

Framework for Standards and Assessment of Diversity
College of Education
Approved as amended by faculty, March 9, 2005

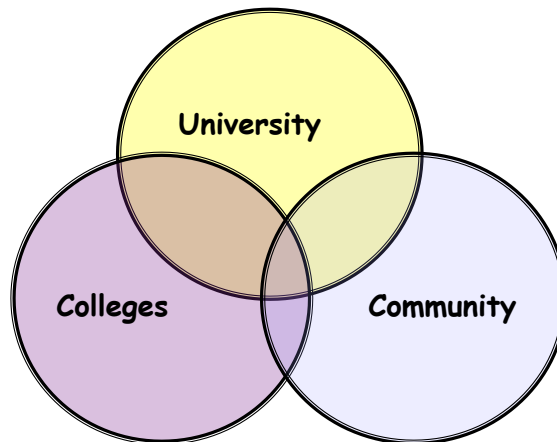
1. Goal:

The commitment of the College of Education to a diverse, inclusive, multicultural and international society will be demonstrated through its faculty, students, and clinical experiences.

2. Definition of Diversity:

<u>Unit</u> (adopted NCATE definition): Differences among groups of people and individuals based on ethnicity, race, socioeconomic status, age, gender, exceptionalities, language, religion, sexual orientation, and geographical area.	<u>General education core definition of diversity</u> : A minority American culture such as those identified by race or ethnicity, gender, sexual orientation, or disability; and the process of racism or discrimination of cross-cultural interaction.
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3. Commitment to Diversity



- a. University mission
- b. University-wide committee on diversity (forming, 2005)
- c. Conceptual framework of the Unit
- d. Specific goal of strategic plan with respective objectives/measures (Goal 1)
- e. Alignment of plan to university strategic plan – enhancing diversity (Goal 1, Objective G).
- f. College-level – standing committee on Diversity
- f. High needs school partnerships

NCATE Standard 4: The unit designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in P-12 schools.

4. Framework for Assessment:

Unit-level Indicators:

- Diversity of candidates (enrollment)
- Diversity of placements (high needs – field experiences, teaching assistantships, student teaching, internships)
- Diversity of full-time faculty/supervisors and of part-time faculty and supervisors
- Diversity of P-12 students and cooperating/associate teachers
- International experiences (# of students studying abroad)
- Participation in BASIC.

Candidate Performance:

1. Indicators of candidate performance related to diversity will be informed by elements of culturally relevant pedagogy (Irvine & Armento, 2001).
2. Some elements of culturally relevant pedagogy may be aligned with each of the individual standards of the governing, approved standards for programs as follows:
 - Initial teacher education – INTASC and SPA's
 - Advanced teacher education – NBPT
 - Educational Administration – ELCC
 - Counseling – CACREP
 - School Psychology – NASP
3. Indicators and functional strategies will be identified by program faculty and for field experiences by the supervisors of student teaching. A template will be provided for the matrix aligning indicators of culturally relevant pedagogy to the specific program standards.
4. Assessment measures will be delineated based on the indicators of culturally relevant pedagogy and program standards.
5. Data will be collected and analyzed to determine the strength of candidate performance related to teaching/learning with P-12 students from diverse backgrounds.

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