Figure 1

Faculty Diversity Competencies

Personal Knowledge

- Culturally skilled faculty are self-aware and sensitive to their own linguistic, cultural and socioeconomic heritage and those of others.
  - Faculty are aware that their own background and experiences have influenced their attitudes, values, beliefs, and biases.
  - Faculty guide teacher candidates to explore how their own background and experiences have influenced their attitudes, values, beliefs, and biases.
  - Faculty recognize the limits of their multicultural knowledge and competency and thereby seek continued growth and knowledge.
  - Faculty encourage teacher candidates to acknowledge their own limitations of their sociocultural knowledge and promote continued growth and knowledge.

Sociocultural Knowledge

- Faculty are prepared to address the social, cultural, historic, linguistic, and economic diverse backgrounds of the entire spectrum of students in US schools.

- Faculty members prepare teacher candidates who are knowledgeable about the historical, literary, mathematical, musical, and scientific contributions of individuals from diverse cultures and backgrounds.

- Faculty include in their curriculum specific skills that address the instructional needs of students who speak diverse languages and dialects.

  - Faculty prepare teacher candidates who respect the student’s home language and provide support for the student’s English language development, building bridges between home and school language.

- Faculty know how to select, administer and interpret culturally appropriate assessments and use this information to plan appropriately.

  - Faculty prepare teacher candidates to select, administer and interpret culturally appropriate assessments and use this information to plan appropriately.

- Faculty conceptualize teaching and curriculum in students’ existing experiences in home, school, and community.

  - Faculty prepare teacher candidates who are able to build instruction, select and develop materials based on students’ funds of knowledge. They assist teacher candidates in bridging home and school cultural environment.
  - Faculty prepare teacher candidates who organize the learning environment to promote student engagement and to facilitate positive interactions.
  - Faculty emphasize the importance of creating a learning environment in which individual differences are respected.
  - Faculty members prepare teacher candidates who design instruction that accounts for the contributions of individuals from a variety of cultures and backgrounds.