NCATE STANDARD 4

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.

[In this section the unit must include (1) initial and advanced programs for teachers, (2) programs for other school professionals, and (3) off-campus, distance learning, and alternate route programs, noting differences when they exist.]

4a. Design, Implementation, and Evaluation of Curriculum and Experiences

4a.1. What proficiencies related to diversity are candidates expected to develop and demonstrate?

The proficiencies related to diversity that the Unit candidates are expected to develop and demonstrate are presented in the following narrative. The centrality of diversity is indicated in Delaware State University's mission statement: "… the University serves a diverse student population with a broad range of programs in instruction service, and research (See Institutional Report – http://www.desu.edu/fact-book-2009-10 [1])." (Documentation 4-1: University Mission Statement- http://www.desu.edu/fact-book-2009-10 [1]). Preparing students in all majors to interact professionally with people from other cultures fits with the institutional mission: "Making our Contribution to a Global Society" (Documentation 4-2: University's Vision Statement [1]).

The Unit has been extremely active in making diversity an institutional priority, and has identified four fronts simultaneously: student diversity, faculty and staff diversity, curriculum diversity, community diversity and inclusiveness (Documentation 4.3). In addition, within the outcomes of the conceptual framework for the Unit, standards are designed to develop specific teaching skills, competencies, and dispositions that relate to diversity.

The Unit standards are designed to develop specific teaching skills related to diversity. The following are performance indicators for the Standard (D) Diversity:

Teacher candidates will demonstrate awareness of (D) diversity issues that impact effective teaching and Learning.

Performance Indicator 1: Teacher candidates are aware of the types of diversity and their impact on the teaching/learning process.

Performance Indicator 2: Teacher candidates are able to identify and compile resources with respect to diversity that will enhance the teaching/learning process.

Performance Indicator 3: Teacher candidates will develop activities and teaching materials that reflect pluralism and global perspectives.

Performance Indicator 4: Teacher candidates will interact with diverse populations in a professional manner.

The Professional Education Unit Standards and their respective Performance Indicators are included in course syllabi (4:5: Diversity Plan See Exhibit Room EH 109; See Syllabi in Electronic Exhibit Room in TK20 Document Room [2]).

4a.2. What required coursework and experiences enable teacher candidates and candidates for other school professional roles to develop: awareness of the importance of diversity in teaching and learning; and l the knowledge, skills, and professional dispositions to adapt instruction and/or services for diverse populations, including linguistically and culturally diverse students and students with exceptionalities?

All teacher candidates are required to complete General Education courses, which include substantial exposure to diversity, such as, ENGL 201and 202 World Literature I and II, ENGL 205 and 206 African American Literature I and II, GEOG 201 World/Regional Geography, and the student's choice of a Foreign Language (Spanish, French, Japanese, Arabic, and Fulani) ENGL 201 and 102 Foreign Language HIST 201 American History to 1865. In addition, foundation level courses have strands that deal with diversity, such as EDUC-204 Philosophical Foundations of Education, EDUC-318/395 Multi-cultural Education and Global Societies, and EDUC-313 Introduction to the Education of Children with Exceptional Needs. Methods courses in Education include strands and approaches that enable candidates to learn to individuate instruction based on student background, strengths and needs. Some examples are Differentiated Instruction, Response to Intervention, strategies for teaching English language learners. Practica experiences are attached to all Methods courses. During student teaching, Interns complete Teacher Work Sample components in which they are required to connect Contextual Factors with Assessment and Instruction. In addition, candidates' dispositions are assessed using the Unit-wide rubric at three points throughout their education program, at foundation level, in Methods courses, and during their clinical experience.

The combined impact of the diversity strand in the General Education curriculum and the first standard of the Professional Education Unit (D) comprise a major focus on diversity throughout the Teacher Education Program (Documentation 4.6: Delaware State University's Undergraduate Catalog-General Education Program, http://www.desu.edu/catalogs [3]).

Advanced students in the Unit are required to complete a course in diversity EDUC-640 Diversity in Education. These students are required to design and implement instructional lessons that accommodate the background of diverse learners. They are also required to critique journal articles related to diversity in teaching and learning.

Delaware State University has a formal agreement with the Caesar Rodney School District called the "Transition Partnership Agreement" (Documentation 4.8: Transition Partnership Agreement). This Partnership is designed to provide opportunities for teacher candidates and professional education faculty to engage in professional activities with P-12 special populations in their quest to enter the workforce (Documentation 4.5: Diversity Plan). Teacher candidates are involved in the Transition Partnership instructional, social and development activities. The project provides teacher candidates with the opportunity to experience "hands-on" exposure in a laboratory setting to groups of P-12 students with exceptional needs.

Teacher candidates also utilize the Delaware State University Child Development Center (lab School) to engage in laboratory experience with diverse groups of young learners (from birth through kindergarten).

4a.3. What key assessments provide evidence about candidates' proficiencies related to diversity? How are candidates performing on these assessments?

The key assessments that provide evidence about candidate proficiencies related to diversity consist of the following: Methods courses provide adequate strategies for meeting the needs for English language learners, learners with exceptional needs, and culturally diverse students. Teacher education candidates demonstrate the application of that knowledge in core courses, content courses, the teacher work-sample and in student teaching. Based on the data collected, analysis of the diversity strand across components indicates that early on in their clinical experience some candidates had difficulty identifying contextual factors that impact student learning. However, by the assessment and planning components, this weakness was overcome. Analysis of student learning indicated positive impact on P-12 learning. Table 4.b.1 Teacher Work Sample Diversity Summary shows results across components. The assessments for the work sample and for student teaching evaluation include component sections on adapting and differentiating lessons for students, based on contextual factors (located in TK20 Document Room [2]). See TWS Data 4.b.1 Diversity Summary [2]. This table indicates candidates met the target level (8-10). With an overall minimum mean of 8.3 across four semesters of data; this indication that the Unit is performing well in these areas.

4a.4. (Optional Upload for Online IR) Tables, figures, and a list of links to key exhibits related to diversity proficiencies and assessments may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.]

4b. Experiences Working with Diverse Faculty

4b.1. What opportunities do candidates (including candidates at off-campus sites and/or in distance learning or alternate route programs) have to interact with higher education and/or school-based faculty from diverse groups?

The University provides many opportunities throughout the year to blend diverse groups of students, faculty, and community. DSU hosts traditional festivals, choral and band concerts, dance recitals, Art expositions, guest lecturers, and academic workshops. DSU faculty and students regularly attend NASA Sponsored pre-teacher conferences. The university hosts the Delaware State Science Fair (K-12). In addition, many Sports and Wellness functions are provided. In 2010, the Unit hosted the Statewide Future Teachers' Conference.

Teacher Candidates interact with diverse Unit faculty, professional education adjunct faculty, faculty from other units within the institution, and school based faculty. This University is a microcosm of global society. The faculty in the Unit represents a wide variety of backgrounds in academic training, cultural experiences, and linguistic abilities.

(Documentation 4: Office of Institutional Research-Professional Educational Faculty). http://www.desu.edu/fact-book-2009-10 [1]

Chart 4.2.1 profiles the diversity of the Professional Education Unit Faculty by Gender.

Gender Diversity

Professional Education Unit Faculty

Year	Female	Male
Fall 2008	15	14
Fall 2009	12	18

Diversity by Racial/Ethnic Origin

Chart 4.2.2 is a summary of data related to the racial and ethnic origins of Unit faculty. In terms of professional education unit faculty members as reported in 2008 to 2009,

African Americans comprise the greater percentage of professional education faculty members with Whites being second, Asian/Pacific Americans were third in terms of representation by racial/ethnic origin. Candidates interact with a diverse professional education faculty who come from five main different categories of ethnicity as demonstrated by the data in Chart 4.2.2.

Professional Education Unit Faculty

Year	Alaskan Native/American Indian	Asian/Pacific American	Black, not Hispanic Origin	Hispanic	White, not Hi Origin
Fall 2008	0	3	16	1	9
Fall 2009	0	4	16	1	9

Chart 4.2.3 profiles the adjunct Professional Education Unit faculty by gender for the fall semesters 2008 through 2009 (Documentation 4. 11: Office of Institutional Research-professional Education Faculty Adjuncts). http://www.desu.edu/fact-book-2009-10 [1]

Chart 4.2.3

Diversity by Gender

Adjunct Professional Education Faculty

Year	Female	Male
Fall 2008	5	2
Fall 2009	7	1

Some variance is revealed by the fall semester statistics. This chart shows female adjunct faculty members outnumber male. by 2:1. Candidates interact with adjunct professors who are diverse in terms of gender. Diversity Plan located in EH109.

Chart 4.2.4 reveals that the adjunct faculty who interacted with teacher candidates was of diverse racial and ethnic origin. The highest number of adjunct faculty from fall 2008 to fall 2009 was white. Blacks comprise the second highest number of adjunct faculty.

Chart 4.2.4 Diversity by Racial/Ethnic Origin

Adjunct Professional Education Faculty

Year	Alaskan Native/American Indian	Asian/Pacific American	Black, not Hispanic Origin	Hispanic	White, not Hispanic Origin
Fall 2008	0	0	1	0	6
Fall 2009	0	0	6	0	2

School Faculty Chart 4.2.5

School Faculty

Delaware Educator Data System (DEEDS) is a vehicle for tracking educators in the State of Delaware. It enables viewing credentials, ethnicity, specialty areas, and teaching performance. These factors can be considered when placing students with mentors for Early Field Experiences and Clinical Practice.

https://deeds.doe.k12.de.us/public/deeds_pc_findeducator.aspx [4]

Chart 4.2.5 is indicative of the diversity of the school faculty who interacted with teacher candidates during the last two years relative to gender. Analysis of the data reveals a diverse population of school faculty who interacted with teacher candidates during the past two years relative to gender.

Chart 4.2.5 Diversity by Gender

Year	Female	Male
Fall 2008	13	19

Fall 2009	24	13

4b.2. What knowledge and experiences do faculty have related to preparing candidates to work with students from diverse groups?

The knowledge and experiences that faculty have related to preparing candidates to work with students from diverse groups is varied. All Unit faculty members hold terminal degrees in their respective areas of specialization. All faculty hold continuing membership in the professional associations related to their areas of specialization. These organizations provide program structure and professional development for faculty. Some faculty members mentor candidates through student organizations, such as Council for Exceptional Children, National Association for the Education of Young Children, and National Middle School Association.

The varied experiences of the faculty have contributed to their preparation for addressing the candidates' ability to work with students from diverse backgrounds. Examples of these experiences include: 1.) Teaching in an Orthodox Jewish K-8 School (Pittsburgh, PA), (2.) Teaching in an Alternative School (Columbus Ohio), (3.) Teaching in an Inner City Middle School, (The Bronx, NY), (4.) Membership in Friends of the Southern Law Center, (5.) Membership in the National Association for the Advancement of Colored People, (6.) Secretary for the Conference on Black Basic Education - Western Region, (7.) Member of the National Association of Black School Educators, and (8.) Member of the National Association of Negro Musicians.

4b.3. How diverse are the faculty members who work with education candidates? [Diversity characteristics in addition to those in Table 8 can also be presented and/or discussed, if data are available, in response to other prompts for this element.] Please complete Table 8 or upload your own table at Prompt 4b.5 below.

See table 8 uploaded at 4b.5

4b.4. What efforts does the unit make to recruit and retain a diverse faculty?

As an equal opportunity employer, the University has maintained its position to recruit and retain diverse faculty. This process occurs through postings with diverse readership in journals such as the Chronicle of Higher Education, higheredjobs.com, and job announcements throughout urban and rural settings. In addition, the University's data bank for minority faculty and staff from local, state and, national sources provides a list of possible candidates for search committees.

4b.5. (Optional Upload for Online IR) Tables, figures, and a list of links to key exhibits related to faculty diversity may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

Table 8

Faculty Demographics

All Faculty in the Institution 2008-2009 [2]

All Faculty in the Institution 2009-2010 [2]

4c. Experiences Working with Diverse Candidates

4c.1. What opportunities do candidates (including candidates at off-campus sites and/or in distance learning or alternate route programs) have to interact with candidates from diverse groups?

The Unit provides multiple opportunities for candidates to interact within and across diverse groups at the undergraduate and advanced level. Some candidates interact with each other through participation in students' organizations (Teachers in Progress,

Student National Educational Association, Council for Exceptional Children, Kappa Delta Pi) and others have the opportunity to interact with each other during internship seminars throughout the student teaching experience. These seminars allow students to share ideas and experiences, and reflect on successful teaching and learning experiences.

Candidates in Advanced Programs are required to demonstrate diversity competences similar to those in the licensure preparation programs. Advanced level candidates attend summer seminars where their research proposals are shared and feedback is provided by a diverse professional audience from numerous intuitions. Advance candidates' research activities are presented to a panel of diverse faculty members. In addition, advance candidates complete course based field projects that expose them to diverse settings in order to meet specific course performance standards required by the Unit. These course field based experiences include strategic planning, technology policy planning, and a internship.

Our education programs provide considerable opportunities for interaction between peers within the classroom and during field experiences. The faculty is committed to interactive, multicultural and global approaches to instruction. Candidates interact with peers from different countries, different cultures, different traditions, and different ethnicities and those with different learning needs. These interactions take place in both a structured and unstructured environment. There are numerous group projects that interact around educational, community and global issues, i.e., walk for aids, breast health awareness, green habitat, and Whitney's Lights for the Prevention of Violence Against Women.

Every year our candidates are provided with opportunities to interact with peers from diverse groups. These candidates have toured, performed, and had educational exchanges between peer groups in countries such as South Africa, China, Serbia, England, and France. Last summer, candidates toured and performed in Germany. Another instrumental group lived at a Summer Music camp in Upstate New York. While there, they interacted with peers of diverse ethnicities and socio-economic backgrounds. These activities culminated in a grand collaborative performance. In addition, every year, at Kennedy Center, these candidates rehearse and perform with peers from throughout the United States. They also host and sing with seven-eight other HBCU's at Delaware State University.

4c.2. How diverse are the candidates in initial teacher preparation and advanced preparation programs? [Diversity characteristics in addition to those in Table 9 can also be presented and discussed, if data are available, in other prompts of this element.] Please complete Table 9 or upload your own table at Prompt 4c.4 below.

Table 9

Candidate Demographics

	Candidates in Initial Teacher Preparation Programs Fall 08	Candidates in Initial Teacher Preparation Programs Fall 09	Candidates in Advanced Preparation Program Fall 08	C Pre
American Indian or Alaska Native	0	0	0	
Asian	0	0	0	
Black or African American, non-Hispanic	5	2	6	
Native Hawaiian or Other Pacific Islander	0	0	0	
Hispanic or Latino	1	0	1	
White, non-Hispanic	12	0	5	
Two or more races	0	0	0	

Other			
Race/ethnicity unknown	1	0	1
Total Male	19	2	13
American Indian or Alaska Native	0	0	0
Asian	0	0	1
Black or African American, non-Hispanic	12	3	10
Native Hawaiian or Other Pacific Islander	0	0	0
Hispanic or Latino	1	0	0
White, non-Hispanic	20	2	13
Two or more races	0	0	0
Other			
Race/ethnicity unknown	0	0	0
Total Female	33	5	25
Female			
Male			
Total	52	7	37

Diversity of Geographic Area Served by Institution [2]

4c.3. What efforts does the unit make to recruit and retain candidates from diverse groups?

The Unit engages in the continuous efforts to recruit candidates from diverse groups. Some of the efforts are listed below as follows:

1. Participate in university Open House and Hornet Day's activities

2. Host an annual Future Educators of America (FEA) Day each spring FEA chapters from the state of Delaware are invited to campus for a briefing, q & a on campus tour.

3. Building partnerships with various school districts – Graduates from our programs are employed across the state and region.

These teachers assist the Unit in recruiting new teacher education students.

4. Praxis Prep Classes, Plato Web online tutorial, and workshops presented by ETS representatives each year for Praxis prep

5. STEP Scholarships for Delaware residents-covers full tuition

6. Majors Fair-March (recruit from within)

7. JROTC Day-March

8. Data base of student emails updated regularly to send information about activities and opportunities for students

4c.4. (Optional Upload for Online IR) Tables, figures, and a list of links to key exhibits related to candidate diversity may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

4d. Experiences Working with Diverse Students in P-12 Schools

4d.1. How does the unit ensure that candidates develop and practice knowledge, skills, and professional dispositions related to diversity during their field experiences and clinical practice?

The Unit has multiple approaches to ensuring that candidates develop and practice knowledge skills and professional dispositions related to diversity during their filed experiences and clinical practice. The Unit imparts knowledge, skills and dispositions for diverse populations to candidate through all phases of clinical and field practice. Candidate's early field experiences, placements are varied n schools that are representative of different gender, race, socioeconomic status, exceptionalities and ethnicities in the surrounding Dover Delaware area. Candidates must identify the needs of diverse students as they relate to lesson preparation and delivery in early field experiences and course practica. Candidate reflections and Mentor Teacher evaluations of each candidate's EFE experience documents acquired knowledge, skills and dispositions appropriate to address diversity. All interns in the clinical phase of the program must successfully complete a teacher work sample/unit during the 14 week placement. The first component of the Teacher Work Sample (contextual factors) requires the candidate to identify the diverse needs and modalities of the learners. The factors are not only identified but are infused throughout planning, assessment and delivery of the unit. The interns also receive a combined total of 6 formal evaluations from university supervisors and site based mentor teachers that also identify the candidate's knowledge, skills and disposition attainment for teaching diverse learners.

4d.2. How diverse are the P-12 students in the settings in which candidates participate in field experiences and clinical practice? Please complete Table 10 or upload your own table at Prompt 4d.4 below. [Although NCATE encourages institutions to report the data available for each school used for clinical practice, units may not have these data available by school. If the unit uses more than 20 schools for clinical practice, school district data may be substituted for school data in the table below. In addition, data may be reported for other schools in which field experiences, but not clinical practice, occur. Please indicate where this is the case.]

Table 10

Demographics on Sites for Clinical Practice in Initial and Advanced Programs [2]

4d.3. How does the unit ensure that candidates use feedback from peers and supervisors to reflect on their skills in working with students from diverse groups?

The unit provides several opportunities for candidates to reflect upon interactions with diverse populations. The interns' evaluation feedback from evaluators and informal discussions are initiated during the 12-400 seminars. Interns share their experiences and are given the task to formulate practical solutions that peers can assess. The site based mentor teacher and the university supervisors maintain both formal and informal communications that assist teacher interns develop strategies for instruction of diverse populations at the school sites. During the construction of the teacher work sample, interns discuss their individual classroom contextual factors and how they plan to address the diversity of students. The final evaluation of the teacher work sample, intern surveys and teaching evaluations are discussed with students at the exit interview to ensure students are knowledgeable and

comfortable working with diverse populations.

4d.4. (Optional Upload for Online IR) Tables, figures, and a list of links to key exhibits related to the diversity of P-12 students in schools in which education candidates do their field experiences and clinical practice may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

The Unit assures that teacher candidates are placed in a diverse array of internship settings. The Unit's partners range from high needs to low needs schools in urban and rural settings. The following table indicates this range of settings by number of candidates from Fall 07 to Spring 09. DEEDS School Profile Link [5]

Optional

Diversity-Based Report on Field Experience

12-400

200801 - Fall 2007

DATA FOR : School District Based Diversity

District Name	District Code	Number of Placements
Baltimore County School District (Loch Raven H.S.)	973	1
Capital School District	13	2
Smyrna School District	24	2
Sussex Technical School District	40	1

DATA FOR : School Based Diversity

School Name	School Code	District Name	District Code	School Status	Number of Placements
John Bassett Moore School	686	Smyrna School District	24	Public	1
	Sandra Thorstenson			1	
Loch Raven High School	973	Baltimore County School District (Loch Raven H.S.)	973	Public	1
	John Hanley			1	
Smyrna Kindergarten Center	683	Smyrna School District	24	Public	1
	Chrystal Mattox			1	
South Dover	634	Capital School	13	Public	2

Elementary School		District			
	Kim Burrows			1	
	Sara Bushey			1	
Sussex Technical High School	770	Sussex Technical School District	40	Public	1
	Michelle Billings			1	

DATA FOR : Course Based Diversity

Term	Course Number	Course Name	Section	Number of Students Enrolled
200801	12-400-00	PRE SER TCHG & SEMINAR	12-400-00	9

Diversity-Based Report on Field Experience Placement

12-400

200803 - Spring 2008

DATA FOR : School District Based Diversity

District Name	District Code	Number of Placements
Academy of Dover Charter School	85	1
Caesar Rodney School District	10	2
Capital School District	13	4
Colonial School District	34	1
Lake Forest School District	15	1
Polytech School District	39	1
Smyrna School District	24	1

DATA FOR : School Based Diversity

School Name	School Code	District Name	District Code	School Status	Number of Placer
Academy of Dover Charter School	584	Academy of Dover Charter School	85	Private	1
	Danielle Mackey			1	

Booker T. Washington Elementary School	636	Capital School District	13	Public	3
	Krista Siefert			1	
	Sylvia Tolson			1	
	Yvette Davenport			1	
Central Middle School	644	Capital School District	13	Public	1
	Melissa Amzibel			1	
Clayton Elementary School	680	Smyrna School District	24	Public	1
	Irene Hrycushko			1	
Lake Forest North Elementary School	660	Lake Forest School District	15	Public	1
	Ladetrich Macklin			1	

Diversity-Based Report on Field Experience

12-400

200903 - Spring 2009

DATA FOR : School District Based Diversity

District Name	District Code	Number of Placements
Caesar Rodney School District	10	2
Capital School District	13	13
Red Clay Consolidated School District	32	2
Smyrna School District	24	1
St. Thomas Moore Preparatory Academy	2009	1

DATA FOR : School Based Diversity

School Name	School Code	District Name	District Code	School Status	Number of Placements
Booker T. Washington Elementary School	636	Capital School District	13	Public	2
	Latisha Robinson			1	

	Yvette Davenport			1	
Dover High School	648	Capital School District	13	Public	3
	Kristin Lupo			1	
	Robert Healy			1	
	Shawn Plews			1	
Fairview Elementary School	638	Capital School District	13	Public	1
	Jennifer Gray			1	
Hartly Elementary School	640	Capital School District	13	Public	1
	Sandy Bolyard			1	
Nellie Hughes Stokes Elementary School	616	Caesar Rodney School District	10	Public	1
	Lori Horton			1	
North Dover Elementary School	635	Capital School District	13	Public	4
	Julie Tyre			2	
	Rebecca Swatski			2	
Smyrna High School	688	Smyrna School District	24	Public	1
	Barbara Simmens			1	

1. What does your unit do particularly well related to Standard 4?

Diversity is one of the strategic priorities of Delaware State University. The Unit has made extraordinary efforts in celebrating diversity in several ways, beginning with focus on its Conceptual Framework, faculty members are committed to address diversity within social, cultural, economic, and political concerns by infusing diversity throughout all programs within the unit, and continually strives to work toward candidates developing cultural competence.

The Unit provides a Unit-wide required course at both initial and advance levels that focuses on diversity and its implications for teaching and learning. At both levels, students are required to research and present their findings to peers and faculty. This experience provides students with the opportunity to question their own beliefs, values, preconceived notions, and, to develop more global perspectives regarding cultural differences and commonalities.

The Transition Partnership Project between Delaware State University and Caesar Rodney School District, located on campus in Delaware Hall, provides a unique opportunity for our students to observe and work with high school students who have disabilities, enabling them in making smooth transitions to adult living and careers.

As a consequence of Memorandum of Understanding with universities in other countries, the Unit has been fortunate to host visiting scholars in teaching and research within the Unit.

2. What research related to Standard 4 is being conducted by the unit or its faculty?

(4d.4.1)Achievement Gap Research Located in TK20 Exhibit Room [2]

(4d.4.2)Achievement Gap Research Article Located in TK20 Exhibit Room [2]

Exhibits

1. Curriculum components that address diversity issues (This might be a matrix that shows diversity components in required courses.)

2. List of proficiencies related to diversity that candidates are expected to develop (TWS Contextual Factors Located on TK20 [2])

3. Assessment instruments and scoring guides related to diversity (Cross-reference with Standard 1 as appropriate.) (Located on TK20 [2])

4. Summary of data from assessments of candidate performance related to diversity. (Cross-reference with Standard 1 as appropriate.) See table 1b.4: TWS - ST Data Sp 09-SP10 [2].

5. Unit policies, practices, and/or procedures that facilitate experiences with faculty from diverse groups http://www.desu.edu/fact-book-2009-10 [1]

6. Demographics on diversity of faculty, including but not limited to race/ethnicity and gender http://www.desu.edu/fact-book-2009-10 [1]

7. Policies and practices for recruiting and retaining a diverse faculty (Located in EH 109, Diversity Plan)

8. Unit policies, practices, and/or procedures that facilitate experiences with candidates from diverse groups

9. Demographics of candidates, including but not limited to race/ethnicity, gender, and socioeconomic status Diversity of Geographic Area Served by Institution [2]

10. Policies and practices for recruiting and retaining diverse candidates

11. Unit policies, practices, and/or procedures that facilitate experiences with students from diverse groups See 4.c.3

12. Demographics of the student population in the schools in which candidates are placed, including but not limited to race/ethnicity, gender, socioeconomic status, English language learners and students with disabilities

Source URL: http://desu.edu/education/ncate-standard-4-0

Links
[1] http://www.desu.edu/fact-book-2009-10

[2] https://desu.tk20.com/campustoolshighered/start.do
[3] http://www.desu.edu/catalogs
[4] https://deeds.doe.k12.de.us/public/deeds_pc_findeducator.aspx
[5] http://profiles.doe.k12.de.us/SchoolProfiles/State/Default.aspx