

Table 4A: The University of Alabama Diversity Quality Teaching Standards

| Alabama Standard/Rule 290-3-3-.04 | The University of Alabama ALABAMA QUALITY TEACHING STANDARDS | Assessment | | | | | |
|--------------------------------------|--|---------------------------|-------|---------|---------|---------|---------|
| | | When/Where to be Assessed | | | | | |
| | | SPE | MAP | MUS | KIN | ELEM | SEC |
| (4) | Diversity | | | | | | |
| (4)(a) | Overview. To improve the learning of all students, teachers differentiate instruction in ways that exhibit a deep understanding of how cultural, ethnic, and social background; second language learning; special needs; exceptionalities; and learning styles affect student motivation, cognitive processing, and academic performance. | | | | | | |
| (4)(b) | Rationale. Teachers who respect and build upon diversity create a learning environment in which all students feel valued and supported in their learning. Respect for diversity grows out of knowledge of differences, including differences in students' cultural, ethnic, language, social, and experiential backgrounds; differences in their physical, emotional, and social development; differences in their readiness for a particular curricular goal; and differences in their learning styles and strengths. Teachers have a rich understanding of these and other important areas of diversity as well as knowledge of curricular and instructional modifications that improve the learning of the wide range of individual learners in their classrooms. | | | | | | |
| (4)(c) | Key Indicators | | | | | | |
| (4)(c)1. | Cultural, Ethnic and Social Diversity | | | | | | |
| (4)(c)1.(i) | Knowledge of the ways in which student learning is influenced by individual experiences and out-of-school learning, including language and family/community values and conditions. | BEF 362 | Sem 1 | BEF 362 | BEF 362 | BEF 362 | CSE 493 |
| (4)(c)1.(ii) | Knowledge of cultural, ethnic, gender, linguistic, and socio-economic differences and how these may affect individual learner needs, preferences, and styles. | BEF 362 | Sem 1 | BEF 362 | BEF 362 | BEF 362 | CSE 493 |
| (4)(c)1.(iii) | Knowledge of the characteristics of one's own culture and use of language and of how they differ from other cultures. | BEF 362 | Sem 1 | BEF 362 | BEF 362 | BEF 362 | CSE 493 |
| (4)(c)1. | Cultural, Ethnic and Social Diversity | | | | | | |
| (4)(c)1.(iv) | Ability to develop culturally responsive curriculum and instruction, i.e., model, teach, and integrate multicultural awareness, acceptance, and appreciation into ongoing instruction. | SPE 479/499 | Sem 5 | MUE 387 | HPE 487 | CEE 497 | CSE 497 |
| (4)(c)1.(v) | Ability to communicate in ways that demonstrate sensitivity to diversity such as appropriate use of eye contact, interpretation of body language and verbal statements, and acknowledgement of and responsiveness to different modes of communication and participation. | SPE 479/499 | Sem 3 | MUE 497 | HPE 497 | CEE 497 | CSE 497 |

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| (4)(c)2. | Language Diversity | | | | | |
| (4)(c)2.(i) | Knowledge of the process of second language acquisition and strategies to support the learning of students whose first language is not English. | SPE 300 | Sem 1 | SPE 300 | SPE 300 | SPE 300 |
| (4)(c)2. | Language Diversity | | | | | |
| (4)(c)2.(ii) | Ability to differentiate between learner difficulties that are related to cognitive or skill development and those that related to language learning. | SPE 479/499 | Sem 5 | MUE 497 | HPE 497 | CEE 497 |
| (4)(c)2.(iii) | Ability to collaborate with teachers of English language learners and to assist those students with full integration into the regular classroom. | N/A | N/A | N/A | N/A | N/A |
| (4)(c)3. | Special Needs | | | | | |
| (4)(c)3.(i) | Knowledge of the major areas of exceptionality in learning, including the range of physical and mental disabilities, social and emotional disorders, giftedness, dyslexia, and attention deficit disorder. | SPE 300 | Sem 1 | SPE 300 | SPE 300 | SPE 300 |
| (4)(c)3.(ii) | Knowledge of the indicators of the need for special education services. | SPE 300 | Sem 1 | SPE 300 | SPE 300 | SPE 300 |
| (4)(c)3. | Special Needs | | | | | |
| (4)(c)3.(iii) | Ability to identify and refer students for diagnosis for special services. | SPE 479/499 | Sem 4 | MUE 497 | HPE 468 | CEE 497 |
| (4)(c)3.(iv) | Ability to address learning differences and disabilities that are prevalent in an inclusive classroom. | SPE 479/499 | Sem 4 | MUE 497 | HPE 468 | CEE 497 |
| (4)(c)4. | Learning Styles | | | | | |
| (4)(c)4.(i) | Knowledge of research and theory related to learning styles and multiple intelligences. | BEP 305 | Sem 2, 5 | BEP 305 | BEP 305 | BEP/BEF 360 |
| (4)(c)4.(ii) | Knowledge of a range of curricular materials and technologies to support the cognitive development of diverse learners. | BEP 305 | Sem 2 | BEP 305 | BEP 305 | BEP/BEF 360 |
| (4)(c)4. | Learning Styles | | | | | |
| (4)(c)4.(iii) | Ability to help students assess their own learning styles and to build upon identified strengths. | SPE 479/499 | Sem 3 | MUE 389 | HPE 497 | CEE 497 |
| (4)(c)4.(iv) | Ability to design learning experiences that engage all learning styles. | SPE 479/499 | Sem 3 | MUE 497 | HPE 468 | CEE 497 |
| (4)(c)5. | General | | | | | |
| (4)(c)5.(i) | Knowledge of how personal/cultural biases can affect teaching and learning. | BEF 362 | Sem 1 | BEF 362 | BEF 362 | BEF/BEF 360 |
| (4)(c)5. | General | | | | | |
| (4)(c)5.(ii) | Ability to involve families, community agencies and organizations, and colleagues in helping support academic achievement of diverse learners. | N/A | N/A | N/A | N/A | N/A |
| (4)(c)5.(iii) | Ability to create a learning community in which individual differences are respected. | SPE 479/499 | Sem 3 | MUE 497 | HPE 468 | CEE 495 |
| (4)(c)5.(iv) | Ability to assess and diagnose individual students' contexts, strengths, and learning needs and to tailor curriculum and teaching to address these personal characteristics. | SPE 479/499 | Sem 3 | MUE 497 | HPE 468 | CEE 497 |

