

Diversity Proficiencies

Candidates:

- 1 adapt instruction to different learning styles,
- 2 connect instruction or services to students' experiences and cultures,
- 3 communicate with students and families in culturally sensitive ways,
- 4 incorporate multiple perspectives into teaching,
- 5 develop a classroom climate that celebrates diversity, and
- 6 demonstrate behaviors consistent with the ideas of fairness and the belief that all students can learn.

The unit-wide systemic curricular infusion of diversity proficiencies along with continuous reflective evaluative practice supports the Vision, Mission, and Conceptual Framework (CF).

As a result of this infusion into coursework and field experiences, candidates effectively develop, implement, and evaluate instruction for all learners.

Diversity:

Differences among groups of people and individuals based on ethnicity, race, socio-economic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area (NCATE, 2005; COE, 2005).



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