As data presented in Standard1, Exhibit 1.3.d. represents, the WTEP assesses teaching proficiencies related to diversity by utilizing the DST Evaluations and Praxis III scores. For both assessments, Domain A is embedded with criteria that assess the teacher candidates’ ability to teach all learners. In addition, for the DST Evaluation and Praxis III, under Domain B, criteria B1, B2, and B3 address the teaching skills of educating diverse learners. While the DST Evaluation uses #2 criteria, from the “WBC Education Department Requirements Relating to Domain B”, as a critical piece for assessing a teacher candidates teaching proficiencies. For the DST and Praxis III, Domain C, particularly C1, C2, C3, and C4, is saturated with criteria that offer feedback on the teacher candidate’s ability to teach a diverse classroom. The final Domain on both assessments is Domain D and it is generally important to assessing the teacher candidate’s ability to teach all learners. All previous mentioned domains and criteria allow the WTEP to assess teacher candidates’ impact on P-12 student learning.

The WTEP recognizes the importance of teaching proficiencies related to diversity. Due to the geographical location of Williams Baptist College and the limited ethnically diverse school districts, the WTEP is strategizing feasible practices to implement so the teacher candidates can receive more quality opportunities to work with diverse groups in the classroom. This is an area where the WTEP is looking to improve so it may enhance performance on this standard.