

FEAP 2d.- Respects students' cultural, linguistic and family background

UNSATISFACTORY	DEVELOPING	ACCOMPLISHED	EXCEPTIONAL
<p>A student laughs aloud when his classmate reads aloud with a Spanish accent; teacher does not respond.</p> <p>Students roll their eyes at a classmate's idea; the teacher does not respond. (D)</p> <p>The class library contains no books representing various cultures, races and ethnicities.</p> <p>The teacher does not read any books about Hanukah even when she knows that Rachel's family celebrates the holiday.</p> <p>Teacher ignores the fact that some people in the class speak Spanish when discussing the language they speak in Spain.</p> <p>Bulletin board decorations neglect to represent a variety of cultures, races and ethnicities.</p> <p>Teacher administers a survey about students' cultural heritage during the first week of school but does not refer to it again when studying fall harvest celebrations around the world.</p>	<p>A student giggles to himself when his classmate reads aloud with a Spanish accent. teacher does not respond.</p> <p>Teacher reprimands student by talking privately to the student who rolls their eyes at a classmate's idea.</p> <p>The class library contains a minimal number of books representing various cultures, races and ethnicities.</p> <p>The teacher makes no mention of Rachel's family celebrating Hanukah when reading a book about the holiday.</p> <p>The teacher sends an time sensitive email to the mother's address even though it is the father's weekend to have her student.</p> <p>Teacher mentions that there are some people in the class whose families speak other languages.</p> <p>Teacher refers to survey from the beginning of the year to note students cultural heritage when beginning a unit on winter celebrations.</p>	<p>Teacher thanks student for reading aloud even though his classmates giggle about his accent.</p> <p>Students grumble a bit when assigned groups but worked effectively.</p> <p>The class library contains a fair amount of books representing various cultures, races and ethnicities.</p> <p>The teacher refers to Rachel's family celebrating Hanukah when reading a book about the holiday.</p> <p>The teacher sends an email about the student's progress to the mother and asks the mother to forward her former husband a copy.</p> <p>Teacher had students greet each other in French during morning meeting when it was Pierre's day to lead. Art teacher makes African masks when studying unit on Africa.</p> <p>Geography teacher chooses to serve Spaetzle when studying Germany.</p> <p>The teacher puts a reminder in her planner to meet regularly with her students this week. (M)</p>	<p>Teacher thanks student for reading aloud and applauds his progress even ignoring his classmates giggle about his accent.</p> <p>The class library contains a plethora of books representing various cultures, races and ethnicities.</p> <p>Rachel Goldstein's mother comes to class to prepare latkes and talk about Hanukah.</p> <p>The teacher makes folders with two copies of the weekly newsletter for each divorced parent.</p> <p>Teacher asks her Brazilian student to share his experiences in Brazil when studying South America.</p> <p>Students hush classmates causing a distraction while the teacher or another student is speaking.</p> <p>Students get into assigned groups and work effectively.</p> <p>Teacher reminds student to take sneakers to dad this weekend so student will have them on Monday for PE class.</p> <p>Geography teacher asks Hins' mother to bring Spaetzle in for the class to sample.</p>

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			<p>Bulletin board decorations represent a variety of cultures, races and ethnicities.</p> <p>The teacher seeks out certain students to meet with during recess. (M)</p>
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Where noted, examples based on:

“(D)” – Danielson C. (1996). *Enhancing professional practice: A framework for teaching*. Alexandria, Va: Association for Supervision and Curriculum Development.

“(M)” – Marzano, R. J. (2007). *The art and science of teaching: A comprehensive framework for effective instruction*. Alexandria, Va: Association for Supervision and Curriculum Development.

Resources:

http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=9&ved=0CHgQFjAl&url=http%3A%2F%2Fwww.nccrest.org%2FBriefs%2FDiversity_Brief.pdf&ei=aBlkULC2ELS_2QWwp4DqAg&usq=AFQjCNFM_8FVKwY1UEbznBfau7TLDOqLA&sig2=VtFk4dCpvkz8EP6LLSd1LQ

http://www.ehow.com/how_7700830_respect-individual-differences-classroom.html

<http://www.glencoe.com/sec/teachingtoday/weeklytips.phtml/230>

http://www.pbs.org/kcts/preciouschildren/diversity/read_teaching.html

http://www.pbs.org/kcts/preciouschildren/diversity/read_activities.html

http://www.pbs.org/kcts/preciouschildren/diversity/read_linguistic.html

http://www.pbs.org/kcts/preciouschildren/diversity/read_insensitivity.html

<http://www.ndt-ed.org/TeachingResources/ClassroomTips/Diversity.htm>