EXHIBIT 4.2

CANDIDATE PROFICIENCIES RELATED TO DIVERSITY

GOAL 1: Candidates articulate, maintain, and develop a philosophy of education that they also demonstrate in practice
- Candidates reflect on practice and continually evaluate the impact of his/her choices and actions on students, parents and other professionals from culturally diverse backgrounds.
- Candidates seek out opportunities to grow professionally through increased knowledge of the history, and cultural beliefs of students and their families.

GOAL 2: Candidates understand how human development affects learning and apply that understanding to practice
- Candidates accommodate differences in how students from diverse backgrounds learn based on the knowledge of individual social, emotional and intellectual maturation.
- Candidates use this understanding of human development to guide curriculum decisions.

GOAL 3: Candidates differentiate instruction with respect for individual and cultural characteristics.
- Candidates understand the implications of the knowledge construction process as it relates to understanding cultural assumptions, and potential bias in the way knowledge is constructed.
- Candidates integrate local knowledge into instructional strategies, and learning styles favored by the school.

GOAL 4: Candidates possess current academic knowledge
- Candidates integrate content from a variety of cultures and groups to illustrate key concepts in their discipline.
- Candidates understand the importance of multiple perspectives in the understanding of the nature of knowledge.

GOAL 5: Candidates facilitate student learning by using assessment to guide the instruction, and modification of teaching practice.
- Candidates use a variety of assessment strategies to make decisions about student learning.
- Candidates are responsive to student needs, and adapt and modify instruction so that all students can learn.
- Candidates understand the potential for personal and cultural bias in the assessment process.
GOAL 6: Candidates create a stimulating, safe, and inclusive learning community in which students will take risks, and work collaboratively.

- Candidates understand that inclusive environments require positive social interactions, active engagement, and the importance of content and instructional materials that do not marginalize people from diverse ethnic, racial, socio-economic, groups, and people who have disabilities.
- Candidates understand the importance of a school culture that values the contributions of all students through policies, displays of student work, and instructional curriculum.

GOAL 7: Candidates work as partners with parents, families, and the community

- Candidates incorporate local knowledge and ways of knowing into decision making.
- Candidates show that parents are welcome and valued participants in the educational process.
- Candidates value the community and families as partners in decision making, and in the process of working effectively with all students.
- Candidates develop an understanding of the cultural understandings, beliefs and activities for the communities where they teach.

GOAL 8: Candidates maintain professional, moral, ethical attitudes and behaviors, relationships, and habits of mind.

- Candidates understand the implications of “disproportionality” in the achievement of students.
- Candidates work to develop empowering school and classroom cultures.
- Candidates understand and acknowledge that diversity is a broad concept that includes many dimensions of practice.
- Candidates understand that the concept of a multicultural education is complex and requires constant reflection on practice and beliefs that can impact student learning.

GOAL 9: Candidates use technology effectively, creatively, and wisely.

- Candidates use technology to enhance understanding of content knowledge, and to provide access to learning for all students.
- Candidates understand the concept of differentiated instruction and use technology to make accommodations so that all students can learn.