Proficiencies Related to Diversity

Initial Programs

Illinois Professional Teaching Standards are aligned to EIU Unit Conceptual Framework and together they comprise the Unit Standards. The standard/proficiencies most related to diversity is Illinois Professional Teaching Standard 3 (Diversity) which is aligned with the EIU Unit Conceptual Framework Domains of Diverse Students and Diverse Strategies. The Unit also has specific Dispositions related to Diversity (Interaction with Students and Sensitivity to Diversity and Equity).

Illinois Professional Teaching Standard 3 – Diversity
The competent teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Knowledge Indicators - *The competent teacher:*
- understands the areas of exceptionality in learning as defined in the Individuals with Disabilities Act (IDEA) and the State Board’s rules for Special Education (23 Ill. Adm. Code 226).
- understands the process of second language acquisition and strategies to support the learning of students whose first language is not English.
- understands how students’ learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family, and community values.
- understands and identifies differences in approaches to learning and performance, including different learning styles, multiple intelligences, and performance modes.
- understands cultural and community diversity through a well-grounded framework and understands how to learn about and incorporate students’ experiences, cultures, and community resources into instruction.
- understands personal cultural perspectives and biases and their effects on one’s teaching.

Performance Indicators - *The competent teacher:*
- facilitates a learning community in which individual differences are respected.
- 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.
- uses information about students’ families, cultures, and communities as a basis for connecting instruction to students’ experiences.
- uses cultural diversity and individual student experiences to enrich instruction.
- uses a wide range of instructional strategies and technologies to meet and enhance diverse student needs.
- identifies and designs instruction appropriate to students’ stages of development, learning styles, strengths and needs.
- identifies when and how to develop and implement strategies and interventions within the classroom and how to access appropriate services or resources to assist students with exceptional learning needs.
- demonstrates positive regard for individual students and their families regardless of culture, religion, gender, sexual orientation, and varying abilities.

Selected Dispositions Related to Diversity
(Unit Conceptual Framework)

**Interaction with Students (IWS)** Interaction with students encompasses those behaviors that evidence the candidate’s regard for the learners. These include acts of fairness, respectful tone of voice, positive use of humor, and interest in students as individuals. In addition, candidates should evidence a supportive and encouraging atmosphere for learning through their interactions with students.

**Sensitivity to Diversity and Equity (SDE)** Sensitivity to diversity and equity goes beyond the acknowledgement or awareness of differences in the classroom or community. A positive disposition in this area may be evidenced by seeking out alternative materials, careful use of appropriate language and naming, equal disbursement of resources, and a lack of ethnocentric or gender-specific generalizations.