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).

Accredited by the Kansas State Board of Education and the National Council for Accreditation of Teacher Education

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