

**GAPSC/NCATE Continuing Accreditation Visit  
February 25–March 1, 2006**

Fall 2001–Spring 2006  
Early Childhood Partnership Program

Table 1.7.8. Partnership Candidates' Self-Ratings of Effect on Learning of Diverse Students

*Table 1.7.8.a. Candidates' Self-Ratings of Effect on Student Learning, Spring 2003 Multicultural Education Exit Survey (N=17)\**

Statement of Effect on Student Learning	<i>M</i>
I recognize how to use universal information regarding diversity and information pertaining to specific groups of individuals to adjust my teaching practices accordingly.	4.12

*Table 1.7.8.b. Candidates' Self-Ratings of Effect on Student Learning, Spring 2004 Multicultural Education Exit Survey (N=47)\**

Statement of Effect on Student Learning	<i>M</i>
I recognize how to use universal information regarding diversity and information pertaining to specific groups of individuals to adjust my teaching practices accordingly.	3.96

*Table 1.7.8.c. Candidates' Self-Ratings of Effect on Student Learning, Fall2004 Multicultural Education Exit Survey (N=22)\**

Statement of Effect on Student Learning	<i>M</i>
I recognize how to use universal information regarding diversity and information pertaining to specific groups of individuals to adjust my teaching practices accordingly.	4.05

*Table 1.7.8.d. Candidates' Self-Ratings of Effect on Student Learning, Spring 2005 Multicultural Education Exit Survey (N=50)\**

Statement of Effect on Student Learning	<i>M</i>
I recognize how to use universal information regarding diversity and information pertaining to specific groups of individuals to adjust my teaching practices accordingly.	4.27

\* Candidates used a 5-point scale to rate their effect on student learning: (1) Strongly Disagree, (2) Disagree, (3) Undecided, (4) Agree, (5) Strongly Agree.