**4.3.a Diversity-Related Teacher Candidate Proficiencies**

The Indiana Department of Education and SPA teacher standards all include proficiencies related to diversity in p-12 classrooms. The chart below is an approximate outline of such proficiencies.

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| **Source** | **Standard** |
| IDOE | 3.0 Visual arts teachers have a broad and comprehensive understanding of the historical, political, social, and cultural contexts of art created throughout the world from ancient times to the present.  7.4 Visual arts teachers’ instruction includes strategies and skills for designing and implementing visual arts instruction, including the use of techniques and approaches that meet the needs of diverse learners. |
| AAHE | IIIB. Candidates design a logical scope and sequence of learning experiences that accommodate all students. |
| NCSS | * 1. Candidates in social studies should posses the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of Culture and Culture Diversity.   1.4 Candidates in social studies should assist learners to describe how family, religion, gender, ethnicity, nationality, socioeconomic status, and other group and cultural influences contribute to the development of a sense of self.  1.6 Candidates in social studies should assist learners in describing the ways nations and organizations respond to forces of unity and diversity affecting order and security.  2.1 Candidates in social studies should guide learners in acquiring knowledge of the history and values of diverse civilizations throughout the world, including those of the West, and in comparing patterns of continuity and change in different parts of the world. |
| IDOE | 9.0 Physical education teachers have a broad and comprehensive understanding of the instructional adaptations, modifications, and safety considerations involved in the physical education of students with disabilities. |
| NASPE | 3.6 Physical education teacher candidates plan and implement progressive and sequential instruction that addresses the diverse needs of all students.  6.1 Physical education teacher candidates demonstrate behaviors that are consistent with the belief that all students can become physically educated individuals. |
| NCTM | 8.1 Candidates in mathematics select, use, and determine suitability of the wide variety of available mathematics curricula and teaching materials for all students including those with special needs such as the gifted, challenged, and speakers of other languages. |
| NCTE | 3.2 Effective teachers of English language arts develop a desire to use the English language arts curriculum as a means to help students understand themselves, become familiar with diverse peoples and cultures, and promote appreciation for others.  4.5 Effective teachers of English language arts describe how to respond to, and build upon, the diverse linguistic patterns that students may bring to the classroom.  4.5 (Reading) Effective teachers of English language arts defend the need to use a range of instructional and informational technologies to support literacy learning while modeling respect for cultural, linguistic, and ethnic diversity in their own reading. |
| ACEI | 3.2 Adaptation to diverse students—Candidates understand how elementary  students differ in their development and approaches to learning, and create  instructional opportunities that are adapted to diverse students; |