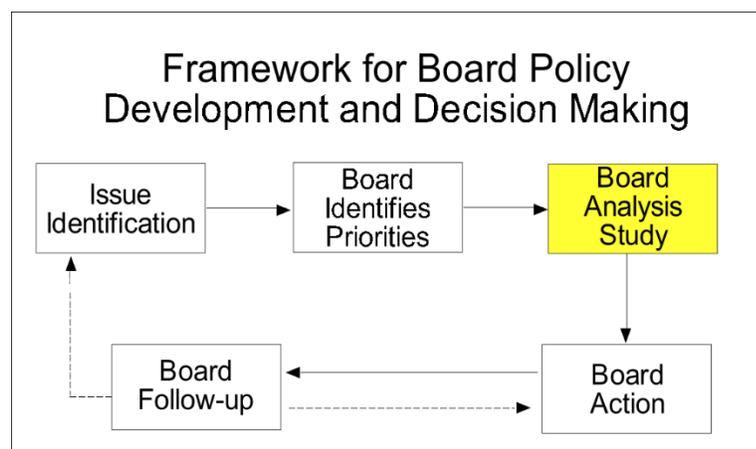


Iowa State Board of Education

Executive Summary

September 13, 2018



Agenda Item: Preparation of Teachers and Leaders for Cultural Competency

State Board Priority: Improving Teacher and Leader Preparation

State Board Role/Authority: The State Board of Education sets standards and approves practitioner preparation programs based on those standards. Iowa Code section 256.7(3) and 281 Iowa Administrative rule 79.5.

Presenter(s): Lawrence R. Bice, Administrative Consultant
Bureau of Leading, Teaching, Learning Services

Gaetane Jean-Marie, Dean, College of Education
University of Northern Iowa

University of Northern Iowa Practitioner Preparation Faculty
Members

Attachment(s): One

Recommendation: It is recommended that the State Board hear and discuss this information.

Background: The Iowa standards for practitioner preparation require that all teachers and leaders prepared in Iowa institutions receive instruction in cultural competency and can demonstrate their knowledge of meeting the learning needs of students in various subgroups. The University of Northern Iowa's College of Education prepares the largest number of teachers and administrators in Iowa. In this presentation, their dean and faculty will share how they prepare candidates for cultural competency. The attached document lists the standards relevant to preparation for cultural competency to provide context for this presentation.

Cultural Competency for Educator Preparation Relevant Standards

These standards are components of the Iowa Administrative Code 281, chapter 79 standards for practitioner preparation programs. The standards included in this document are directly related to the preparation of educators in meeting the culturally relevant needs of students. These standards serve as the minimum requirement for each program. The programs then determine how to best prepare their students using these standards as a base. These standards are provided to the board to provide context for the presentation by the University of Northern Iowa College of Education.

Definitions:

281—79.2 (256) Definitions. For purposes of clarity, the following definitions are used throughout the chapter:

“Diverse groups” means one or more groups of individuals possessing certain traits or characteristics, including but not limited to age, color, creed, national origin, race, religion, marital status, sex, sexual orientation, gender identity, physical attributes, physical or mental ability or disability, ancestry, political party preference, political belief, socioeconomic status, or familial status.

Diversity Standard:

281—79.11 (256) Diversity standard. The environment and experiences provided for practitioner candidates support candidate growth in knowledge, skills, and dispositions to help all students learn in accordance with the following provisions.

79.11(1) The institution and unit work to establish a climate that promotes and supports diversity.

79.11(2) The institution’s and unit’s plans, policies, and practices document their efforts in establishing and maintaining a diverse faculty and student body.

Teacher Clinical Experience Standard:

79.14(4) Teacher candidates experience clinical practices in multiple settings that include diverse groups and diverse learning needs.

Teacher Knowledge Skills and Dispositions Standard:

79.15(2) Each teacher candidate receives dedicated coursework related to the study of human relations, cultural competency, and diverse learners, such that the candidate is prepared to work with students from diverse groups, as defined in rule 281—79.2(256). The unit shall provide evidence that teacher candidates develop the ability to identify and meet the needs of all learners, including:

- a. Students from diverse ethnic, racial and socioeconomic backgrounds.
- b. Students with disabilities.
- c. Students who are struggling with literacy, including those with dyslexia.
- d. Students who are gifted and talented.
- e. English language learners.
- f. Students who may be at risk of not succeeding in school.

This preparation will include classroom management addressing high-risk behaviors including, but not limited to, behaviors related to substance abuse.

79.15(5) Each teacher candidate demonstrates competency in all of the following professional core curricula:

- a. Learner development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
- b. Learning differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- c. Learning environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
- g. Planning for instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Administrator Knowledge Skills and Dispositions Standard:

79.17(4) Each administrator candidate demonstrates, within specific coursework and clinical experiences related to the study of human relations, cultural competency, and diverse learners, that the candidate is prepared to work with students from diverse groups, as defined in rule 281—79.2(256).

The unit shall provide evidence that administrator candidates develop the ability to meet the needs of all learners, including:

- a. Students from diverse ethnic, racial and socioeconomic backgrounds.
- b. Students with disabilities.
- c. Students who are gifted and talented.
- d. English language learners.
- e. Students who may be at risk of not succeeding in school.