

TEACH 2020 P-12 Partner Feedback

Diversity: CAEP Cross-Cutting Theme

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?

1. Gender identity is a newer concept we are seeing more students who identify in the LGBTQ+ community How do we better support those students & their parents.
2. Socio-economic status in the classroom, providing students who need additional support due to hardships at home.
3. Emotional/behavior issues-There is a large portion of students who don't have necessary skills to cope w/ obstacles. Teachers need more training when handling tier 3 & tier four students.
4. Helping teachers deal w/ 2nd hand trauma that exists when working w/ diverse populations to avoid teacher burn out & teachers leaving the profession.
5. Look at children's challenging character traits to see the positive bossy=leadership skills. Students need adults who see the good in them b/c everyone around them sees the negative.
6. _____
7. _____
8. _____
9. _____
10. _____

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- ① communication skills w/ diverse parent populations
→ how to communicate with both empathy & academic expectations
- ② skills in communicating between groups of students
→ how to build commonalities together, even though we are all different.
- ③ how to build differentiated lessons
4. based on ELL needs
→ many teachers don't know how to teach
5. non-native English speakers
- ④ All college graduates should have spent not only observational time but perhaps subbing time or teaching mini-lessons in environments that are different; rural, suburbs & inner city school systems.
- ⑤ when student teaching, students should not be allowed to go back to their ^{former} districts... this does not improve their diversity and reflection on better teaching practices if they go back from where they came from.
→

④ Classroom management skills specific to diversity.
I don't think this is taught enough in college
or practiced enough for young teachers to fully
understand and more importantly be able to reflect
and grow their practice and skills with regard
to managing their students in a positive manner.
* working with

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1. Acknowledge + respect different cultures
2. Be ready to expand lessons/curriculum to help w/ diverse perspectives
3. Model intercultural sensitivity.
4. _____
5. _____
6. _____
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1. Feeding each other
2. Recipe Book made with the team
3. once a month they plan a meal
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

