Faculty Diversity](#)

Although the Luther College student body includes a greater percentage of minority representation than the faculty/staff, about 14%, 4.3.e—http://www.luther.edu/ir/cds/2012_13/ enrollment & persistence], the percentage of non-White candidates in the Teacher Education Program is very small, about 2-3%, even smaller than the percentage of non-white teachers currently in K-12 schools nationally.

[4.3.c-2008-09 Title II Report](#)

[4.3.c-2009-10 Title II Report](#)

[4.3.c-2010-11 Title II Report](#)

Since our last accreditation visit, we have worked to identify ways our students can gain experience with populations different from themselves.

- For our candidates from suburban Minneapolis, their first clinical experience in the local small town/rural schools in northeast Iowa and southeast Minnesota, is an experience of diversity.
- During the past several years we have strengthened our foundation course, "The Diverse and Exceptional Learner." The course has included increased focus on multicultural education. Many of the candidates take the "Intercultural Development Inventory" as a way to consider their own experience and comfort with diversity. Candidates also engage in activities that require them to interact with persons different from themselves and to reflect on their learning, about themselves and about the different persons. [4.3.b—221 syllabi <http://www.luther.edu/edaccreditation/syllabi/> See any semester]
- In 2008, when Elementary candidates first engaged in a full-time three-week January-term methods clinical, we began to encourage them to go to clinical and student teaching placements very different from their initial clinical placement. In 2010 secondary candidates began similar methods clinical placements and in January 2013, the K-12 PE/H candidates now participate in this type of full-time methods clinical. In 2010, it became a requirement that every candidate's three primary clinical placements (initial, methods, and student teaching) reflect diverse school settings.

4.3.i—<http://www.luther.edu/education/program/> "All education majors and minors are required to have a practicum that includes students from diverse backgrounds." [4.3.i—College catalog: <http://www.luther.edu/catalog/1947.htm>]

4.2.b Continuous Improvement [maximum of three pages]

- **Discuss plans for sustaining and enhancing performance through continuous improvement as articulated in unit Standard 4.**

In addition to our requirement that our candidates' clinical placements be in diverse settings, we have begun to explore other ways we can improve the preparation of our candidates for the challenges of working with diverse populations.

- Throughout the fall 2012 semester, our department has focused much of our attention on the concern that our candidates have limited opportunity to interact with persons from cultures different from their own. Although Luther College includes activities, events, service, and organizations that support and promote diversity, 4.3.b—<http://www.luther.edu/diversity/programs/>, the Education Department faculty are not comfortable with requiring our candidates to participate in a magic number of events, services, and/or activities. [**4.3.b**—See 8/22 workshop;10/3 & 12/5 ED Faculty note] In addition to the methods practicum and student teaching, we are continuing to explore meaningful and non-token ways our candidates can interact with persons from cultures different than their own.
- With the methods placements being in increasingly diverse classrooms, the Education Department faculty has become very aware of the diversity in many P-12 classrooms that did not exist just 10 years ago. The methods faculty is becoming more intentional about including in the methods courses opportunities that require candidates to address the diversity in P-12 classrooms, including supporting students from cultures different than themselves. Our candidates relate what they learned in their 200-level foundations courses, particularly in "The Diverse and Exceptional Learner" and in "Educational Psychology," to their understanding of the content and pedagogy of the curriculum they will teach. Foundation is laid for this in the fall methods course. During the January-term clinical, candidates experience the challenge of supporting students who learn differently than they learn. In the spring methods course, candidates reflect on these hands-on experiences and seek to learn more

about the developmental nature of their discipline and the pedagogy that best supports the learning of that discipline.

[4.3.b—http://www.luther.edu/edaccreditation/syllabi/methods_syllabi—Fall: EDUC 325; 326; 352; 353; Spring: 328; 329; 367]

- We recognize that we need to attract more students of color to the Teacher Education Program. Two Education Department faculty members have been appointed to explore with the Luther College Diversity Center ways we can be connected to the students who participate in LDC activities in the hope of recruiting more students of color and students from cultures different than the “norm” of the current candidates in the Teacher Education Program. Although a few members of our department work in various ways with personnel and activities in the LDC, we have not intentionally explored recruitment through the LDC.