

## Candidate Outcomes and Proficiencies Related to Diversity

**OUTCOME 1: As reflective practitioners, 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 and successful development of all students.**

- design instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.
- know how to develop and use a variety of formative and summative assessment tools, consistently applied to instructional goals and outcomes, fairly administered, accurately measured, carefully interpreted, and effectively communicated.

**OUTCOME 2: As reflective practitioners, candidates will demonstrate their knowledge of pedagogical skills applied to the development of effective instruction of all students.**

**OUTCOME 3: As reflective practitioners, candidates will demonstrate commitment to and performance of professional dispositions, appropriately applied in personal and educational endeavors.**

- demonstrate a belief that children can learn by being respectful and sensitive to learners and enabling learners to use their skills and talents.

**OUTCOME 4: As reflective practitioners, candidates will demonstrate their ability to implement defensible instructional decisions and technology applications leading to effective teaching and learning.**

- adapt instruction to respond to diverse students' abilities, needs, and interests.
- create an environment in which learners work cooperatively and purposefully using a variety of resources to understand themselves, their immediate community, and the global society in which they live.

**OUTCOME 5: As reflective practitioners, candidates will embrace active, engaged, student-centered learning.**

- apply knowledge of characteristics of students' age group, students' varied approaches to learning, students' skills and knowledge, students' interests, and student's cultural heritage to develop effective instruction.
- encourage students to use their individual skills and talents.
- collaborate with colleagues to adapt instruction and integrate instructional strategies responsive to the diverse needs, abilities, and interests of individual students.
- create an environment in which students use a variety of resources to understand themselves, their immediate community, and the global society in which they live.
- develop instructional goals and objectives that reflect different types of student learning and skills.

**OUTCOME 6: As reflective practitioners, candidates will implement culturally relevant and responsive teaching, addressing the ever-changing developmental and educational needs of diverse students, families, and society in partnership with schools and communities.**

- respect individual and cultural differences of students and their families.
- model and encourage appreciation for students' cultural heritage, unique endowments, learning styles, interests, and needs.
- design learning experiences that show consideration for student culture and heritage in appropriate classroom, school, and social contexts.
- collaborate with diverse families, professionals, and communities.
- integrate and adapt instructional strategies and assessments that are appropriate for and responsive to diverse student's needs, abilities, and interests including the needs of English language learners.
- acknowledge and address concerns that affect students by using community diversity, strengths, and resources.
- create a learning environment in which diversity and individual differences are valued and respected.
- recognize and support the efforts of families to engage in the education of their children.