

## Demonstration of Diversity Competence

The University of Minnesota Morris teacher education program addresses diversity in all education courses and in field experiences. The Minnesota Board of Teaching expects students to document their competence in meeting the diverse needs of students and in teaching about diversity in our society. Although all standards will be addressed through coursework, teaching strategies, and portfolios, the following substandards to Standard Three *Diverse Learners* of the Standards of Effective Practice will be addressed specifically in this document:

**The teacher must understand how to recognize and deal with dehumanizing biases, discrimination, prejudices, and institutional and personal racism and sexism;**

**The teacher must understand the contributions and lifestyles of the various racial, cultural, and economic groups in our society;**

**The teacher must understand the cultural content, world view, and concepts that comprise Minnesota-based American Indian tribal government, history, language, and culture.**

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Student \_\_\_\_\_ ID # \_\_\_\_\_

Local Address and Phone \_\_\_\_\_

To demonstrate competency in the substandards listed above, include the following in your portfolio:

1. Complete a critical thinking course that includes a focus on diversity (e.g. First Year Seminar).  
Course taken \_\_\_\_\_  
Key understanding \_\_\_\_\_
2. Complete specific assignments relating to diversity in your education courses. List four assignments from coursework on these substandards that were most meaningful to you and state the reasons for their relevance to your learning.
  - a) \_\_\_\_\_
  - b) \_\_\_\_\_
  - c) \_\_\_\_\_
  - d) \_\_\_\_\_
3. In addition to specific course assignments mentioned in #2, choose two activities that increased your understanding of Minnesota-based American Indian tribal government, history, language, and culture. One of the activities must be interactive, from possibilities such as attending a Pow Wow, a workshop, an interview, or a practicum at a Minnesota-based American Indian school. A second activity might include visiting a website, attending a lecture, reading essays, poetry, etc. Prepare a one-two page written reflective paper (typed) that addresses how these experiences increased your understanding.
4. Prepare two one-two page written reflective papers (typed) that address diversity understandings you have gained from participating in the following aspects of your teacher education program.
  - a) your field experience (student teaching, practicum, or ELTAP) in a culturally diverse classroom setting
  - b) your implementation of the diversity goals into your student teaching

Faculty Signature: \_\_\_\_\_ Date: \_\_\_\_\_