

4.3.a Proficiencies related to diversity that candidates are expected to demonstrate through working with students from diverse groups in classrooms and schools

In alignment with the conceptual framework of the whole Unit, all credential programs develop their candidates' proficiencies in diversity within their specific professional contexts by adhering to state, national and/or professional standards for proficiencies in diversity. The following table outlines diversity proficiencies specific to each program, with corresponding reference to standards wherever applicable.

Name of Program	Standards	Proficiencies in diversity
Multiple Subject	CCTC Standards 5, 9, 12, 13	<ul style="list-style-type: none"> • Examine principles of educational equity and diversity and their implementation in curriculum content and school practices for all students. • Provide all students equitable access to the core curriculum and all aspects of the school community. • Effectively teach diverse students. • Study and discuss the historical and cultural traditions of the cultural and ethnic groups in California society, and examine effective ways to include cultural traditions and community values and resources in the instructional program of a classroom. • Recognize and eliminate bias in order to create an equitable classroom community that contributes to the physical, social, emotional, and intellectual safety of all students.
Single Subject	CCTC Standards 9	<ul style="list-style-type: none"> • Examine principles of educational equity and diversity and their implementation in curriculum content and school practices for all students. • Provide all students equitable access to the core curriculum and all aspects of the school community. • Prepared to effectively teach diverse students by increasing candidates' knowledge and understanding of the background experiences, languages, skills and abilities of student populations; and by teaching them to apply appropriate pedagogical practices that provide access to the core curriculum and lead to high achievement for all students. • Study and discuss the historical and cultural traditions of the cultural and ethnic groups in California society, and examine effective ways to include cultural traditions and community values and resources in the instructional program of a classroom. • Develop the ability to recognize and eliminate bias in order to create an equitable classroom community that contributes to the physical, social, emotional, and intellectual safety of all students.

		<ul style="list-style-type: none"> • Systematically examine his/her stated and implied beliefs, attitudes and expectations about diverse students, families, schools, and communities, and to apply pedagogical practices that foster high expectations for academic performance from all participants in all contexts.
Ed Specialist	CCTC Program Standard 3	<ul style="list-style-type: none"> • Demonstrate knowledge, skills and abilities to become proficient in implementing evidence based and multifaceted methodologies and strategies necessary in teaching and engaging students with disabilities from diverse populations.
Early Childhood Ed	The Common Core; National Association for the Education of Young Children (NAEYC) Standards	<ul style="list-style-type: none"> • Demonstrate competence in use of technology assisting research and program development and information dissemination to diverse audiences. • Demonstrate knowledge of program planning for children from a variety of diverse cultural and language backgrounds, as well different age and developmental levels. • Demonstrate knowledge of the diverse delivery systems through which programs are offered for young children and their families (social service agencies, public schools, private enterprise).
Reading/Language Arts	CCTC Standards 2.1; 3.4; 4; 5	<ul style="list-style-type: none"> • Demonstrate their ability to document the literacy development of English learners using appropriate assessment tools. • Demonstrate their competence for developing a plan of action to strengthen the culture so that it better supports literacy learning.
School Social Work	CCTC General Standard 3 PPS Program Competency #1 Council on Social Work Education (CSWE) EP 4.0 (Diversity) and EP 4.2 (Populations at risk and Social and Economic Justice)	<ul style="list-style-type: none"> • Develop an understanding and appreciation for diversity; learn skills to work effectively with diverse population; understand the influence of diversity factors on learning and achievement; • Demonstrate socio-cultural competence in practice at all systems levels; • Demonstrate socio-cultural competence in practice at all systems levels including assessment, intervention planning, service delivery, communication, and mediation of cultural conflicts in an effort to develop a positive, supportive learning environment that is culturally congruent with the needs of pupils and families; • Recognize diversity within and between groups that may influence assessment, planning, intervention and research; identify how group membership influences access to resources

School Counseling	CCTC General Standard 3 PPS Program Competency #1	<ul style="list-style-type: none"> • Develop an understanding and appreciation for diversity; learn skills to work effectively with diverse population; understand the influence of diversity factors on learning and achievement; • Demonstrate socio-cultural competence in practice at all systems levels including assessment, intervention planning, service delivery, communication, and mediation of cultural conflicts in an effort to develop a positive, supportive learning environment that is culturally congruent with the needs of pupils and families;
School Psychologist	CCTC General Standard 3 CCTC Program Competency #1	<ul style="list-style-type: none"> • Develop an understanding and appreciation for diversity; learn skills to work effectively with diverse population; understand the influence of diversity factors on learning and achievement; • Demonstrate socio-cultural competence in practice at all systems levels including assessment, intervention planning, service delivery, communication, and mediation of cultural conflicts in an effort to develop a positive, supportive learning environment that is culturally congruent with the needs of pupils and families;
Agricultural Specialist	CCTC Common Standards 4	<ul style="list-style-type: none"> • Acquire and apply the knowledge, skills, and dispositions necessary to help all students learn.
Deaf Education	Educating Diverse Learners for Preliminary Education Specialist Teacher Credentials Standard 3; CED Standard for Diversity Program Standards Standard 6	<ul style="list-style-type: none"> • Protect and support all students by designing and implementing equitable and inclusive learning environments. • Maximize academic achievement for student from all ethnic, races, socio-economic, cultural, academic, and linguistic or family background; gender, gender identity, and sexual orientation; students with disabilities and advanced learning; and students with a combination of special instructional needs. • When planning and delivering instruction, examine and strive to minimize bias in classrooms, schools and larger educational systems while using culturally responsive pedagogical practices. • Use a variety of resources (including technology- related tools, interpreters, etc.) to collaborate and communicate with students, colleagues, resource personnel and families to provide the full range of learners' equitable access to the state-adopted academic content standards.
School Nursing Services	CCTC Program Standard 5	<ul style="list-style-type: none"> • Demonstrate the dispositional tendency to value diversity-cultural, linguistic, cognitive, and physiological. This disposition is critical to differentiating instruction and creating psychologically and physically safe helping/learning environment.

Speech-Language Pathology	ASHA Standard 3.78	<ul style="list-style-type: none"> • Candidates will be exposed to a variety of populations across the life span and from culturally and linguistically diverse backgrounds
MAT		<ul style="list-style-type: none"> • Identify important theoretical and based characteristics of well-developed curricula and use them to analyze curricula in multicultural, social justice education. • Identify ways technology can facilitate the goals of multicultural, social justice curriculum. • Analyze and implement effective instructional strategies, including technology, in multicultural, social justice education through mixed methods, action research. • Use learning and instructional theories and research findings to analyze instructional practices in multicultural, social justice education. • Implement instructional strategies that facilitate learning for cognitively, ethnically, culturally, and linguistically diverse populations. • Develop techniques for utilizing technology as an instructional tool for multicultural, social justice education. • Reflect on the consequences of their own philosophy and practices for planning and instruction in multicultural, social justice education. • Utilize technology to assist in the assessment of teaching and learning in multicultural, social justice education. • Communicate research-based arguments for educational issues, policies, or research design in multicultural, social justice education. • Become advocates for educational reforms that meet the needs of all students.
Ed Admin	CCTC Program Standard 13	<ul style="list-style-type: none"> • Recognize and respect the goals and aspirations of diverse family and community groups • Value diverse community stakeholder groups and treats all with fairness and respect • Incorporate information about family and community expectations into school decision-making activities • Strengthen the school through the establishment of community, business, institutional, and civic partnerships • Support the equitable success of all students and all subgroups of students by mobilizing and leveraging community support services.