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Your Definition of Diversity...

NCATE Definition of Diversity:

Differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area.

(National Council for the Accreditation of Teacher Education (NCATE, 2006, p. 53)

further information on NCATE's Standard 4 on Diversity can be found at:

www.ncate.org/documents/Standards/May06.../GlossaryAdditionsEdits.doc

NASPE on Diversity:

NASPE's National Standards and Guidelines for PETE (2010) definition of diversity, *"Differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, geographical area and/or development"*

Reston, VA: Author. NASPE. (2010).

Standard 3: Diverse Students.

Physical education teachers understand how individuals differ in their approaches to learning, and create appropriate instruction adapted to these differences.

Through this standard, teacher candidates demonstrate their ability to plan and implement learning experiences that are sensitive to diverse students, and that will enable students to develop qualities of respect and responsibility as defined in NASPE K-12 Content Standards 5-6.

Outcomes - Teacher candidates will:

3.1 Identify, select, and implement appropriate instruction that is sensitive to students' strengths/weaknesses, multiple needs, learning styles, and prior experiences (e.g., cultural, personal, family, community).

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3.2 Use appropriate services and resources to meet diverse learning needs.

National Association for Sport and Physical Education. (2008). Initial Physical Education Teacher Education Standards. Reston, VA: Author.

NASPE Strategic Plan 2010-2012

Goal 2: Conduct initiatives to increase diversity within the profession and create inclusive environments in physical education, sport, and physical activity programs

Objective 2.1: Identify the multicultural competencies needed to be effective as a teacher and/or coach in diverse settings and the current status of professional preparation programs in developing those competencies in future professionals.

Objective 2.2: Participate as an organizational partner to plan, implement, and follow-up on an urban physical education summit.

Objective 2.3: Conduct a national consensus process to define best practices for multicultural instruction in diverse settings.

Objective 2.4: Secure external funding to implement a NASPE executive leadership program for young professionals representative of varied backgrounds.

National Association for Sport and Physical Education, (2010) NASPE Strategic Plan 2010-2012. Reston, VA: Author.

National Board of Professional Teaching Standards:

A key task of a highly qualified teacher is to use this knowledge of the student to develop strategies that utilize the child's background as a starting point, and a possible strength upon which to build toward success. A highly qualified teacher understands, for example, what types of errors a student who is learning English is likely to make based on patterns that exist in their native language (Brisk, 1998; Mercado 2001). This information can be used to craft differentiated instructional techniques that meet the needs of each student. Culturally responsive pedagogy calls upon teachers to understand the background of students in order to develop teaching practices that meet the needs of all students (Gay, 2000; Irvine, 1992). The bottom line is that an effective teacher in this context should expect all of their students to reach high learning goals, and should be armed with various strategies for helping students to achieve realizing that every student starts at a different place and may require a different path to accomplish the same goals.

Initial Thoughts on the Reauthorization of the No Child Left Behind Act, (2006) National Board for Professional Teaching Standards, www.nbpts.org