

STANDARD 4: Diversity

The unit designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in P-12 schools.

Diversity-related expectations of candidates originate within the [CF](#) and are captured by the [CF theme](#), “Preparing professional educators who positively impact learning for *all* students.” All programs for the preparation of school personnel share a [common vision](#), and a common thread within the educator preparation programs is the centrality of diversity within each program.

Element 1: Design, Implementation, and Evaluation of Curriculum and Experiences

The unit’s initial and advance programs are designed, implemented, and assessed to address the knowledge, skills, and competencies needed for successful candidates to meet the needs of P-12 students in a diverse population. Proficiencies for both the initial and advanced programs are grounded in the unit’s CF. Course expectations and clinical experiences have been created and aligned to assess candidates’ understanding of the learning factors, socio-cultural factors, assessment strategies, and the moral and democratic responsibilities P-12 educators have for working with *all* students. Specific program competencies and their alignment with appropriate professional standards are detailed in the [Unit Conceptual Framework Standards Alignment Chart](#) (see [page 5, # 12](#); [page 7, # 14-15](#); [page 8, #16-17](#)) . The chart [Teaching and Assessing Diversity Proficiencies in the Conceptual Framework](#) provides an aligned list of courses and assessment activities used to assure successful candidate performance when teaching diverse students.

Specific language in the [unit outcomes](#) of the CF communicates the expectation that program completers will be able to meet the needs of *all* learners by demonstrating:

- (1) an understanding of how all children/youth learn and develop intellectually, physically, socially, and emotionally while appreciating individual variation within each area of development;
- (2) an understanding of the influence of social class, gender, race, ethnicity, talents, disabilities, religion, and geographic location and value diversity in children/youth, families, and the community;
- (3) how students differ in their approaches to learning and create instructional opportunities that are adapted to learners from diverse cultural backgrounds and with exceptionalities;
- (4) a knowledge of the process of language and second language acquisition and strategies to support the learning of students whose first language is not English; and,
- (5) the requisite knowledge, skills and dispositions with regard to assessment and instruction, the candidate will understand how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners.

Proficiencies dealing with knowledge of diverse learners in the CF have been aligned within COE programs with state, national, and professional standards for educators. This alignment

ensures that education professionals are well-versed in diversity issues and skilled in addressing the needs of diverse learners.

The [goals of the unit](#), as reflected in its [mission](#), support diversity-related proficiencies by providing a variety of teaching venues incorporating the latest technologies and that address a range of diverse student interests, backgrounds, and aspirations. The [unit values](#) statement furthers this commitment with a focus on preparing candidates who demonstrate openness to new ideas, to culturally diverse people, and to innovation and change.

The 2005-2006 [Undergraduate Initial Certification Program Handbook](#) (Specific references are located in the NCATE Office, Room 357) further underscores for candidates the crucial common thread in educator preparation programs for the integration of technology skills and responsiveness to diversity. Specific diversity-related objectives of the undergraduate internship are for the candidate to “obtain authentic knowledge of the cognitive, physical, social, cultural, and emotional characteristics of students, develop appreciation for the diversity of students, and gain knowledge about special population students.” Additionally, candidates are expected to abide by the [SBEC Professional Code of Ethics for Texas Educators](#) that requires ethical professional conduct regarding race, color, religion, national origin, age, sex, disability, or family status.

Diversity-related proficiencies such as Positive Classroom Environment/Climate are delineated in [assessment guides](#) for student teaching. Candidates are assessed on diversity related proficiencies in their [work sample](#) with regard to their impact on P-12 learning. As an example, candidates are required to evaluate how each individual student and population subgroup has performed on each objective/outcome and the data is compiled for analysis and evaluation using appropriate technology. Candidates utilize data tables, charts, graphs, etc. to identify needs of the learners and to plan future assessment. This process allows candidates to document and explain student outcomes and reflect on its impact on P-12 learning.

Candidates at the initial and advanced levels are assessed on diversity-related proficiencies during their [final field experience/clinical practice evaluation](#) and are expected to demonstrate a classroom climate that is positive and promotes interactions that respect diversity/individual differences and promotes productive interactions among students. Responsive instructional communication is a hallmark that is valued and ensures students’ success through alternative instructional approaches. It is anticipated that the candidate effectively, and professionally, communicates with parents, colleagues, and others during their field experience/clinical practice. Additionally, candidates are expected to exhibit knowledge, skills, and dispositions related to legal and ethical behavior through their compliance with state, university, district, and campus policies.

Mastery examinations, comprehensive examinations and state certification exams provide another assurance that candidates understand and can apply diversity-related proficiencies as teachers or other school personnel. The [SBEC Pedagogy and Professional Responsibilities Standards \(EC-Grade 12\)](#) are used as the foundation of assessment throughout initial educator preparation programs.

These competencies ensure that teacher candidates understand student diversity and know how to plan learning experiences and design assessments that are responsive to differences among students and promote learning for *all* students. Teacher candidates proficient in these competencies demonstrate a classroom climate that fosters learning, equity, and excellence, and uses their knowledge, skills, and dispositions to create a physical and emotional environment that is safe and productive. Similar competencies for advanced programs are also specified for [Educational Diagnostician](#), [School Counselor](#), [Principal](#), and [Superintendent](#).

In summary, program curriculum, assessments, and accompanying [field experiences are designed and aligned to help candidates understand the importance of diversity in teaching and learning](#). As the data below indicates, COE candidates demonstrate diversity-related competencies and are well-prepared to educate *all* students, including students with exceptionalities.

Most importantly, candidates demonstrate their competency in meeting the needs of diverse learners during field experiences and student teaching. As an example, summary data for [fall 2005](#) and [spring 2006](#) internship work sample assessment of candidates' impact on P-12 learning reflects initial program candidates scoring an overall average of 2.09 and 1.84, respectively, on a scale of 1-3. This data shows that candidates are developing the ability to positively impact learning at this point in the program. Candidates who are not successful are required to reflect on their teaching and improve on competencies until they can score a 2 or 3.

The fall 2005 final field experience/clinical practice evaluations by mentor 1 and mentor 2 below reflect our candidates are performing well in the area of diversity:

<u>Category:</u>	<u>Mentor 1</u>	<u>Mentor 2</u>
Positive Classroom Environment/Climate	2.67	2.68
Responsive Instructional Communication	2.59	2.61
Professional Behavior/Advocacy	2.66	2.70
Impact on P-12 Learning	2.39	2.40

Candidates' assessment data are then used to provide [feedback](#) to candidates for improving their knowledge, skills, and dispositions and these data are utilized by the COE for program improvement. Examples of courses where candidates are expected to demonstrate their ability to plan, organize, deliver, and assess instruction for *all* learners are ELE 303: Teaching Mathematics and EC-4 Internship II (ECH 432L, ELE 301L, ELE 302L, ELE 303L).

As a recognized leader in the preparation of teachers, [99% of SFASU](#) candidates seeking initial teacher certification during 2004-2005 passed all state-required assessments in basic skills, professional knowledge/pedagogy, academic content area, and or teaching special populations. This performance is the result of the alignment of competencies with state, national, and program standards and programs creating a wide range of opportunities for candidates to demonstrate their learnings and apply their knowledge, skills, and dispositions necessary to help *all* students learn.

Element 2: Experiences Working with Diverse Faculty

Candidates interact in classroom settings on campus and in schools with professional education faculty, faculty from other units, and school faculty from diverse ethnic, racial, and gender groups. Affirmation of the value of diversity is shown through good-faith efforts made to maintain and increase faculty diversity.

Although during the last three years (2002-2005) the percentage of minority faculty in the initial teacher preparation programs has decreased from 10 (9%) to 9 (6%) due to one faculty member retiring, the percentage of minority faculty in the advanced programs has increased from 8 (7%) to 12 (10%). The percentage of Caucasian faculty has increased from 110 (92%) to 135 (94%) in the initial teacher preparation programs, whereas, the percentage of Caucasian faculty has decreased from 112 (93%) to 119 (91%) in the advanced programs.

During the last three years, the percentage of female faculty has increased from 78 (65%) to 95 (66%) in the initial teacher preparation programs with a corresponding decrease in male faculty from 42 (35%) to 49 (34%). The percentage of female faculty has increased from 79 (66%) to 91 (69%) and the percentage of male faculty has decreased from 41 (34%) to 40 (31%) in the advanced programs.

Since teacher education is a university-wide responsibility, it is also important to look at the diversity of the faculty for the university as a whole. When considering all faculty in the university, minority faculty has increased from 5.5% to 8% over the last three years. From 2002-2005, the percentage of minority faculty in the unit's initial teacher preparation programs has ranged from 10 (9%) to 9 (6%), the minority faculty in the unit's advanced programs has ranged from 8 (7%) to 12 (10%), the minority faculty in all of the university has ranged from 23 (5.5%) to 36 (8%), and the minority faculty in the school-based programs has ranged from 289 (9.7%) to 770 (16.7%). Table 4.2.1 below describes initial and advance professional education faculty, as well as demographics for the institution and P-12 school-based faculty in 2005:

Table 4.2.1: Faculty Demographics for Fall 2005

	Prof. Ed. Faculty in Initial Teacher Preparation Programs	Prof. Ed. Faculty in Advanced Programs*	All Faculty in the Institution	School-based Faculty
	N (%)	N (%)	N (%)	N (%)
American Indian or Alaskan Native	1 (1%)	1 (1%)	3 (1%)	10 (.2%)
Asian or Pacific Islander	1 (1%)	0 (0%)	9 (2%)	34 (.7%)
Black, non-Hispanic	5 (3%)	5 (4%)	10 (2%)	464 (10%)
Hispanic	2 (3%)	6 (5%)	14 (3%)	262 (6%)
White, non-Hispanic	135 (94%)	119 (91%)	414 (92%)	3831 (83%)
Two or more races	0 (0%)	(0%)	0 (0%)	0 (0%)
Other	0 (0%)	(0%)	0 (0%)	0 (0%)
Race/ethnicity unknown	0 (0%)	(0%)	0 (0%)	0 (0%)
Total	144 (100%)	131 (100%)	450 (100%)	4601 (100%)
Female	95 (66%)	91 (69%)	185 (41%)	3394 (74%)
Male	49 (34%)	40 (31%)	265 (59%)	1207 (26%)
Total	144 (100%)	131 (100%)	450 (100%)	4601 (100%)

*Faculty are counted in both initial teacher preparation and advanced programs if they teach at both levels

Faculty Background in Diversity

Beyond the race/ethnicity and gender of individual faculty members, the COE has a faculty with a wide-range of life experiences in working with diversity-related issues and exceptionalities.

Examples of faculty with diversity-related areas of specialization include:

- Dr. Carol Abel, wrote a book chapter titled “Family Adjustment to American Culture” in *Internationalizing Higher Education* by Beth Carmical and Bruce W. Speck (Eds.). Jossey-Bass. 2002.
- Dr. Betty Alford, equity and excellence issues
- Dr. Julia Ballenger, social justice issues
- Dr. Deborah Buswell, adaptive and developmental physical education
- Dr. George Carpenter, English as a secondary language
- Dr. Robert Choate, certified rehabilitation counselor
- Dr. Joe Schmalfeldt, adaptive physical education
- Dr. Victor Vodounou, deaf education

Faculty members have received Ruby Payne Teacher Training for working with children of poverty: Dr. Neill Armstrong, Dr. Mary Nelle Brunson, Dr. Vikki Boatman, and Dr. Elizabeth Witherspoon. Additionally, Dr. Melanie McGill, Mr. Bill Bryan, Dr. Dixie Mercer, Dr. Glen McCuller, and Dr. Betty Alford have secured diversity related [grants](#) totaling \$12,868,316.00.

Faculty Recruitment and Retention Practices

[SFASU’s ’08 Strategic Plan, Initiative C–Action 9](#), and the [COE’s Diversity Statement](#) demonstrate a commitment to the recruitment and retention of a diverse faculty.

Recruitment efforts at the university and college level are made to seek and retain faculty reflecting a diversity of gender, cultural, and ethnic backgrounds. The [SFASU employee recruitment policy](#) and the [faculty search policy](#) are available online.

The employee recruitment policy includes the statement: “SFASU is committed to equal employment opportunities and strongly feels that increasing diversity should be a significant part of the hiring process. Employment discrimination and retaliation on the basis of race, color, national origin, sex, religion, age, mental or physical disability, shall be strictly prohibited.”

At the beginning of each faculty search, a representative from the human resources department meets with the search committee and discusses the need to conduct a search that reaches minorities. A [list of minority publications](#) is provided to the search committees for their use in advertising. All [vacant positions](#) are posted on the human resources employment website as well as the Texas Workforce Solutions website as required.

To encourage retention, the university and the unit provide a number of supports for new faculty. Based on SFASU’s ’08 Strategic Plan, Initiative M-Action 51, a concerted effort has been made to improve the first year experience for new faculty members by providing an [orientation session](#), a welcoming reception, and socials at the end of the semesters. Also, a [Teaching Excellence Center](#), which is recommended in the ’08 Strategic Plan as Initiative M-Action 50,

has been established to provide support to faculty on issues such as, effective teaching and classroom management. The unit provides additional support to new faculty by providing them with a departmental mentor.

Element 3: Experiences Working with Diverse Candidates

Candidates interact and work with other candidates from diverse ethnic, racial, and gender groups in professional education courses on campus and in P-12 schools. During the last three years, the percentage of minority candidates in the initial teacher preparation programs has increased from 95 (13%) to 131 (18%); whereas, the percentage of minority candidates in the advanced programs has decreased slightly from 15 (13%) to 9 (9%). The percentage of Caucasian candidates in the initial teacher preparation programs has decreased from 665 (87%) to 618 (82%), whereas, the percentage of Caucasian candidates in the advanced programs has increased from 97 (87%) to 92 (90%).

During the last three years, the percentage of female candidates in the initial teacher preparation programs has increased from 602 (79%) to 629 (84%) and the percentage of male candidates has decreased from 160 (21%) to 122 (16%). The percentage of female candidates in the advanced programs has increased from 73 (65%) to 67 (66%) and the percentage of male candidates has decreased from 39 (35%) to 35 (34%). When considering all students in the university, the percentage of minority students has increased from 2608 (23%) to 2866 (25%) over the last three years. The percentage of female students in the university has increased from 6850 (60%) to 6926 (61%).

In summary, the percentage of minority candidates in the unit's initial teacher preparation programs has ranged from 95 (13%) to 131 (18%), the minority candidates in the advanced programs has ranged from 15 (13%) to 9 (9%), the minority students in the university has ranged from 2608 (23%) to 2866 (25%), and the percentage of minorities in the university's service area for 2005 is 5,883,312 (48.6%).

An overview of candidate demographic data for 2005 is provided in Table 4.3.1 below. These data compare the percentage of different racial/ethnic candidates in the initial teacher preparation programs for 2005 with the percentage of different racial/ethnic individuals in the university's service area for 2005. The percentage of American Indian or Alaskan Native candidates is .3% in the initial teacher preparation programs while .6% in the service area, the percentage of Asian or Pacific Islander candidates is .9% versus 5% in the service area, the percentage of Black candidates is 10% versus 15.1% in the service area, and the percentage of Hispanic candidates is 6% versus 27.7% in the service area. Over the last three years, the percentage of American Indian or Alaskan Native candidates in the initial teacher preparation programs has increased from .1% to .3%, the percentage of Asian or Pacific Islander candidates has increased from .5% to .9%, the percentage of Black candidates has increased from 8% to 10%, and the percentage of Hispanic candidates has increased from 4% to 6%.

Table 4.3.1: Candidate Demographics for Fall 2005

	Candidates in Initial Teacher Preparation Programs		Candidates in Advanced Preparation Programs		All Students in the Institution 2005		Demographics of University Service Area	
	N	(%)	N	(%)	N	(%)	N	(%)
American Indian or Alaskan Native	3	.3%	0	0	97	.8%	70,491	.6%
Asian or Pacific Islander	7	.9%	1	.9%	127	1.1%	611,916	5%
Black, non-Hispanic	76	10%	5	5%	1,807	15.8%	1,838,578	15.1%
Hispanic	45	6%	3	3%	835	7.3%	3,362,327	27.7%
White, non-Hispanic	618	82%	92	90%	8,415	73.6%	5,989,953	49.4%
Two or more races	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0
Race/ethnicity unknown	1	.1%	1	.9%	29	.3%	0	0
Total	751		102		11,435		121,136,602	
	COE Enrollment by Gender				University Enrollment by Gender			
Female	629	84%	67	66%	6,926	61%		
Male	122	16%	35	34%	4,509	39%		
Total	751		102		11,435			

The [University Enrollment by Ethnicity and Classification](#) and the [University Enrollment by Classification and Gender](#) tables provide additional information on the diversity of the students in the university ([see Fact Book](#)).

The OIR and the Office of Enrollment Management publish a brochure (Hard Copy Evidence Located in the NCATE Office, Room 357) for recruiting purposes that details the diversity of the candidate population at SFASU. Sample diversity-related topics covered in the brochure are:

- Lumberjacks [candidates] by Gender Fall 2006 Compared to Fall 2005
- Lumberjack Residency Location Relationship to SFASU, Fall 2006
- Lumberjacks by Age Fall 2006 Compared to Fall 2005
- Lumberjacks by Ethnicity Fall 2006 Compared to Fall 2005
- First-time Freshmen Lumberjacks By Ethnicity and Gender, Fall 2006
- First-time Transfer Lumberjacks Undergraduates By Ethnicity and Gender, Fall 2006
- Lumberjack (student) One-year Retention Rate First-time, Full-time Freshmen, 2002-2006 (By Ethnicity)

Candidate Activities Involving Diversity

Candidates from diverse ethnic, racial, gender, and socioeconomic groups work together on committees and education projects related to education and the content areas. Many professional preparation classes are interactive, utilizing a variety of small peer group activities, many of which include assignments related to field experiences. The nature of these experiences

facilitates the interaction of ethnically, culturally, and special needs candidates. The frequency and richness of these interactions is emphasized in a positive manner by the diversity of students within the professional education courses and the field placement schools.

Candidate Recruitment and Retention

The COE demonstrates a commitment to the recruitment and retention of a diverse student population as called for in [SFASU's '08 Strategic Plan \(Initiative C-Actions 8 & 10, and Initiative R-Action 69\)](#). Recruitment efforts at the university and college level further the goal of recruiting and retaining candidates with a diversity of gender, cultural, and ethnic backgrounds.

Action steps operationalized by the SFASU Office of Admissions to increase candidate diversity are:

1. Recruiting at [high schools with high minority populations](#).
2. By attending "community based" career/college fairs. These are often hosted by minority professional organizations, service groups or churches.
3. By purchasing a Hispanic high achiever list from The College Board and putting these students on SFASU's mailing list.
4. By publishing a SFASU recruiting brochure (Hard Copy Evidence Located in the NCATE Office, Room 357) that is printed in Spanish. This is used mainly for "one on one" sessions with perspective students and their families.

The university offers numerous programs to assist diverse students in being successful. The programs include the award winning [Academic Assistance & Resource Center](#), [International Student Support Services](#), [American English Language Institute](#), [Disability Services](#), and the [Multicultural Center](#).

Element 4: Experiences Working with Diverse Students in P-12 Schools

Field experiences in settings with exceptional populations and students from different ethnic, racial, gender, and socioeconomic groups are designed for candidates to develop and practice their knowledge, skills, and dispositions for working with all students. The unit's emphasis on providing candidates diverse classroom experiences in P-12 schools is shown in tables on Demographics on Clinical Sites for Initial and Advanced Programs for [2003](#), [2004](#), and [2005](#). In 2003, candidates were placed in primary and elementary schools with minority enrollments ranging from 13.2% to 84.2% with a median minority percentage of 49.7% for 30 schools, whereas in 2005, the minority enrollment has ranged from 8.3% to 99.1% with a median minority percentage of 54.3 % for 38 schools. In 2003, candidates were placed in middle schools with minority enrollments ranging from 10.9% to 57.6% with a median minority percentage of 28.0% for seven schools, whereas in 2005, the minority enrollment has ranged from 7.0% to 84.8% with a median minority percentage of 41.9% for 14 schools. In 2003, candidates were placed in high schools with minority enrollments ranging from 10.5% to 65.2% with a median minority percentage of 25.4% for nine schools, whereas in 2005, the minority enrollment has ranged from 4.9% to 92.3% with a median minority percentage of 53.3% for 21 schools. The data reflects the unit's commitment to increasing the candidates' field or clinical experiences in working with diverse students. Additional data on the percentages of bilingual, gifted, limited

English proficient, and special education students can be viewed at Additional Demographics on Clinical Sites for Initial and Advanced Programs for [2003](#), [2004](#), and [2005](#).

The unit ensures that each candidate has at least one field experience with students from racial groups different from their own, students with exceptionalities, students from different socioeconomic groups, and male and female students. This standard is met by candidates in the initial and advanced programs being placed in diverse field/clinical settings. The Student Observation Report in SED 450: Pre-Student Teaching Internship {Hard Copy Evidence located in the NCATE Office Room 357} is an additional experience candidates have with students from racial/ethnic groups different from their own, students with exceptionalities, students from different socioeconomic groups, and male and female students.

Student Observation Report (mini case study). This activity allows the candidate to learn more about secondary school students through detailed observation and focused interviews with one particular student in their mentor teacher's class. The aim of this assignment is for the candidate to experience the process of addressing the needs of students who come from different backgrounds than themselves. In cooperation with the mentor teacher, the candidate will select a student of another race, ethnicity, gender, native language, SES, or ability. The student does not have to differ from the candidate in all aspects, but some differences should be significant. The candidate will interview and observe the student for 5 weeks for approximately 1 hour per week. The candidate must keep detailed notes of all activities to include the dates and times of each observation and interview. More details are included in the course packet. The candidate should read over them closely and follow all guidelines as prescribed.

The unit ensures that candidates develop and practice knowledge, skills, and dispositions related to diversity during their field experiences and clinical practice. This standard is met by candidates in the initial and advanced programs being placed in diverse field/clinical settings. SED 372: Reading and Information Literacy in Secondary Schools and SED 460: Pre-Student Teaching Internship are additional experiences that help candidates develop and practice knowledge, skills, and dispositions related to diversity during their field experiences.

The standard is covered in SED 372 through the *Individual Review of a Peer-Reviewed Journal Article in the Student's Content Area*. This article must not only discuss literacy concepts or instructional strategies in the student's content area, but must also deal with the issue of accommodating linguistically and culturally diverse learners in that content area.

The standard is covered in SED 460 through the Professional Dispositions Evaluation. At this point in each candidate's professional development, the Department of Secondary Education expects pre-service candidates to demonstrate a wide range of professional dispositions, to include: adherence to professional ethics, collaboration, commitment to diversity, emotional maturity, initiative, responsibility, responsiveness to professional feedback, self-reflection, and student focus. Based upon interaction and observation of each candidate the course instructor will calculate the intern's disposition grade for each week of the 10 week on-site experience.

The unit ensures that candidates use feedback from peers and mentors to reflect on their skills in working with diverse students by using multiple observations by the district and university mentors, having the candidates to write reflection papers, and by providing daily input during Internships.

EC-4 Internship II (ECH 432L, ELE 301L, ELE 302L, ELE 303L): Multiple classroom/small group observations and evaluations (per candidate) are conducted by each site professor for the purpose of assessing effective teaching methods and appropriate methods of facilitating student learning for all students. Teacher candidates are provided with specific feedback after each observation. Candidates and faculty regularly discuss seized opportunities, areas of proficiency, and suggestions for improvement (based on observation). Overall, candidates consistently rate as proficient in proficiencies related to diversity.

In summary, as the evidence presented indicates, the unit has a strong commitment to ensuring that candidates in initial and advanced preparation programs receive the knowledge, skills, and dispositions to enable them to work effectively with a broad range of P-12 students and their families. The CF for initial and advanced degree programs reflects critical proficiencies on issues of diversity, and these proficiencies are embedded in course and field experiences throughout all programs. Candidate knowledge, skills, and dispositions are strengthened by the fact that candidates work with diverse faculty in the university and field settings. SFASU has made significant efforts in recruiting a diverse student body, which provides candidates additional viewpoints and perspectives on diversity. The unit makes concerted efforts to ensure that candidates in initial and advanced programs complete clinical and field experiences in P-12 settings that have a diverse student population. Additionally, the unit is currently developing a Diversity Plan. During 2004-2005, 99% of SFASU candidates seeking initial teacher certification passed all state-required assessments in basic skills, professional knowledge/pedagogy, academic content area, and or teaching special populations. Therefore, the candidates perform exceptionally well in demonstrating their acquisition and ability to apply the knowledge, skills, and dispositions necessary to help all students learn.