Diversity Rubric for Special Education Post-Bac (Initial Certification)  
Shippensburg University

NCATE 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.

<table>
<thead>
<tr>
<th>Element within Standard 4</th>
<th>Possible coursework and field/clinical experiences</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
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</thead>
<tbody>
<tr>
<td>4a. Design, implementation, and evaluation of curriculum and experiences</td>
<td>Methods and research courses. SPEC ED: Behavior Change Project; Academic Change Project; Student Teaching Evaluation and Reflections</td>
<td>Candidate designs lessons for specific and diverse student populations and implements diverse lessons during field and clinical experiences with clear and consistent documentation and objectives. Candidate creates and implements a plan for increasing their own awareness of diversity, implements and documents the plan, reflecting on his or her learning and the implications for his or her development as a teacher. The completed plan contains a minimum of three diversity experiences.</td>
<td>Candidate designs lessons for specific and diverse student populations and implements diverse lessons during field and clinical experiences. Documentation is frequently inconsistent and anecdotal.</td>
<td>Candidate designs lessons for diverse student populations, but no attempts are made to implement and document these lessons during field and clinical experiences.</td>
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<tr>
<td>4b. Experiences working with diverse faculty</td>
<td>Major coursework, education coursework. SPEC ED: adopt the strategy of having guest</td>
<td>Candidate documents three or more separate interactions with diverse university faculty from content coursework, education</td>
<td>Candidate successfully documents two interactions with diverse university faculty from the aforementioned</td>
<td>Candidate makes no attempt to either seek or document experiences with diverse university faculty.</td>
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| 4c. Experiences working with diverse candidates | Education coursework common to all secondary and K-12 certification areas.  
SPEC ED: Special education is a continuum of services and our candidates share experiences from many placements along the continuum. | Candidate documents three or more separate interactions with diverse candidates from common education coursework.  
Candidate reflects on their own biases of topics discussed and how their views have changed or been challenged after working with diverse candidates. | Candidate successfully documents two interactions with diverse candidates from common education coursework.  
Candidate makes no attempt to either seek or document experiences with diverse candidates from common education coursework. | 4d. Experiences working with diverse students in P–12 schools | Methods courses prior to student teaching, Student Teaching and Professional Practicum (EDU 495), and other coursework common to all certification areas.  
SPEC ED: Candidates visit a residential facility for incarcerated youth; many of the children there are from backgrounds that are different than the | Candidate demonstrates working with diverse student populations in discipline-specific methods courses, Student Teaching, and additional and common education coursework.  
Candidate reflects on their own biases and delineates how their views have changed or been challenged after working with students who come from backgrounds that are different than the | Candidate demonstrates working with diverse student populations in two of the three aforementioned areas.  
Candidate makes no attempt to document experiences working with diverse student populations in P-12 schools. |
candidates in a variety of ways (e.g., gender, socio-economic backgrounds, ethnicity, urban areas).

SPEC ED: Candidates complete an academic assessment, design instruction, and monitor progress for students with diverse learning needs (i.e., identified disabilities or identified as at-risk for academic failure)

SPEC ED: Candidates complete a behavioral assessment, design behavioral interventions, and monitor effect of intervention on target behavior(s) for students with behavioral difficulties that cannot be addressed using universal behavior supports.

SPEC ED: Candidates complete student teaching experiences in educational settings specifically designed to support students with identified exceptionalities (i.e., disabilities and/or gifts
and talents).