

Diversity Pedagogy: Dispositions, Knowledge, and Skills Proficiencies (© Rosa Hernandez Sheets (2006))

<p>Diversity Proficiencies</p>	<p>Dispositions: Attitudes, outlooks, and thinking habits displayed in preparation courses and exhibited in classroom decisions which advance or limit candidate opportunities for current learning and future development. Dispositions are personal inclinations or tendencies used to conceptualize, evaluate, reflect, and respond to (a) children’s cultural competencies as individuals or as members of ethnic groups, (b) pedagogical content knowledge, and (c) teaching skill development.</p>	<p>Knowledge Base: Information valued and taught in preparation courses learning and field experiences which include: (a) pedagogical content knowledge, (b) cultural, linguistic, and economic factors affecting equitable schooling (c) connections between culture and cognition and culturally responsive teaching strategies, and (d) development of critical thinking skills to comprehend the nature of knowledge, its foundations, scope, and validity.</p>	<p>Skills: Teaching abilities gained through preparation which include knowing how to: (b) teach specific curricular content to particular student populations, (b) initiate and develop interpersonal relationships with diverse students, (c) create culturally comfortable academic, physical, and emotional classroom context, (c) select culturally responsive teaching strategies, (d) evaluate and adapt instructional resources, and (e) use varied approaches student assessment.</p>
<p>ELEMENTS Diversity</p>	<ul style="list-style-type: none"> • Become aware of unconscious thoughts and attitudes regarding diversity. • Recognize that the quality of your thinking influences how you accept and process information that differs or challenges previously held positions, and beliefs. • Address feelings that can advance or hinder the way you process diversity factors. 	<ul style="list-style-type: none"> • Read and reflect on the diversity scholarship, both conceptual and empirical, addressing diversity theory and the political, economic, and socio-cultural perspectives to schooling. • Become aware of the disparities in access to schooling opportunities and achievement for specific ethnic minority and language minority groups. 	<ul style="list-style-type: none"> • Identify multicultural theory in classrooms. • Design a culturally comfortable classroom contexts • Create lessons or adapt existing curriculum to meet needs of ethnically diverse children. • Use teaching strategies, assessment tools, and classroom management plans to benefit all students equitably.
<p>Cultural Knowledge and Experiences</p>	<ul style="list-style-type: none"> • Critically identify and evaluate limitations and strengths in what you know, what you want to learn, and what you need to learn. • Acknowledge how your cultural, ethnic, and economic positions and life experiences influence opinions, preconceived notions, and points of view toward the abilities of others who differ from self. 	<ul style="list-style-type: none"> • Recognize the linkages among culture, ethnicity, language, cognition, and achievement. • Know that children own valuable cultural knowledge including language, values, belief systems, norms, skills, competencies, and cognitive preferences. • Acquire knowledge of diverse cultures. 	<ul style="list-style-type: none"> • Know and understand your own cultural background. • Recognize when your own cultural knowledge affects culturally responsive classroom decision-making. • Exhibit growth in knowledge of the culture of others. • Know how to acquire knowledge about diverse cultural groups.
<p>Cognition</p>	<ul style="list-style-type: none"> • Evaluate the quality of your thinking • Understand that the development of higher level thinking skills requires knowledge of thinking standards as well as development of specific intellectual skills, such as accuracy, clarity, precision, depth, relevance, honesty, and fair-mindedness (Paul & Elder, 2005). 	<ul style="list-style-type: none"> • Become knowledgeable of how cultural and linguistic diversity influences how children develop and what they know and value. • Read scholarship addressing diversity specific to the human development of particular ethnic groups. • Apply knowledge to classroom settings. 	<ul style="list-style-type: none"> • Apply reasoning skills in the selection, adaptation of curricular content, teaching strategies, and classroom environment to benefit diverse students. • Addresses the achievement gap by questioning, challenging, and changing previously held assumptions on teaching and learning.
<p>Instructional Applications</p>	<ul style="list-style-type: none"> • Recognizes the importance of connecting new knowledge to diverse students’ cultural and linguistic competencies that they bring to the classroom. • Displays ability to change thinking and behaviors in ways that benefit diverse students. 	<ul style="list-style-type: none"> • Become knowledgeable of how cultural and linguistic differences influence how children learn. • Apply knowledge gained from learning theory to diverse classroom settings. • Adapt generic instructional resources as needed. 	<ul style="list-style-type: none"> • Develop strong observational skills. • Create optimal learning conditions. • Implement learning events that encourage self-motivation, self-control, and the development of meta-cognitive skills.
<p>Teacher Characteristics</p>	<ul style="list-style-type: none"> • Show flexibility in thinking in ways that benefit diverse children. • Develop a professional demeanor and collegiality with peers. • Learn to participate in communities of learning. 	<ul style="list-style-type: none"> • Examine scholarship on teacher beliefs, efficacy, action research, multicultural theory; and case studies focusing on teacher developmental growth in terms of diversity. 	<ul style="list-style-type: none"> • Document your practice. • Reflect and study own practice. • Demonstrate commitment to student learning. • Plan to learn how to improve teaching skills.