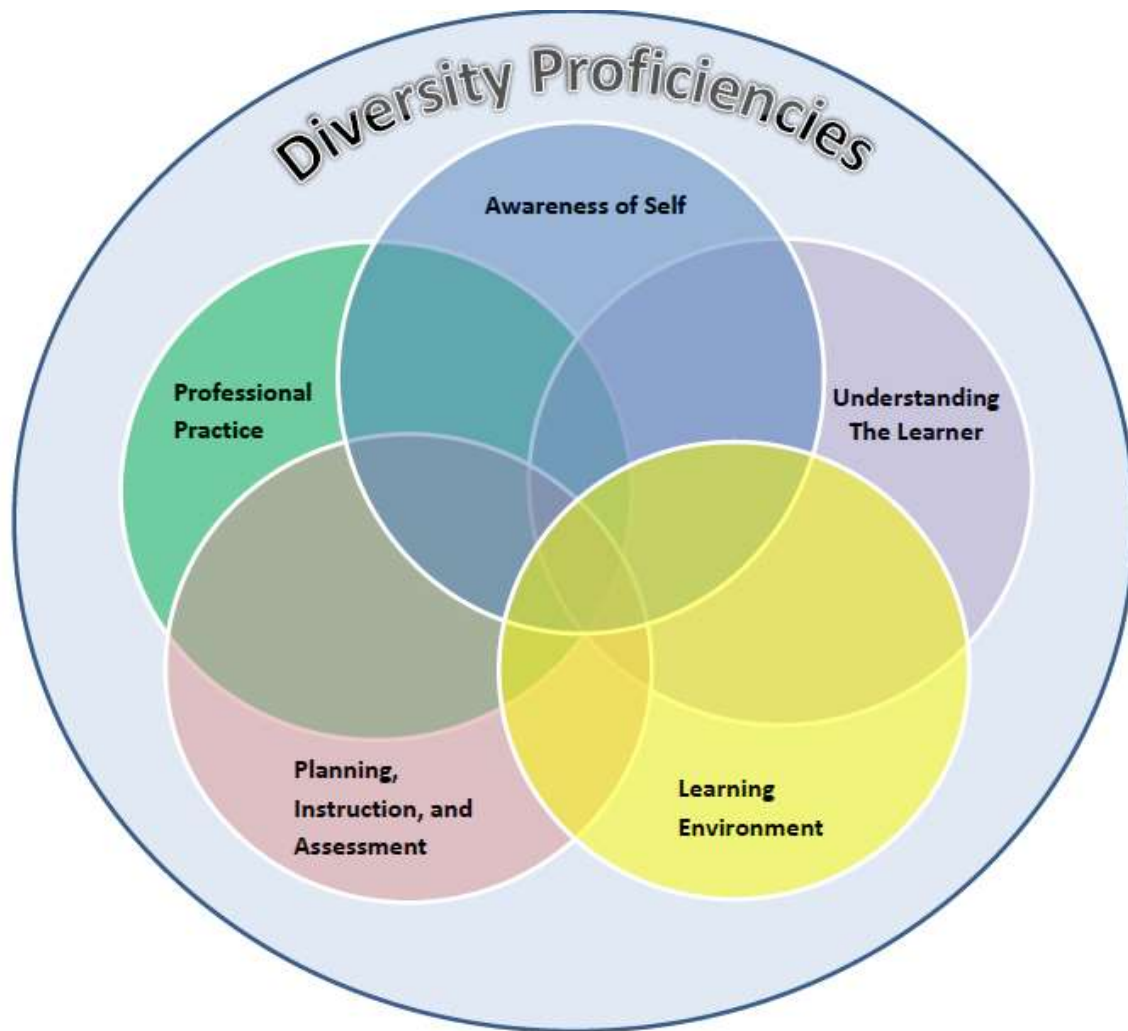


Diversity Proficiencies

The Council for the Accreditation of Educator Preparation (CAEP) defines diversity as:

“Differences among groups of people and individuals based on ethnicity, race, culture, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation or identification, geographic origin, or any number of other factors” and states that “regardless of their residence, personal circumstances, and preparation experiences, candidates need opportunities to develop professional capabilities that will enable them to adjust and adapt instruction in appropriate ways for the diversity they are likely to encounter in their professional lives.” (CAEP Standards, 2013, p. 20)

Throughout your program, the curriculum will provide multiple opportunities for you to learn about cultural and individual differences, and you will be expected to demonstrate an understanding and appreciation of diverse populations. The diversity proficiencies listed below describe the Riley College of Education and Leadership’s expectations for your knowledge, skills, and professional dispositions with respect to issues of diversity that affect teaching, leading, and student learning.



1. ***Awareness of Self:*** The candidate demonstrates self-awareness of social identities, cultural influences, biases, and prejudices that influence professional practice.
2. ***Understanding the Learner:*** The candidate demonstrates awareness of students' prior learning, culture, family, and community values to improve teaching and learning.
3. ***Learning Environment:*** The candidate creates a learning environment that affirms individual differences, supports the diverse learning needs of all students, and makes learning experiences meaningful and culturally relevant.
4. ***Planning, Instruction, and Assessment:*** The candidate designs, delivers, and/or facilitates instruction and assessments that meet the diverse learning needs of all students.
5. ***Professional Practice:*** The candidate works collaboratively with others to create equitable and inclusive professional practices that lead to positive social change.

Diversity Proficiencies and Indicators

1. ***Awareness of Self:*** The candidate demonstrates self-awareness of social identities, cultural influences, biases, and prejudices that influence his/her professional practice.
 - a. The candidate demonstrates awareness of the impact culture, gender, language abilities, and socio-economic status have on one's ability to be an effective educator.
 - b. The candidate articulates potential biases (e.g., prejudices and stereotypes) based on his/her own experiences and societal inequalities.
 - c. The candidate articulates the impact societal inequalities may have on his/her relationships with students, colleagues, and families.

2. ***Understanding the Learner:*** The candidate demonstrates awareness of students' prior learning, culture, family, and community values to improve teaching and learning.
 - a. The candidate demonstrates an understanding of students' families, cultures, and communities and uses this information as a basis for connecting instruction to students' experiences.
 - b. The candidate demonstrates an understanding of how students learn and develop and provides a variety of learning opportunities adapted to the needs of diverse learners that support intellectual, social, and personal development.

3. ***Learning Environment:*** The candidate creates a learning environment that affirms individual differences, supports the diverse learning needs of all students, and makes learning experiences meaningful and culturally relevant.
 - a. The candidate creates learning experiences that make the content meaningful and culturally relevant for all students.
 - b. The candidate creates a learning environment where students learn about, understand, respect, and value individual differences.
 - c. The candidate uses verbal and nonverbal communication skills that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives of students and their families.
 - d. The candidate creates a positive learning environment that upholds the belief that all students can learn.

4. *Planning, Instruction, and Assessment:* The candidate designs, delivers, and/or facilitates instruction and assessments that meet the diverse learning needs of all students.

- a. The candidate develops instructional content that is adapted to individual needs and supports, including the use of technology, to support students' intellectual, social, emotional, and personal development.
- b. The candidate incorporates cultural diversity, students' prior learning experiences, and the community context in instructional planning to improve teaching and student learning.
- c. The candidate considers performance data to select and use teaching strategies that are sensitive to the diverse learning needs of all students.
- d. The candidate designs instruction and selects assessments appropriate to individual and group needs to minimize bias.

5. *Professional Practice:* The candidate works collaboratively with others to create equitable and inclusive practices that lead to positive social change.

- a. The candidate demonstrates effective reflection strategies to meet the diverse learning needs of all students.
- b. The candidate collaborates with colleagues, families, and community members in intercultural contexts to meet the diverse learning needs of all students.
- c. The candidate advocates for positive social change by working collaboratively with others for equity in educational practices.
- d. The candidate interprets and shares student assessment data with families using a culturally sensitive approach.