Initial Program Policies, Practices, and/or Procedures that Facilitate Candidate Experiences with Students from Diverse Groups

_Elementary Professional Development School Experiences_

The demographic data of the schools used by elementary, secondary, and advanced candidates indicate a breadth of diversity in schools across the state. To ensure that elementary education candidates have a clinical experience with students from diverse backgrounds, the faculty have established a set of guidelines. Candidates who have done Block 2 placement in areas outside of Emporia or Topeka where the student body demographic is less diverse must do Block 3 at an Emporia or Topeka school where the student bodies are diverse.

Olathe PDS schools are Title 1 schools. The PDS sites for the Kansas City Kansas Community College location are diverse. Candidates attending the Butler Community College BEST (Butler/Emporia Students to Teachers) program do their science microteaches at a diverse school in Wichita.

_Elementary Other_

Each semester, Emporia State University Elementary Science Methods candidates challenge classes of 8th graders from diverse backgrounds and middle schools from around the state to the Mission to Mars Science Olympiad. The teams used remote-controlled robots to manipulate billiard balls through a course for points — and a chance to take home bragging rights and a traveling trophy.

The teams spend about a month building their robots that resemble erector sets with wheels. The real point of the competition, however, was the educational opportunity shared by the students on a mission to simulate a rover mission on Mars. How to work together in teams and how to come together and solve a problem are crucial to the teams in building their robots and coordinating to find and return moon rocks to base camp.

_Secondary Phase II Student Teaching_

Secondary candidates complete a Diversity Assessment prior to Phase II Student Teaching. The evidence candidates provide in this assessment is used by the Office of Professional Education Services (OPES) to assess/approve requested student teacher placement sites. OPES may assign candidates to a diverse setting based on the score to assure that candidates are adequately prepared to teach all children. Section A of the assessment requires candidates to enumerate experiences working in diverse settings, including the total hours, a description of the job or volunteer task, and the populations with whom the candidate worked/served. These data are then scored using a rubric that uses a 1 (minimal) to 3 (substantial) scale for three different variables.

The Duration variable is the quantity of time working in a diverse setting with minimal (1) corresponding to less than 100 hours, moderate (2) corresponding to between 100 and 200 hours, and substantial (3) corresponding to greater than 200 hours. The Intensity variable measures the quality of experience(s) with minimal (1) corresponding to serving only as observer, moderate (2) corresponding to active involvement without responsibility for planning or decision making, and substantial (3) corresponding to active involvement with planning or decision-making responsibility.
The Diversity variable measures the breadth of cultural/diverse exposure with minimal (1) corresponding to working with only one population, 2 (moderate) corresponding to working with two or three populations, and 3 (substantial) corresponding to working with all four populations.

The scores from the three variables are summed together and used by the OPES office as follows: 3 to 4 means that candidate needs a diverse placement, 5 to 6 means diverse placement is advisable, and 7 to 9 means that candidate has adequate diverse experience.

Secondary Other

Every spring, Emporia State University Mathematics Methods candidates work with the Quest Program and staff at Emporia Middle School to produce Math Night—an evening of fun challenges that the middle school students AND their parents work on together. The theme of the Spring 2011 Math Night was *The Academy Awards at EMS: Where Math is the Star*.

The candidates planned all of the stations and ensured that each math event/station was tied to a different movie such as *Toy Story, Up*, and *Finding Nemo*. The students created the printed program and solicited donated prizes from community merchants.