

Diversity Proficiencies Expected of Candidates

Kansas State University

College of Education

1. Perspectives and Preparation

Candidates will:

- 1.1. Demonstrate thorough knowledge of students' diverse backgrounds (e.g., ethnic, linguistic, geographic), skills, and interests and use this knowledge to plan for student learning.
- 1.2. Display thorough knowledge of typical developmental characteristics of students' age group as well as exceptions (e.g., gender, culture-specific, gifted/talented, physical/mental challenges) to general patterns.
- 1.3. Select instructional goals that represent valuable learning, that are adapted, where necessary, to the needs of students (e.g., linguistic, sociocultural, cognitive, academic), that reflect opportunities for integration, and that permit viable methods of assessment.
- 1.4. Display full awareness of school and district resources and technology available for teaching and assessment (e.g., first and second language proficiency tests, bilingual dictionaries) as well as an understanding of how to gain access to school and district resources (e.g., realia, big books, bilingual classrooms, library texts, assistive devices) for students who need them.
- 1.5. Demonstrate the ability to design instruction that supports the stated instructional goals, has a clearly defined structure, and engages all students in meaningful learning (i.e., learning that is authentically grounded in students' ethnic, linguistic, geographic, gender, and cultural interests).
- 1.6. Plan for individuals and groups of students using the results of assessments (especially authentic, alternative, and/or criterion referenced assessments) that are aligned with the instructional goals, with clear assessment criteria and standards that have been communicated to students.

2. Learning Environment

Candidates will:

- 2.1. Model classroom interactions that reflect warmth and caring and that are respectful of differences (e.g., differences related to race, ethnicity, language, SES, gender, religion, exceptionalities, sexual orientation, and geographic area) among students.
- 2.2. Establish a classroom environment that reflects a genuine culture for learning, with commitment to the subject on the part of both candidate and students, high expectations for achievement among all students, and students who take pride in their learning processes and products.
- 2.3. Establish clear standards of conduct, maintain awareness of student behavior, and respond to student misbehavior in ways that are equitable, appropriate, and respectful of differences among students (e.g., differences related to culture, language, SES, religion, development, race, SES, gender, sexual orientation, and learning styles/rates).
- 2.4. Ensure that the classroom is safe and that all students have equitable access to learning.

3. Instruction

Candidates will:

- 3.1. Use questioning and discussion techniques that reflect high-level questions, true discussion, and the full participation of all students (including those from underrepresented ethnic, racial, linguistic, gender, and SES backgrounds).
- 3.2. Ensure that students are intellectually engaged throughout the lesson, with appropriate (i.e., developmentally, linguistically, and culturally appropriate) technology, activities, and materials, instructive representations of content, and suitable structure and pacing of the lesson.
- 3.3. Seek ways to ensure successful learning for all students, making adjustments as needed to instruction plans and responding to students' needs (e.g., those related to learning challenges, cultural differences, and language acquisition), interests, and questions.

4. Professionalism

Candidates will:

- 4.1. Reflect accurately on the processes and outcomes of the lesson (especially outcomes among students who bring racial, ethnic, language, learning, and SES differences to the classroom), citing general characteristics, and make specific suggestions for improvement.
- 4.2. Communicate frequently and sensitively (i.e., in cross-culturally and cross-linguistically competent ways) with families and successfully engage them in the instructional program.
- 4.3. Make genuine and successful efforts to ensure that all students and their families (irrespective of culture of origin, home language, SES, et al.) are well served (i.e., appropriately accommodated) by the school.

Detailed Course Form on Diversity Topics

May 2007

Course Number and Title:

Instructor:

Diversity aspect	Topics currently addressed in the course	Topics to add to the course
Ethnicity		
Race		
SES		
Gender		
Exceptionalities		
Language		
Religion		
Sexual Orientation		
Geographical Area		

**SCOPE AND SEQUENCE FOR DIVERSITY TOPICS
For Elementary Education
May 3, 2007**

PRE-PROFESSIONAL								
	FSHS 110 Intro. To Human Development	EDEL 200 Teaching as a Career	EDEL 230 Early Field Experience	EDEL 310 Foundations of Education	EDEL 350 Health and Movement Education	ART 425 Art for Elementary Schools	MUSIC 405 Music for Elementary Teachers	DED 318 Instructional Media and Technology
Ethnicity								
Race								
SES								
Gender								
Exceptionalities								
Language								
Religion								
Sexual Orientation								
Geographical Area								

**SCOPE AND SEQUENCE FOR DIVERSITY TOPICS
For Elementary Education
May 3, 2007**

UNBLOCKED COURSES			
	EDCEP 315 Educational Psychology	EDEL 455 Teaching Diverse Learners	EDSP 324 Exceptional Children in the Regular Classroom
Ethnicity			
Race			
SES			
Gender			
Exceptionalities			
Language			
Religion			
Sexual Orientation			
Geographical Area			

**SCOPE AND SEQUENCE FOR DIVERSITY TOPICS
For Elementary Education
May 3, 2007**

BLOCK A		
	EDEL 420	EDEL 470
	Block A Clinical Experience	Science Methods: K-6
	EDEL 473	Math Methods: K-6
Ethnicity		
Race		
SES		
Gender		
Exceptionalities		
Language		
Religion		
Sexual Orientation		
Geographical Area		

**SCOPE AND SEQUENCE FOR DIVERSITY TOPICS
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BLOCK B					PROFESSIONAL SEMESTER
	EDEL 430	EDEL 471	EDEL 472	EDEL 474	EDEL 585
	Block B Practicum	Language Arts Methods: K-6	Social Studies Methods: K-6	Reading Methods: K-6	Student Teaching
Ethnicity					
Race					
SES					
Gender					
Exceptionalities					
Language					
Religion					
Sexual Orientation					
Geographical Area					

Diversity Action Plan
next steps for
ELEMENTARY EDUCATION

WHAT
Action

WHO
Person(s)
Responsible

WHEN
(include
intermediate steps)

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