

## Standard 1: Effective Teaching

### ***1(e) Demonstrating cultural sensitivity in teaching and in relationships with students, families, and community members***

Mark an X where you fall on the continuum for each of the following descriptors.

***At Standard***

***Not Yet Met Standard***

Students listen to all group members and are learning to respect and value divergent ideas while settling differences through compromise.

Students work in groups, and group leaders do the majority of the speaking and working.

Students regularly experience cultural diversity through learning materials and activities. They demonstrate culturally diverse knowledge, attitudes, and skills in their learning/daily lives. Students are supported with resources from a wide range of cultural communities.

Students engage in learning that demonstrates the values of the dominant culture, with limited acknowledgement of others, and are rarely exposed to other cultures.

Students share cultural traditions and customs that reflect their varied backgrounds and experiences. They consistently use respectful language and behavior toward their own and others' cultural identities.

Students have limited opportunities to share their personal cultures, discuss bias and prejudice, or develop attitudes of respect.

Students of all cultural backgrounds are able to connect *personal* experiences to new learning.

Students have limited opportunities to relate their cultural background to learning activities.

Students articulate criteria to differentiate beyond culturally respectful-demeaning wording and portrayals found in media, print and other resources. They use the criteria to analyze their learning resources and interactions.

Students have limited opportunities to know about culturally demeaning messages that may be present in books or other materials they use.

**1(e) Demonstrating cultural sensitivity in teaching and in relationships with students, families, and community members**

Descriptors	Teacher is...	Students are...	Evidence...
Students listen to all group members and are learning to respect and value divergent ideas while settling differences through compromise.			
Students regularly experience cultural diversity through learning materials and activities. They demonstrate culturally diverse knowledge, attitudes, and skills in their learning/daily lives. Students are supported with resources from a wide range of cultural communities.			
Students share cultural traditions and customs that reflect their varied backgrounds and experiences. They consistently use respectful language and behavior toward their own and others cultural identities.			
Students of all cultural backgrounds are able to connect <i>personal</i> experiences to new learning.			
Students articulate criteria to differentiate beyond culturally respectful-demeaning wording and portrayals found in media, print and other resources. They use the criteria to analyze their learning resources and interactions.			