

EPP Diversity Proficiencies*

The University of Central Arkansas Educator Preparation Programs (UCA EPP) promote every educator's sense of professional efficacy. Professional efficacy affects an educator's sense of responsibility and competence to contribute to the growth and development of all learners and includes respect and value for all the forms of diversity that exist in society. The UCA EPP and its candidates are dedicated to supporting all learners respectful of individual race, ethnicity, color, gender, sex, sexual orientation, gender identification, age, religion, spiritual beliefs, language, national origin, geographic origin, marital status, socioeconomic background, physical ability, political belief, and intellectual perspective. Candidates engage their learners in authentic practices that develop awareness, understanding, respect for diversity that exists in society, and the importance of diversity in teaching, learning, and schooling through enacting the UCA EPP Diversity Proficiencies.

- 1. Demonstrate efficacy by adapting planning and practice to meet learner needs and by advocating for learners. (TESS 1)**
 - a. Plan for all learners as individuals with differing backgrounds, abilities, perspectives, languages, and dialects to achieve at high levels; persist at helping each learner reach full potential
 - b. Design learning experiences using strategies that build on learners' diversity, self-direction, and ownership of learning
 - c. Differentiate instruction and assessments for use with each learner's strengths to promote growth and development
 - d. Modify and accommodate teaching, learning, and schooling for relevance, accessibility, and rigor
 - e. Analyze assessment data for patterns that emerge specific to learner subpopulations and to minimize bias within assessments.

- 2. Promote harmony within the classroom and among family, school, and community spheres of learning; build local and global learning communities; and respect and value diversity within all communities. (TESS 2)**
 - a. Respect families' beliefs, norms, and expectations; seeks to work collaboratively with learners and families in setting and meeting challenging goals.
 - b. Work with learners, colleagues, families, and communities to establish positive and supportive learning environments.
 - c. Use technological tools, techniques, and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.

* Approved by EPP on March 1, 2016.

3. **Use multiple perspectives to enhance learning and relationships.** (*TESS 2, 3*)
 - a. Reflect on personal biases and access resources to deepen understanding of cultural, ethnic, gender, gender identity, and learning experiences to build stronger relationships and to create more relevant learning experiences.
 - b. Incorporate personal identity, world view, and prior experience on perceptions and expectations.
 - c. Bring multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms and acknowledge and appropriately respond to bias.

4. **Respect each learner's culture and language and the influences on learning; incorporate tools of language development into planning and instruction of content.** (*TESS 3*)
 - a. Acknowledge each learner's cognitive, linguistic, social, emotional, physical development influences on learning; make instructional decisions that build on learner's strengths and needs.
 - b. Incorporate tools of language development into planning and facilitation of curricular content, instructional strategies, and assessment techniques, including strategies for making content accessible to English language learners and for evaluating and supporting all learners' development of English proficiency. With assistance of ELL personnel, seek to evaluate English language learners' prior content knowledge.

5. **Advance cultural competence to increase learner engagement and achievement and enhance teacher self-efficacy.** (*TESS 4*)
 - a. Reflect on practices, maintain records, and communicate frequently with learners and families in ways that respect and support learners' cultural characteristics, academic strengths and challenges, and social interactions.
 - b. Collaborate with colleagues and attend professional development related to advancing cultural competence and incorporate new cultural competence into practices.
 - c. Strengthen connections between and among classrooms, homes, and communities and seek resources to enrich curriculum, instruction, and assessment.
 - d. Distinguish and articulate the significance of students' educational benefits and impact from diversity, inclusion, and equity.

<p align="center">Proficiencies Approved April 2013</p>	<p align="center">Proficiencies DRAFT Revision March 2016</p>
<p>1. Demonstrate efficacy by adapting planning and practice to meet learner needs and by advocating for learners.</p> <ul style="list-style-type: none"> a. Making modifications/ accommodations for relevance, accessibility, and rigor. b. Differentiating instruction and assessments to use each learner's strengths to promote growth. c. Designing learning experiences using strategies that build on learners' self-direction, ownership of learning, and diversity. d. Analyzing assessment data for patterns that emerge specific to student sub-populations and to minimize bias within assessments. e. Believing all learners with differing backgrounds, abilities, perspectives, languages and dialects can achieve at high levels and persisting at helping each learner reach his/her full potential. 	<p>1. <u>Demonstrate efficacy</u> by adapting planning and practice to meet learner needs and by advocating for learners. (TESS 1)</p> <ul style="list-style-type: none"> a. (2013 1d) Plan for all learners as individuals with differing backgrounds, abilities, perspectives, languages, and dialects to achieve at high levels; persist at helping each learner reach full potential b. (2013 1c) Design learning experiences using strategies that build on learners' diversity, self-direction, and ownership of learning c. (2013 1b) Differentiate instruction and assessments for use with each learner's strengths to promote growth and development d. (2013 1e) Modify and accommodate teaching, learning, and schooling for relevance, accessibility, and rigor e. (2013 1a) Analyze assessment data for patterns that emerge specific to learner subpopulations and to minimize bias within assessments.
<p>2. Know how and why to use multiple perspectives to enhance learning and relationships.</p> <ul style="list-style-type: none"> a. Bringing multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms. b. Reflecting on personal biases and accessing resources to deepen understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences. c. Understanding how personal identity, worldview, and prior experience affect perceptions and expectations. 	<p>2. <u>Promote harmony</u> within the classroom and among family, school, and community spheres of learning; build local and global learning communities; and respect and value diversity within all communities. (TESS 2)</p> <ul style="list-style-type: none"> a. (2013 3c) Respect families' beliefs, norms, and expectations; seeks to work collaboratively with learners and families in setting and meeting challenging goals. b. (2013 3a) Work with learners, colleagues, families, and communities to establish positive and supportive learning environments. c. (2013 3b) Use technological tools, techniques, and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.

<p align="center">Proficiencies Approved April 2013</p>	<p align="center">Proficiencies DRAFT Revision March 2016</p>
<p>3. Understand the significance of harmony between family, school, and community spheres of learning; build local and global learning communities; and value diversity within those communities.</p> <ul style="list-style-type: none"> a. Working with learners, colleagues, families, and communities to establish positive and supportive learning environments. b. Using technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues. c. Respecting families' beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals. 	<p>3. <u>Use multiple perspectives</u> to enhance learning and relationships. (TESS 2, 3)</p> <ul style="list-style-type: none"> a. (2013 2b) Reflect on personal biases and access resources to deepen understanding of cultural, ethnic, gender, gender identity, ability, and learning experiences to build stronger relationships and to create more relevant learning experiences. b. (2013 2c) Incorporate personal identity, world view, and prior experience on perceptions and expectations. c. (2013 2a) Bring multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms and acknowledge and appropriately respond to bias.
<p>4. Understand and respect that each learner's culture and language influences learning and can incorporate tools of language development into planning and instruction of content.</p> <ul style="list-style-type: none"> a. Understand that each learner's cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learner's strengths and needs. b. Incorporating tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency. With assistance of ESL personnel, seeks to evaluate English language learner's prior content knowledge. 	<p>4. <u>Respect each learner's culture and language</u> and the influences on learning; incorporate tools of language development into planning and instruction of content. (TESS 3)</p> <ul style="list-style-type: none"> a. (2013 4a) Acknowledge each learner's cognitive, linguistic, social, emotional, physical development influences on learning; make instructional decisions that build on learner's strengths and needs. b. (2013 4b) Incorporate tools of language development into planning and facilitation of curricular content, instructional strategies, and assessment techniques, including strategies for making content accessible to English language learners and for evaluating and supporting all learners' development of English proficiency. With assistance of ELL personnel, seek to evaluate English language learners' prior content knowledge.

Proficiencies Approved April 2013	Proficiencies DRAFT Revision March 2016
	<p>5. <u>Advance cultural competence</u> to increase learner engagement and achievement and enhance teacher self-efficacy. (TESS 4)</p> <ul style="list-style-type: none"> a. Reflect on practices, maintain records, and communicate frequently with learners and families in ways that respect and support learners' cultural characteristics, academic strengths and challenges, and social interactions. b. Collaborate with colleagues and attend professional development related to advancing cultural competence and incorporate new cultural competence into practices. c. Strengthen connections between and among classrooms, homes, and communities and seek resources to enrich curriculum, instruction, and assessment. d. Distinguish and articulate the significance of students' educational benefits and impact from diversity, inclusion, and equity.

**EPP Diversity Proficiencies Mapped to Existing Key Assessments[∞]
for Initial Licensure Programs**

- 1. Demonstrate efficacy by adapting planning and practice to meet learner needs and by advocating for learners. (*aligns with TESS, Domain 1, Planning and Preparation*)**
- a. Plan for all learners as individuals with differing backgrounds, abilities, perspectives, languages, and dialects to achieve at high levels; persist at helping each learner reach full potential
 - b. Design learning experiences using strategies that build on learners' diversity, self-direction, and ownership of learning
 - c. Differentiate instruction and assessments for use with each learner's strengths to promote growth and development
 - d. Modify and accommodate teaching, learning, and schooling for relevance, accessibility, and rigor
 - e. Analyze assessment data for patterns that emerge specific to learner subpopulations and to minimize bias within assessments.

EVIDENCE – ALIGNMENT TO KEY ASSESSMENTS

Unit Plan-1a, 1b, 1c, 1d, 1e

ISLP- 1a, 1b, 1c, 1d, 1e

TESS- 1a (TESS 1b)
1b (TESS 1c, 1e)
1c (TESS 1a, 1e)
1d (TESS 1d)
1e (TESS 1f)

Multicultural Efficacy Survey

Q23=1b	Q36(5)=1b, 1c, 1d
Q27=1d	Q36(7)=1d
Q28=1d	Q36(9)=1b
Q29=1d	Q36(11)=1b, 1c
Missing Q31-Q35	Q36(13)=1d
Q36(3)=1b, 1c, 1d	Q36(15)=1a
Q36(39)=1b	Q36(27)=1d

End of Program Survey (Undergraduate/MAT)

Q42(2) = 1c
Q42(7) = 1d
Q42(8) = 1e
Q42(9) = 1d, 1e
Q43 = 1a, 1b, 1c, 1e
Q45 = 1c
Q25 = 1c, 1d

[∞] Copies of all assessments are available at - <https://goo.gl/rFVdKC>. Please note that survey question numbers do not reflect sequence they appear to students and instead reflect sequence of how they were drafted and edited over a period of several months.

2. Promote harmony within the classroom and among family, school, and community spheres of learning; build local and global learning communities; and respect and value diversity within all communities. (*aligns with TESS, Domain 2, Environment*)

- a. Respect families' beliefs, norms, and expectations; seeks to work collaboratively with learners and families in setting and meeting challenging goals.
- b. Work with learners, colleagues, families, and communities to establish positive and supportive learning environments.
- c. Use technological tools, techniques, and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.

EVIDENCE – ALIGNMENT TO KEY ASSESSMENTS

Unit Plan 2a

ISLT- 2a

TESS- 2a (TESS 2a, 2b, 2c, 2d, 2e)

2b (TESS 2a, 2b, 2c, 2d, 2e)

2c (TESS 2a, 2b, 2c, 2d, 2e)

Multicultural Efficacy Survey

Q23=2a, 2b, 2c

Q36(15)=2a, 2b, 2c

Q24=2a, 2b, 2c

Q36(17)=2a, 2b, 2c

Q27=2a, 2b, 2c

Q36(19)=2a, 2b, 2c

Q28=2a, 2b, 2c

Q36(21)=2a, 2b, 2c

Q29=2a, 2b, 2c

Q36(23)=2a, 2b, 2c

Q36(3)=2a, 2b, 2c

Q36(25)=2a, 2b, 2c

Q36(5)=2a, 2b, 2c

Q36(27)=2a, 2b, 2c

Q36(7)=2a, 2b, 2c

Q36(33)=2a, 2b, 2c

Q36(9)=2a, 2b, 2c

Q36(35)=2a, 2b, 2c

Q36(11)=2a, 2b, 2c

Q36(37)=2a, 2b, 2c

Q36(13)=2a, 2b, 2c

Q36(39)=2a, 2b, 2c

End of Program Survey (Undergraduate/MAT)

Q42(3) = 2a, 2b, 2c

Q42(13) = 2a, 2b, 2c

Q42(14) = 2c

Q45 = 2a

Q27 = 2a, 2b, 2c

3. Use multiple perspectives to enhance learning and relationships.

(aligns with TESS, Domain 2, Environment, and Domain 3, Instruction)

- a. Reflect on personal biases and access resources to deepen understanding of cultural, ethnic, gender, gender identity, and learning experiences to build stronger relationships and to create more relevant learning experiences.
- b. Incorporate personal identity, world view, and prior experience on perceptions and expectations.
- c. Bring multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms.

EVIDENCE – ALIGNMENT TO KEY ASSESSMENTS

Unit Plan-3a, 3b, 3c

ISLT- 3a, 3b, 3c

TESS- 3a (TESS 2a, 2b, 2c, 2d, 2e;3a, 3b, 3c, 3d, 3e)
3b (TESS 2a, 2b, 2c, 2d, 2e, 3a, 3b, 3c, 3d, 3e)

Multicultural Efficacy Survey

Q23=3a, 3b, 3c

Q24=3a, 3b, 3c

Q27=3a, 3b, 3c

Q28=3a, 3b, 3c

Q29=3a, 3b, 3c

Q36(3)=3a, 3b, 3c

Q36(5)=3a, 3b, 3c

Q36(7)=3a, 3b, 3c

Q36(9)=3a, 3b, 3c

Q36(11)=3a, 3b, 3c

Q36(13)=3a, 3b, 3c

Q36(15)=3a, 3b, 3c

Q36(17)=3a, 3b, 3c

Q36(19)=3a, 3b, 3c

Q36(21)=3a, 3b, 3c

Q36(23)=3a, 3b, 3c

Q36(25)=3a, 3b, 3c

Q36(27)=3a, 3b, 3c

Q36(33)=3a, 3b, 3c

Q36(35)=3a, 3b, 3c

Q36(37)=3a, 3b, 3c

Q36(39)=3a, 3b, 3

End of Program Survey (Undergraduate/MAT)

Q42(7) = 3b, 3c

Q42(9) = 3a

Q43 = 3b, 3c

4. Respect each learner's culture and language and the influences on learning; incorporate tools of language development into planning and instruction of content.

(aligns with TESS, Domain 3, Instruction)

- a. Acknowledge each learner's cognitive, linguistic, social, emotional, physical development influences on learning; make instructional decisions that build on learner's strengths and needs.
- b. Incorporate tools of language development into planning and facilitation of curricular content, instructional strategies, and assessment techniques, including strategies for making content accessible to English language learners and for evaluating and supporting all learners' development of English proficiency. With assistance of ELL personnel, seek to evaluate English language learners' prior content knowledge.

EVIDENCE – ALIGNMENT TO KEY ASSESSMENTS

Unit Plan-4a, 4b

ISLP- 4a, 4b

TESS- 4a (TESS 3a, 3b, 3c, 3d, 3e)
4b (TESS 3a, 3b, 3c, 3d, 3e)

Multicultural Efficacy Survey 1

Q23=4a, 4b

Q36(14)=4a, 4b

Q24=4a

Q36(15)=4a, 4b

Missing Q25 and Q26

Q36(17)=4a, 4b

Q27=4a, 4b

Q36(19)=4a, 4b

Q28=4a, 4b

Q36(21)=4a, 4b

Q29=4a, 4b

Q36(23)=4a, 4b

Q36(3)=4a, 4b

Q36(25)=4a, 4b

Q36(5)=4a, 4b

Q36(27)=4a, 4b

Q36(7)=4a, 4b

Q36(35)=4a, 4b

Q36(9)=4a, 4b

Q36(37)=4a, 4b

Q36(11)=4a, 4b

Q36(39)=4a, 4b

End of Program Survey (Undergraduate/MAT)

Q42(2) = 4a

Q42(8) = 4b

Q42(9) = 4b

Q42(10) = 4a

Q45 = 4a, 4b

5. Advance cultural competence to increase learner engagement and achievement and enhance teacher self-efficacy. (aligns with TESS, Domain 4, Professionalism)

- a. Reflect on practices, maintain records, and communicate frequently with learners and families in ways that respect and support learners' cultural characteristics, academic strengths and challenges, and social interactions.
- b. Collaborate with colleagues and attend professional development related to advancing cultural competence and incorporate new cultural competence into practices.
- c. Strengthen connections between and among classrooms, homes, and communities and seek resources to enrich curriculum, instruction, and assessment.
- d. Distinguish and articulate the significance of students' educational benefits and impact from diversity, inclusion, and equity.

EVIDENCE – ALIGNMENT TO KEY ASSESSMENTS

Unit Plan-5a, 5b, 5c

ISLP- 5a, 5b, 5c

TESS- 5a, 5b, 5c (TESS 4a, 4b, 4c, 4d, 4e, 4f)
5b (TESS 4a, 4b, 4c, 4d, 4e, 4f)
5c (TESS 4a, 4b, 4c, 4d, 4e, 4f)
5d (TESS 4a, 4b, 4c, 4d, 4e, 4f)

Multicultural Efficacy Survey 1

Q23=5a, 5b, 5c	Q36(19)=5a, 5b, 5c
Q24=5a, 5c	Q36(21)=5a, 5b, 5c
Missing Q25 and Q26	Q36(22)=5d
Q27=5a, 5b, 5c	Q36(23)=5a, 5b, 5c
Q28=5a, 5b, 5c	Q36(25)=5a, 5b, 5c
Q29=5a, 5b, 5c	Q36(27)=5a, 5b, 5c
Q36(3)=5a, 5b, 5c	Q36(28)=5d
Q36(5)=5a, 5b, 5c	Q36(30)=5d
Q36(7)=5a, 5b, 5c	Q36(32)=5d
Q36(9)=5a, 5b, 5c	Q36(34)=5d
Q36(11)=5a, 5b, 5c	Q36(35)=5a, 5b, 5c, 5d
Q36(13)=5a, 5b, 5c	Q36(37)=5a, 5b, 5c
Q36(15)=5a, 5b, 5c	Q36(39)=5a, 5b, 5c
Q36(17)=5a, 5b, 5c	Q36(40)=5d
Q36(18)=5d	

End of Program Survey (Undergraduate/MAT)

Q42(2) = 5a
Q42(9) = 5a, 5d
Q42(12) = 5b
Q42(13) = 5a, 5c
Q43 = 5a, 5c
Q27 = 5a, 5c, 5d

