

Graduate 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 576/ EDU 577 (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 576/ EDU 577 (A) Knowledge of Subject Matter/Diversity
2. The teacher understands and appreciates cognitive processes involved in academic learning, including diverse learning styles.	EDU 536 (A) Experiences and Learning Styles
	EDU 539 (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 528 (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 528 (C) 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 536 (F) Multiple Assessments
	EDU 576/ EDU 577 (B) Instructional Strategies
	EDU 505 (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 523 (D) Family and Culture
	EDU 505 (C) Instructional Intervention
6. The teacher communicates in ways that demonstrate sensitivity to cultural and gender differences.	EDU 528 (B) Communication
	EDU 571 (A) Sensitivity in Communication
7. The teacher plans learning opportunities that meet the developmental and individual needs of diverse learners.	EDU 539 (B) Learning
	EDU 571 (C) Performance Skills
	EDU 505 (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 536 (E) Multiple Assessments
	EDU 505 (B) Prior Knowledge
	EDU 505 (D) Prior Knowledge
	Teacher Assistantship Evaluation (I) ** Assessment
9A. The teacher reflects on his/her personal background and life experiences in order to	EDU 528 (G)

develop culturally responsive curricula and instructional practices.	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 528 (D) Disposition
	536 (J) Disposition
	EDU 539 (E) Disposition
	Teacher Assistantship Evaluation (A.8) **
	Teacher Assistantship Evaluation (B.3) **
	Teacher Assistantship Evaluation (B.4) **
10.A The teacher understands the influence of family participation of students' learning and involves families in students' learning.	EDU 528 (C) Family and Culture
	EDU 536 (I) 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 528 (A) Family and Culture
	EDU 539 (D) Community Relationship
	Teacher Assistantship Evaluation (E) ** Families & Communities

*n/a*** – these elements have been added to the assessments (starting in Fall 2009) as a component of continuous improvement*

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