Evidence for InTASC Standard 2

Learning Differences. The teacher uses understanding of individual differences and diverse communities to ensure inclusive learning environments that allow each learner to meet high standards.

Coursework: While diversity and learner differences are cross-cutting themes for all courses to address, opportunities for teacher candidates to apply knowledge, skills, and dispositions are emphasized through the following courses: EDUC 283 Understanding Cultural Diversity in Education, EDUC 352 Cultural Diversity Practicum, EDUC 240 Educating Exceptional Students, the methods of teaching courses, and EDUC 490 Student Teaching.

Examples of data providing evidence that teacher candidates develop knowledge, skills, and dispositions in relation to InTASC Standard 2
I.   Student Teacher Final Evaluation Data – performance-based data gathered from cooperating teacher ratings and student teacher self-assessments
II.   Exit Survey Data – reflective self-analysis by teacher candidates near the time of graduation
III.   Disposition Data - performance-based data gathered from cooperating teacher ratings and teacher candidate self-assessment
IV.   Teaching for Learning Capstone (TLC) unit data - performance-based data gathered from student teachers and assessed by unit faculty
V.   Completer Survey Data – first year teacher reflect on their preparation
VI.   Employer Survey Data – employer responses regarding the preparation of first-year teachers
VII.   Diversity Practicum Data – pre-/post-trip confidence levels of teacher candidates before and after a culturally diverse field experience

I.   <mark>Student Teacher Final Evaluation Data</mark> – this section displays the rubric and data gathered from cooperating teachers and self-assessment data from student teachers.

This section of the assessment rubric is for student teachers and is tagged to InTASC Standard 2.

Directions: For each of the items below, place a rating of 1, 1.5, 2, 2.5, 3, 3.5, or 4 by the number which describes the teacher candidate as a pre-professional.
An overall average rating will be calculated by the university for each standard. Thank you for your time and commitment to the profession.

InTASC Standard 2	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Mean	3 or >
Uses knowledge of students' socioeconomic, cultural and ethnic differences to meet learning needs	anticipates individual learning needs by proactively differentiating instruction using knowledge of learners' socioeconomic, cultural and ethnic backgrounds		demonstrates thorough knowledge that learners are individuals with differences in their backgrounds as well as their approaches to learning and performance		demonstrates a basic knowledge about learners' backgrounds and how to meet their learning needs		demonstrates minimal knowledge about learners' backgrounds and how to meet their learning needs		*Percent of Ratings at Proficient level of 3 or higher*
Fall 2017-Spring 2020 N=495 placements	26.1% N=129	22.2% N=110	41.8% N=207	7.9% N=39	1.6% N=8	0.4% N=2		**3.31**	**90.1%**
Fall 2019-Spring 2020 N=132	32.6% N=43	18.2% N=24	40.2% N=53	5.3% N=7	3.8% N=5			**3.35**	**90.9%**
Fall 2018-Spring 2019 N=195	20.5% N=40	28.2% N=55	41.5% N=81	8.7% N=17	0.5% N=1	0.5% N=1		**3.29**	**90.3%**
Fall 2017-Spring 2018 N=168	27.4% N=46	18.5% N=31	43.5% N=73	8.9% N=15	1.2% N=2	0.6% N=1		**3.30**	**88.3%**

InTASC Standard 2	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Mean	3 or >
Exhibits fairness and belief that all students can learn	exhibits high expectations while designing and implementing instructional strategies to meet the diverse needs of all learners in a fair and respectful manner; consistently provides equitable opportunities to meet the needs of learners		exhibits respect and high expectations for each learner; communicates with diverse learners in a fair and respectful manner; consistently provides equitable opportunities to meet the diverse needs of learners		communicates with diverse learners in a fair and respectful manner; provides occasionally equitable opportunities to meet the diverse needs of learners		communicates with diverse learners in an unfair and disrespectful manner; provides inequitable opportunities to meet the diverse needs of learners		
Fall 2017-Spring 2020 N=495 placements	46.9% N=232	23.2% N=115	26.1% N=129	2.8% N=14	1.0% N=1			**3.56**	**96.2%**
Fall 2019-Spring 2020 N=132	53.8% N=71	19.7% N=26	22.0% N=29	3.8% N=5	0.8% N=1			**3.61**	**95.4%**
Fall 2018-Spring 2019 N=195	44.1% N=86	25.1% N=49	28.2% N=55	2.1% N=4	0.5% N=1			**3.55**	**97.4%**
Fall 2017-Spring 2018 N=168	44.6% N=75	23.8% N=40	26.8% N=45	3.0% N=5	1.8% N=3			**3.53**	**95.2%**

Analysis: The data indicate that teacher candidates in their student teaching experiences received a high percentage of proficient ratings from cooperating teachers in the areas of "Using knowledge of students' socioeconomic, cultural and ethnic differences to meet learning needs" (over 90% proficient) and "Exhibiting fairness and belief that all students can learn" (over 96% proficient). The Fall 2019-Spring 2020 ratings had the highest mean scores for both the InTASC 2 items. The student teacher self-assessment ratings are closely aligned with the cooperating teacher ratings for "Uses knowledge of students' socioeconomic, cultural and ethnic differences to meet learning needs". The mean score ratings of *3.31 for cooperating teachers and 3.29 for teacher candidate self-assessments* in the table below is a positive indicator for the reliability of the assessment instrument. The gap between cooperating teacher and teacher candidates for the item titled "Exhibits fairness and belief that all students can learn" will be interesting to view over time. The topic is important, yet difficult to assess. We may continue to see variation for that item. The encouraging news is that the ratings are highly positive.

Action: The data are shared with Elementary Education methods teachers on an annual basis. The data are favorable and serve as a reminder for emphasizing the importance of this standard. No action for improvement was initiated at this time based on this specific data set.

4-Distinguished; 3-Proficient; 2-Emerging; 1-Underdeveloped. (3.5, 2.5, and 1.5 are permitted)	TC Self-Assessment Ratings Fall 2018-Spring 2020 (4 cycles)				Cooperating Teacher Ratings Fall 2017-Spring 2020 (6 cycles)			
InTASC Standard 2	Mean	% 3 or >	% < 3	Count	Mean	% 3 or >	% < 3	Count
Uses knowledge of students' socioeconomic, cultural and ethnic differences to meet learning needs.	**3.29**	89%	11%	334	**3.31**	90%	10%	489
Exhibits fairness and belief that all students can learn.	**3.69**	99%	1%	335	**3.56**	96%	4%	489
Standard #2: Learning Differences. (Average Calculated)	**3.49**	94%	6%	669	**3.43**	93%	7%	722

– completed by teacher candidates during the final weeks prior to graduation

B2. Preparation for Teaching: Diverse Learners
To what extent do you agree or disagree that your teacher preparation program gave you the basic skills to do the following?

Criteria	Agree	Tend to Agree	Tend to Disagree	Disagree	Does Not Apply	Total Count
Effectively teach students from culturally and ethnically diverse backgrounds and communities.	50.05 %	40.83 %	8.07 %	0.67 %	0.38 %	1041
Differentiate instruction for a variety of learning needs.	56.24 %	38.42 %	4.61 %	0.48 %	0.24 %	825
Differentiate for students at varied developmental levels.	58.89 %	35.43 %	5.08 %	0.48 %	0.12 %	827
Differentiate to meet the needs of students from various socioeconomic backgrounds.	56.14 %	35.8 %	7.39 %	0.48 %	0.19 %	1042
Differentiate instruction for students with IEPs and 504 plans.	39.95 %	40.92 %	16.71 %	2.18 %	0.24 %	826
Differentiate instruction for students with mental health needs.	32.61 %	43.11 %	20.42 %	2.78 %	1.09 %	1009
Differentiate instruction for gifted and talented students.	39.84 %	44.4 %	12.69 %	2.28 %	0.79 %	1009
Differentiate instruction for English-language learners.	36.53 %	44.2 %	15.44 %	2.68 %	1.15 %	1043
Access resources to foster learning for students with diverse needs.	47.69 %	42.23 %	8.98 %	0.85 %	0.24 %	824

Analysis: Working with the needs of diverse learners is an area that can become stronger. The unit has used the diverse learner data to make an informed decision to add one credit to EDUC 240 Educating Exceptional Students. The additional credit allows more time for content and field experiences related to working with various types of learners. Teacher candidates have meaningful learning experiences in EDUC 283 Understanding Cultural Diversity in Education, EDUC 352 Culturally Diverse Practicum, and EDUC 240 Educating Exceptional Students, but the unit wants to do more as a whole to increase the percentages of agreement related to working with diverse learners and differentiation of instruction.

Action: The EDUC 240 instructor (Heather Anderson) participated in the state's recommended mental health training for educators. The EPP's Dean required all faculty to attend mental health training sessions in 2018-2019 with the EPP's Director of the Special Education Program and a school counselor from a partnering school district who had also been through the state training. The training experience led by two experienced co-teachers increased faculty awareness and opened conversations about mental health concerns.

One credit was added to the EDUC 240 Educating Exceptional Students course in the Fall of 2018. The intent was to improve the efforts for teacher preparation in mental health and working with English learners in a specific course and also throughout the curriculum. Progress is being made as the percentages of candidates who agree they feel prepared in these areas has risen. The data shared in the Summer of 2017 is also listed in the table below. Please look at the next two tables below to see the improvement.

Criteria	Agree	Tend to Agree	Tend to Disagree	Disagree	Does Not Apply	Total Count
2011-2020: Differentiate instruction for students with mental health needs.	32.61 %	43.11 %	20.42 %	2.78 %	1.09 %	1009
2011-2020: Differentiate instruction for English language learners.	36.53 %	44.2 %	15.44 %	2.68 %	1.15 %	1043
2011-2020: Differentiate instruction for gifted and talented students.	39.84 %	44.4 %	12.69 %	2.28 %	0.79 %	1009
2011-2017: Differentiate instruction for students with mental health needs.	*28.99 %*	*42.64 %*	*23.93 %*	*2.76 %*	*1.69 %*	*652*
2011-2017: Differentiate instruction for English-language learners.	*34.11 %*	*45.63 %*	*15.89 %*	*2.62 %*	*1.75 %*	*686*
2011-2017: Differentiate instruction for gifted and talented students.	*38.30 %*	*46.81 %*	*8.51 %*	*6.38 %*	*0.00 %*	*652*

Please notice the improved trajectory of the data over the past three semesters. The Spring 2020 data are the most favorable. The changes for adding a credit to EDUC 240 Educating Exceptional Students and the attention shown to mental health concerns in other courses is making a difference.

Criteria and Term Improvement through Spring 2019, Fall 2019, and Spring 2020	Agree	Tend to Agree	Tend to Disagree	Disagree	Does Not Apply	Total Count
Spring 2020 Differentiate instruction for students with mental health needs.	54.22 %	31.33 %	12.05 %	2.41 %	0 %	83
Fall 2019 Differentiate instruction for students with mental health needs.	51.02 %	36.73 %	12.24 %	0 %	0 %	49
Spring 2019 Differentiate instruction for students with mental health needs.	20.48 %	59.04 %	15.66 %	4.82 %	0 %	83
Spring 2020 Differentiate instruction for English language learners.	56.63 %	32.53 %	7.23 %	3.61 %	0 %	83
Fall 2019 Differentiate instruction for English language learners.	44.90 %	36.73 %	16.33 %	2.04 %	0 %	49
Spring 2019 Differentiate instruction for English language learners.	25.30 %	54.22 %	16.87 %	3.61 %	0 %	83
Spring 2020 Differentiate instruction for gifted and talented students.	57.83 %	30.12 %	8.43 %	3.61 %	0 %	83
Fall 2019 Differentiate instruction for gifted and talented students.	48.98 %	42.86 %	8.16 %	0 %	0 %	49
Spring 2019 Differentiate instruction for gifted and talented students.	33.73 %	46.99 %	14.46 %	4.82 %	0 %	83

III. Disposition Data – the disposition assessment form was revised and piloted in Spring of 2019 (three cycles of data)

This assessment was piloted in the Spring of 2019. The Valley City State University School of Education developed the disposition assessment items through a pilot process with cooperating teachers and the research and feedback contributions from NDACTE faculty representatives at the University of Mary, Mayville State, Dickinson State, North Dakota State University, and VCSU teacher education faculty. The descriptors are more detailed and actionable than the previous assessment.

Rubric and actionable descriptors related to InTASC Standard 2

InTASC Standard 2 *Learner and Learning*		**Exceeds Expectations (3)**	**(2.5)**	**Meets Expectations (2)**	**(1.5)**	**Needs Improvement (1)**	Not Observed
	The teacher candidate…						
2.	**Believes that all students can learn and achieve** (InTASC 2.l, 2.n) (Danielson 2.b) (Marzano 19) (MCEE II.A.3)	believes all students can learn by creating equitable learning opportunities that support learner differences and upholding high expectations that result in achievement.	In addition to score of "3" performance, partial success at score of "2"	believes all students can learn by creating opportunities to support learner differences and encouraging high expectations for achievement.	In addition to score of "2" performance, partial success at score of "1"	minimally displays a belief that all students can learn by a lack of support for learner differences and setting low expectations.	
3.	**Commits to knowing about the cultures and communities that impact their students** (InTASC 2.m, 2.n, 2.o, 3.n) (Marzano 19) (MCEE II.A.3; III.A.1, 3; III.B.1, III.B.2, III.B.3)	seeks out and engages in opportunities to enhance their understanding of cultures and communities that impact their students.		engages in opportunities to learn about the cultures and communities that impact their students.		makes minimal efforts toward learning about the cultures and communities that impact their students.	

2019 VCSU Spring Pilot Disposition Data (one cycle of data)

*3 = **Exceeds Expectations**, 2.5 In addition to rating of 2, partial success at rating of 3, 2 = **Meets Expectations**, 1.5 In addition to rating of 1, partial success at rating of 2, 1 = **Needs Improvement***

InTASC	**Disposition Item** - Rated by cooperating teachers *The teacher candidate…*	3	2.5	2	1.5	1	Mean Score	% at 2 or Higher
2	**Believes that all students can learn and achieve** (InTASC 2.l, 2.n) (Danielson 2.b) (Marzano 19) (MCEE II.A.3)	21	16	18	3	0	2.47	94.8%
2	**Commits to knowing about the cultures and communities that impact their students** (InTASC 2.m, 2.n, 2.o, 3.n) (Marzano 19) (MCEE II.A.3; III.A.1, 3; III.B.1, III.B.2, III.B.3)	12	10	29	5	0	2.26	91.2%

Fall 2019 - Spring 2020 Cooperating teacher ratings for teacher candidates during student teaching (two cycles of data)

InTASC	**Disposition Item** - Rated by cooperating teachers *The teacher candidate…*	3	2.5	2	1.5	1	Mean Score	% at 2 or Higher
2	**Believes that all students can learn and achieve** (InTASC 2.l, 2.n) (Danielson 2.b) (Marzano 19) (MCEE II.A.3)	52	10	11	1	0	2.76	99%
2	**Commits to knowing about the cultures and communities that impact their students** (InTASC 2.m, 2.n, 2.o, 3.n) (Marzano 19) (MCEE II.A.3; III.A.1, 3; III.B.1, III.B.2, III.B.3)	36	13	19	0	0	2.63	100%

InTASC	**Disposition Item** – SELF ASSESSMENT – completed by teacher candidates *The teacher candidate…*	3	2.5	2	1.5	1	Mean Score	% at 2 or Higher
2	**Believes that all students can learn and achieve** (InTASC 2.l, 2.n) (Danielson 2.b) (Marzano 19) (MCEE II.A.3)	85	13	4	0	0	**2.90**	100%
2	**Commits to knowing about the cultures and communities that impact their students** (InTASC 2.m, 2.n, 2.o, 3.n) (Marzano 19) (MCEE II.A.3; III.A.1, 3; III.B.1, III.B.2, III.B.3)	52	23	24	3	0	**2.61**	97%

Analysis: The descriptors provide teacher candidates with additional guidance for the expectations. The three cycles of data gathered display highly favorable outcomes. Cooperating teachers have found teacher candidates to be meeting or exceeding expectations in a high percentage of instances. Teacher candidates had similar percentage ratings to cooperating teachers for "Believes that all students can learn and achieve" being nearly 100% (only one rating below a "2" for meeting the expectations). All the cooperating teachers rated the teacher candidates as meeting the expectations for "Commits to knowing about the cultures and communities that impact their students."

Action: The data are favorable and will be analyzed at a deeper level as more cycles of data are obtained. Faculty and university supervisors can make a point of emphasizing to teacher candidates the importance of getting to know their learners and understanding how the awareness of a cultural and community can have an impact on students.

IV. <mark>**Teaching for Learning Capstone (TLC) Unit Data**</mark> – faculty ratings of student teachers' capstone units

Rubric Directions: This Teaching for Learning Capstone (TLC) rubric is based on the VCSU Teacher Education Conceptual Framework and learning outcomes. For each of the items below, place a rating of 1, 1.5, 2, 2.5, 3, 3.5, or 4 by the number which describes the evidence of the teacher candidate's performance.

TLC Rubric	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)
Plan - Planning Instruction and Assessment							
Rubric 2: Using Knowledge of Students to Inform Teaching and Learning *How well does the teacher candidate use knowledge of his/her students to target support for students' development and understanding?* (InTASC 1, 2, and 7, CAEP)	Considers individual differences using assessment data and awareness of student backgrounds to target support for students' development and understanding.		Considers individual differences in students' prior knowledge to support student development.		Teaches lessons while considering individual differences.		Teaches lessons without regard to students' prior knowledge or backgrounds.

Mean Score for Each Rubric Item	Overall Mean Rating N=134	Mean Rating 2018 N=30	Mean Rating 2019 N=48	Mean Rating 2020 N=56
Rubric 2: Using Knowledge of Students to Inform Teaching and Learning *How well does the teacher candidate use knowledge of his/her students to target support for students' development and understanding?* (InTASC 1, 2 and 7, CAEP)	**3.17**	**3.07**	**3.11**	**3.27**

Analysis: The positive upward trend is encouraging. The assessment data began with a random sample of 30 elementary education majors in using the revised rubrics in 2018, and has included data from elementary, secondary, and k-12 programs in the past two years.

Action: The data are shared annually with the SEGS faculty, staff, and methods teachers. The data serve as a reminder to help faculty recognize how well teacher candidates use the knowledge of their students' backgrounds and skills during the teaching of their TLC units.

V. <mark>Completer Survey</mark> - data gathered from first-year teachers

InTASC Standard 2- Learning Difference The teacher uses understanding of individual differences and diverse communities to ensure inclusive learning environments that allow each learner to meet high standards.
Stem: To what extent do you agree or disagree that your teacher preparation program prepared you to…
Agree (4), Tend to Agree (3), Tend to Disagree (2), Disagree (1)

Differentiate instruction for a variety of learning needs	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count
Item not in 2012-2013 surveys										
2014	20	47.6%	19	45.2%	3	7.1%	0	0.0%	3.40	42
2015	34	55.7%	19	31.1%	6	9.8%	2	3.3%	3.39	61
2016	31	62.0%	16	32.0%	3	6.0%	0	0.0%	3.56	50
2017	32	57.1%	17	30.4%	6	10.7%	1	1.8%	3.43	56
2018	25	48.1%	23	44.2%	4	7.7%	0	0.0%	3.40	52
2019	29	52.7%	17	30.9%	7	12.7%	2	3.6%	3.33	55
2020	36	63.2%	18	31.6%	3	5.3%	0	0.0%	3.58	57
Overall Total	**207**	**55.5%**	**129**	**34.6%**	**32**	**8.6%**	**5**	**1.3%**	**3.44**	**373**
Effectively teach students from culturally and ethnically diverse backgrounds and communities	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count
2012	18	78.3%	5	21.7%	0	0.0%	0	0.0%	3.78	23
2013	19	54.3%	13	37.1%	3	8.6%	0	0.0%	3.46	35
2014	21	50.0%	17	40.5%	4	9.5%	0	0.0%	3.40	42
2015	31	50.8%	24	39.3%	5	8.2%	1	1.6%	3.39	61
2016	32	64.0%	16	32.0%	2	4.0%	0	0.0%	3.60	50
2017	34	60.7%	18	32.1%	3	5.4%	1	1.8%	3.52	56
2018	32	61.5%	15	28.8%	4	7.7%	1	1.9%	3.50	52
2019	32	57.1%	20	35.7%	3	5.4%	1	1.8%	3.48	56
2020	34	59.7%	16	28.1%	6	10.5%	1	1.8%	3.46	57
Overall Total	**253**	**58.6%**	**144**	**33.3%**	**30**	**6.9%**	**5**	**1.2%**	**3.49**	**432**

Differentiate instruction for gifted and talented students	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count
2012	9	39.1%	10	43.5%	4	17.4%	0	0.0%	3.22	23
2013	14	42.4%	13	39.4%	5	15.2%	1	3.0%	3.21	33
2014	13	31.0%	20	47.6%	9	21.4%	0	0.0%	3.10	42
2015	19	31.1%	26	42.6%	12	19.7%	4	6.6%	2.98	61
2016	21	42.0%	18	36.0%	9	18.0%	2	4.0%	3.16	50
2017	24	42.9%	25	44.6%	5	8.9%	2	3.6%	3.27	56
2018	23	44.2%	15	28.8%	11	21.2%	3	5.8%	3.12	52
2019	29	51.8%	14	25.0%	10	17.9%	3	5.4%	3.23	56
2020	29	51.8%	12	21.4%	14	25.0%	1	1.8%	3.23	56
Overall Total	**181**	**42.2%**	**153**	**35.7%**	**79**	**18.4%**	**16**	**3.7%**	**3.16**	**429**
Differentiate instruction for English language learners	Agree Count		Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count
2012	6	25.0%	10	41.7%	5	20.8%	0	0.0%	3.05	21
2013	12	40.0%	11	36.7%	7	23.3%	0	0.0%	3.17	30
2014	7	16.7%	20	47.6%	15	35.7%	0	0.0%	2.81	42
2015	19	31.1%	25	41.0%	14	23.0%	3	4.9%	2.98	61
2016	18	36.0%	20	40.0%	8	16.0%	4	8.0%	3.04	50
2017	23	41.1%	24	42.9%	5	8.9%	4	7.1%	3.18	56
2018	22	42.3%	14	26.9%	12	23.1%	4	7.7%	3.04	52
2019	30	54.5%	9	16.4%	13	23.6%	3	5.5%	3.20	55
2020	23	40.4%	19	33.3%	14	24.6%	1	1.8%	3.12	57
Overall Total	**160**	**37.7%**	**152**	**35.8%**	**93**	**21.9%**	**19**	**4.5%**	**3.07**	**424**

Differentiates to meet the needs of students from various socioeconomic backgrounds	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count
2014	19	45.2%	19	45.2%	4	9.5%	0	0.0%	3.36	42
2015	33	54.1%	22	36.1%	5	8.2%	1	1.6%	3.43	61
2016	31	63.3%	16	32.7%	2	4.1%	0	0.0%	3.59	49
2017	32	57.1%	17	30.4%	5	8.9%	2	3.6%	3.41	56
2018	25	48.1%	18	34.6%	7	13.5%	2	3.8%	3.27	52
2019	33	58.9%	12	21.4%	10	17.9%	1	1.8%	3.38	56
2020	32	56.1%	21	36.8%	4	7.0%	0	0.0%	3.49	57
Overall Total	**205**	**55.0%**	**125**	**33.5%**	**37**	**9.9%**	**6**	**1.6%**	**3.42**	**373**
Access resources to foster learning for students with diverse needs	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count
2013	13	52.0%	10	40.0%	2	8.0%	0	0.0%	3.44	25
2014	20	47.6%	18	42.9%	4	9.5%	0	0.0%	3.38	42
2015	33	54.1%	21	34.4%	5	8.2%	2	3.3%	3.39	61
2016	30	60.0%	17	34.0%	3	6.0%	0	0.0%	3.54	50
2017	26	46.4%	21	37.5%	6	10.7%	3	5.4%	3.25	56
2018	23	44.2%	21	40.4%	7	13.5%	1	1.9%	3.27	52
2019	27	48.2%	19	33.9%	10	17.9%	0	0.0%	3.30	56
2020	30	52.6%	17	29.8%	9	15.8%	1	1.8%	3.33	57
Overall Total	**202**	**50.6%**	**144**	**36.1%**	**46**	**11.5%**	**7**	**1.8%**	**3.36**	**399**
Differentiates instruction for students with mental health needs	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count
2013	7	30.4%	12	52.2%	3	13.0%	1	4.3%	3.09	23
2014	6	14.3%	24	57.1%	11	26.2%	1	2.4%	2.83	42
2015	18	29.5%	24	39.3%	17	27.9%	2	3.3%	2.95	61
2016	15	30.0%	22	44.0%	11	22.0%	2	4.0%	3.00	50
2017	21	38.2%	24	43.6%	7	12.7%	3	5.5%	3.15	55
2018	24	46.2%	13	25.0%	10	19.2%	5	9.6%	3.08	52
2019	28	50.0%	8	14.3%	15	26.8%	5	8.9%	3.05	56
2020	27	47.4%	17	29.8%	13	22.8%	0	0.0%	3.25	57
Overall Total	**146**	**36.9%**	**144**	**36.4%**	**87**	**22.0%**	**19**	**4.8%**	**3.05**	**396**

Differentiate instruction for students with IEPs and 504 plans	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count
2017	22	40.0%	21	38.2%	8	14.5%	4	7.3%	3.11	55
2018	22	43.1%	16	31.4%	10	19.6%	3	5.9%	3.12	51
2019	30	53.6%	12	21.4%	11	19.6%	3	5.4%	3.23	56
2020	28	49.1%	19	33.3%	10	17.5%	0	0.0%	3.32	57
Overall Total	**102**	**46.6%**	**68**	**31.1%**	**39**	**17.8%**	**10**	**4.6%**	**3.20**	**219**

Analysis: The mean score for all the ratings above are over a 3.00 (tend to agree rating) on a 4-point scale. The unit has used the diverse learner data gathered from completers as one of multiple assessment sources to make an informed decision to add one credit to the EDUC 240 Educating Exceptional Students course. The additional credit allows more time for content and field experiences related to working with various types of learners. Teacher candidates have meaningful learning experiences in EDUC 283 Understanding Cultural Diversity in Education, EDUC 352 Culturally Diverse Practicum, and EDUC 240 Educating Exceptional Students, but the unit wants to do more to increase the percentages of agreement related to working with diverse learners and differentiation of instruction.

Action: The EPP will continue to address these topics in specific courses such as EDUC 240, EDUC 283, and EDUC 352 as well as promote learning opportunities related to diversity and the diverse needs of learners throughout the curriculum. One credit was added to the EDUC 240 Educating Exceptional Students course in the Fall of 2018. The intent was to improve the efforts for teacher preparation in mental health and working with English learners in a specific course and also throughout the curriculum. Progress is being made as the percentages of candidates who agree they feel prepared in these areas has risen.

VI. <mark>Employer Survey</mark> - data gathered from the supervisors of first-year teachers (typically principals)

InTASC Standard 2 Learning
Differences

Stem: To what extent do you agree or disagree that this first-year teacher does the following?

Differentiate instruction for a variety of learning needs	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count
2014	15	55.6%	8	29.6%	4	14.8%	0	0.0%	3.41	27
2015	40	69.0%	15	25.9%	2	3.4%	1	1.7%	3.62	58
2016	28	59.6%	16	34.0%	3	6.4%	0	0.0%	3.53	47
2017	30	66.7%	14	31.1%	1	2.2%	0	0.0%	3.64	45
2018	16	57.1%	7	25.0%	4	14.3%	1	3.6%	3.36	28
2019	23	56.1%	15	36.6%	3	7.3%	0	0.0%	3.49	41
2020	23	60.5%	12	31.6%	2	5.3%	1	2.6%	3.50	38
Overall Total	**175**	**61.6%**	**87**	**30.6%**	**19**	**6.7%**	**3**	**1.1%**	**3.53**	**284**

Effectively teach students from culturally and ethnically diverse backgrounds and communities	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count
2012	10	66.7%	5	33.3%	0	0.0%	0	0.0%	3.67	15
2013	9	100.0%	0	0.0%	0	0.0%	0	0.0%	4.00	9
2014	14	63.6%	7	31.8%	1	4.5%	0	0.0%	3.59	22
2015	38	74.5%	12	23.5%	0	0.0%	1	2.0%	3.71	51
2016	27	64.3%	13	31.0%	2	4.8%	0	0.0%	3.60	42
2017	34	79.1%	8	18.6%	1	2.3%	0	0.0%	3.77	43
2018	18	66.7%	8	29.6%	0	0.0%	1	3.7%	3.59	27
2019	19	59.4%	11	34.4%	2	6.3%	0	0.0%	3.53	32
2020	21	61.8%	11	32.4%	2	5.9%	0	0.0%	3.56	34
Overall Total	**190**	**69.1%**	**75**	**27.3%**	**8**	**2.9%**	**2**	**0.7%**	**3.65**	**275**

Differentiate instruction for gifted and talented students	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count
2012	12	60.0%	7	35.0%	1	5.0%	0	0.0%	3.55	20
2013	6	60.0%	2	20.0%	1	10.0%	1	10.0%	3.30	10
2014	9	47.4%	8	42.1%	2	10.5%	0	0.0%	3.37	19
2015	22	44.9%	22	44.9%	4	8.2%	1	2.0%	3.33	49
2016	17	43.6%	16	41.0%	4	10.3%	2	5.1%	3.23	39
2017	22	55.0%	15	37.5%	3	7.5%	0	0.0%	3.48	40
2018	14	56.0%	7	28.0%	3	12.0%	1	4.0%	3.36	25
2019	15	44.1%	15	44.1%	4	11.8%	0	0.0%	3.32	34
2020	17	58.6%	6	20.7%	5	17.2%	1	3.4%	3.34	29
Overall Total	**134**	**50.6%**	**98**	**37.0%**	**27**	**10.2%**	**6**	**2.3%**	**3.36**	**265**

Differentiate instruction for English language learners	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count
2012	8	80.0%	2	20.0%	0	0.0%	0	0.0%	3.80	10
2013	5	100.0%	0	0.0%	0	0.0%	0	0.0%	4.00	5
2014	9	60.0%	5	33.3%	1	6.7%	0	0.0%	3.53	15
2015	18	52.9%	13	38.2%	2	5.9%	1	2.9%	3.41	34
2016	16	57.1%	9	32.1%	2	7.1%	1	3.6%	3.43	28
2017	19	67.9%	9	32.1%	0	0.0%	0	0.0%	3.68	28
2018	10	55.6%	6	33.3%	1	5.6%	1	5.6%	3.39	18
2019	13	59.1%	7	31.8%	2	9.1%	0	0.0%	3.50	22
2020	11	55.0%	7	35.0%	2	10.0%	0	0.0%	3.45	20
Overall Total	**109**	**60.6%**	**58**	**32.2%**	**10**	**5.6%**	**3**	**1.7%**	**3.52**	**180**

For the item "Differentiate instruction for English language learners", 118 employers selected the "Unable to Respond" option. The median number of "Unable to Respond" ratings for items on the employer was only six total responses per item. The differentiation items for specific groups produced the largest numbers of "Unable to Respond" ratings: ELL (118), Gifted and Talented (52), and Mental Health (40). Not all the completers are hired in highly diverse school settings.

Differentiates to meet the needs of students from various socioeconomic backgrounds	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count
2014	17	65.4%	6	23.1%	3	11.5%	0	0.0%	3.54	26
2015	35	63.6%	18	32.7%	1	1.8%	1	1.8%	3.58	55
2016	30	65.2%	14	30.4%	2	4.3%	0	0.0%	3.61	46
2017	27	61.4%	14	31.8%	3	6.8%	0	0.0%	3.55	44
2018	15	53.6%	9	32.1%	3	10.7%	1	3.6%	3.36	28
2019	20	57.1%	11	31.4%	4	11.4%	0	0.0%	3.46	35
2020	23	62.2%	11	29.7%	2	5.4%	1	2.7%	3.51	37
Overall Total	**167**	**61.6%**	**83**	**30.6%**	**18**	**6.6%**	**3**	**1.1%**	**3.53**	**186**

Access resources to foster learning for students with diverse needs	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count
2017	26	63.4%	14	34.1%	1	2.4%	0	0.0%	3.61	41
2018	16	59.3%	9	33.3%	1	3.7%	1	3.7%	3.48	27
2019	21	52.5%	17	42.5%	2	5.0%	0	0.0%	3.48	40
2020	19	52.8%	16	44.4%	1	2.8%	0	0.0%	3.50	36
Overall Total	**82**	**56.9%**	**56**	**38.9%**	**5**	**3.5%**	**1**	**0.7%**	**3.52**	**144**

Differentiates instruction for students with mental health needs	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count
2014	12	50.0%	12	50.0%	0	0.0%	0	0.0%	3.50	24
2015	37	67.3%	15	27.3%	2	3.6%	1	1.8%	3.60	55
2016	29	64.4%	12	26.7%	2	4.4%	2	4.4%	3.51	45
2017	31	75.6%	10	24.4%	0	0.0%	0	0.0%	3.76	41
2018	17	63.0%	8	29.6%	1	3.7%	1	3.7%	3.52	27
2019	29	72.5%	9	22.5%	2	5.0%	0	0.0%	3.68	40
2020	28	73.7%	8	21.1%	2	5.3%	0	0.0%	3.68	38
Overall Total	**183**	**67.8%**	**74**	**27.4%**	**9**	**3.3%**	**4**	**1.5%**	**3.61**	**270**

Differentiate instruction for students with IEPs and 504 plans	Agree Count	Agree %	Tend to Agree Count	Tend to Agree %	Tend to Disagree Count	Tend to Disagree %	Disagree Count	Disagree %	Mean Score	Total Count
2017	22	40.0%	21	38.2%	8	14.5%	4	7.3%	3.11	55
2018	22	43.1%	16	31.4%	10	19.6%	3	5.9%	3.12	51
2019	30	53.6%	12	21.4%	11	19.6%	3	5.4%	3.23	56
2020	28	49.1%	19	33.3%	10	17.5%	0	0.0%	3.32	57
Overall Total	**102**	**46.6%**	**68**	**31.1%**	**39**	**17.8%**	**10**	**4.6%**	**3.20**	**219**

Analysis: The employer survey ratings are higher than the completer ratings. The completers can tend to be harder on themselves as a whole. The mean scores are all favorable at 3.31 or above, and the percentages of "Tend to Disagree" and the "Disagree" ratings are relatively low.

Action: This data set is favorable as a whole and doesn't specifically indicate a need for program improvement beyond anything previously mentioned.

Teacher candidates complete a pre-trip assessment and a post-trip assessment.

Diversity Pre-Trip and Post-Trip (Student self-assessment of knowledge and confidence level)
5: Very knowledgeable and comfortable
4: Fairly knowledgeable and comfortable
3: Somewhat knowledgeable and comfortable
2: Little knowledge and uncomfortable
1: Unaware and uncomfortable

Pre-trip (data from 2012-2020)	Mean	5	4	3	2	1
The demographics of your classroom will impact the lessons you teach.	3.59 / 1625	15.20%	36.74%	39.69%	8.25%	0.12%
You will be able to exhibit an attitude of fairness and respect toward all learners in your classroom.	4.46 / 1625	56.37%	34.28%	8.62%	0.68%	0.06%
You will adapt instructional materials to match student needs.	3.81 / 1625	23.51%	39.94%	30.95%	5.35%	0.25%
You will manage your classroom to promote equity and tolerance.	4.27 / 1626	45.51%	37.76%	15.01%	1.54%	0.18%

Post-trip (data from 2012-2020)	Mean	5	4	3	2	1
The demographics of your classroom will impact the lessons you teach.	4.55 / 1426	58.91%	37.38%	3.3%	0.42%	0%
You will be able to exhibit an attitude of fairness and respect toward all learners in your classroom.	4.85 / 1426	85.69%	13.53%	0.7%	0.0%	0.07%
You will adapt instructional materials to match student needs.	4.63 / 1426	66.27%	30.86%	2.66%	0.21%	0%
You will manage your classroom to promote equity and tolerance.	4.83 / 1426	84.57%	14.24%	0.91%	0.21%	0.07%

Analysis: The data indicate that teacher candidates increase their knowledge and comfort level for working with diverse learners. The teacher candidates find their EDUC 352 field experience to be a valuable learning opportunity.

Action: The diversity practicum experiences are meaningful. Teacher candidate pre-/post- quantitative data indicate growth.

In addition to the quantitative data above, teacher candidates are asked for qualitative responses. The post-trip qualitative statements display examples of what the teacher candidates are learning. Examples of qualitative comments from teacher candidates are provided below. Over 1000 additional samples could be provided. Candidates also write a five-page paper to reflect on their experience and growth as an educator.

Identify two (2) or three (3) things you learned from your diversity practicum field experience that were of greatest value to you as a future educator.

I think that something that I always need to remember to consider is that culture goes beyond race and that I need to take into account all of the diversities. I learned about neurodiversity through research and even though I am in a school with racial diversity, I see the neurodiversity of students causing more issues than racial diversity. I will also need to keep in mind the social status diversities of students because many students don't have access to things that other students do, like internet/devices at home.

I learned that I need to get to know every student in my class as an individual since that will help me know what they need me to do as far as teaching them. I also learned that I need to be fluid as a teacher and change up instruction on the spot if something is not working for the students.

1. Enjoy and embrace diversity! Diversity is good and brings awesome perspective to the classroom. 2. Diversity is closer than you think. Immigrants from all over have come to America to learn. Their stories are incredible and courageous.

1. Building relationships and trust will be the foundation of your classroom. 2. Enriching and reteaching after assessments. 3. Be there, you won't always have experiences like they've had or have the right things to say but you can make sure you're there for your students and you're someone they can trust and rely on.

Building relationships is key to teaching diverse learners. Creating a safe learning environment where all are welcomed ensures more success for individual learners. Diverse learners are eager to learn and often just need more guidance or assistance along the way. Visual aids and supplements are one of the most powerful tools a teacher can use to enhance the experience of diverse learners.

1. Teachers must believe in the students' capabilities and potential. 2. Both teachers and students must be respectful to everyone. 3. All students and teachers are unique, and lessons must benefit all learners.

1. I learned that familiarizing yourself with all of your students' background, not just those with IEP's and 504's, helps you as an educator by allowing you to understand certain aspects of the students' behavior. 2. I learned that medical issues, behavior issues, developmental delays, learning disabilities, poor home life, poor social skills are all things that need to be taken into account for identifying the best way a student learns.

It is important to gain an understanding of what students' home and family life is like. This background information can be helpful to understand what topics might be sensitive for a student and how much family support they receive in their education. Another thing is that teachers set the tone for how students will be treated in class. If a teacher is constantly reprimanding a student, then the other students might feel that it's ok for them to treat their classmate in a similar way. Teachers set the tone for their classroom environment.

I learned that no two classes I will come across will be the same. Whether I am teaching in a small area or large area. Another thing I learned is that color/race is not the only way to define cultural diversity. You can look at socioeconomics of a student, their religion, their personal home life. With starting and completing this practicum I have learned a lot. These things help shape me as a pre-service teacher as well as an individual. When getting to be in a class like Cultural Diversity we can learn a lot about ourselves and the individuals around us. This perspective makes us tolerable and helps be respectful of others and their differences.

I learned that when teaching students, especially ELL students, it is important to keep in mind that they are focused in on one aspect of the lesson, that they may not understand everything being presented. For example, if they are reading a passage, they might only focus on the words, not the grammar or punctuation. Another thing I learned when working with diverse students in the classroom is creating lessons that address all their needs and interests which is challenging but I now realize just how crucial it is for the success of their learning.

One thing I learned during my practicum was about seating arrangements. One student in the 5th grade class I observed had his desk pulled up next to the teacher's desk, whereas the other students all had their desks in rows in the middle of the classroom. I talked to the teacher about this and she said the student works better when he was seated away from his peers. I asked her if he got in trouble and so she moved him there as a punishment and she said he agreed to the move and he knows he works better distanced from others and that nor he or she views it as a punishment. I learned that sometimes working together with students individually to come up with a solution is best. Another thing I learned in my practicum is that as a teacher, there will be help. Both of the classes I observed had ELL paras in them. These paras sat with the ELL students and helped them with understanding their worksheets, lectures, and assignments. Going into teaching it sounds like you are going to have to figure out everything on your own, like a baby bird being kicked out of the nest. But even if you don't have someone like a ELL para or other para in your classroom, I believe you can always reach out to someone for help if you need to. You can reach out to co-workers including other grade-level team members or principals or other staff members. Plus, there are infinite online resources as well that may be able to help you resolve any issues or concerns you may have.

1. Even though they are from a different culture, they are just like everyone else. 2. Students may learn from you, but you may also learn from the students. 3. Showing students the diverse culture will help make the students more comfortable and show the other students what a different culture is like.

One of the first things I learned was how learning English as a second language can really affect their learning, yet at the same time I was amazed how they were able to overcome that barrier. There were kids who didn't really speak English and they were working just as well as those who knew it to be their first language. Another thing I learned was that it is important to give each child your full love and attention because it was apparent that some of the children weren't getting that at home and weren't getting their basic needs met at their own home.