

Diversity Cross Cutting Theme

The EPP prepares candidates to work with culturally and linguistically diverse (CLD) students, including English language learners (ELLs) and students with disabilities (SwD). Results for Educating All Students (EAS) ([Table 1.1i](#); [1.1ii](#); [1.1iii](#)) show program completers have knowledge of learners and their differences, as well as developmentally appropriate practices to support the social and academic development of CLD students (CAEP 1.1). Similarly, edTPA results ([Tables 1.4a – 1.4aiii](#)) show completers have professional knowledge and skills (CAEP 1.3) to plan and differentiate for diverse learners, by using varied strategies including technology (CAEP 1.5) to support diverse learners' attainment of college and career ready standards (CAEP 1.4). Since 2 of our 3 professional programs are dual-certificate in special education (CAEP 3.1), the **Content Specialty Test-SwD** is an indicator of whether completers are prepared to support SwD (CAEP 1.1). Results show most completers can meet the needs of exceptional learners ([Table 4.2a](#); [Tables 5.12e-5.1eiii](#)) (CAEP 3.5).

Candidates complete various diversity activities ([Tables 6.1-6.6](#)) while working with CLD students (CAEP 1.1, 2.3). For example, evidence from the program-specific Professional Portfolio shows candidates' ability to use content knowledge to design learning experiences for individual or small groups of P-6 students, and supporting students' higher order thinking skills while monitoring their progress towards college and career ready standards (CAEP 1.1, 1.3, 2.3, 4.1) ([Table 1.1iv](#)). Across programs, most candidates (2015-2017) earn Competent & Exemplary ratings on the **Professional Portfolio** ([Table 5.1h](#)); indicating their ability to use formal and informal assessment instruments to learn about students as readers, identify reading difficulties, and develop an intervention/instructional plan to support students' reading/literacy development in deficit areas, and to document the impact on P-6 reading below grade level, as one example of the required portfolio evidence (CAEP 1.1, 3.1, 3.3, 4.1, 4.2). Similarly, data from the **Reading Intervention Project** show candidates' implementation of RtI in 2016 and 2017 significantly impacted P-6 students. In 2016, 50% to 90% and 37% to 70% of P-6 students in 2017 improved their reading skills following the interventions. During Transition Point 3, impact on P-6 student learning is also measured on the **Clinical Practice Assessment** rubric (CAEP 1.1, 2.3, 4.1). More

than 70% of the candidates (2015-2017) earned Competent or Exemplary when evaluated by college supervisors and cooperating teachers in ELA and mathematics; evidence of impact student learning during Clinical Practice ([Tables 1.1q-1.1rii](#)).

Diversity is also captured in the demographics in partner schools, cultural and linguistic differences, socioeconomic status, and exceptionalities. School partnerships help ensure high quality clinical experiences that develop candidates' knowledge, skills, and professional dispositions necessary to ***make a positive impact on the learning and development of CLD P-6 students*** (CAEP 2). Partnering schools range in size ([Table 6.7](#)); from approximately 200 to more than 900 students at the time of field placements. Most P-6 students at partner schools (> 60%) receive free and reduced lunch. At these sites, candidates get to know CLD students by implementing lessons and intervention experiences, tutoring students one-on-one, and teaching standards- and research-based lessons. As they progress towards Clinical Practice candidates demonstrate proficiency working with CLD students (CAEP 2.3, 4.1). In alignment with the EPP's mission of social justice, candidates receive instruction on culturally responsive theory and subsequently implement such strategies in P-6 classrooms, allowing for greater depth and breath. The EPP also charts the progress of its graduates in impacting student learning outcomes (CAEP 1.1). Alumni survey respondents for 2015-2017 (n=12) were able to successfully support CLD students. Most graduates (67%) are working in specialized special education settings, or inclusion settings (33%), in public schools (85%) with ELLs (31%) or SwD (46%) ([Tables 6.8 & 6.9](#)). Completers report working in ICT, Integrated, or CTT settings (46%) with students who had to repeat at least one grade. Those working in GE classrooms (31%) indicated that most of their students are reading below grade level with comprehension difficulties. Most completers (54%) reported they helped students move up at least one grade level or get on grade level in reading or math. Overall, completers appear to be prepared to work with diverse learners (CAEP 1.1, 4.1).

Evidence also suggests candidates can ***advance the learning of all students toward attainment of college- and career-readiness standards*** (CAEP 1). Standardized state assessments aligned to standards in ELA and Math are administered in partner schools show that candidates were able to prepare P-6

students for college and career. Results (2015-2017) show a .09% increase in the number of partner schools with mean scores for grade 3 students at level 3 proficiency on ELA exam (*Table 6.10*) and a 27% increase for partner schools with mean scores at level 3 for grade 4, with similar gains in math (*Table 6.11*).

The EPP recruits and prepares diverse candidates with varying educational backgrounds, socio-economic levels, and ethnicities (CAEP 2.1, 2.3, 3.1, 3.3, 3.5). Candidates across programs are representative of the local community (CAEP 3.1, 3.3). At all phases of preparation, the EPP takes responsibility for preparing highly qualified teacher candidates by making purposeful decisions about *recruitment, selection, and preparation of candidates* who can effectively impact outcomes for P-6 students (CAEP 3). A more in-depth discussion about the EPP's recruitment, selection, and preparation of diverse candidates is reported the Standard 3.