

## College of Education Diversity Survey for Teacher Candidates

NCATE (National Council of Accreditation of Teacher Education), our accrediting body, defines diversity as “Differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area”.

Using the guidelines, below, fill in the appropriate circle on the scantron sheet for the number that best describes your beliefs about each of the following statements.

Strongly Disagree      Disagree      Agree      Strongly Agree  
1                              2                              3                              4

### Diversity

I have the knowledge and skills necessary to...

1. Identify and address my own biases. (RP)
2. Consider diversity when planning and implementing instruction. (RP)
3. Consider diversity when wording questions and responses. (RP)
4. Be completely comfortable with classroom discussion on diversity topics. (PEB)

Directions: Please read the definition before answering the following questions. Fill in one number that best describes your beliefs for each of the following statements.

Strongly Disagree      Disagree      Agree      Strongly Agree  
1                              2                              3                              4

### Diversity: Ethnicity

The term ethnic group is defined as a sizable group of people sharing a common and distinctive racial, national, religious, linguistic, or cultural heritage. In the US Census, only the Hispanic group is treated as “ethnic” and not “racial”. (Wikipedia)

I have the knowledge and skills necessary to...

5. Consider ethnicity when designing instruction. (RP)
6. Explicitly include a variety of ethnic groups in the curriculum. (KSA)
7. Interact with students, parents, and colleagues of varied ethnicities in an equitable manner. (PEB)

### Diversity: Race

Race: a group of persons related by common descent or heredity.

Categories include Caucasian, African American, Asian or Pacific Islander, Native American, and Other

I have the knowledge and skills necessary to...

8. Consider racial diversity as an integral component of educational systems. (RP)
9. Understand how the culture of race affects learning. (KSA)
10. Interact with students, parents, and colleagues of all races in an equitable manner. (PEB)

### **Diversity: Socioeconomic Status**

An individual's or group's position within a hierarchical social structure. Socioeconomic status depends on a combination of variables, including occupation, education, income, wealth, and place of residence. Sociologists often use socioeconomic status as a means of predicting behavior.

Poverty: the state or condition of having little or no money, goods, or means of support; conditions of being poor; indigence.

I have the knowledge and skills necessary to...

11. Consider socioeconomic status when designing instruction. (RP)
12. Understand the underlying assumptions of students from wealthy, middle class, and generational poverty groups. (KSA)
13. Understand the unique needs of children of poverty. (KSA)
14. During field experiences, demonstrate a knowledge of how poverty affects student learning (PEB)

### **Diversity: Gender**

Gender: the condition of being female or male; sex

Gender equity: the reduction of sex-role stereotyping in which all genders are given an equal opportunity to succeed.

I have the knowledge and skills necessary to...

15. Consider gender when designing instruction. (RP)
16. Consider gender related issues in designing teacher questioning strategies. (KSA)
17. Integrate a knowledge of gender related issues into classroom management. (PEB)

### **Diversity: Language**

Focus: English Language Learners (ELL)

An English language learner is a student who either speaks one or more languages other than English or resides with a person who speaks a language other than English. Additionally, ELLs have been identified as limited English proficient on an objective assessment of listening, speaking, reading, and writing English and must be served in a sound and appropriate alternative language education program.

I have the knowledge and skills necessary to...

18. Consider linguistic diversity as an integral component of educational systems. (RP)
19. Understand the unique needs of linguistically diverse learners. (KSA)
20. Adapt instruction to the needs of linguistically diverse learners. (PEB)

### **Diversity: Exceptionality**

As related to the education of a child:

Being intellectually gifted

Being physically or especially mentally handicapped to an extent that special schooling is required

Categories of students with disabilities:

1. Intellectual – superior intelligence as well as those who are slow to learn
2. Communicative – specific learning disabilities or speech or language impairments
3. Sensory – auditory or visual disabilities
4. Behavioral – emotionally disturbed or socially maladjusted
5. Physical – orthopedic or mobility disabilities

6. Multiple – combination of major conditions
7. Autism – characteristics of autism spectrum disorder
8. Other Health Impaired – medical condition such as ADHD, which impairs learning. (Source: Orlich et al, *Teaching Strategies* and the Tennessee Department of Education Special Education Handbook).

I have the knowledge and skills necessary to...

21. Consider these exceptionalities when designing instruction. (RP)
22. Understand strategies to address differentiated instruction and make accommodations in the classroom. (KSA)
23. Understand classroom management strategies which may be appropriate for a variety of exceptional students. (KSA)
24. Recognize the need for appropriate accommodations during field experiences. (PEB)

#### **Diversity: Religion**

A set of beliefs, concerning the cause, nature, and purpose of the universe, involving devotional and ritual observances, and often containing a moral code governing the conduct of human affairs.

I have the knowledge and skills necessary to...

25. Communicate personal tolerance for religious diversity. (RP)
26. Consider religious diversity when designing instruction. (RP)
27. Understand legal issues regarding the expression of religion in the public schools. (KSA)
28. Interact with students, parents, and colleagues of all religions in an equitable manner. (PEB)

#### **Diversity: Sexual Orientation**

The preference one shows by having a sexual interest in members of the same, opposite, or either sex.

I have the knowledge and skills necessary to...

29. Communicate personal tolerance for persons of all sexual orientations. (RP)
30. Understand issues related to sexual orientation that may affect learning (KSA)
31. Interact with gay or lesbian students, parents, and colleagues in an equitable manner. (PEB)

#### **Diversity: Geographical Area**

Humans from various geographical areas have different cultural backgrounds, understandings, and beliefs.

I have the knowledge and skills necessary to...

32. Consider geographical diversity when designing instruction. (RP)
33. Understand variations in regional speech and attitudes. (KSA)
34. Interact with students, parents, and colleagues from both rural and urban settings in an equitable manner. (PEB)