

## **NCATE Standard 4 Diversity**

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

Candidate outcomes and proficiencies related to diversity are woven throughout the six NCATE Outcomes as stated in each one below with Outcome 6 focused on key elements of Diversity.

### **Outcome 1. Content**

As reflective practitioners, ASU candidates will demonstrate their knowledge of the content of disciplines, appropriately applied to the age and level of the students they teach, to ensure the implementation of effective instruction that leads to successful development of all students.

#### **Angelo State University candidate proficiencies:**

- exhibit a working knowledge of subject matter and current practices that enable candidates to assist students in learning.
- design content instruction based on continuous assessment of learning needs of all students.
- use the Texas Essential Knowledge and Skills (TEKS) as the foundation for content instruction.
- construct formative and summative assessment of content knowledge that is fair, unbiased, and accurate to determine the effects on student learning.
- demonstrate an appropriate level of content knowledge as measured by the TExES (Texas Examination of Educator Standards), the state content certification exam.

### **Outcome 2. Pedagogy**

As reflective practitioners, ASU candidates will demonstrate their knowledge of pedagogical skills applied to the development of effective instruction of all students.

#### **Angelo State University candidate proficiencies:**

- design classroom learning experiences, including assessment, that meet the needs of all learners.
- select instructional strategies that promote critical thinking and problem solving.
- select materials, technology, space, and resources that are appropriate to support student learning.
- establish classroom rules, expectations, and procedures to promote an organized and productive learning environment.
- use effective communication to promote student learning.
- demonstrate an appropriate level of pedagogical knowledge as measured by the TExES (Texas Examination of Educator Standards), the state pedagogy certification exam.

### **Outcome 3. Professional Dispositions**

As reflective practitioners, ASU candidates will demonstrate commitment to and performance of professional dispositions.

#### **Angelo State University candidate proficiencies:**

##### Professionalism

- Timeliness is consistent in class, clinical experiences, group work, appointments, and completion of assignments.

- Attendance is consistent in class, clinical experiences, group meetings, appointments, student teaching and internships.
- Appearance and dress matches schools' dress standards and expectations when candidates are present in the schools.
- Demeanor reflects proactive planning, preparation, and engagement in classes and in the schools.
- Initiative is demonstrated by offering ideas and suggestions to others, setting goals for self-improvement, seeking advice and feedback, and independently searching for, creating, or modifying plans and materials.
- Ethics are demonstrated by not being in direct violation of federal and state statutes *such as* maintaining confidentiality about EC-12 students and their families. Candidates will follow the Code of Ethics for Texas Educators, disclosing any unlawful activity upon application to and during the teacher education program that might adversely affect ability to obtain a teaching license, as well as passing criminal background checks and drug screening required by the school systems.

#### Teaching Qualities

- Demonstrates an understanding that all children can learn through differentiated lesson plans, materials, and teaching strategies.
- Demonstrates organization through student-centered planning, selection/preparation of materials, time management.
- Demonstrates flexibility in modifying ideas, materials, plans, lesson implementation, and course assignments.
- Values diversity and demonstrates fairness through inclusive non-discriminatory materials, lessons, and assessments by creating caring classroom environments that are inviting for diverse students' participation, learning, and equitable access to instruction.
- Promotes success for all students through best practices, informative assessments, and inclusive environments.

#### Relationships with Others

- Cooperates with instructors/school personnel; resolves differences or misunderstandings respectfully and reflectively.
- Responds productively and respectfully to feedback from instructors, classroom teachers, mentors, and principals.
- Establishes rapport with EC-12 students and their families.
- Collaborates with peers, instructors, schools personnel and parents; shares responsibilities, ideas, materials.
- Affirms perspective and contributions of diverse students, teachers, families, instructors, and peers.

#### Professional Development

- Engages in reflection by using various forms of feedback about candidates' teaching effectiveness, including assessment data showing impact on EC-12 students' learning.
- Understands the need for life-long learning through additional reading, classroom observations, and participating in professional development opportunities and organizations.

- Demonstrates involvement with parents, families, school personnel, and community agencies on behalf of students.

#### **Outcome 4. Instructional Decisions and Technology Integration**

As reflective practitioners, ASU candidates will demonstrate ability to implement defensible instructional decisions, including technology, leading to effective teaching and learning.

##### **Angelo State University candidate proficiencies:**

- plan instruction in accordance with the state public school curriculum.
- integrate technology in teaching and learning.
- adapt instruction to create an academically responsive classroom.
- use assessment to determine the effects of teaching on student learning.
- identify and use collaborative group processes to make decisions and solve problems.

#### **Outcome 5. Student-centered Learning**

As reflective practitioners, ASU candidates adopt active student-centered learning based on the belief that all children can and should learn.

##### **Angelo State University candidate proficiencies:**

- apply knowledge of age-appropriate learning in developing effective instruction.
- encourage students use of individual skills, talents, and interests .
- support students in setting learning outcomes that enable them to achieve the appropriate knowledge and skills as defined by the state curriculum, (TEKS) Texas Essential Knowledge and Skills.
- analyze the impact that candidate-student interactions have on classroom climate, student learning, and development.

#### **Outcome 6. Diversity**

As reflective practitioners, ASU candidates will implement ethically and culturally relevant and responsive teaching, addressing the continually changing developmental and educational needs of diverse students, families, and society in partnership with schools and communities.

##### **Angelo State University candidate proficiencies:**

- incorporate students' cultural heritage, unique endowments, learning styles, interests, and needs in classroom instruction.
- collaborate with diverse families, professionals, and community members to meet the needs of all students.
- integrate and adapt instructional strategies and assessments that are appropriate for and responsive to diverse students' needs, abilities, and interests.
- support the efforts of families to engage in the education of their children.
- use community resources, school services, and laws relating to teacher responsibilities and student rights.