

**COMPETENCY 1: Diversity****(EDUCATOR ACCOMPLISHED PRACTICE 1: Diversity)**

INDICATOR	OUTSTANDING	HIGH PERFORMING	SATISFACTORY	NEEDS IMPROVEMENT	UNSATISFACTORY
<i>Treats all students equitably</i>	<ul style="list-style-type: none"> <li>◆ Incorporates ESOL/ESE strategies in every lesson.</li> <li>◆ Promotes activities for students via department, school wide to encourage student development.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Accepts and values students from diverse cultures and linguistic backgrounds and makes accommodations to ensure students development.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Accepts and values students from diverse cultures and linguistic backgrounds and treats all students equitably.</li> <li>◆ Creates a learning environment in which all students are treated equitably.</li> <li>◆ Uses appropriate strategies with special needs (ELL, ESE etc.) students.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Sets goals for individual students that are not consistent or do not align with school-wide goals</li> <li>◆ Only native English speaking students actively participate in class discussions</li> </ul>	<ul style="list-style-type: none"> <li>◆ Participates in improvement efforts only when directed to do so;</li> <li>◆ Neither hinders nor supports school-based personnel as they manage the continuous improvement process.</li> </ul>
<i>Honors diversity</i>	<ul style="list-style-type: none"> <li>◆ Helps students develop shared values and expectations that create a climate of openness, mutual respect, support and integrity</li> <li>◆ Creates/develops appropriate materials and resources that reflect contributors which are multicultural.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Selects, uses and shares appropriate materials and resources that reflect contributors which are multicultural.</li> <li>◆ Creates a classroom environment that is conducive to acceptance and appreciation of all cultures and linguistic backgrounds</li> </ul>	<ul style="list-style-type: none"> <li>◆ Utilizes the cultural and linguistic diversity and experiences of individual students to enrich instruction for the whole group.</li> <li>◆ Selects appropriate materials and resources that reflect contributors which are multicultural.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Contributions of differing cultures are not validated or recognized when appropriate</li> <li>◆ Creates a classroom environment that fails to convey the acceptance and appreciation of all cultures and linguistic backgrounds</li> </ul>	<ul style="list-style-type: none"> <li>◆ Reviews student achievement data but infrequently makes instructional decisions based on that data.</li> </ul>
<i>Modifies Instruction for the benefit of all students</i>	<ul style="list-style-type: none"> <li>◆ Collects, analyzes, and tracks data to ensure students of all backgrounds are making adequate process in accordance with the pupil progression plan</li> <li>◆ Consistently uses culturally diverse examples and themes in lesson content</li> </ul>	<ul style="list-style-type: none"> <li>◆ Incorporates projects and assignments that celebrate the diversity of cultures around them</li> <li>◆ Consistently provides students with appropriate language attainment level curriculum materials and supplements</li> </ul>	<ul style="list-style-type: none"> <li>◆ Uses cooperative learning strategies that encourage the partnering of students of differing cultural backgrounds</li> <li>◆ Uses a variety of lesson delivery methods to involve all students</li> <li>◆ Follows the I.E.P and E.L.L. plans for modifications and accommodations.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Lesson delivery lacks variety and often favors native English speakers in one way communication</li> <li>◆ Alternative level appropriate instructional material is not consistently available to all students</li> <li>◆ Inconsistently follows the I.E.P and E.L.L. plans for modifications and accommodations as documented in the lesson plans.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Engages in self-improvement only in areas requested by supervisor;</li> <li>◆ Is unaware or misinformed about current trends in education;</li> <li>◆ Shows little or inconclusive evidence of increased teaching capacity;</li> <li>◆ Maintains a list of accomplishments that lacks evidence of individual self-improvement efforts and activities.</li> <li>◆ Fails to follow the I.E.P and E.L.L. plans for modifications and accommodations.</li> <li>◆ Fails to document modifications/accommodations in the lesson plans.</li> </ul>
<i>Engages families and the community</i>	<ul style="list-style-type: none"> <li>◆ Reaches out to community and parents by offering after hours training and/or classes</li> <li>◆ Pairs academically struggling students with volunteer tutors from the community</li> </ul>	<ul style="list-style-type: none"> <li>◆ Creates and regularly updates a teacher made website with curricular information</li> <li>◆ Arranges for culturally diverse guests from subject related professions to speak to students</li> </ul>	<ul style="list-style-type: none"> <li>◆ Communicates with parents via email and phone regarding student progress and upcoming class topics</li> <li>◆ Meets with parents to discuss academic deficiencies</li> </ul>	<ul style="list-style-type: none"> <li>◆ Parental contact is irregular and only when the possibility of failing is imminent</li> <li>◆ Waits for parent to initiate contact in regards to academic issues</li> </ul>	<ul style="list-style-type: none"> <li>◆ Communicates student progress with families infrequently or ineffectively;</li> </ul>