



Diversity Competencies for Teacher Education Candidate: _____

Teacher Education Candidates are required to demonstrate diversity competencies that demonstrate awareness, understanding, and appreciation for the differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation and geographical area. These basic competencies must be successfully demonstrated within a series of required professional education, elementary and secondary courses previous to student teaching.

In addition, candidates are also required to demonstrate pedagogical skills that support diverse student learners in P-12 schools. These skills are demonstrated on evaluations in field experience courses and ultimately during student teaching. Once awareness, understanding, knowledge and skills are demonstrated, the advisor or designee will verify that the competencies have been met. Circle all courses the student has taken.

(Candidates must fill out Self-reported Field Experience Evaluations Related to Diversity)

Competency Demonstrated: I) Awareness	Course(s) Requiring Demonstration and/or Artifact Attached	Advisor Initials	Date
A) Within the teacher education program curriculum, candidates develop a strong awareness of the many types of diversity of P-12 students. Candidates develop an understanding of how the dynamics of differences may cause miscommunication, misinterpretation, and/or misjudging the behavior of others and/or affect the learning process. Candidates learn to anticipate possible tension and conflict that may develop when dealing with differences in P-12 students.	ED 200 ED 303 ED 357 ED 222 ED 312 ED 451 ED 220 ED 314 ED 462 ED 301 ED 319		
B) Within the teacher education program curriculum, candidates develop a strong self-awareness of their own norms and values. Candidates' self-awareness allows them understand that others may come from different experiences and may hold different values. Candidates are challenged to develop an appreciation for how these differences can also serve to contribute to a deeper understanding of the complexity of the world and lead to greater human achievements.	ED 200 ED 319 ED 222 ED 455 ED 301 ED 312		

Competency Demonstrated: II) Knowledge			
C) Within the teacher education program curriculum, candidates use their awareness, appreciation, and knowledge of diversity in P-12 students, to plan for and alter instruction in support of student learning.	ED 222 ED 314 ED 301 ED 319 ED 303 ED 455 ED 312 ED 462		

Competency Demonstrated: III) Skills			
D) Within the teacher education program curriculum, candidates engage in over 100 hours of field experiences in Partnership Schools. These field experiences require students to demonstrate initial skills in supporting the learning process of all students.	ED 201 ED 307 ED 313 ED 314	ED 317 ED 332 ED 358 ED 457	

Course Knowledge/Products Meeting Proficiencies:

ED 200 Introduction to Education –Throughout the coursework, students study elements of multiculturalism and diversity. Candidates participate in numerous discussions and scenarios aimed at addressing the various challenges of a multi-ethnic classroom as well as focus on the necessity for an educator to adapt to and accommodate students from various racial, socio-economic, cultural and exceptional backgrounds.

ED 201 Introduction to Education Field Experience – Candidates complete a field experience in various elementary and secondary schools where they acquire 12 hours of classroom observation. In addition to observing and interacting in their respective classrooms, the candidates describe the classroom diversity, describe effective communication techniques, and identify effective instruction as it relates to diversity. They reflect on their experiences in written journals as well as in class discussions.

ED 220 Psycho Educational Development – Candidates explore the GESA (Gender, Ethnic expectations and Student Achievement) research in class and read and discuss a chapter in the text related to meeting the needs of diverse students. Banks Dimensions of Multicultural Education are analyzed as well as Payne’s “A Framework for Understanding Poverty.”

ED 222 Psychology of Individuals with Exceptionalities – Candidates explore multicultural responsiveness in teaching through the employment of universal design, cultural reciprocity and awareness, and research-based approaches like co-teaching, through course readings, discussions, and exams. Candidates also write an historical precedent paper over a court case that illustrates one of the six principles of IDEA, all of which have some grounding in issues surrounding diversity, other cultures, norms, full inclusion, and other philosophical beliefs regarding disabilities.

ED 301 Social Studies Methods and Media - Candidates study demographic changes and the resulting effect on numbers of ELL students and lower SES students. Emphasis is placed on developing a deeper understanding of the characteristics of diversity including ethnicity, race, culture, gender, language, giftedness, and exceptionalities. Candidates create three products addressing this study. A cultural “knapsack” of their own characteristics and traits is developed as well as a reflection on creating flexible classrooms that are sensitive to diversity. Students also produce tiered lesson plans addressing the needs of various diverse groupings.

ED 303 Science and Health Methods and Media – Candidates...

ED 312 School As Community – Candidates examine and discuss multiple dimensions of diversity with particular attentino ont eh impact that culture, race and ethnicity, socio-economic status, exceptionality, sex and gender, geography, religion and language have on school-age children and adolescents.

ED 313 School As Community Field Experience – Candidates are exposed to diverse students and diverse educational settings. They tutor students from minority and low SES backgrounds, deliver lunches to people from low SES backgrounds on Saturday mornings, sponsor a dance for adults with intellectual disabilities, attend a religious service disimilar to their own, and develop and execute a project in support of diverse children/adolescents.

ED 319 Integrated Language Arts Methods – Candidates are required to read at least 20 children’s literature books encompassing eight different genre. One of the genre is “multicultural literature.”

ED 314 Mathematics Methods and Assessment – Candidates review characteristics and needs of exceptional learners, including gifted students, and research strategies for instruction in mathematics. Selection of tasks, teaching and learning strategies for diverse groups of learners are emphasized and students prepare six plans of inclusive lessons.

ED 332 Reading in the Content Area – Candidates examine and discuss textbook strategies for accommodating students from special needs, multi-ethnic, cultural and socio-economic backgrounds. Candidates also study reading techniques for different learning styles. This coursework culminates in a 20 hour tutoring assignment with a diverse array of secondary students at the secondary level.

ED 357 General Secondary Methods – Candidates review the many types of student diversity existing in secondary schools. Candidates design and teach a mini lesson in class that must make an accommodation for a diversity scenario drawn in class (racial/cultural, exceptionality, various SES status, sexual orientation). The accommodation must be appropriate and supportive to the student's diversity scenario.

ED 358 General Secondary Methods Field Experience – Candidates are required to complete a partial Benedictine Performance Assessment. Factor 1 requires candidates to describe general adaptations that will be made to lessons to meet the needs of individual students. Factor 2 requires candidates to create lesson objectives that differentiate among students' capabilities, and Factor 5 asks candidates to reflect on their teaching and the degree of success experienced by different student groups achieved as a result of their teaching.

ED 451 Philosophy of Education – Candidates review historical beliefs, attitudes, and practices in the history of American education. Particular attention is devoted to discriminatory practices, both past and present, regarding gender, religion, children from low SES backgrounds, cultural and ethnic groups, geographical differences, and exceptionalities. Candidates engage in a series of debates that also feature arguments about key points in these issues. Candidates learn how legislation has worked to eliminate discriminatory practices.

ED 455 Differentiated Instruction – Candidates learn to differentiate instruction for all learners through the understanding of learning style and the implementation of Universal Design for Instruction. Methods of identifying the learning style of individuals students as well as planning multi-tiered lessons is explored through the foundation of school wide professional learning communities. Candidates also learn to analyze the results of class-wide, district and national testing data to making data driven decisions about student learning and instructional planning.

Content Area 457 Candidates learn specific content area pedagogy and methodology and then put it into practice in a 20 hour field experience. This requires addressing students' special needs and various dimensions of students' diversity.

ED 462 Classroom Management – Candidates consider issues of personal beliefs related to motivation, behavior, social interactions, and active learning as related to working with diverse students. Candidates are required to reflect on how they will promote multiculturalism (including four or more of Bank's Dimensions of Multicultural Education) in their classroom management methods.

(Candidate Self-reported Scores on Diversity Sections of Field Experience Evaluations)

Course # and Title	Field Experience Evaluation Item(s)	Score on Diversity Item	Cooperating Teacher's Comments Related to Diversity
ED 201 Introduction to Education			
ED 307 Integrated Social Studies & Science Field Experience			
ED 313 School As Community	#10 Equitable interaction with all students regardless of culture, gender, ethnicity, religion or exceptionality.		
ED 314 Math Methods			
ED 317 Integrated Language Arts	#10 Equitable interaction with all students regardless of culture, gender, ethnicity, religion or exceptionality.		
Ed 332 Reading in the Content Area			
Ed 358 General Secondary Methods			
Ed 457 Content Area Methods	#10 Equitable interaction with all students regardless of culture, gender, ethnicity, religion or exceptionality.		

Candidate Signature

Date

Faculty Advisor Signature

Date