

## Diversity Proficiencies

### Purpose:

The purpose of the diversity proficiencies is to measure the extent to which candidates engage in authentic practices that develop awareness, understanding, and respect for diversity and social justice; and the extent to which they understand the importance of diversity in teaching, learning, and schooling.

### Administration:

The Diversity Proficiencies assessment is administered during the student teaching semester. The assessment is completed once by teacher candidates as a self-evaluation at the end of student teaching, and by a cooperating teacher and university supervisor at the end of the student teaching semester.

### Revised Rubric Descriptors approved by EPPC on Oct. 9, 2019

	<b>High Level</b> Emphasize observation, articulating a detailed plan based on a descriptive observation for and application	<b>Satisfactory</b> Limited, but some evidence in either observation or application.	<b>Needs Improvement</b> Little evidence to support evidence of understanding through observation and/or application
<b>DP 1 Awareness: demonstrates understanding of neutral language, activities, and gestures sensitive to diverse learners, based on historical perspectives and contemporary knowledge</b>	Demonstrates awareness of differences in attitudes and beliefs of self and others through evidence of planning and implementing instruction that meets the needs of diverse learners, using neutral language, activities, and gestures that are sensitive to diverse learners.	Reflects on how own attitudes and beliefs are different from those of other cultures and communities and provides evidence of using that awareness to plan for instruction that considers the needs of diverse learners.	May reflect on how own attitudes and beliefs are different from those of other cultures and communities, but does not provide evidence of planning for instruction that to use that awareness to consider the needs of diverse learners.
<b>DP 2 Communication: demonstrates verbal and nonverbal techniques useful</b>	Demonstrates both an awareness of and an ability to effectively use	Demonstrates an ability to incorporate diverse perspectives when	Unable to demonstrate an ability to communicate effectively with those of

<p><b>for interacting with diverse learners, school personnel, families, and community members</b></p>	<p>communication that transcends socio-cultural and lingual barriers, and that integrates multiple perspectives. Communication demonstrates the ability to use both verbal and nonverbal forms of communication to reach a shared understanding.</p>	<p>communicating with members of one's own and other cultures and is able to reach a shared understanding.</p>	<p>other cultures and communities.</p>
<p><b>DP 3 Curriculum and Instruction: demonstrates development and use of unbiased learning outcomes and instructional strategies designed to facilitate student growth for all diverse learners including differentiated instruction</b></p>	<p>Provides evidence of an awareness of and the ability to incorporate multiple perspectives and to design and implement educational activities that meet the needs of a range of diverse learners (i.e., socio-cultural background, lingual, varying abilities).</p>	<p>Demonstrates an attempt to incorporate diverse perspectives when designing curricular and pedagogical activities but not all activities meet the needs of diverse learners.</p>	<p>Does not incorporate diverse sensitivities (i.e., socio-cultural backgrounds) and multiple perspectives when designing curricular activities, demonstrating limited curricular and pedagogical awareness.</p>
<p><b>DP 4 Respect: demonstrates acceptance and appreciation of diverse learners of varied backgrounds, ideas, and perspectives for an inclusive environment</b></p>	<p>Demonstrates, models, and provides <i>multiple</i> examples in the educational setting that respects multiple views of Otherness, socio-cultural heritage, and the languages of diverse learners.</p> <p>Clearly promotes fairness, caring, equity, and respect for others; more specifically, acknowledges [and shows] respect for students' race, class, sexual orientation, religion, culture, language, and/or gender.</p>	<p>Demonstrates awareness through promoting fairness, caring, equity, and respect for others; more specifically, acknowledges [and shows] respect for students' race, class, sexual orientation, religion, culture, language, and/or gender.</p>	<p>Does not demonstrate an awareness of a classroom environment that promotes fairness or respect with regard to race, class, culture, language, sexual orientation, religion, or gender.</p>

<p><b>DP 5 Resources:</b>  <b>demonstrates identification and utilization of professional, school, and community resources and information to enhance the learning process for all diverse learners as well as meet the needs of their families</b></p>	<p>Demonstrates an ability to identify and actively engage school and community resources in the educational environment (library, community centers, Boys &amp; Girls Club) to meet the needs of diverse learners in the classroom, the student's family understanding, and community engagement.</p>	<p>Demonstrates an awareness of resources through the use of a variety of instructional/school resources to organize curriculum and promote the understanding of diverse learners, but understanding students' families and community engagement is not addressed.</p>	<p>Does not provide evidence of the use of a variety of resources to address diverse learners, and does not promote student nor family's understanding.</p>
<p><b>DP 6 Social Justice:</b>  <b>demonstrates the ability to recognize and address in self and others issues of equality, human rights, socio-economic status; including bias, discrimination, and aggression to prevent and reduce oppression, including aggression, bullying, harassment, and intimidation</b></p>	<p>Demonstrates and accurately recognizes the relationship between privilege, oppression, and aggression; understands how it impacts student learning; creates a structure that promotes social justice in the classroom; and, develops equitable teaching strategies.</p>	<p>Is aware of injustice and inequality, but does not demonstrate a developed understanding of how it impacts student learning and the educational environment; but, does engage in some activities that support social justice.</p>	<p>Does not provide evidence of an awareness of social justice, or ignores injustice and inequality. May take part in some activities that support diverse individuals, but does not display appropriate behaviors of social justice.</p>