**Indiana State University**

**Pre-Service Teacher Assessment of Diversity**

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Check one: Early Field Experience (determined by program) \_\_\_\_ Student Teaching\_\_\_\_

Assessment completed by: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ISU Faculty\_\_\_\_\_ Field Supervisor\_\_\_\_\_ (must have one assessment completed by each category before completing program)

Please rate the pre-service teacher on the following characteristics using this rating scale:

3 = Exceeds Expectations 2 = Meets Expectations

1 = Does Not Meet Expectations NB = No Basis

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| --- | --- | --- | --- | --- |
| Characteristics | 3 | 2 | 1 | NB |
| 1. Sociocultural consciousness: Pre-service teacher critically examines own soicocultural identity and inequalities that perpetuate discrimination
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| 1. An affirming attitude toward students from culturally diverse backgrounds: Pre-service teacher respects cultural differences
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| 1. Commitment and skills to act as agents of change: Pre-service teacher identifies barriers and develops skills to be agents of change.
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| 1. Constructivist views of learning: Pre-service teacher believes all students are capable of learning and provides scaffolding to support learning.
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| 1. Learning about students: Pre-service teachers learn about students’ homes and community and use that knowledge in the context of learning.
 |  |  |  |  |
| 1. Student responsive teaching strategies: Pre-service teachers can create an inclusive classroom environment by scaffolding learning and building on individual strengths.
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Comments: