

**Table 4a.3.1: Assessment of Diversity Proficiencies**

Initial Programs	Related Program Standard (s)/ Disposition	Where Assessed
Candidates recognize the impact of diversity on ways of learning	1.3: Candidate selects content to encourage diverse perspectives 3.2: Candidate plans and adapts instruction for individual needs 4.1: Candidate incorporates multiple instructional strategies to include consideration for engagement, effectiveness, intellectual stimulation and responsiveness to the needs of the learner 7.1: Candidate plans for a range of materials and resources to enhance all student learning experiences  Sensitive to Diversity:	Critical Tasks: Lesson Plan (1.3, 3.2, 7.1) Multicultural Teaching (1.3) Beliefs and Practices(4.1) Student Teaching Evaluations (1,3,4,7)  Dispositions: Levels I-IV*
Candidates consider individual characteristics of learners	2.1: Candidate possess knowledge of developmental characteristics of learners 3.2: Candidate plans and adapts instruction for individual needs 4.1: Candidate incorporates multiple instructional strategies to include consideration for engagement, effectiveness, intellectual stimulation and responsiveness to the needs of the learner	Critical Tasks: Child Study (2.1) Lesson Plan (3.2) Beliefs and Practices (4.1) Student Teaching Evaluations (2,3,4)
Candidates recognize and appreciate the rich fabric of our society even when diversity in our predominantly mono-cultural area might not be immediately evident	10.1: Candidate fosters relationships with school colleagues, parents and agencies in the larger community to support students' learning and well being  Sensitive to Diversity	Critical Tasks: Student Teaching Evaluations (10)  Dispositions: Levels I-IV*
Candidates demonstrate behaviors consistent with ideas of fairness and a belief that all students can learn (NCATE Unit Standards Revised, Standard 4, p. 1)	4.1: Candidate incorporates multiple instructional strategies to include consideration for engagement, effectiveness, intellectual stimulation and responsiveness to the needs of the learner 5.2: Candidate establishes behavior standards that are fair and respectful 7.1: Candidate plans for a range of materials and resources to enhance all student learning experiences 8.3: Candidate provides feedback to learners  Attitude Towards Learners	Critical Tasks: Lesson Plan (7.1) Beliefs and Practices(4.1) Student Teaching Evaluations (4, 5, 8)  Dispositions: Levels I-IV*

Advanced	Related Program Standard (s)/ Disposition	Where Assessed
Candidates recognize the impact of diversity on ways of learning	Goal 1.1 Candidates demonstrate an understanding of how students develop and learn with respect to individual, contextual and cultural differences, and an ability to take account of these differences in their practice (knowledge of learning and learners).	Advanced Critical Tasks: lesson plans, curriculum units or projects** Internship/Practicum Assessment
Candidates consider individual characteristics of learners	Goal 1.1 Candidates demonstrate an understanding of how students develop and learn with respect to individual, contextual and cultural differences, and an ability to take account of these differences in their practice (knowledge of learning and learners).	Advanced Critical Tasks: lesson plans, curriculum units or projects** Internship/Practicum Assessment
Candidates recognize and appreciate the rich fabric of our society even when diversity in our predominantly mono-cultural area might not be immediately evident	Goal 1.1 Candidates demonstrate an understanding of how students develop and learn with respect to individual, contextual and cultural differences, and an ability to take account of these differences in their practice (knowledge of learning and learners).	Advanced Critical Tasks : lesson plans, curriculum units or projects** Internship/Practicum Assessment
Candidates demonstrate behaviors consistent with ideas of fairness and a belief that all students can learn (NCATE Unit Standards Revised, Standard 4, p. 1)	Goal 3.2 Candidates demonstrate an ability to assess the progress of students through multiple methods, adjust practice to meet students' assessed needs and clearly explain student performance to parents, appropriate school personnel and administrators.	Advanced Critical Tasks: lesson plans, curriculum units or projects** Internship/Practicum Assessment

\* Level II (faculty completed) dispositions evaluations have just recently been implemented (spring 08) and no data is yet available.

\*\* Advanced Critical Tasks vary by program and are described in detail in each of the state reports. Please click on the specific program report within ESPB Standards Reports on our NCATE website.