Standard 3. Field Experiences and Clinical Practice

The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school professionals develop and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn.

3.1 Field Experiences and Clinical Practice

3.1.a Collaboration Between Unit and School Partners

Summarize processes and outcomes of collaboration between unit and school partners in the design, delivery, and evaluation of field and clinical experiences, and in sharing of responsibilities, resources, and expertise.

School partners include all levels of personnel from regional and national (3a2.1) public, charter,
private, parochial, DoDDS, and international schools as well as agency partners serving children from birth to adult. Formally articulated agreements for internships in teaching, school counseling and educational leadership set forth the mutual promises for each party pertaining to lead teacher qualifications, indemnity, criminal checks, placement, compensation, liability, supervision, termination, etc. The Field Experiences Advisory Board, comprised of 15 stakeholders, expands the reach and collaboration between the unit and school partners and deals with items that impact field experiences (3a2.2). The unit must also partner with other units in the institution (3a.2.3). The field experiences director meets bi-annually with counterparts from local competitor institutions and school district (WCSD) (3a2.4).

The WCSD is the largest employer of interns completing the unit’s teaching programs. In the 2012-2013 academic school year, WCSD hired 449 teachers, of which 217 were unit completers. Since spring 2014, the WCSD framework for teaching (3a2.5) has been used to evaluate interns. This tool was correlated with INTASC and CAEP Standards (3a2.6). Through a data share agreement (3a2.7), the unit is able to track completers into their first years of teaching (3a2.8). The unit works collaboratively with school districts to fill teacher vacancies and conducts the regions only education career fair annually (3a2.9).

In spring 2013, the field experiences and internship placement protocols (3a3.1) were formally articulated with the local school district such that WCSD-hr arranges the placements in collaboration and with the final approval of the unit director of field experiences. Positive outcomes include: lead teacher performance is more closely monitored, placements are spread throughout the school district, and the unit is alerted to schools that cannot be used due to changes in staffing, accreditation, climate or other issues, or schools in need of improvement. In addition, the unit negotiates the terms with various school districts for internships in teaching, school counseling and educational leadership (3b3.2-5). These agreements set forth the mutual promises for each party pertaining to such things as lead teacher qualifications and selection, indemnity, criminal history checks, type and duration of placement, compensation, liability, supervision and termination.

Nevada is a rural state with unique challenges in recruiting highly qualified teachers, especially in some shortage areas such as math, science, and special education. While an internship concurrent with a paid substitute position (3a3.6) is less than optimal, it is a win-win situation given that only the unit’s best interns are selected and the school districts embrace the importance of a strong and ongoing mentorship program. In fall 2013, regional teacher shortages influenced 19 internship placements. When there are no viable candidates in the hiring pool, school districts frequently contact the director of field experiences about hiring an intern to fill the vacancy (3a3.6-7). The selection of the intern is a competitive process and the school districts interview interns from a list provided by the unit.

When schools conduct professional development, interns participate right alongside their lead teachers. In WCSD for example, every Wednesday students are dismissed early so that teachers may engage in professional development and professional learning communities. Interns are often included in school mentoring programs. When the field experience timing coincides with school professional development, those candidates are typically invited to attend with their lead teachers.

Through a collaborative and shared fiscal arrangement, three teachers from WCSD are assigned to the unit. These teachers are called field based instructors. They are selected through a competitive application process and are an important asset to the unit. They are accomplished master teachers whose perspectives on current best practices and trends enhance the teaching programs. Each field based instructor spends three years in the unit teaching courses, including courses with field experiences. There is a field based instructor in each teacher preparation program: secondary education, elementary education, and special education. After three years, the field based instructor rotates back to the local school district and a new field based instructor is selected through a competitive process.
The unit's Raggio Research Center for STEM Education (Science, Technology, Engineering, and Math) has partnered with 9 WCSD schools that are transitioning from failing schools to STEM schools. The unit and the WCSD STEM coordinator collaboratively teach a STEM inquiry course to those school administrators to help them understand the STEM movement and to build School Performance Plans (SPP), needs analysis, data collection, and general understanding to help the transition. Candidates and interns participate alongside their lead teachers in ongoing STEM professional development.

School University Partnerships for Education and Research (SUPER) is an initiative that grew out of a two-year discussion between the unit and WCSD on the importance of making a collaborative difference in local schools. SUPER is guided by the National Association of Professional Development Schools goals. SUPER consists of three schools: an elementary school provides early childhood field experiences for candidates and interns. The other SUPER elementary school provides inclusive special education field experiences and internships. The middle school field experience is conducted at the SUPER middle school and some of those candidates continue on at this school for internship. These 3 schools are among those with the greatest student diversity in WCSD. Candidates and interns placed at SUPER schools gain experience and insight from unit faculty and teachers modeling co-teaching, engaging in inquiry groups and research, and collaboratively delivering professional development.

The Early Learning Center (ELC) is a first through third grade demonstration classroom from a WCSD elementary school that is housed in the unit on the second floor. It models multi-year, multi-age educational experiences and developmental and integrated instruction. The ELC teacher is employed by WCSD and the 22 students are enrolled in WCSD as well. The students return to their elementary school for lunch, specials, and assemblies. A children's library is located within the unit's Learning and Resource Center (LRC). The LRC is co-staffed by the unit and WCSD. The ELC provides onsite field experiences as well as unique opportunities for candidates to observe a master teacher in a multi-graded classroom. The ELC has an open door policy wherein candidates may drop in between classes to observe, collect data and assist the teacher. Each semester approximately 6 candidates in EDU 201 (Introduction to PK-8 Teaching) complete their field experiences in the ELC. The unit has under-utilized the ELC for internship because of the limited opportunities interns have to engage in collegial interactions and school culture.

There are no differences in the unit's collaboration with school partners regarding programs in Educational Leadership and School Counseling. There is a difference in the unit's collaboration for the Human Development and Family Studies (HDFS) undergraduate program which involves a variety of community agencies rather than school partners. Because HDFS students are able to pursue many different career paths, field experiences and internships are completed in agencies serving youth.

Many more examples of collaboration between school partners or the community and the unit's centers and resources are highlighted on the unit's website: http://www.unr.edu/education/centers.

3.1.b Design, Implementation, and Evaluation of Field Experiences and Clinical Practices

Summarize the design, implementation, and evaluation of field experiences and clinical practices; expectations for mentors and supervisors; and outcomes of candidates in meeting proficiencies outlined in the unit's conceptual framework, state standards, and professional standards during their field and clinical experiences.

The unit's conceptual framework is infused in all courses, including field experiences and internship (3b1.1). For example, interns are reflective practitioners in keeping with the unit's conceptual framework (3b1.1 syllabus). The bi-weekly reflection journal is a confidential exchange between the intern and their
supervisor (3b2.2). Interns use data driven instruction to inform their lessons and evaluate their impact on P-12 student learning (pgs 25 and 35+). The unit's conceptual framework is supported by the internship evaluation (3b2.1 appendix) that has been correlated to the Interstate New Teacher Assessment and Support Consortium (INTASC) and the Council for the Accreditation of Educator Preparation Standards (3a2.6).

Within the unit, each syllabi includes student learning outcomes and evaluation criteria. Expectations for interns, lead teachers and supervisors are comprehensively described in the Internship Syllabus/Manual (3b2.1) and in each webcampus section. During field experiences and internship, candidates are required to use a variety of appropriate technology (3b3.1). In 2014-15 the unit will map and scaffold technology skills and expectations across the curriculum. The unit features smart classrooms and a computer lab equipped with promethean boards and offers training to candidates and faculty. Interns are evaluated on their technology usage and access webinars, take accountability quizzes, answer polls and respond to surveys, post their reflections journal entries, upload their formal lesson plans, download materials and respond to a computer efficacy survey (3b3.2). Webinars serve as multimedia models for interns to consider in their own lessons. For out of area interns, observations and other face-to-face interactions among the intern, lead teacher and supervisor are accomplished using live video-conferencing (3b3.3).

The quality of lead teachers working with candidates during field experiences and internship is a critical component of the teacher preparation programs; therefore, the unit and school partners go to great lengths to ensure that candidates are placed with highly qualified lead teachers (3 b4.1 pg 4). The unit also recognizes the importance of the school's climate, foci, low-high performance, and specific initiatives they are working on. Internship supervisors are selected by the director of Field Experiences with particular attention given to their formal education, educational experience, licensure areas, and demeanor (3b4.2).

In WCSD and through a regional initiative for rural Nevada, there are a number of professional development opportunities for teachers interested in mentoring. During field experiences, unit faculty are responsible for preparing and providing professional development for junior faculty, graduate assistants (GA's), temporary instructors on letters of appointment as adjunct faculty (LOA's), and three field based faculty (teachers assigned to the unit for 3 years through an ongoing cooperative fiscal arrangement with WCSD). Unit faculty, GA's, LOA's and the three field based faculty teach courses and field experiences in elementary, special education, and secondary.

During internship, the supervisor confers with the lead teacher during every visit and in between by email or phone to assess the intern's progress. These one on one visits with the lead teacher provide teachable moments and opportunities for the internship supervisor to mentor the lead teacher. In addition, the internship manual and webcampus provide guidance for the lead teacher. New supervisors are provided training before they begin and are paired with an experienced internship supervisor for mentorship and ongoing support. This provides for programmatic and philosophical consistency among supervisors. Supervisors also receive ongoing training (3b5.1) two to three times per year as well frequent group emails from the director or executive internship supervisors. The executive internship supervisors have additional authority granted by the director of field experiences.

There is no difference in the support of undergraduate and graduate level candidates and interns in the teacher licensure programs or for licensed teachers in advanced graduate programs. At the end of each semester, the lead teacher is evaluated by both the intern and the supervisor. Supervisors are similarly evaluated by the intern and the lead teacher. The director of field experiences considers the negative recommendations and issues that may have been influential and determines whether to use the teacher or supervisor in the future (3b6.1).

During internship, the supervisor acts as a liaison between the unit's director of field experiences and the
Supervisors foster ongoing collegial relationships with their interns long after the internship has been completed. It comes full circle when one of their past interns becomes a lead teacher for the first time. Interns have seven regularly scheduled visits from the supervisor, who in turn also makes a point to visit with the lead teacher each time to discuss the intern's performance and professional growth. The intern receives both written and verbal feedback from the supervisor in the five pre and post observation conferences and written feedback on the intern's bi-weekly reflections journal entries. One advantage of having the reflections journal on webcampus is that feedback from the supervisor is immediate as well as ongoing. Another advantage is that the director is able to read both the intern's entry and the supervisor's comment and mentor the supervisor when there is an issue. The reflections journals are consistently used to support the intern.

The unit faculty engages in frequent professional development activities for public school teachers. It should be noted that outreach to rural Nevada communities is an important mission for this land grant institution. Some examples of regular and continuous support include: the Northern Nevada Writing Project, the Raggio Research Center for STEM, ongoing research in Romania, the Nevada Dual Sensory Impairment Project, the Nevada Center for Excellence in Disabilities, and the Lemelson math and science masters math/science cohort for elementary teachers. Unit faculty provide staff development on a range of topics (e.g., the common core standards, co-teaching models, and the inquiry process to increase student engagement). Unit faculty often provide demonstration lessons for teachers, including modeling in the teacher's own classroom.

Support for advanced candidates is provided through coursework, professional development, and consultation. In advanced programs, candidates are assigned a faculty advisor who meets with them on a regular basis. In an effort to enhance longevity on the job and teacher effectiveness, the unit is in the planning stages for a mentoring program that spans from program completion through the induction period as alums begin their new careers and beyond. Unit faculty frequently consult and collaborate with teachers and school administrators, conduct professional development.

There are no differences in the design, implementation, and evaluation of field experiences and internship for educational leadership (school administration), school counseling or the online master's programs for additional licensure in literacy or special education (early childhood or severe). There are no off-campus programs.

3.1.c Candidates' Development and Demonstration of Knowledge, Skills, and Professional Dispositions to Help All Students Learn

Summarize proficiency expectations and processes for development during field experiences and clinical practices; and outcomes based on demonstration of knowledge, skills, and professional dispositions to help all students learn.

Field experiences (3b1.1) prior to admission are distinguished from those taken after admission. Before admission, the early field experiences (EDU 201, EDU 202, and EDU 214) have open enrollment to all students enrolled at the institution. Admission to a teacher preparation program is required for field experiences taken in the junior year or after. Field experiences are sequential and some are taken concurrently (e.g., EDSC 321 and EDSC 321p). Some field experiences are taken consecutively (e.g., EDES 313 and EDES 413). Candidates must receive a passing grade for all field experiences. Unit
faculty collaborate with lead teachers and provide feedback and mentoring to candidates to improve their performance. In the unfortunate event a candidate fails, they must repeat the field experience in the next semester.

Candidates in field experiences complete an ID scanning which includes a wants and warrants check, a sexual offender list check, and a terrorist list check. In addition to the ID scanning, interns are fingerprinted and a FBI background check is completed. Interns must provide proof that they have professional liability coverage in the amount of $1 million. Local interns must attend a school safety training conducted by the school district police chief.

To advance to internship, candidates must meet program requirements and be recommended by their academic advisor. The candidate's professional behaviors and dispositions are also considered. The unit recognizes the importance of addressing issues candidates may have before they advance to internship. Though sometimes challenging, the unit has been able to place all eligible interns (3c1.1).

As discussed in Standard 2, the unit is embarking on a new assessment system that will track candidates throughout their programs and place greater emphasis on professional behaviors and dispositions. The unit takes progressive steps in dealing with interns with marginal or unsatisfactory performance. In fall 2012, 99% of the interns satisfactorily completed internship and 99% were ultimately satisfactory the following spring (3c1.1).

During internship, the performance appraisal of and the feedback to the intern is the shared responsibility of lead teachers and internship supervisors. Since mentoring, assessment and feedback are ongoing and continuous, the intern is always aware of how they are performing such that there are no surprises when it comes to the summative evaluation (3c2.1). At mid-point and at the final, interns complete self-evaluations of their performance using the same rubric that is used for formal evaluations by the lead teacher and supervisor (3c2.2). These are discussed during the mid-point progress report conference and the final evaluation conference. Additionally, interns complete a self-evaluation of their professional behaviors dispositions at the beginning of internship (3c2.3). At the end of internship, this is reviewed in relation to the professional behaviors dispositions evaluations completed by the lead teacher and supervisor (3c2.4). During the next to the last week of internship, interns start to phase out of control. They utilize this time to write the self-reflection essay. This persuasive essay in which the intern is tasked with convincing a potential employer that they are ready to teach in a common core classroom (3b2.1 pg 58).

The unit's conceptual framework in part states: Field experiences and internship are designed to help candidates and interns engage in reflective practice (3c3.1). Candidates in field experiences are evaluated by unit faculty and lead teachers on their receptiveness and responsiveness to professional feedback and incorporation of suggestions into practice. Candidates reflect on and evaluate their own performance. In Portfolio I (3c3.2 and 3c3.3) submitted prior to internship, candidates must reflect on their performance in the teacher preparation program. During internship, reflective practice is continuous and infused throughout: in the teaching/learning/assessment cycle, the bi-weekly reflections journal, the clinical observation model that includes pre/post conference and follow-up, the collegial conversations with the lead teacher and/or supervisor, and in the self-evaluations.

The evaluations of candidates in field experiences are largely derived from the INTASC standards that focus on knowledge of students and differentiated instruction to help all students learn. In internship, the teaching/learning/assessment cycle (3b2.1 pgs 35+) focuses on data driven instruction and student learning outcomes. The previous internship evaluation was also derived from INTASC standards and the newly adopted WCSD teacher evaluation tool has been correlated to INTASC as well. Fall '13 and Spring '13 field experience and internship performance data show that both candidates and interns performed in the proficient to outstanding range overall (3c4.1).
During their field experience rich teacher preparation programs, candidates gain experience in data driven instruction geared to help all students learn (3c5.1). Perhaps a hallmark of the unit's teacher preparation programs is that data driven instruction, which includes analyzing P-12 student performance data and reflection, is engrained in coursework and field experiences such that it becomes daily practice. In this sense, it approximates what candidates will be exposed to and expected to do during internship and further on when employed as teachers. Interns engage in data driven instruction on a daily basis as part of the teaching-learning-assessment cycle (3b2.1 pg 35+). Interns participate in the professional learning communities at their schools where they are immersed in performance data, curriculum mapping, collaborative planning and assessments. In their bi-weekly reflections journal, interns reflect on several topics that directly relate to this section (3b2.2).

At the advanced graduate level, candidates in programs for additional licensure are typically practicing teachers, counselors, and school administrators. Candidates complete field experiences tailored to their programs. Field experiences, arranged in collaboration with school or agency personnel, are designed to meet additional licensure requirements and unique programmatic needs as well as the advanced candidate's professional and philosophical directions. During field experiences, advanced candidates receive feedback and assessments on a regular basis from faculty. Faculty provide continual support and feedback on the candidates work during face-to-face observations, class sessions, and reflective dialoguing (live or electronic). For example, faculty teaching courses for certification in severe disabilities use video-taping and conferencing (SKYPE) for candidates in rural Nevada. In addition, many advanced candidates often have a site mentor at the school or agency that is licensed and has experience in the field.

All syllabi at the University of Nevada, Reno, must set forth student learning objectives (SLOs); therefore, each course with a field experience also has student learning objectives. This is far easier to do for a discrete course, one focused upon a limited area of study rather than practice and application. Field experiences expose candidates to the dynamics of the P-12 classroom and provide opportunities to apply knowledge, skills and dispositions to help all students' learn. In a sense, therefore, the student learning objectives (SLO) may be reduced to this: to put into practice potentially everything that the candidate has learned over the course of their studies. Each field experience has specific student learning objectives, instructional activities, performance criteria, critical reflection, and ongoing evaluation of the candidate. SLO's must be in place for advanced programs, including educational leadership, school counseling and human development and family studies.

For other unit highlights, go to: 3c6.1.

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3.2 Areas for Improvement Cited in the Acton Report from the Previous Accreditation Review

Summarize activities, processes, and outcomes in addressing each of the AFIs cited for the initial and/or advanced program levels under this standard.

There were three AFIs for Standard 3.

1) Not all candidates are required to participate in field experiences (Advanced).

This AFI related to the Educational Leadership program where not all candidates in the principalship master's degree program were taking formalized internships. This situation was resolved so that all candidates are involved in internships. (Data available on-site).

2) Not have mechanisms for systematically and continuously including school partners in the design of
field experiences and clinical practice (Initial and Advanced).

The Field Experience Advisory Board (FXAB) is comprised of several stakeholders and school partners (3.2 AFI). FXAB defined field experience supervision and overhauled the private/parochial school placement policy. The Director's meetings includes partners from competitor institutions and the school district) and led to two important changes to the placement and ID scanning processes. The paid substitutes concurrent with internship is partnership with various school districts to address critical teacher shortages. As demonstrated throughout this report, the unit has strong, robust partnerships with regional school districts that span several areas, including such things as: placement, school recruitment and retention, reciprocal staff development and consultation, intern evaluation, a regional career fair, university/school partnerships, and data sharing. Community and competitor institution partners are involved in the unit's regional career fair as volunteers for mock interviews. The unit's new mentoring program is a partnership with the community and two retired teacher associations. As demonstrated throughout this report, the unit has strong, robust partnerships with regional school districts that span several areas, including such things as: placement, school recruitment and retention, reciprocal staff development and consultation, intern evaluation, a regional career fair, university/school partnerships, and data sharing.

3) Not all candidates are systematically supervised and observed by university supervisor.

All field experience and internship courses are supervised. This was the first agenda item for the Field Experiences Advisory Council (see Standard 3). The Educational Leadership program designated a faculty member to teach the internship course rather than passing it around and having each individual faculty member handle his or her own supervision. As a result of the reconfiguration, one faculty member taught the EL 798 Internship class. The faculty member supervised 13 interns in spring, 2014, and this assignment was the equivalent of two 3-credit courses. In EL 798, she met with the group the first week and reviewed class requirements such as intern objectives, pre- and post assessment requirements, hour requirements, the final class presentation. All candidates were required to set up an appointment with the site supervisor and course instructor within the first 2 weeks of the course in order to establish on-site responsibilities. During finals week, the interns met again as a group so they could turn in their notebooks and make their internship final presentation.

In each Literacy methods course, students participate in field experiences and are supervised by Literacy faculty. For example, in EDES 300, students learn about early literacy and work with preschool through third graders one-on-one for 8 experiences of 1.2 hour duration each. The faculty member accompanies the students and observes as they interact with one student. Students in EDRL 443 work with intermediate grade students in small group settings. The instructor coordinates with a nearby school and visits the school for 8 experiences with middle school students. In EDRL 461, students tutor a struggling reader who is identified by parents or teachers and attends UNR's Center for Learning and Literacy for tutoring. The instructor goes on-site and observes students as they tutor for 13 weeks, twice per week, one hour each time throughout the semester.

### 3.3 Exhibits for Standard 3

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<thead>
<tr>
<th>Exhibit</th>
<th>Description</th>
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<tbody>
<tr>
<td>3.3.a</td>
<td>Examples across programs of collaborative activities between unit and P-12 schools to support the design, implementation, and evaluation of field experiences and clinical practice, including memoranda of understanding</td>
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<tr>
<td>3.3.b</td>
<td>Aggregate data on candidate placement in field experiences and clinical practice (Data should be disaggregated by program and level regardless of location or method of delivery)</td>
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</tbody>
</table>
3.2 AFI - FIELD EXPERIENCES ADVISORY BOARD.pdf

3a2.1 placements in other states.pdf

3a2.2 field experiences advisory board.pdf

3a2.3 other institutional partners.pdf

3a2.4 directors' meetings.pdf

3a2.5 WCSD Teacher Evaluation Tool.pdf

3a2.6 Correlation of WCSD Teacher Evaluation Tool with INTASC & CAEP.pdf

3a2.7 Teacher Data Share Agreement.pdf

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3a3.2 Student Teaching Internship Agreement.pdf

3a3.3 Out of Area Student Teaching Internship Template.pdf

3a3.4 School Counselors Internship Agreement.pdf

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3a3.6 paid sub concurrent with internship.pdf

3a3.7 Paid Substitute Concurrent with Internship Guidelines.pdf

3b1.1 tables of field experiences and internship courses.pdf

3b2.1 internship syllabus and manual pt1.pdf

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3b2.2 Reflections Journal.pdf

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3b3.2 Webcampus Survey Results.pdf

3b3.3 The Virtual Solution.pdf

3b4.1 Internship Questions & Answers.pdf

3b4.2 lead teacher, school and supervisor selection criteria.pdf

3b5.1 examples of supervisor trainings.pdf

3b6.1 evaluation of lead teachers and supervisors.pdf

3c1.1 examples of supervisor trainings.pdf

3c2.1 internship assessment schedule.pdf
Standard 4. Diversity

The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and P-12 school faculty; candidates; and students in P-12 schools.

4.1 Diversity

4.1.a Design, Implementation, and Evaluation of Curriculum and Experiences

Summarize the design, implementation, and evaluation of curriculum and experiences; descriptions of and processes for development of diversity proficiencies; and the outcomes based on key assessments.

All teacher education candidates take required coursework in diversity in their pre-major years and then take more required diversity coursework once admitted. Both Educational Leadership and School Counseling programs subscribe to the unit's Conceptual Framework, and the counseling program is CACREP-accredited and addresses diversity through those standards as well. Courses that fulfill University of Nevada, Reno Diversity Requirement serve as a foundation for ongoing exploration of difference. Accordingly, such courses are concerned with analysis of power relations around issues of gender, sexual orientation, class, race, culture, nationality, ability, religion and ethnicity. Coursework requires extensive reflection on the challenges and benefits of dialogue across differences (see Exhibit 4.3.b Diversity Course Requirements). In the IETP, all IETP candidates are required to take EDRL 472, Methods for Elementary English Language Learners; EDUC 413, Education in a Changing World; and EDU 203 Introduction to Special Education. As with IETP candidates, all Secondary Education candidates must take EDUC 413, Education for a Changing World as well as fulfilling the diversity requirement for the university. Classroom discussions (e.g. Exhibit 4.3.b Identity Texts) and course assignments (Exhibit 4.3.b Diversity Course Matrix) reflect attempts to deepen candidates' appreciation and skills in working with diverse student populations.

Teacher Education candidates are expected to have the following proficiencies (Exhibit 4.3.b COE Diversity Proficiencies): 1) An understanding of complex socio-cultural identities; 2) A cultivation of the ability to identify and create culturally inclusive curricular material; 3) A development of culturally responsive pedagogical skill; 4) A creation of alternative assessment techniques; and, 5) A cultivation of