

Fort Hays State University Graduate Diversity Case Study RUBRIC

Criteria	1 = Unacceptable	2 = Meets Expectations	3 = Above Expectations	4 = greatly Exceeds Expectations
Graduate Diversity Case Study				
1. Recognizes and Explains the nature of diversity in the community	Describes the population of the community. Articulates resources within the community to support the understanding of diversity and multicultural education including: presence of ethnic groups, languages spoken, evident global linkages, places of worship, ethnic restaurants, food stores, and community services to assist the poor, elderly or persons with disabilities.	Describes the population of the community. Articulates resources within the community to support the understanding of diversity and multicultural education including: presence of ethnic groups, languages spoken, evident global linkages, places of worship, ethnic restaurants, food stores, and community services to assist the poor, elderly or persons with disabilities. Identifies unique cultural experiences that are available as a result of growing up in the community.	Describes the population of the community. Articulates resources within the community to support the understanding of diversity and multicultural education including: presence of ethnic groups, languages spoken, evident global linkages, places of worship, ethnic restaurants, food stores, and community services to assist the poor, elderly or persons with disabilities. Identifies unique cultural experiences that are available as a result of growing up in the community. Describes community resources or industries that relate to school community linkages in multicultural education.	Describes the population of the community. Articulates resources within the community to support the understanding of diversity and multicultural education including: presence of ethnic groups, languages spoken, evident global linkages, places of worship, ethnic restaurants, food stores, and community services to assist the poor, elderly or persons with disabilities. Identifies unique cultural experiences that are available as a result of growing up in the community. Describes community resources or industries that relate to school community linkages in multicultural education. Articulates aspects of the community that hinder the schools ability to effectively address multicultural and/or diversity issues.

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<p>2. Understands and articulates characteristics and attributes of student populations which contribute to commonality and difference.</p>	<p>The candidate has knowledge of the school curriculum and how it relates to diversity in issues such as languages spoken, curricular emphasis, learner attributes, economic level of learners, options for special education, ESOL, Bilingual services, and learning standards (achievement).</p>	<p>The candidate has knowledge of the school curriculum and how it relates to diversity in issues such as languages spoken, curricular emphasis, learner attributes, economic level of learners, options for special education, ESOL, Bilingual services, and learning standards (achievement). The candidate will be able to use the knowledge in planning appropriate services for the learner. The candidate knows how students interact with each other on a repeated basis while in pursuit of some common goal.</p>	<p>The candidate has knowledge of the school curriculum and how it relates to diversity in issues such as languages spoken, curricular emphasis, learner attributes, economic level of learners, options for special education, ESOL, Bilingual services, and learning standards (achievement). The candidate will be able to use the knowledge in planning appropriate services for the learner. The candidate knows how students interact with each other on a repeated basis while in pursuit of some common goal. The candidate is aware of interaction patterns that provide for involving learners in interactions with a wide range of peers to dispel stereotypical attitudes.</p>	<p>The candidate has knowledge of the school curriculum and how it relates to diversity in issues such as languages spoken, curricular emphasis, learner attributes, economic level of learners, options for special education, ESOL, Bilingual services, and learning standards (achievement). The candidate will be able to use the knowledge in planning appropriate services for the learner. The candidate knows how students interact with each other on a repeated basis while in pursuit of some common goal. The candidate is aware of interaction patterns that provide for involving learners in interactions with a wide range of peers to dispel stereotypical attitudes. The candidate is aware of the formal and informal reward structure of the schools.</p>

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<p>3. Recognizes and understands appropriate education options for learners from diverse backgrounds.</p>	<p>The candidate recognizes the array of educational options such as; regular education, special education, bilingual or English for speakers of other languages programs.</p>	<p>The candidate recognizes the array of educational options such as; regular education, special education, bilingual or English for speakers of other languages programs that may be appropriate for learners from diverse backgrounds.</p>	<p>The candidate recognizes the array of educational options such as; regular education, special education, bilingual or English for speakers of other languages programs that may be appropriate for learners from diverse backgrounds. The candidate understands the criteria for qualifying for the various options.</p>	<p>The candidate recognizes the array of educational options such as; regular education, special education, bilingual or English for speakers of other languages programs that may be appropriate for learners from diverse backgrounds. The candidate understands the criteria for qualifying for the various options as well as the implications of placing learners in one of the options and the impact of the placement on the learner and the parent.</p>
<p>4. Understands the use of assessment data for educational placement and accommodations</p>	<p>The candidate understands assessment data derived from instruments designed to elicit information in the cognitive, affective, psychomotor, and linguistic areas.</p>	<p>The candidate understands assessment data derived from instruments designed to elicit information in the cognitive, affective, psychomotor, and linguistic areas and the limitations and appropriateness of such measures.</p>	<p>The candidate understands assessment data derived from instruments designed to elicit information in the cognitive, affective, psychomotor, and linguistic areas and the limitations and appropriateness of such measures for addressing the issues of placement.</p>	<p>The candidate understands assessment data derived from instruments designed to elicit information in the cognitive, affective, psychomotor, and linguistic areas and the limitations and appropriateness of such measures for addressing the issues of placement and accommodations for learners from diverse backgrounds.</p>

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<p>5. Utilizes appropriate technology to gather and disseminate information.</p>	<p>The candidate uses web based resources, library resources, internet search engines, local electronic and paper resources interviews and other approaches to gather and disseminate pertinent information.</p>	<p>The candidate uses web based resources, library resources, internet search engines, local electronic and paper resources, interviews and other approaches to gather and disseminate pertinent information. The candidate is aware and uses guidelines related to the confidentiality and sensitivity.</p>	<p>The candidate uses web based resources, library resources, internet search engines, local electronic and paper resources, interviews and other approaches to gather and disseminate pertinent information. The candidate is aware and uses guidelines related to the confidentiality and sensitivity of the data he/she is working with and treats the data accordingly.</p>	<p>The candidate uses web based resources, library resources, internet search engines, local electronic and paper resources, interviews and other approaches to gather and disseminate pertinent information. The candidate is aware and uses guidelines related to the confidentiality and sensitivity of the data he/she is working with and treats the data accordingly. The candidate presents the diversity case study in a web based form.</p>
<p>6. Reflects on diversity experiences from a variety of perspectives (emotional, informational, and developmental) for diagnostic and self-growth purposes.</p>	<p>The candidate provides an analysis of what was learned as a result of conducting the case study including.</p>	<p>The candidate provides a critical analysis of what was learned as a result of conducting the case study including: the relationships between the school and community; assessment of students; and adaptations needed to meet the needs of diverse learners.</p>	<p>The candidate provides a critical analysis of what was learned as a result of conducting the case study including: the relationships between the school and community; assessment of students; and adaptations needed to meet the needs of diverse learners. The candidate reflects on professional growth and predispositions regarding members of diverse populations resulting from this endeavor.</p>	<p>The candidate provides a critical analysis of what was learned as a result of conducting the case study including: the relationships between the school and community; assessment of students; and adaptations needed to meet the needs of diverse learners. The candidate reflects on how they have sustained professional growth and what affirmation or changes resulted in their predispositions regarding members of diverse populations resulting from this endeavor.</p>