

Knowledge, value or skill being evaluated: skills at choosing pedagogy and curriculum appropriate to a diverse group of students

Skill Building Domain	Question	Level of Learning needed?
<p>1. Perception of the skill – The applicant is aware that there is a particular skill or set of skills involved in doing a particular act.</p>	<p><i>What skills do you see as necessary when choosing curriculum and learning activities for a diverse group of students?</i></p>	
<p>2. Readiness of attempt the skill – The applicant can explain what was/is necessary to prepare for performing the skill.</p>	<p>Added to question #1: <i>What experiences in your background have led you to develop these skills?</i></p>	
<p>3. Guided practice – The applicant can give examples of beginning to practice the skill, getting feedback and learning to improve.</p>	<p><i>Please give us one or two examples of attempts you made in the past to modify curricula or learning activities to meet the needs of a diverse student group which did not work as planned. Explain how you discovered that these were not working, and what you learned as a result.</i></p>	
<p>4. Simple mastery – The applicant can give examples of times when he or she has used the basic skill.</p>	<p><i>Please give us three examples of ways you have modified curricula or learning activities to fit the needs of a diverse student group, and what you learned in each case.</i></p>	
<p>5. Complex mastery – The applicant can provide detailed examples of opportunities he or she has had to use the skill in difficult situations, what he or she did in those situations, and what was learned from those experiences.</p>	<p>Two suggested approaches here:</p> <ol style="list-style-type: none"> 1) use question #4 and add the detail about difficult situations; and/or, 2) provide the applicant with a syllabus and the description of the students in class, and ask how he/she would change the syllabus and why. 	
<p>6. Adaptive mastery – The applicant can provide detailed examples of using the skill well outside of a controlled setting and of correcting his or her own behavior and/or taking initiative to get the needed instruction.</p>	<p><i>Please give us one or two examples when you were asked to work with a group of students who were different in ways in which you had little experience. What resources or other experiences did you use to gain the skills needed to work effectively with this group? How would you evaluate your success? What might you do differently now?</i></p>	