

DIVERSITY PROFICIENCIES

St. Cloud State University

The educator understands how students differ in their approaches to learning, creates instructional opportunities that are adapted to diverse learners, and removes barriers that inhibit learning.

KNOWLEDGE

The educator understands and can identify differences in approaches to learning and performance, including different learning styles, and performance modes, and can design instruction that helps use students' strengths as the basis for growth.

The educator knows about areas of exceptionality in learning-- including learning disabilities, visual and perceptual difficulties, and special physical or mental challenges.

The educator knows about the process of second language acquisition and about strategies to support the learning of students who are English Language Learners. The educator knows about alternative communication and the process of acquiring assistive technology services and devices for students with special needs.

The educator understands how students' learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family and community values, and know how to incorporate students' experiences, cultures, and community resources into instruction.

DISPOSITIONS

The educator believes that ***all*** students can learn at high levels and persists in helping them achieve success.

The educator appreciates and values human diversity, shows respect for students' varied talents and perspectives, and is committed to the pursuit of excellence of the individual learner.

The educator respects the unique cultural background, skills, talents, and interests of each student.

The educator is culturally sensitive to historical and biographical traditions and experiences.

The educator makes students feel valued for their potential as people, and helps them learn to value each other.

PERFORMANCES

The educator identifies and designs instruction appropriate to students' stages of development, learning styles, strengths, and needs.

The educator uses teaching approaches that are sensitive to the multiple experiences of learners and that address different learning and performance modes.

The educator makes appropriate provisions (in terms of time and circumstances for work, tasks assigned, communication and response modes) for individual students who have particular learning differences or needs.

The educator identifies when and how to access appropriate services or resources to meet exceptional learning needs.

The educator seeks to understand students' families, cultures, and communities, and uses this information as a basis for connecting instruction to students' experiences (e.g. drawing explicit connections between subject matter and community matters, making assignments that can be related to students' experiences and cultures).

The educator uses multiple perspectives in the discussion of subject matter, including attention to students' personal, family, and community experiences and cultural norms.

The educator creates a learning community in which individual differences are respected.