Appendix 1.1.8: Overview of Diversity Proficiencies Assessment

Introduction:

The MSU EPP promote every educator’s sense of cultural competence, as part of the university’s public affairs’ mission. Cultural competence affects an educator’s sense of responsibility and ability to contribute to the growth and development of all learners. Diversity proficiencies include respect and value for all the forms of diversity present in communities. The MSU EPP and its candidates are dedicated to supporting all learners respectful of individual race, ethnicity, gender, sexual orientation, abilities, religion, language, national origin, political beliefs, and socio-economic status.

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

Alignment:

Missouri Teacher Standards (MTS): 2.4, 2.5, 2.6, 3.2, 3.3, 5.3

InTASC: 1, 2, 4, 5, 6, 7, 8, 9

Rubric:

Diversity – (1) Individual differences (e.g., personality, interests, learning modalities, and life experiences), and (2) group differences (e.g., race, ethnicity, ability, gender identity, gender expression, sexual orientation, nationality, language, religion, political affiliation, and socio-economic background) (InTASC Model Core Teaching Standards, p. 21).*
Candidates must demonstrate diversity proficiencies appropriately to meet both individual differences and group differences. Group category observationally functional definitions are listed at the end of this rubric.

<table>
<thead>
<tr>
<th>DP 1 Awareness: demonstrates understanding of neutral language, activities, and gestures sensitive to diverse learners, based on historical perspectives and contemporary knowledge</th>
<th>High Level</th>
<th>Satisfactory</th>
<th>Needs Improvement</th>
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<tbody>
<tr>
<td>Emphasize observation, articulating a detailed plan based on a descriptive observation for and application</td>
<td>Demonstrates awareness of attitudes and beliefs of self and others, and provides evidence to plan instruction that meet the needs of diverse learners, using neutral language, activities, and gestures sensitive to diverse learners</td>
<td>Reflects on how own attitudes and beliefs are different from those of other cultures and communities and develops some instruction that meets the needs of diverse learners.</td>
<td>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 can meet the needs of diverse learners.</td>
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<tr>
<th>DP 2 Communication: demonstrates verbal and nonverbal techniques useful for interacting with diverse learners, school personnel, families, and community members</th>
<th>High Level</th>
<th>Satisfactory</th>
<th>Needs Improvement</th>
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<tr>
<td>Demonstrates an awareness of and an ability to effectively use communication that transcends socio-cultural and lingual barriers, and to be aware of verbal and nonverbal forms of communication</td>
<td>Demonstrates an ability to incorporate diverse and multiple perspectives when communicating with members of one’s own and other cultures and is able to reach a shared understanding.</td>
<td>Unable to demonstrate an ability to communicate effectively with those of other cultures and communities.</td>
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<tr>
<th>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</th>
<th>High Level</th>
<th>Satisfactory</th>
<th>Needs Improvement</th>
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<tr>
<td>Provides evidence of an awareness of and the ability to create a majority of educational activities that meet the needs of a range of diverse learners (i.e., socio-cultural background, lingual, varying abilities)</td>
<td>Demonstrates an attempt to incorporate diverse and multiple perspectives when designing curricular and pedagogical activities but some activities do not meet the needs of diverse learners.</td>
<td>Does not incorporate diverse sensitivities (i.e., socio-cultural backgrounds) and multiple perspectives when designing curricular activities. Limited curricular and pedagogical awareness.</td>
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<tr>
<th>DP 4 Respect: demonstrates acceptance and appreciation of diverse learners of varied backgrounds, ideas, and</th>
<th>High Level</th>
<th>Satisfactory</th>
<th>Needs Improvement</th>
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<td>Demonstrates, models, and provides multiple examples in the educational setting that respects multiple views of Otherness, socio-</td>
<td>Demonstrates some awareness and promotes fairness, caring, equity, and respect for others; more specifically, acknowledges</td>
<td>Does not demonstrate an awareness of a classroom environment that promotes fairness or respect with regard to race, class,</td>
<td></td>
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perspectives for an inclusive environment
cultural heritage, and the languages of diverse learners.
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.
culture, language, sexual orientation, religion, or gender.

**DP 5 Resources:** 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

- Demonstrates an ability to identify and actively engage school and community resources in the educational environment (library, community centers, Boys & Girls Club) to meet the needs of diverse learners in the classroom, the student’s family understanding and community engagement.
- Demonstrates a awareness of and uses a variety of instructional/school resources to organize curriculum, address learning styles to promote student understanding, but students’ families understanding and community engagement is not addressed.
- Does not provide evidence of the use of a variety of instructional resources to address learning styles, and does not promote student nor family's understanding.

**DP 6 Social Justice:** 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

- 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
- 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.
- 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.

**Observationally Functional Group Definitions**

a. **Abilities (exceptionalities)** - the norm plus one observed (patterns of strengths and needs common to groups of students. These strengths and needs may be: cognitive, emotional, behavioral, medical, social, and physical. For example, this may include identified or unidentified as students who are gifted/talented and/or students with disabilities, 504, and/or IEP’s, etc.).
b. **Ethnicity/Nationality** - more than one observed (belonging to a social group that has a common national or cultural tradition. This includes Hispanic/Latino students of any race and international students).

c. **Gender (identity & expression)** - more than one observed (state of being male, female or transgender).

d. **Language** - more than one observed (this does not include dialects).

e. **Political Affiliation** – more than one observed political party affiliation.

f. **Race** - more than one observed (American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Pacific Islander, White, or Multiracial).

g. **Religious** - more than one observed (a set of beliefs concerning the cause, nature, and purpose of the universe, especially when considered as the creation of a super human agency or agencies, usually involving devotional and ritual observances, and often containing a moral code governing the conduct of human affairs).

h. **Sexual Orientation** - more than one observed (sexual orientation: heterosexual, lesbian, gay, bisexual, queer or questioning).

i. **Socioeconomic** - more than one observed (an individual’s position within a hierarchical social structure depending on variables that may include: occupation, education, income, wealth and/or place of residence).