

## Undergraduate Diversity Expectations and Curriculum Components

CRT Principle	Assessment Measure
1.A The teacher integrates professional, content, and pedagogical knowledge to create learning experiences that make the content area meaningful for all students	EDU 376/ EDU 377 (A) Knowledge of Subject Matter/Diversity
	Teacher Assistantship Evaluation (F) Content Knowledge & Curriculum **
1.B The teacher uses multiple representations and explanations and links them to students' prior understanding.	EDU 376/ EDU 377 (A) Knowledge of Subject Matter/Diversity
2. The teacher understands and appreciates cognitive processes involved in academic learning, including diverse learning styles.	EDU 236 (A) Experiences and Learning Styles
	EDU 239 (A) Development
3.A The teacher knows and is sensitive to diverse cultural groups globally, and understands how ethnicity, class, gender, and other socio-cultural factors influence students' learning and classroom climate.	EDU 214 (A) Cultural Diversity
3.B The teacher understands students' families, cultures, and communities and uses this information as a basis for connecting to students' experiences.	EDU 214 (B) Family and Culture
	Teacher Assistantship Evaluation (E) Family & Communities **
4. The teacher implements a variety of instructional and assessment strategies appropriate to diverse learners.	EDU 236 (E) Multiple Assessments
	EDU 376/ EDU 377 (B) Instructional Strategies
	EDU 451 (C) Instructional Intervention
	Teacher Assistantship Evaluation (G) Multiple Instructional Strategies **
	Teacher Assistantship Evaluation (I) Assessment **
5. The teacher diagnoses and builds upon the personal, cultural and historical experiences of learners from a variety of socioeconomic and ethnic background and develops meaningful instructional activities and positive, productive learning environments.	EDU 214 (B) Family and Culture
	EDU 451 (C) Instructional Intervention
6. The teacher communicates in ways that demonstrate sensitivity to cultural and gender differences.	EDU 214 (D) Communication
	EDU 271 (A) Sensitivity in Communication
7. The teacher plans learning opportunities that meet the developmental and individual needs of diverse learners.	EDU 239 (B) Learning
	EDU 271 (C) Performance Skills
	EDU 451 (C) Instructional Intervention
	Teacher Assistantship Evaluation (D) Development & Learning **
8. The teacher uses a variety of assessment techniques, including observation, portfolios, self-assessment, peer assessment, and projects, as well as teacher-made and standardized tests.	EDU 236 (E) Multiple Assessments
	EDU 451 (B) Prior Knowledge
	EDU 451 (D) Post Assessment
	Teacher Assistantship Evaluation (I) Assessment **
9A. The teacher reflects on his/her personal background and life experiences in order to develop culturally responsive curricula and instructional practices.	EDU 214 (J) Reflection

9B. The teacher recognizes and promotes the diversity of students, protects students' legal and human rights, and demonstrates compassion for those experiencing difficulty.	EDU 214 (G) Disposition
	EDU 236 (I) Disposition
	EDU 239 (G) Disposition
	EDU 271 (E) Disposition
	Teacher Assistantship Evaluation (B) Professional Relationships **
10.A The teacher understands the influence of family participation of students' learning and involves families in students' learning.	EDU 214 (B) Family and Culture
	EDU 236 (H) Family Involvement
	Teacher Assistantship Evaluation (E) Families & Communities **
10.B The teacher identifies and uses community resources in the classroom and understands teaching as situated in schools and communities.	EDU 214 (B) Family and Culture
	EDU 239 (D) Community Relationship
	Teacher Assistantship Evaluation (E) Families & Communities **

\*\* Competencies rated as "Not Observable" are not being reported in this data set