

Newberry College Professional Education Diversity Proficiencies

Diversity proficiencies outlined in the Teacher Education Program Conceptual Framework include:

1. Disposition that demonstrates a commitment to fairness – The teacher candidate must demonstrate the qualities of caring, respect, empathy, and fairness, in relationships with students, parents, and peers; promote a classroom culture that acknowledges and embraces differences; maintain high standards and expectations for all students; show sensitivity to all students; respect and promote understanding of ethnic, racial, gender, sexuality, religious, socioeconomic, ability, and language differences; and be committed to providing opportunities for all students to be successful. (EDU 232 – Fairness Statement)
2. Knowledge of Diversity - The teacher candidate recognizes the differences among individuals and cultures and adapts broad-based content and instructional techniques that provide for the needs of all learners. (Portfolio)
3. Plan effective instruction for diverse students in intended subject area(s) and grade level(s). (Program Learning Outcome)
4. Implement instruction effectively for diverse students in intended subject area(s) and grade level(s). (Program Learning Outcome)

All candidates in the Teacher Education Program are required to successfully meet the following diversity proficiencies in EDU 232 – Working with Exceptional and Diverse Learners:

5. Identify personal prejudices and progress with breaking down known prejudices. (Reflection Paper)
6. Recognize and evaluate culturally-competent teaching and work towards becoming culturally competent teachers. (Educating Esme' Comprehensive Paper)
7. Differentiate between individual differences (culture, learning styles, achievement, gender, social class, exceptionality, and giftedness) and recognize their impact on teaching and learning. (Tests/Exam – Course Grades – Educating Esme' Comprehensive Paper)
8. Define what it means to be a fair teacher with respect to all aspects of diverse learners. (Fairness Statement)

Candidates are assessed on these proficiencies in key assessments in EDU 232.

In addition, candidates meet the following specific proficiencies as demonstrated in their clinical practice:

9. Plans lessons that demonstrate a respect and understanding for cultural and linguistic diversity. (Internship Evaluation)
10. Plans for differences in individual needs, abilities, and interests. (Internship Evaluation)
11. Uses a variety of instructional strategies to actively engage all students. (Internship Evaluation)
12. Differentiate learning by modifying lesson plans to accommodate all diverse learners. (Lesson Plan)
13. Select materials, design activities, and interact in ways that demonstrate an appreciation of diversity. (Lesson Plan)
14. Behave in ways that reflect concern and equitable treatment of all. (Dispositions)
15. Prevent bullying, harassment, and intimidation in the classroom environment. (SC State Standard)

Candidates are assessed on these proficiencies throughout the program. The ADEPT standards include numerous references to students' "cultural perspectives" and "cultural backgrounds", working with "diverse groups of students", and being "fair and consistent" in managing student behavior. See ADEPT Performance Standards 1 (long range planning), 2 (short range planning), 5 (instructional strategies), 6 (providing content for learners), 7 (monitoring, assessing and enhancing learning), and 8 (maintaining an environment that promotes learning), and 9 (managing the classroom).