

4.3a Proficiencies related to diversity that candidates are expected to demonstrate through working with students from diverse groups in classrooms and schools.

Diversity: According to NCATE, diversity is defined as an individual or group of peoples' race, ethnicity, religion, exceptionality, age, geography, gender, socioeconomic, and sexual orientation. As teacher candidates matriculate through the teacher education program at UAPB, they will have multiple opportunities to demonstrate their understanding of the diversity proficiencies while working with their peers, public school students and teachers, faculty, and community.

Description of Proficiencies Related to Diversity	
1.	Candidates explore the issues of diversity in schools and society, and they develop an understanding of the aspects of diversity in teaching and student learning.
2.	Candidates develop a knowledge base on the characteristics of all students including ELL and students with exceptionalities, and they are able to discuss teaching strategies to address the diverse learning needs of the students.
3.	Candidates use technology to address various students' learning needs within the classroom and develop projects specific to the content area.
4.	Candidates possess the disposition that all students are capable of learning and consistently convey that belief and are responsible for creating a classroom environment that is fair, equitable for all students, and value diversity.
5.	Candidates know how students' language backgrounds are shaped and influenced by contextual factors and can adjust their teaching to ensure all students learn and are supported by the home, school, and community stakeholders.
6.	Candidates engage in educational experiences with other teacher candidates from diverse backgrounds in ways that enhance their professional growth.
7.	In multiple settings, candidates demonstrate their knowledge of content, knowledge of pedagogy, skills, and dispositions in working with students with diverse backgrounds.
8.	Candidates are capable of planning effective instruction and multiple kinds of assessments for diverse learners, and they know how to implement their plan, assess, and analyze the results of the student learning to improve teaching and student learning.
9.	Candidates are required to gain an understanding of the social, emotional, physical and cognitive development; and learning styles of diverse learners through the major theories.
10.	Candidates understand and are knowledgeable of both the instructor's dispositions for student learning and the course expectations for the needs of diverse learners.