

Assessment of General Education Principles
 Principle 4: Diversity
 School of Education
 2012-2013

Within the School of Education, Principle 3: Diversity Learning Outcomes are assessed in EDUC-K205: Introduction to Exceptional Children. These outcomes are:

- Demonstrate understanding of cultural diversity in a variety of contexts
- Demonstrate understanding of the relationships between social structures, social justice and human rights
- Demonstrate understanding of racial minority experiences and diverse worldviews and the manner in which they shape U.S. culture and the world

The method used to assess these outcomes in EDUC-K205 is Objective Test Questions (see attached.) The test questions are aligned with the General Education Diversity Learning Outcomes as seen in the following data table:

Gen Ed Diversity Outcomes N = 24	Objective test questions assessing the construct	Aggregated mean % correct for the construct
A. Demonstrate understanding of cultural diversity in a variety of contexts.	1-3	75%
B. Demonstrate understanding of the relationship between social structures, social justice, and human rights.	4-7	56%
C. Demonstrate understanding of racial minority experiences and diverse world views and the manner in which they shape U.S. culture and the world.	8-10	97%

Based on data gathered in 2012-2013, it appears candidates are performing lower in the second outcome than the first and third. An item analysis showed that item 5 was missed most frequently and item 6 was also missed frequently. Items 4 and 7 were not missed. Item 5 is concerned with the effects of poverty, race, socioeconomic status, and culture. As a result of this finding, instructors will strengthen the curriculum in this area.

EDUC-K205 Diversity Assessment

B. Demonstrate understanding of cultural diversity in a variety of contexts.

1. Mr. Hernandez, a first generation Spanish-American, is starting his new teaching position at Wesley High School. The student population of Wesley is middle-upper class Caucasian students. What is likely to occur between Mr. Hernandez and his students?
 - A) Multicultural education
 - B) Field sensitivity
 - C) Disproportionate representation
 - D) Cultural dissonance

2. Learning about a family's strengths, needs, and preferences; inviting the family to describe their cultural values; identifying disagreements or alternative perspectives; and showing respect for differences in your planning and instruction are steps to which of the following?
 - A) Increasing knowledge and experiences of other cultures
 - B) Culturally responsive instruction
 - C) Enhancing self-awareness
 - D) Cultural reciprocity

3. Juanita, a second grader who recently arrived from Mexico with rudimentary English skills was referred for a special education assessment after displaying sustained poor academic performance in the classroom. With permission from her parents, the team began the assessment process. Juanita's scores on the intelligence exam (WISC-IV) demonstrated an IQ similar to students with moderate intellectual disabilities. She also performed poorly on the school's standard reading, spelling, and writing tests. However, her adaptive and social living skills were above average. Before the team recommends Juanita for special education, which principle of IDEA should they be concerned that they may have violated?
 - A) Nondiscriminatory assessment
 - B) Free appropriate public education (Zero reject)
 - C) Individualized Education
 - D) Due process

B. Demonstrate understanding of the relationship between social structures, social justice, and human rights.

4. Systemic bias within an educational system can occur through
 - A) Curriculum and instruction.
 - B) The special education referral process.
 - C) Teacher attitude.
 - D) All of the above.

5. Which of the following is a critical variable that influences the occurrence of disabilities?
 - A) Poverty
 - B) Race
 - C) Socioeconomic status
 - D) Culture

6. The special education referral process has been criticized for potential bias in which of the following areas?
 - A) Possible contributions from teachers to students' problems
 - B) Elements of the child's home environment
 - C) Support from principals and teachers
 - D) The skill level of the school psychologist

7. Each statement about children living in poverty is *true* EXCEPT:
 - A) Most children living in poverty live with a single parent.
 - B) Most children living in poverty have *some* health insurance.
 - C) About a fifth of children living in poverty do not have enough food.
 - D) Students with disabilities live in poverty at about the same percentage of those without disabilities.

C. Demonstrate understanding of racial minority experiences and diverse world views and the manner in which they shape U.S. culture and the world.

8. Which of the following ordered schools to desegregate by race with all due deliberate speed?
- A) Brown v. Board of Education
 - B) Larry P. v. Riles
 - C) Diana v. Board of Education
 - D) PASE v. Hannon
9. Which of the following students are the least likely to spend the greatest amount of time in the general education classroom and more time in special settings?
- A) European American
 - B) Latino
 - C) Asian/Pacific Islander
 - D) African American
10. You notice in your culturally diverse classroom that there are some underlying prejudices among certain students. How can you reduce these prejudices to create a culturally accepting environment?
- A) When you notice prejudice, punish the student.
 - B) Talk to the parents of the student who is exhibiting prejudice.
 - C) Teach about the concept of race as a social construct.
 - D) When you notice prejudice, send that student to the principal's office.