Examining Social Justice in Teacher Education from an Accreditor’s Perspective

Scott Jackson Dantley, Ph.D.
Council for the Accreditation of Educator Preparation
Competency Levels The Session Addresses

Content Level:
• Level 1: Foundational (PP1) Suitable for those that are new to leadership or to the subject matter.

Advocacy Competency:
• Leverages advocacy practice
• Interprets and acts on social justice initiatives (CT3)
Agenda

1. Introduction – U.S. Department of Education
2. Teacher Profiles and Current Situation
3. Diversity and Educator Preparation Programs
4. CAEP Standards on Diversity
5. CAEP’s Equity Initiatives
6. CAEP’s Equity Initiatives’ Goals
7. Questions and Answers
Introduction – U.S. Department of Education

According to the U.S. Department of Education, “providing all children in America with the opportunity for a world-class education is critical for their success and the success of our nation and every child deserves a great teacher”
Teacher Profile by the Numbers

• Teaching is one of the largest occupations in the U.S. with about 3,450,000 public and private school teachers

• Represents about 10% of all college-educated workers, and about 2.7% of the overall U.S. workforce (1999-2000)

• 310,000 teachers enter the profession every year
Teacher Profile by the Numbers (Cont’d)

• Average American teacher is white, female, elementary teacher in the urban areas

• In general (75% vs. 25%) of teachers: 2,590,000 vs. 860,000

• Average teacher is 43 years old and has 15 years of teaching experience

• More than 1/3 of teachers are over age 50 and will be retiring in the next decade!
Looking Back

• 1960s and 1970s, teaching was one of a few career options for women and minorities

• Many teaches entered the profession as a career for LIFE
Social Justice Issues

• Demand for teachers typically in urban schools continues to be a problem - filling teaching positions in foreign language, special education, math and science

• Urban schools-especially low-performing, high minority student population
Diversity

CAEP’s 2013 standards, define diversity as “From race and ethnicity to poverty, language, disabilities, giftedness, religion, sexual orientation, and gender, America is diversity.” Diversity is one of two cross-cutting themes, along with technology, that is addressed across multiple standards.
Addressing Cross-cutting Themes

• EPPs must address the two cross-cutting themes of diversity and technology within self study –
  – Diversity
    • Standard 1 – emphasizes “all students” must demonstrate skills and commitment that provide all P-12 students access to rigorous college and career ready standards
    • Standard 2 – Clinical experiences that prepare candidates to work with all students
    • Standard 3 – EPPs committed to outreach efforts to recruit a more able and diverse candidate pool
    • Incorporation of multiple perspectives, respect and responsiveness to cultural differences, and understanding of their own frames of reference
Addressing Cross-cutting Themes (Contd.)

• Technology
  – Standard 1
    • Endorses InTASC teacher standards
    • Providers are to “...ensure that completers model and apply technology standards as they design, implement, and assess learning experiences to engage students and improving learning and enrich professional practice.”
  – Standard 2
    • Technology-enhanced learning opportunities
    • Appropriate technology-based applications
    • Technology based collaborations
  – Standard 3 – candidates integrate technology into all learning domains
Commission’s Recommendation on Diversity

• National Center for Education Statistics (NCES) reports—48% of P-12 public school students are students of color

• U.S. Bureau of the Census reports—20% of the school-age population comes from homes where native language other than English are spoken

• Trends show (immigration and birth rates), NCES projects by 2021, the proportion of students of color will exceed 52% of enrollments

• American is diverse: race, ethnicity, poverty, language, disabilities, giftedness, religion, sexual orientation, and gender
Completing An Educator Preparation Program

Examples of Proficiencies:

- Incorporation of multiple perspectives to the discussion of content, including attention to learners’ personal, family, and community experiences and cultural norms

- A commitment to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction that incorporates the histories, experiences and representations of students and families from diverse populations

- Verbal and nonverbal communication skills that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners and their families bring to the learning environment
Proficiencies

• Ability to interpret and share student assessment data with families to support student learning environments.

• An understanding of their own frames of reference (e.g. culture, gender, language, abilities, ways of knowing), the potential biases in these frames, the relationship of privilege and power in schools, and the impact of these frames on educators’ expectations for and relationships with learners and their families.
Activity

List three to four areas in which CAEP should address equity and social justice issues.
CAEP’s Equity Initiatives

CAEP’s equity initiatives are centered on three major themes:

• Ensure greater inclusion and diversity of CAEP’s governance operations and accreditation volunteer workforce

• Strengthen strategic partnerships to leverage CAEP’s equity initiatives

• Build understanding for EPPs (i.e. Predominantly White Institutions (PWIs), Historically Black Colleges and Universities (HBCUs, etc.) to recruit able and diverse candidates and faculty effectively
The goals of CAEP’s equity initiatives are to:

• Develop and promulgate CAEP’s definition of diversity to include under-represented groups (i.e., LGBT community and other minorities)

• Identify thought partners whose mission is to address diversity issues in educator preparation

• Develop and identify new partnerships to address equity issues in teacher education

• Identify where CAEP’s work on equity should be highlighted

• Identify the types of data and evidence regarding diversity that should be sought as part of the site team review and the implications of that for training.
CAEP’s Equity Initiatives Goals (Cont’d.)

• Increase CAEP’s visibility on various national taskforces on educator preparation that focus on diversity/equity and contribute strategies, ideas, practices for application to teacher education

• Engage the community (stakeholders) in identifying researchers and EPPs who are displaying best practices regarding recruitment and retention of able and diverse candidates and EPPs' faculty from underrepresented groups.

• Identify exemplars from those who produce quality diverse educators to engage them in participating in CAEP conferences, programs and other CAEP activities.
“Mz. Applewurst, despite slashed funding and outright hostility on the political front, we all say, ‘let’s give this education thing a shot!’”

caglecartoons.com
Session Outcomes

• Participants will learn about CAEP's thinking on issues related to Equity and Diversity
• Participants will be engaged in a discussion on issues related to Social Justice in the context of teacher preparation
• Participants will learn about CAEP's proposed Equity Advisory Committee (EAC) and its work. Audience will be asked to provide comments on the EAC's goals and objectives from their leadership perspective.
• Participants will understand CAEP's diversity proficiencies and expectations of all educators.
Questions?

Thank You

Scott.Dantley@caepnet.org
Please complete the evaluation for this breakout session!