

SOE Diversity Assessment

	Not Addressed	Introducing	Developing	Prepared to Student Teach	Prepared as Initial Educator
Knowledge	EDUC 205 - 10% EDUC 381 - 15% EDUC 324 - 62% EDUC 400 - 65%	EDUC 205 - 65% EDUC 381 - 15% EDUC 324 - 0% EDUC 400 - 10%	EDUC 205 - 25% EDUC 381 - 45% EDUC 324 - 15% EDUC 400 - 2	EDUC 205 - 0% EDUC 381 - 25% EDUC 324 - 23% EDUC 400 - 0%	EDUC 205 - 0% EDUC 381 - 0% EDUC 324 - 0% EDUC 400 - 15%
Skills	EDUC 205 - 15% EDUC 381 - 5% EDUC 324 - 15% EDUC 400 - 15%	EDUC 205 - 80% EDUC 381 - 40% EDUC 324 - 23% EDUC 400 - 10%	EDUC 205 - 5% EDUC 381 - 50% EDUC 324 - 15% EDUC 400 - 9	EDUC 205 - 0% EDUC 381 - 5% EDUC 324 - 46% EDUC 400 - 10%	EDUC 205 - 0% EDUC 381 - 0% EDUC 324 - 0% EDUC 400 - 20%
Dispositions	EDUC 205 - 25% EDUC 381 - 5% EDUC 324 - 31% EDUC 400 - 60%	EDUC 205 - 75% EDUC 381 - 35% EDUC 324 - 8% EDUC 400 - 0%	EDUC 205 - 0% EDUC 381 - 55% EDUC 324 - 8% EDUC 400 - 0	EDUC 205 - 0% EDUC 381 - 5% EDUC 324 - 62% EDUC 400 - 25%	EDUC 205 - 0% EDUC 381 - 0% EDUC 324 - 0% EDUC 400 - 15%
Application to Teaching	EDUC 205 - 65% EDUC 381 - 0% EDUC 324 - 0% EDUC 400 - 5%	EDUC 205 - 35% EDUC 381 - 30% EDUC 324 - 0% EDUC 400 - 15%	EDUC 205 - 0% EDUC 381 - 50% EDUC 324 - 0% EDUC 400 - 10%	EDUC 205 - 0% EDUC 381 - 20% EDUC 324 - 100% EDUC 400 - 45%	EDUC 205 - 0% EDUC 381 - 0% EDUC 324 - 0% EDUC 400 - 25%

EDUC 205 n=20

EDUC 381 n=20

EDUC 400 n=20

EDUC 324 n=48 (13 unit plans)

SOE Diversity Assessment

	Introducing	Developing	Prepared to Student Teach	Prepared as Initial Educator
Knowledge	Articulates insights into own cultural rules and biases.	Articulates insights into own cultural rules and biases and identifies new perspectives about own cultural rules and biases.	Articulates insights into own cultural rules and biases, begins to explain elements important to members of another culture (history, values, politics, communication styles, economy, or beliefs and practices), and explains the role of cultural identity on own perspective.	Articulates insights into own cultural rules and biases, explains elements important to members of another culture, explains the role of cultural identity on own perspective, and applies this knowledge to professional interactions and instruction.
Skills	Articulates and acknowledges the experiences of others through own cultural and learning lenses.	Articulates and acknowledges the experiences of others and begins to identify advantages and disadvantages that can be tied to cultural identity and/or learner differences.	Articulates and acknowledges the experiences of others, identifies advantages and disadvantages that can be tied to cultural identity and/or learner differences, and explains how these advantages and disadvantages can impact learning	Articulates and acknowledges the experiences of others, identifies advantages and disadvantages that can be tied to cultural identity and/or learner differences, and applies this knowledge to professional interactions and instruction.
Dispositions	Explains value of a perspective different from own.	Explains value of multiple perspectives and is able to support with concrete examples from own life.	Explains value of multiple perspectives and develops curriculum, instruction, and assessment that includes/addresses multiple perspectives.	Explains value of multiple perspectives and suspends judgment in his/her interactions with culturally different others (students, colleagues, parents, community members, etc.).
Application to Teaching	Identifies some assets and differences of learners.	Identifies some assets and differences of learners and explains how these differences impact learning.	Begins to apply knowledge of learner assets and differences to development of curriculum, instruction, and assessment.	Develops differentiated curriculum, instruction, and assessment that supports the assets and differences of each learner.

Comments: