1. Under Standard 4, Diversity: Extensive Data tables provide information which needs to be summarized by the unit as specific indicators (or evidence) for evaluation under the review.

Rejoinder language: The following data summary statements are supported primarily by the data provided in the Tables shown as Exhibit 4.4.a.2 and 4.4.a.3. With some noteworthy exceptions, extant self-report and external data support the ability of our completers to support diverse students. Highlights are offered below:

- Overall, across all ratings and with some noteworthy exceptions (see below) SCSU candidates leave the institution prepared to work with diverse P-12 students
  - The average ratings (weighted n or numbers) across all indicators in 2013-2014 yielded a value of 3.27 on a 4-point scale; the average percent prepared (across instruments) was 88.9
  - Aggregate results for graduate candidates followed a pattern similar to that for initial completers, with 2013-2014 data showing an average rating of (weighted for numbers of teacher candidates only) of 3.43 (of 4), with a mean percent prepared of 100.

- Independently of data collection methods, indicators for initial candidates have increased from 2011-2012 to 2013-2014.
  - Exit Instrument (75.9% prepared to 82.5% prepared)
  - Cooperating Teacher ratings averaged across items (83.5% prepared in diversity to 94.9% prepared)
  - Performance Based (Summative—Student Teaching Cooperating Teacher Ratings) (86.6% prepared to 89.3% prepared)
  - Performance Based (Summative—Student Teaching, University Supervisor Ratings) (86.5% to 89.1% prepared).

- Advanced candidates attained high values and increased across two years.
  - Mean Performance Based (Summative—Student Teaching/Graduate Practicum, Special Educators) Cooperative Teacher ratings (88.9% to 100.0% prepared).
  - Mean Performance Based (Summative—Student Teaching/Graduate Practicum, Special Education, University Supervisors) (76.4% prepared to 100.0% prepared)
  - Performance Based (Cooperating Teacher Rating, K-12 educators) (100% to 100%)
  - Performance Based (University Supervisor Ratings, K-12 educators (100% to 100%)

- Considerable data supports the diversity preparation for other school professionals.
  - School counselor candidates maintained ratings in Content Knowledge: Social and Cultural Foundations across the three years’ of data averaging 10.12 of 12.0 possible points, meeting national standards
  - Principal, special education director, and superintendent candidates maintained high ratings of Diversity Leadership across the pertinent three years, the mean proportion of those rated as prepared in Diversity Leadership (adjusted for N) (2013-214) was 97.7%.

- While the overall results suggest that both initial and advanced candidates were generally prepared and, for the most part, demonstrated improvement, some areas of weakness emerged that deserve the unit’s close attention. Items referring to the ability to differentiate instruction on
the basis of specific protected-class groups demonstrated the lowest scores across all of the entities measured. We need to inspect offerings and attend to the following variables:
  o Effectively teach candidates from ethnically diverse backgrounds (76% prepared in 2014)
  o Plan differentiated instruction for a variety of learning needs (77%, 2014)

- The unit displays several specific curricular strengths that could be used as starting points for improvement on weaker areas. Note that the dispositional element seems a strength of our curriculum—enough of a strength that outside raters detect it.
  o Design activities where students engage in subject matter from a variety of perspectives (86% prepared, 2014)
  o Value diversity (97.2%, 2014); it remains noteworthy that these ratings were conducted by outsiders (Cooperating Teachers)
  o Respect students as individuals including family background (97.2% prepared, 2014, Cooperating Teachers)
  o Develop a learning community respecting individual differences (98% prepared, 2014, Cooperating Teachers)