Diversity Proficiency 1 - Acknowledging cultural and individual differences:
30. Acknowledges and accepts differing viewpoints or opinions [IPTS 3E, 3F, 3G, 3N]
31. Encourages students to see, question, and interpret ideas from multiple perspectives [IPTS 1G, 3J, 6J]
38. Creates a climate that supports diversity [IPTS 3G, 3N, 10D, 11O, 11P]
40. Uses vocabulary that reflects sensitivity to gender, ethnicity, and culture [IPTS 3C, 3H, 7I]

Diversity Proficiency 2 – Adapting instruction and assessment to cultural and individual differences:
4. Creates learning experiences that make the content meaningful to ALL students (including second language, culturally diverse and special needs learners) [IPTS 1C, 1D, 1G, 1J, 1K]
5. Adapts content instruction to meet the needs of ALL students with accommodations when appropriate [IPTS 1E, 1M]
13. Plans for accommodations to meet the needs of ALL students [IPTS 4L, 4M, 4P]
15. Incorporates cultural diversity and individual student experiences in planning to enrich instruction [IPTS 4C, 4N]
20. Establishes challenging, but reasonable expectations with accommodations, for ALL students [IPTS 3L, 3M, 4I]
29. Accommodates for the identified needs of learners with IEPs [IPTS 4S, 6M]
39. Uses information about students, families, cultures and communities as a basis to connect students' experiences with instruction [IPTS 3I, 3J]
40. Uses vocabulary that reflects sensitivity to gender, ethnicity, and culture [IPTS 3C, 3H, 7I]
43. Utilizes a variety of formal/informal assessment techniques with accommodations when appropriate [IPTS 8H, 8I, 8O, 8Q]

Diversity Proficiency 3 – Connecting classroom activities to cultural and individual differences:
4. Creates learning experiences that make the content meaningful to ALL students (including second language, culturally diverse and special needs learners) [IPTS 1C, 1D, 1G, 1J, 1K]
13. Plans for accommodations to meet the needs of ALL students [IPTS 4L, 4M, 4P]
15. Incorporates cultural diversity and individual student experiences in planning to enrich instruction [IPTS 4C, 4N]
29. Accommodates for the identified needs of learners with IEPs [IPTS 4S, 6M]
39. Uses information about students, families, cultures and communities as a basis to connect students' experiences with instruction [IPTS 3I, 3J]
40. Uses vocabulary that reflects sensitivity to gender, ethnicity, and culture [IPTS 3C, 3H, 7I]

Diversity Proficiency 4 – Incorporating multiple perspectives of cultural and individual differences into their professional behavior:
15. Incorporates cultural diversity and individual student experiences in planning to enrich instruction [IPTS 4C, 4N]
39. Uses information about students, families, cultures and communities as a basis to connect students' experiences with instruction [IPTS 3I, 3J]
40. Uses vocabulary that reflects sensitivity to gender, ethnicity, and culture [IPTS 3C, 3H, 7I]

Diversity Proficiency 5 – developing a classroom and school climate that values cultural and individual differences:
15. Incorporates cultural diversity and individual student experiences in planning to enrich instruction [IPTS 4C, 4N]
19. Demonstrates an attitude that all students can learn [IPTS 3G, 3N]
20. Establishes challenging, but reasonable expectations with accommodations, for ALL students [IPTS 3L, 3M, 4I]
30. Acknowledges and accepts differing viewpoints or opinions [IPTS 3E, 3F, 3G, 3N]
31. Encourages students to see, question, and interpret ideas from multiple perspectives [IPTS 1G, 3J, 6J]
38. Creates a climate that supports diversity [IPTS 3G, 3N, 10D, 11O, 11P]
40. Uses vocabulary that reflects sensitivity to gender, ethnicity, and culture [IPTS 3C, 3H, 7I]

Diversity Proficiency 6 – Communicating in a culturally responsive and respectful manner:
19. Demonstrates an attitude that all students can learn [IPTS 3G, 3N]
30. Acknowledges and accepts differing viewpoints or opinions [IPTS 3E, 3F, 3G, 3N]
31. Encourages students to see, question, and interpret ideas from multiple perspectives [IPTS 1G, 3J, 6J]
38. Creates a climate that supports diversity [IPTS 3G, 3N, 10D, 11O, 11P]
40. Uses vocabulary that reflects sensitivity to gender, ethnicity, and culture [IPTS 3C, 3H, 7I]

Scoring Guide
Scoring guide used to evaluate these competencies includes the following levels of achievement:
Unacceptable (Does not meet expectations)
Acceptable (Meets expectations)
Target (Exceeds expectations)