

Concordia University, Nebraska

Diversity Components – coursework, field experiences, evaluations

Coursework

All initial candidates complete Educational Psychology (EDPS 210), Psychology of Exceptionality (Psy 324) and Differentiated Instruction (Educ 424). Additional information is included in the report narrative for Standard 4. The syllabi can also be accessed in the attachments.

Advanced candidates take Serving and Leading in Community and World (SOC/THEO 565) and Psychological Foundations of Teaching and Learning (PSY 511). These courses address the topics of awareness and understanding of diversity in a pluralistic society.

Field Experiences

Initial candidates will have a 12-15 hour field experience with special needs students in Psychology of Exceptionality (Psy 324). They will also have a 12-15 hour field experience with racial/ethnic minority students in Differentiated Instruction (Educ 424).

Advanced candidates work within their own classroom, building, or district with students that are part of that program.

Evaluations

Self-Evaluation – done 4 times –

LD-S2: Diverse Learners – INTASC3, LD8, LR4

The teacher education candidate understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Student Teaching Evaluation – completed by the cooperating teacher and the university supervisor for both Student Teaching I and Student Teaching II

Leading 17. Demonstrates sensitivity to issues of cultural diversity

Leading 18. Creates educational opportunities that facilitate success of all students

Video Self-Evaluation – completed by the candidate during their student teaching experience

Instruction: Interaction 6. Maintains an awareness of each student's learning processes.

Instruction: Discipline 1. Attention of students is gained, held when teaching