DIVERSITY

- CF 1
- This focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>Conceptual Framework</th>
<th>Proficiencies</th>
<th>FEAPs</th>
<th>INTASC</th>
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<tbody>
<tr>
<td>CF: 1.1 (K)</td>
<td>Demonstrate understanding of diverse backgrounds of individuals.</td>
<td>F: 5, 6, 7</td>
<td>I: 3</td>
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<tr>
<td>CF: 1.2 (S, D)</td>
<td>Demonstrate diverse student learning through differentiated instruction.</td>
<td>F: 5, 7</td>
<td>I: 3, 8</td>
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<tr>
<td>CF: 1.3 (S, D)</td>
<td>Create and foster learning opportunities adapted to diverse learners.</td>
<td>F: 5, 6</td>
<td>I: 3, 8</td>
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<tr>
<td>CF: 1.4 (S)</td>
<td>Practice responsive strategies that foster acculturation, mediation, and resolution.</td>
<td>F: 5, 6</td>
<td>I: 3</td>
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<tr>
<td>CF: 1.5 (K, S)</td>
<td>Establish a climate that values diversity and supports learning for all students.</td>
<td>F: 5, 7, 9, 10</td>
<td>I: 5</td>
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</tbody>
</table>

Florida Department of Education
Florida Educator Accomplished Practices (FEAP 5)
DIVERSITY

The professional teacher establishes a “risk-taking” environment which accepts and fosters diversity. The teacher must demonstrate knowledge of varied cultures by practices such as conflict resolution, mediation, and creating a climate of openness, inquiry, and support.

- Sample Key Indicators
  - Accepts and values students from diverse cultures and linguistic backgrounds and treats all students equitably.
  - Fosters a learning environment in which all students are treated equitably.
  - Recognizes the cultural and linguistic diversity and experiences of individual students to enrich instruction for the whole group.
  - Conducts lessons that honor the various learning styles and cultural and linguistic backgrounds of students.
  - Varies teaching techniques and strategies to effectively instruct all students.
  - Selects appropriate materials, technology, and resources to assist all students in the learning process.
• Analyzes and uses school, family, and community resources to help meet students’ learning needs.
• Initiates classroom discussions that create a climate of openness, mutual respect, support, and inquiry.
• Selects and introduces materials and resources that affirm diversity and honor multiple perspectives.
• Recognizes the importance of family and family structure to the individual learner and is aware of student’s family situation when planning individual learning.
• Encourages student responsibility, appropriate social behavior, integrity, valuing of diversity, and honesty through role modeling and learning activities.
• Provides learning situations which will enable the student to practice skills and knowledge needed for success as an adult.
• Develops short- and long-term personal and professional goals relating to diversity.