



Diversity Rubric for CEHD Initial Certification Candidates

Purpose of Instrument: The purpose of this instrument is to assess candidates’ understanding of classroom learning differences and environments as well as their ability to plan and implement strategies to meet the needs of all learners.

Administration of Instrument: The assessment is administered at admission, mid-point, and exit of the candidate’s program.

Criterion for Success: Candidates at CARDS 1 should score at least developing on all competencies, and candidates at CARDS 2 and 3 should score at least target on all competencies.

| Competency | Insufficient Evidence | Developing | Target | Exemplary |
|---|--|---|--|--|
| Diversity: Learning Development InTASC #1 WIDA 1 CEC 1.2, 3.2, 3.3, 5.1 NAGC 1.2 AMLE 1.a ACEI 1 | <i>The candidate is ineffective in his/her understanding of how learners grow and develop</i> | <i>The candidate demonstrates awareness of the differences of how learners grow and develop</i> | And... <i>The candidate is able to provide reasons (i.e. cognitive, linguistic, social, emotional, and/or physical) for why these differences occur and implements strategies using this information.</i> | And... <i>The candidate collects multiple types of data on these strategies to reflect upon and analyze for improvement</i> |
| *Diversity: Learning Differences InTASC #2 WIDA 1 CEC 1.1, 5.1, 5.5 | <i>The candidate is ineffective in recognizing individual differences reflective of diverse cultures and communities</i> | <i>The candidate demonstrates awareness of how individual differences reflective of diverse cultures and communities can play a role in the classroom</i> | And... <i>The candidate demonstrates awareness of how these differences can impact learning</i> | And... <i>The candidate facilitates a critical analysis of learners’ different strengths and needs by providing the analytic tools learners need to</i> |

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| <p>NAGC 1.1, 2.3 AMLE 1.b, 3.b ACEI 3.2</p> | | | | <p><i>evaluate their distinct ways of thinking</i></p> |
| <p>*Diversity: Learning Environments InTASC #3 WIDA 1 CEC 2.1, 5.1, 5.5 NAGC 2.1, 2.4 AMLE 1.b, 1.d, 4.d ACEI 3.4 Learning/Classroom Environment: classroom, school, learning groups, interactions with fellow learners, teachers, counselors, administrators, etc. Cultural Environment: this could be reflective of a learner’s home, familiar setting, and could also be connected to the “world view”</p> | <p><i>The candidate is ineffective in creating a learning environment to support learning for diverse learners and cultures</i></p> | <p><i>The candidate establishes a classroom learning environment to support learning for diverse learners and cultures</i></p> | <p><i>And... The candidate maintains a classroom learning environment that supports collaborative learning through acceptance and respect for diverse cultural environments</i></p> | <p><i>And... The candidate’s established environment includes special projects, lessons, and creative use of classroom space to promote values, attitudes, and behaviors of diverse learners</i></p> |

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| <p>Diversity: Attitudes and Beliefs</p> <p>InTASC #1 InTASC #2 InTASC #3</p> | <p><i>The candidate does not demonstrate through his/her attitudes and beliefs a respect for diverse learners, cultures, and communities</i></p> | <p><i>The candidate demonstrates, through attitudes and beliefs, respect for diverse learners, cultures, and communities</i></p> | <p><i>And...</i></p> <p><i>The candidate demonstrates through attitudes and beliefs that learners from all backgrounds have the ability to learn</i></p> | <p><i>And...</i></p> <p><i>The candidate demonstrates through attitudes and beliefs that learners from all backgrounds have the ability to achieve at high levels</i></p> |
| <p>*Diversity: Self-Knowledge and Reflection</p> <p>InTASC #1 InTASC #2 InTASC #3</p> | <p><i>The candidate does not recognize how his/her unique cultural experience influences his/her teaching style and impacts learners</i></p> | <p><i>The candidate demonstrates awareness that his/her own cultural experiences influences his/her teaching style and impacts learners</i></p> | <p><i>And...</i></p> <p><i>The candidate provides a structure that allows learners to investigate their own cultural and ethnic experiences and demonstrate how those experiences shape their interactions with teachers, peers, and others</i></p> | <p><i>And...</i></p> <p><i>The candidate encourages learners to collaborate and discuss the ways in which social and historical constructs are rooted in the cultural experiences of the people who espouse them</i></p> |
| <p>*Diversity, Inclusion, and Social Justice</p> <p>InTASC #1 InTASC #2 InTASC #3</p> | <p><i>The candidate does not provide a basis for appreciating the differences in individuals or groups</i></p> | <p><i>The candidate provides a basis for appreciating the differences in traditional ways of knowing</i></p> | <p><i>And...</i></p> <p><i>The candidate provides an integrated understanding of human experience in its many varieties and complexities by attending to the exceptional as well as the ordinary</i></p> | <p><i>And...</i></p> <p><i>The candidate prepares learners to think globally and act globally by fostering a critical understanding of ways that local knowledge and actions are situated within and impact global contexts</i></p> |

*Feedback from Diversity Committee implemented in Spring 2017 semester