

Diversity Matrix
Initial Teacher Licensure Programs

Instrument	Item	2011-12		2012-13		2013-14	
		Mean (SD)	% Agree	Mean (SD)	% Agree	Mean (SD)	% Agree
Exit Survey (Candidate Self-Report) Unit-wide ¹	<i>To what extent do you agree or disagree that your teacher preparation program gave you the basic skills to do the following?</i>	N≈42		N≈68		N≈101	
	B1c. Design activities where students engage with subject matter from a variety of perspectives	Question not asked in 2011-12		3.22 (0.77)	84.4%	3.30 (0.77)	86.3%
	B2a. Effectively teach students from culturally and ethnically diverse backgrounds and communities.	2.86 (0.88)	69.5%	2.99 (0.83)	75.7%	3.03 (0.83)	76.3%
	B2b. Plan differentiated instruction for a variety of learning needs.	3.06 (0.85)	74.8%	2.96 (0.84)	73.4%	3.09 (0.83)	77.1%
	B2d. Understand the needs of students from various socioeconomic backgrounds	3.11 (0.76)	79.6%	3.06 (0.82)	78.6%	3.18 (0.79)	81.6%
	B2d. Understand the needs of students from various socioeconomic backgrounds.	3.11 (0.76)	79.6%	3.06 (0.82)	78.6%	3.18 (0.79)	81.6%
	B3g. Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected.	Question not asked in 2011-12		3.39 (0.70)	91.9%	3.43 (0.70)	92.3%
Instrument	Item	2011-12		2012-13		2013-14	
		Mean (SD)	% Prepared	Mean (SD)	% Prepared	Mean (SD)	% Prepared
Cooperating Teacher Survey Unit-Wide ²	<i>How well did St. Cloud State University prepare your candidate to do the following?</i>	N≈143		N≈314		N≈175	
	16. Develop curricula that encourages students to understand ideas from varied perspectives	2.81 (0.87)	66.7%	3.02 (0.85)	76.5%	3.32 (0.70)	89.7%
	21. Use students' experiences as a basis for class discussion	3.00 (0.78)	76.2%	3.14 (0.82)	80.3%	3.39 (0.69)	91.9%
	22. Understand that children can learn at a high level	3.10 (0.68)	83.6%	3.33 (0.70)	89.7%	3.54 (0.62)	93.4%
	23. Value human diversity	3.41 (0.65)	91.9%	3.52 (0.62)	94.7%	3.72 (0.53)	97.2%
	24. Respect student as individual including family background	3.40 (0.68)	92.5%	3.54 (0.64)	94.7%	3.69 (0.54)	97.2%
	25. Develop a learning community that respects individual differences	3.32 (0.74)	87.8%	3.45 (0.66)	92.3%	3.70 (0.49)	98.3%
	35. Appreciate the cultural dimensions of communication	3.17 (0.69)	85.1%	3.39 (0.65)	92.7%	3.56 (0.57)	95.9%
	37. Communicate in ways that demonstrate sensitivity to cultural differences	3.15 (0.70)	84.3%	3.39 (0.66)	91.1%	3.56 (0.58)	95.5%

¹ Scale: 4=Agree, 3=Tend to Agree, 2=Tend to Disagree, 1=Disagree

² Scale: 4=Well Prepared, 3=Satisfactory, 2=Fairly Prepared, 1=Unprepared

Instrument	Item	2011-12		2012-13		2013-14	
		Mean (SD)	% Prepared	Mean (SD)	% Prepared	Mean (SD)	% Prepared
Performance Based Summative Assessment Unit-Wide Cooperating Teacher Report ³ (end of student teaching)	Minnesota Standards of Effective Practice	N≈337		N≈272		N≈245	
	Standard 2 – Student Learning <i>The candidate understands how children learn and develop and can provide learning opportunities that support their intellectual, social and personal development. Addresses physical, social, emotional, moral & cognitive development in instructional decision-making.</i>	3.26 (0.57)	89.9%	3.28 (0.55)	94.1%	3.25 (0.59)	90.6%
	Standard 3 – Diverse Learners <i>The candidate understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.</i>	3.13 (0.57)	86.6%	3.13 (0.58)	89.8%	3.21 (0.58)	89.3%
Instrument	Item	Mean (SD)	% Prepared	Mean (SD)	% Prepared	Mean (SD)	% Prepared
Performance Based Summative Assessment Unit-Wide University Supervisor Report ⁴ (end of student teaching)	Minnesota Standards of Effective Practice	N≈347		N≈273		N≈239	
	Standard 2 – Student Learning <i>The candidate understands how children learn and develop and can provide learning opportunities that support their intellectual, social and personal development. Addresses physical, social, emotional, moral & cognitive development in instructional decision-making.</i>	3.26 (0.60)	91.0%	3.23 (0.51)	94.6%	3.25 (0.51)	96.2%
	Standard 3 – Diverse Learners <i>The candidate understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.</i>	3.06 (0.57)	86.5%	3.07 (0.54)	87.8%	3.10 (.55)	89.1%

³ Scale: 4=Candidate performs at the level of an experienced teacher; 3=Candidate performs at the level of a beginning teacher; 2=Further experience could result in greater understanding or success; 1=Candidate does not meet Minnesota Standards of Effective Practice.

⁴ Scale: 4=Candidate performs at the level of an experienced teacher; 3=Candidate performs at the level of a beginning teacher; 2=Further experience could result in greater understanding or success; 1=Candidate does not meet Minnesota Standards of Effective Practice.