

College of Education Diversity Survey

Please list the classes which you are usually responsible for teaching.

NCATE, 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.”

| Strongly Disagree | Disagree | Undecided | Agree | Strongly Agree |
|-------------------|----------|-----------|-------|----------------|
| 1 | 2 | 3 | 4 | 5 |

Using the above guidelines, circle one number that best describes your beliefs for each of the following statements.

Diversity

1. I regularly consider diversity in the planning and implementation of my lessons.

1 2 3 4 5

2. I regularly consider diversity in the wording of questions and responses for my students.

1 2 3 4 5

3. I am completely comfortable with classroom discussions on diversity topics.

1 2 3 4 5

Diversity: Ethnic Groups

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)

4. I believe that discussions of ethnic groups should be addressed in my classes.
- 1 2 3 4 5
5. A variety of ethnic groups are explicitly included in the curriculum in my classes.
- 1 2 3 4 5

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.

6. I have a specific time within my course syllabus for discussion of English language learners.
- 1 2 3 4 5
7. It is important that pre-service teachers have an understanding of English language learners and their presence in the classroom.
- 1 2 3 4 5

Diversity: Poverty

The state or condition of having little or no money, goods, or means of support; condition of being poor; indigence.

8. I am aware of unique characteristics of my students from generational poverty.

1 2 3 4 5

9. I have made myself aware of the hidden rules of students from the various socio-economic groups (wealthy, middle class, & generational poverty).

1 2 3 4 5

10. I provide opportunities for my students to learn the unique needs of children of poverty.

1 2 3 4 5

11. I believe that my students would benefit from a field study experience in schools with high incidence of low socio-economic students.

1 2 3 4 5

Diversity: Sexual Preference

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

12. I have made myself aware of my own prejudices regarding sexual preference issues.

1 2 3 4 5

13. Sexual preference is a topic I can address with my students in a scholarly and non- prejudicial manner.

1 2 3 4 5

14. I treat all students fairly regardless of their sexual preference.

1 2 3 4 5

15. I have provided opportunities for students to investigate the special needs of students whose parents are non-traditional (gay & lesbian couples).

1 2 3 4 5

16. I provide resources to students to assist them in addressing the special needs of students with a different sexual preference.

1 2 3 4 5

Diversity: 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

17. I regularly address the teacher tendency to call on boys over girls in the classroom.

1 2 3 4 5

18. I regularly address the teacher tendency to refer boys to special education at a higher rate than girls.

1 2 3 4 5

19. It is important that pre-service teachers are aware of the teacher tendency to choose boys over girls as leaders.

1 2 3 4 5

Diversity: Exceptionality

Education. (of a child)

- a. being intellectually gifted.
- b. being physically or esp. mentally handicapped to an extent that special schooling is required.

Exceptional: the category describes a wide range of children with disabilities; the categories include:

- 1. Intellectual—which includes both students who have superior intelligence as well as those who are slow to learn.
- 2. Communicative—students with specific learning disabilities or speech or language impairments.
- 3. Sensory—students with auditory or visual disabilities.
- 4. Behavioral—students who are emotionally disturbed or socially maladjusted.
- 5. Physical—students with orthopedic or mobility disabilities.
- 6. Multiple—students with a combination of major conditions.
- 7. Autism—students with the characteristics of autism spectrum disorder.
- 8. Other health impaired—students with a medical condition such as ADHD, which impairs learning. (Sources: Orlich et al. *Teaching Strategies* and the Tennessee Department of Education Special Education Handbook).

20. I teach my students the necessity of following the IEP in the regular classroom setting.

1 2 3 4 5

21. I make my students aware of the need for teachers to make accommodations for 504 students.

1 2 3 4 5

22. I regularly assist pre-service teachers in identifying strategies to address differentiated instruction and making accommodations in the classroom.

1 2 3 4 5

23. I believe it necessary that pre-service teachers identify and address their own biases.

1 2 3 4 5

24. While discussing classroom management, I regularly address strategies which may be appropriate for a variety of exceptional students.

1 2 3 4 5

Diversity: Religion

A set of beliefs concerning the cause, nature, and purpose of the universe, especially when considered as the creation of a superhuman agency or agencies, usually involving devotional and ritual observances, and often containing a moral code governing the conduct of human affairs.

25. I make my students aware of laws concerning teaching religious concepts in public schools.

1 2 3 4 5

26. It is important that pre-service students develop a tolerance of religious beliefs.

1 2 3 4 5

27. I have exposed my students to issues involving religious diversity.

1 2 3 4 5

Diversity: Geographical Area

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

28. I provide opportunities for students to learn several examples of geographical diversity.

1 2 3 4 5

29. Students in my class are interested in learning about geographical diversity.

1 2 3 4 5

30. I am knowledgeable about geographical diversity.

1

2

3

4

5

Resources

Connell, R.W. (1994). *Poverty and Education*. Harvard Educational Review. Vol. 64, No. 2, Summer.

Davison, Mark L. et. al., (2004). When Do Children Fall Behind? What Can Be Done? *Phi Delta Kappan*, June, 2004, p. 752-761.

Goleman, Daniel (1994). *Emotional Intelligence*. New York , NY : Bantam Books.

Health & Well-Being of Tennessee 's Children:

<http://www.aecf.org/kidscount/factsheets/tn.pdf>

Herrnstein, R.J., and Murray (1994). *The Bell Curve: Intelligence and Class Structure in American Life*. New York : Free Press.

Institute on Race and Poverty: [www.umu.edu~irp](http://www.umu.edu/~irp)

Journal of Teacher Education: [feed://jte.sagepub.com/rss/current.xml](http://jte.sagepub.com/rss/current.xml).

Network for the Dissemination of Curriculum Infusion:

http://www.neiu.edu/~k12pac/diversity_links_socioeconomic.htm

Network for the Dissemination of Curriculum Infusion:

<http://www.neiu.edu/~k12pac/k12teachers/Jan06Newsletter.pdf>.

Nieto, Sonia. (1994). Lessons from students on creating a chance to dream. *Harvard Educational Review* 64(4) 392-425.

Payne, Ruby K. (1998). *The Framework for Understanding Poverty* (Revised Edition). Baytown , TX : **aha!** Process.

Skiba, R.J., Michael, R.S. , Nardo, A.C. & Peterson, R. (2000). The color of discipline: sources of racial and gender disproportionality in school punishment. The Indiana Education Policy Center. Retrieved from [http://www.indiana.edu/~ceep/Southern Geographer](http://www.indiana.edu/~ceep/SouthernGeographer). 46(1).

The Kentucky Center for Poverty Research at the University of Kentucky:

www.ukcpr.org/index.html

Vincent, P., and Winsberg, M. (2006). Religious diversity in the southeastern U.S.

Youth Pride, Inc. (1997). Creating safe schools for Lesbian and Gay Students: A Resource Guide for School Staff. Retrieved from

<http://members.tripod.com/~twood/guide.html>

Definitions

exceptionality. (n.d.). *Dictionary.com Unabridged (v 1.0.1)*. Retrieved December 11,

2006, from Dictionary.com website:

<http://dictionary.reference.com/browse/exceptionality>

gender. (n.d.). *The American Heritage® Dictionary of the English Language, Fourth*

Edition. Retrieved December 11, 2006, from Dictionary.com

website: <http://dictionary.reference.com/browse/gender>

poverty. (n.d.). *Dictionary.com Unabridged (v 1.0.1)*. Retrieved December 11, 2006, from

Dictionary.com website:

<http://dictionary.reference.com/browse/poverty>

sexual preference. (n.d.). *The American Heritage® Stedman's Medical Dictionary*.

Retrieved December 11, 2006, from Dictionary.com website:

http://dictionary.reference.com/browse/sexual_preference