

## ASSESSMENT 5. DIVERSITY

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### DESCRIPTION

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The Program uses an assignment from SED 552: Social and Cultural Contexts of Education to evaluate candidates' ability to use knowledge of diversity to design effective practice:

### Choices About Teaching in Context

Throughout the semester, [the instructor] will be asking you to think about your own classroom in relation to the texts we read. Therefore, this assignment is designed as an initial assessment of your school population and how it relates to the teaching and learning that goes on in your classroom.

#### PART I (due week three)

- Look up some **quantitative data** about the demographics of your school. (Rhode Island teachers can draw from InfoWorks at [www.infoworks.ride.uri.edu/2009/default.asp](http://www.infoworks.ride.uri.edu/2009/default.asp)) and explain the racial-ethnic composition, the socio-economic status, the languages represented, the special needs population and any other factors you think might be relevant. In a page or two, summarize the data you find.
- Offer some **analysis** about how your teaching reflects these demographics. I want you to look at the choices you make as a teacher and reflect on how (if at all) your choices about teaching explicitly reflect the population you serve. Do you see your population reflected in the space, climate, curriculum and practices in your school/classroom? (For example, if your school is 48% Latino, do notes go home in Spanish? Are there posters with non-white people on the walls? Any nods to cultural practices, holidays or events that specifically cater to a Spanish-speaking community? Or if your school is 98% white, how is that reflected as well?)

#### PART II (due week ten)

- **Reflect** upon these choices in relation to the texts we have been reading thus far in class. How do your choices offer both a mirror for your students (in which they can see themselves reflected) and a window (in which they look out and see the world as it exists beyond themselves).

EVALUATION RUBRIC

**Choices About Teaching Rubric**

|  | <b>Excellent<br/>(9.5-10)</b> | <b>Strong<br/>(9-9.25)</b> | <b>Great<br/>(8.5-8.75)</b> | <b>Good<br/>(8-8.25)</b> | <b>Passing<br/>(7.5-7.75)</b> | <b>Unacceptable/Absent<br/>(under 7)</b> |
|--|-------------------------------|----------------------------|-----------------------------|--------------------------|-------------------------------|--|
| <b>DEMOGRAPHICS</b>  |                               |                            |                             |                          |                               |  |
| Includes narrative description of your school and community  |                               |                            |                             |                          |                               |  |
| Includes demographic data from official sources  |                               |                            |                             |                          |                               |  |
| <b>ANALYSIS</b>  |                               |                            |                             |                          |                               |  |
| Describes how demographics are reflected in the space and structure  |                               |                            |                             |                          |                               |  |
| Describes how demographics are reflected in the climate  |                               |                            |                             |                          |                               |  |
| Describes how demographics are reflected in the curriculum and assessments   |                               |                            |                             |                          |                               |  |
| Describes how demographics are reflected in the pedagogy and classroom practices   |                               |                            |                             |                          |                               |  |
| <b>REFLECTION</b>  |                               |                            |                             |                          |                               |  |
| Clearly articulates how the space, structure, curriculum, assessments, climate and pedagogy you choose offer (or don't offer) a mirror and/or window to students |                               |                            |                             |                          |                               |  |

|  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|
| Includes connections to three texts we have read |  |  |  |  |  |  |
| <b>WRITING</b>                                   |  |  |  |  |  |  |
| Writing skills (structure, grammar, flow)        |  |  |  |  |  |  |
| Writing skills (creativity, voice, engagement)   |  |  |  |  |  |  |

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**DATA**

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| <u>ACADEMIC YEAR</u> | <u>N</u> | <u>MEAN SCORES</u> |
|----------------------|----------|--------------------|
| 2009/10              | 8        | 92.7               |
| 2008/09              | 14       | 89.3               |
| 2007/08              | 9        | 90.5               |