



*Snow crystals pseudo framework*

### **DIVERSITY guiding principles**

**The candidate knows, understands, respects and responds to a diverse student population and creates a learning environment that promotes students' active learning, social interactions and self-motivation having reflected on personal beliefs and values and those of the student population he serves.**

Reflective processes is one of the means by which Teachers can develop the needed awareness on one's beliefs and those of others. Each individual is like a story and classrooms are like reading anthologies. The story of the other supports the reflection on one's story ( Rodríguez,2010 ). Giroux (1989) has stated that identity is like a narrative, there is no story less individual, a person is all the inhabiting stories one possess. Then, to define diversity is to narrate and describe. It is contextual, fluid and non static. Thinking of a theory of systems it's ecological in nature; personal, developmental, geographical, cultural and linguistic.

Historically UPRC has always defined diversity as a respect and responsiveness to *the differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographic area.* This individual and community attributes were always considered and are still considered to permeate all the university beliefs and endeavors. One element that needs to be considered as a difference is the accessibility to digital communication or devices. The TPP program had dialogues and research on the knowledge base about diversity. among the findings were the principles that Pritchey (1998) has outlined such as : Foundations; Socio-cultural; Cultural and Cognitive; Language, Communication, Interaction; Essential Elements of Cultures; Principles of Culturally Responsive Teaching; Effective Strategies for Minority Student; Understanding Racism; Policy and Practice; Diagnosis, Measurement, Assessment; Socio-cultural Influences on Subject Learning; Gender and Sexual Orientation; Experimental knowledge; Special Education; and International and Global Education. Faculty met to discuss the core values a candidate needs to develop.

Regarding the context it was decided that candidates should; know and value Puerto Rican society and culture within its economic, technological, cultural, spiritual, and intellectual elements

that impacts their educational and professional practice. Considering the individual, Candidates must understand the diversity of learning styles, intelligences, talents, profiles of strength, social and cultural differences and individual needs so that they can create experiences and educational environments suitable and sensible to such diversity.

During this process of dialogue and debate the attributes of rural and urban were reevaluated and kept since it is a reality not only in Cayey but in other UPR EPPs as well. The dichotomy urban –rural have for long been elements of the Puerto Rican core values. The dichotomy metropolitan area and the rest of the island present in the common sayings such as *la zona metro e isla (metro and island)*, are part of underlying concepts and values. One has to recall that for years it was San Juan, the city, and the rest of the island. Historically moving from old San Juan was actually passing a bridge to the rest of the island. Among candidates and students there is a need of increasingly respecting that coming from an inner island barrio and not being from metro areas is not a problem but an enriching cultural load.

The present day conditions, the now easier means of communication and traveling, and inner migrations as well as overseas migrations has seemingly leveled the island, but there are still differences within geographies. Freely and informally quoting Giroux, there is a constant movement of cultural and intellectual spaces across geographies. Candidates should be aware and sensitive to the black to white population, both in the Institution and in the schools, to the cultures and languages and to exceptionalities in inclusive classrooms. Culture has been defined as all that an individual needs to interpret and generate behavior (freely quoting Spradley).

To the TPP Program all metropolitan, rural and urban children have differences to respect and understand and use when considering differentiated instruction. Candidates should develop the great ability to see and respond to these differences having reflected on how they are unique and different. Each geographical area is a niche of cultures and of differences and the subject taught has particularities that become cultures.

The schools are classified as rural and urban in context. They have their own definition but the TPP Candidates and Professors' experience has shown else wise. Cayey for example for some might appear rural; far from metropolitan San Juan, but is has urban, the town, rural the country side and extreme rural and isolated as Jajome Bajo. So again, diversity is **geographical-** contexts, developmental- stage, age, level, cultural, **personal** –interests, gender, identity, **cultural-** cultures, languages, origins-race, nationality, migration, embedded in interrelated systems.

Candidates are expected to grow in seeing its worth and value and in sharing through dialogues and writings that awareness.