

4. *Standard 4. 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.*
- 4.1 How does the unit prepare candidates to work effectively with all students, including individuals of different ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and/or geographical area? [maximum of three pages]
- 4.2 Please respond to 4.2.a if this is the standard on which the unit is moving to the **target level**. If it is **not** the standard on which you are moving to the target level, respond to 4.2.b.
- 4.2.a Standard on which the unit is moving to the target level [maximum of five pages]
- Describe areas of the standard at which the unit is currently performing at the target level.
 - Summarize activities and their impact on candidate performance and program quality that have led to target level performance.
 - Discuss plans and timelines for obtaining and/or sustaining target level performance as articulated in the rubrics of unit Standard 4.
- 4.2.b Continuous Improvement [maximum of three pages]
- Summarize activities and changes based on data that have led to continuous improvement of candidate performance and program quality.
 - Discuss plans for sustaining and enhancing performance through continuous improvement as articulated in unit Standard 4.
- 4.3 Exhibits

4.3.a	Proficiencies related to diversity that candidates are expected to demonstrate through working with students from diverse groups in classrooms and schools
4.3.b	Curriculum components and experiences that address diversity proficiencies (This might be a matrix that shows diversity components in required courses.)
4.3.c	Assessment instruments, scoring guides, and data related to candidates meeting diversity proficiencies, including impact on student learning (These assessments may be included in program review documents or the exhibits for Standard 1. Cross reference as appropriate.)
4.3.d	Data table on faculty demographics (see Appendix A for an example)
4.3.e	Data table on candidates demographics (see Appendix B for an example)
4.3.f	Data table on demographics of P-12 students in schools used for clinical practice (see Appendix C for an example)
4.3.g	Policies and practices, including good faith efforts, for recruiting and retaining diverse faculty
4.3.h	Policies and practices, including good faith efforts, for recruiting and retaining diverse candidates
4.3.i	Policies, procedures, and practices that support candidates working with P-12 students from diverse groups

AFIs (Areas for Improvement) from last report– must also be addressed for Standard 4

1 No system is in place to ensure that field experiences and clinical practice for other school professionals occur in settings with students from diverse groups.

ADV (Advanced Programs) only