#### HERE'S THE CHALLENGE:

America's students are diverse, individually (e.g., personality, interests, learning modalities, and life experiences) and as members of groups (e.g., race, ethnicity, ability, gender identity, gender expression, sexual orientation, nationality, language, religion, political affiliation, and socio- economic background). To best serve America's students, EPPs must:

- Show respect for the diversity of candidates;
- · Provide experiences that support the candidates' commitment to diversity; and
- Prepare candidates to design and enact equitable and excellent experiences for all P-12 students.

#### HERE'S HOW YOU CAN HELP:

What are the specific knowledge, skills, and dispositions (KSDs) relevant to serving diverse populations and ensuring equity in opportunity that program completers will need to meet the challenges of their initial professional roles?

 <u>Hender identify is a numer concept</u> we are seeing more students, who identify in the LBGTO+ community that do we better support those students it their parents.
 <u>Socio-economic status in the classroom</u>, providing students who need additional support due to nardships at home.
 <u>Emotional behavior issues-There's a large partion of students who don't have necessary skills to cope will obstacles. Teachers need more training when handling trives a targe partients.
 <u>Helping teachers dear of 2nd hand trawna that exists</u> when working of diverse populations to avoid teacher build out of teachers
 <u>Inok at children's Challenging character traits to see the positive</u> bossy-leadership skills. Students need adults who see the good in them bic
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+ communication stills w/ diverse parent populations 2 skills in communicating between groups of rendents - how to build commonautics together, even though we are all different differentiated ressons haw to build 4. based -many teachers don't renow how to teach ion speakers All conege graduates moud have spent not only observational time but perhaps subbing time or reaching mini-lessons in environments that are different; nural subunds & inner city school systems. Dwhen student teaching students should not be back to their districts ... this does not improve their diversity and reflection on better ra practices if ley go back from where they came tram

(1) Clossroom management phills specific to diversity. I don't think this is taught enough in callege or practiced enough for young teachers to fully understand and more importantly be able to <u>reflect</u> and grow their practice and skills with regard to managing their students in a positive manner. \* warring with

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1. Acknowledge + respect different cultures

2. <u>Be ready to expand lessons/curriculum to</u> help w/ diverse perspectives 3. <u>Model intercultural sensitivity</u>.

4. \_\_\_\_\_ 5. 6. 7. 8. 9. 10.

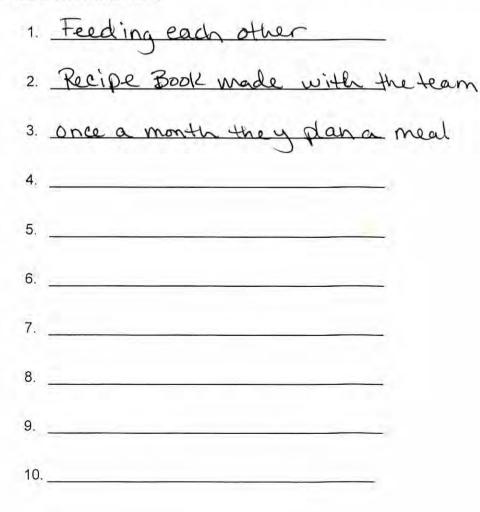
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1. I can find common ground w others \_others (from diverse can collaborate w packanow mine soluaplishar Car for overcoming execuse zotion 11 ns ac Ton 7) coming successes of Someon mor 8. phoblems echology to terminan poort 9 10. can utilize to give st Phibler dents opportuni her connect w ppl from diver arour 10. I can guide students to \$ apitalize o