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.

1. How does the unit prepare candidates to work effectively with all students?

Based on recognition that candidates enter our programs with their own value system and in many cases a thin knowledge base of diverse others, it is critical that our curriculum is conscious of the potentiality of all students regardless of ethnicity, race, socioeconomic status, gender, exceptionality, language, religion, sexual orientation and geographic area. Our conceptual framework describes the pathway that students take through our program reflecting our commitment to preparing and supporting learning for all students, from gaining initial KNOWLEDGE [of diversity] within coursework, to ACTION [with diverse others] through field and clinical experiences to LEADERSHIP in groups, in school-based leadership situations and ultimately to the principalship and scholar [in diverse environments]. The PEU designs, implements and evaluates curriculum and experiences in both initial and advanced programs to provide the knowledge, skills, and dispositions that foster multicultural social competence, creating a culturally compatible learning environment where diversity is valued and celebrated. Grounded in diversity standards found at the institution, state, and professional levels, candidates demonstrate knowledge of diversity and apply those proficiencies to meet the specific needs of students.

The Unit's English Speakers of Other Languages (ESOL) Advisory Committee plays a key role in focusing PEU diversity activities through the ESOL Faculty Development Plan to ensure successful implementation of the curriculum. The plan outlines requirements for faculty teaching ESOL-infused courses and the curriculum for ESOL specific courses. Faculty members are required to maintain currency in diversity by attending conferences, taking workshops, or enrolling in college courses equaling 45 contact hours of professional development, in addition to periodic training.

Diversity is woven though initial and advanced programs through both infused and stand-alone courses and field/clinical experiences. Depending on level, candidates are required to complete diversity courses such as ESOL Principles and Practices, Empowering Teachers to Teach English to ESOL Students, Exceptionalities, and Multicultural Education. Topics related to culture, diversity, English Language Learners, and students with exceptionalities are presented.

PEU initial certification programs include an ESOL endorsement approved by FLDOE. Initial certification students focus on diversity (knowledge and action) in Field Experience II where placements are selected based on student demographics (free/reduced lunch, IEPs, ESOL identifiers). Initial certification degree programs incorporate 25 ESOL Performance Standards and 11 ESOL FLDOE Subject Area Competencies (SACS) and Skills through two standalone and five infused ESOL courses. FSACS are assessed through key assignments that are aligned to Knowledge, Action, and
Leadership. Candidates graduating from the bachelor degree programs are eligible to receive the "ESOL Endorsement" statement added to their transcript and teaching certificate.

School of Education (SoE) advanced programs integrate diversity themes in areas of exceptionalities, integrated curriculum, field experiences, and clinical placements. Educational leadership programs require proficiency foundations in ESOL and English Language Learners (ELL). Advanced students, in their own environments, build and practice strategies to act and lead in teaching and learning environments comprised of diverse students, parents, and communities.

In field experiences and clinical practice candidates must achieve a satisfactory rating on criteria indicators of fairness and the belief that all students can learn. Experiences and placements are situated in a wide variety of locations to ensure candidates have the opportunity to participate in varied and diverse environments. Disposition surveys include self-ratings and ratings by other instructors and/or supervisors who examine candidate characteristics related to fairness and the belief that all students can learn. When candidates do not meet pedagogical expectations and/or dispositions, a referral to the Response to Intervention (RtI) system for remediation is made. Program Review Committees, ESOL Advisory Committee, Professional Education Council (PEC), and the Continuous Improvement Team (CIT) review diversity proficiencies on a regular basis to evaluate faculty and student performance in diversity-related standards. Unit, program and candidate assessment occurs relative to diversity through our Gaining, Evaluating, Assessing and Reporting System (GEARS) assessment model with key assignments, candidate performance, and program effectiveness evaluated through each transition point. Results provide evidence for continuous improvement.

The Unit values and seeks diverse experiences for candidates to engage in professional interactions with faculty from a range of backgrounds and experiences. PEU faculty members bring a wealth of experience representing teaching and learning in urban schools, rural environments, juvenile justice system, severe disability environments, and foreign countries. Candidates work with diverse faculty (gender, ethnicity [Caucasian, African American, non-Hispanic, Hispanic, American Indian, Asian, and Coptic origin]). Faculty diversity (gender, racial, ethnic, religious, language, and cultural) creates a rich learning environment for candidates. Faculty background experiences include teaching exceptional education students in inner city schools, working with students in the juvenile justice system, at-risk students in Title One schools, military dependents overseas in Department of Defense Schools, restructuring school systems abroad, researching the Civil Rights Era, serving students with severe disabilities, English Language Learners, and leaders of low performing schools.

The Unit actively recruits diverse applicants for available positions as outlined in the Faculty Recruitment and Retention Plan. These efforts include advertisements targeting members of underrepresented groups while adhering to the University's policy in recruitment, selection, and appointment of personnel (HR Policy 20.00-2004/07). Recent hires have strengthened faculty diversity. The PEU partners with districts, agencies, and organizations in diversity initiatives, including Minority Teacher Recruitment, professional development schools, and “homegrown” teachers to strengthen diversity experiences of candidates.
Candidates engage in professional education experiences with other diverse candidates through learning communities created in PEU programs. UWF serves both a traditional and non-traditional student population with first generation learners, distance learners, older learners (25+), those employed full time, career changers, and those with families. Candidate demographics include 82% White non-Hispanic, 87% female, 56% receive financial aid, and less than 1% declared a disability. Candidates work with diverse peers on course assignments, group research projects, and class discussions. Additionally, initial certification candidates interact with fellow students in the Intensive English Program (IEP) classroom and observe IEP teachers’ approaches in accommodating international students’ unique linguistic and/or cultural needs. Initial candidates are required to interview an ELL to develop awareness and better understand his or her struggles and successes.

The Unit actively recruits minority candidates. Specific scholarship opportunities are available for minority students through the Florida Fund for Minority Teachers. Since 2003, over $182,000 has been awarded to 91 UWF teacher education candidates. Additionally, the Unit participates in the “Homegrown” program with the Santa Rosa County School District and in Okaloosa County’s School District’s Minority Recruitment Campaign. Together, the PEU and school district representatives are devising a plan to recruit, educate, and retain minority teachers in the region.

All educator preparation programs require a clinical experience in a P-12 setting. Most of these experiences occur in low-performing schools and schools comprised of students from myriad backgrounds and instructional needs. These assignments and experiences ensure candidates have the opportunity to work with ELLs, students with exceptionalities, students with reading difficulties, and/or learners with behavior problems. The experience is documented (e.g., unit plan, daily reflections, action research project, or dissertation study) and assessed by the P-12 setting field placement teacher or supervisor. Initial teacher preparation candidates have an opportunity to complete their clinical experience overseas through the Consortium for Overseas Student Teaching (COST) program. In the past three semesters, three candidates completed their clinical experience in New Zealand, Ireland, and Australia.

Three significant changes in Standard 4 have led to continuous improvement: 1) ESOL Placement and assignments, 2) the development of the Response to Intervention (RtI) model, and 3) Impact on P-12 Learning through grants and outreach efforts.

1. **Diversity Placement and Assignments.**
   
The Unit recognizes the need for initial teacher preparation bachelor’s degree candidates to have increased opportunities in teaching the diverse student. Therefore, each candidate in the initial teacher certification program receives a diverse placement where he or she works with students with exceptionalities, students with reading difficulties, students from low-income schools, learners with behavior problems, and an additional 25-hour placement for working with English Language Learners (ELL). During this additional placement, candidates are required to tutor or teach an ESOL student in a one-on-one, small group, or large group setting. The Supervising Teacher documents the lesson and the
University Instructor evaluates the lesson plan. In Field Experience II, Each candidate completes a teaching assignment that requires:

a. Structured observation of an ESOL teacher and ELL(s)
b. Informal assessment of the ELLs,
c. Development and implementation of lessons based upon the assessment results, and
d. Reflections on each interaction.

2. **Response-to-Intervention (RtI)**
   A primary goal in teacher preparation programs is to provide candidates with the tools needed to become a successful educator. Therefore, the PEU makes a concerted effort to ensure the success and retention of candidates who may be at-risk for failure. The PEU employs an RtI process that promotes an atmosphere of prevention and support through a three-tier system that uses data to improve courses, programs, and procedures and to support candidates who are struggling to meet content and disposition standards and competencies.

3. **Impact on P-12 Learning through Grants and Outreach**
The Unit engages in multiple efforts to improve education in the local community through grant opportunities that impact P-12 learning. Examples of those efforts include the following grants and projects.

a. Supplemental Educational Services (SES)
b. Autism Office
c. Finding Florida
d. MOVE Project
e. Linking Arms Project
f. Independence for the Blind
g. Pathways for Change
h. Santa Rosa County School District Response to Intervention for Reading and Math
i. Born Learning
j. Embry Riddle Aeronautical High School Program
k. Pensacola Catholic High School
l. Escambia Westgate School