

4.3.i Policies, procedures, and practices that support candidates working with P-12 students from diverse groups

Policies

The College of Education has developed the conceptual framework that incorporates the entry level competencies to prepare teacher candidates. *Knowledge Principle 7* supports candidates working with P-12 students from diverse groups (Exhibit 2.3.a.13 Conceptual Framework):

Knowledge Principle 7 Diversity: The teacher Candidate recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.

Procedures and Practices

The Field Placement Coordinator in coordination with course instructors will place teacher candidates at an approved school site ensuring diverse experiences. Efforts will be made to honor the candidate's request for site preference. To ensure diverse experiences of a variety of placements and sites, all placements will be recorded and reviewed prior to placement each semester. (Exhibit 2.3.a.16 NNMC COE Handbook (draft) page 37, 40.1; Exhibit 3.3.b Candidate Diversity Tracking Placements)

In addition, NNMC implements Student Learning Outcomes (SLOs) which support the understanding of cultural sensitivity to support diverse placements and experiences of teacher candidates while conducting field lab experiences (Exhibit 2.1.c.2 COE Master Syllabus Template page 4)

Student Learning Outcome #4: Demonstrate commitment to address cultural, social, and ethical responsibilities, which include the ability to

- perceive situations from various cultural and ethical contexts
- realize the role of the individual in influencing societal consequences, understand the importance of character values such as but not limited to: truthfulness and personal integrity, sense of responsibility, sense of fairness and justice, to test conventional wisdom for the pursuit of truth empathy, compassion, and general good citizenship