3.3 Establishes a learning environment that promotes educational equity and implements strategies to address them, assuring all students are treated in an equitable and fair manner.

	Basic (1.0 - 1.9)	Developing (2.0 - 2.9)	Proficient (3.0 - 3.9)	Advanced (4.0)
Reflective Practice	May identify self as fair and identify biases that limit students' opportunity but no evidence that s/he identifies personal biases that might affect educational opportunity; no evidence of reflection on own attitudes or background that may affect judgmental attitudes	Can identify biases that limit educational opportunity for groups of students and link them to specific examples of own teaching and learning in classrooms; limited discussion of how to address change	Can identify biases that limit educational opportunity for specific students/groups of students that s/he teaches and link them to specific examples of own teaching and learning in classrooms; detailed discussions of specific strategies to address change	Meets criteria for "proficient " and demonstrates depth of understanding of equity issues in identifying biases that limit educational opportunity by *recognizing the political, social, and economic realities that individuals encounter in culturally diverse and complex human encounters* (NCATE, 1986)
	No evidence in planning that s/he has reflected upon 1) research/assessment of student characteristics that impact equity or 2) research from external sources such as published material or 3) if research was done, that s/he utilized findings to ensure equity; no evidence of considering equity issues in reflections	Evidence in lesson plan or other reflections that s/he is "openminded" in addressing equity questions (considers more than one side, presents evidence from more than one side), but limited evidence of research related to student characteristics that impact equity (e.g., research may be inadequate or incomplete)	Evidence in TWS that s/he is active, persistent, careful reflective thinker by 1) conducting research on student characteristics that impact equity, 2) locating relevant research from external sources related to equity and 3) including strategties in rationale and planning that directly address equity	Meets criteria for "proficient " and demonstrates that s/he translates reflection to action by utilizing research and includes this information in planning rationale and strategies for ensuring equity
Fair & Equitable Treatment	Evidence of unequal/unfair treatment based on any of the following:	No evidence of unequal treatment of students, based on the 14 criteria listed below:	Meets criteria for "developing" and provides evidence that students who are her/his responsibility are given equal opportunity to participate/learn in an equitable and fair manner based on several of the 14 criteria listed below:	Meets criteria for "proficient" and demonstrtates "advanced" skills by demonstrating explicit evidence for equal treatment for a majority of 14 criteria:

Evidence that the <u>quality, frequency, and kind of treatment is fair and equitable </u> and that none of the following occur for a specific student or a group of students: 1) interacting less, 2) responding to comments with more limited feedback (e.g., to errors by calling on another without prompting, answering questions more briefly), 3) providing inappropriate reinforcement for unacceptable behavior, 4) being more critical of failure, 5) praising less, 6) providing more private than public interaction/not providing public feedback, 7) allowing less wait time, 8) asking less difficult or fewer questions, 9) failing to seat close to teacher or seating away from peers, 10) making fewer demands, 11) differentially treating tests/grading, 12) fewer friendly interactions, 13) accepting and using fewer ideas, 14) providing a poor curriculum (limited content, emphasis on drill and practice, recall, recitation) (Good & Brophy, 2000). Although this standard would not be met if unequal treatment occurs for any student or group of students, monitoring should occur for unequal treatment based on characteristics such as race and ethnic background, gender, class, religion, language, sexual preference, or exceptionality .

Fair & Equitable Treatment	No evidence of monitoring or observing for equitable treatment of students that are his/her responsibility	Reflections indicate that s/he understands how to monitor or observe for equity in treatment of all students	Some evidence of monitoring interaction patterns in own classroom or observe for equity in treatment of all students AND teaching reflections refer to equity issues	Meets criteria for "proficient" and extends monitoring to overall school environment and curriculum; teaching reflections and critical analyses of own teaching relative to equity indicate knowledge of educational research on patterns of injustice and discrimination
	Allows students to speak disrespectfully of peers, teacher, families, or of students from other backgrounds without follow through OR evidence that s/he speaks disrespectfully of students or their families	No evidence that s/he allows students to speak disrespectfully of peers, teacher, families or of students from other backgrounds without follow through OR that s/he speaks disrespectfully BUT insufficient observation/data to determine proficiency	Consistent evidence that s/he does not allow students to speak disrespectfully of peers, teacher, families or of students from other backgrounds without follow through AND that s/he speaks respectfully	Meets criteria for "proficient" and shows flexibility in applying strategies that address disrespectful language when it occurs in the classroom
	Evidence that s/he does not respect religious differences or that s/he celebrates or prostelytizes for a particular religious tradition	No evidence that s/he does not respect religious differences or that s/he celebrates or prostelytizes for a particular religious tradition	Consistent evidence of respect for religious differences; understands differences between teaching about religion (e.g., about holidays) and celebrating or prostelytizing and acts on this knowledge	Meets criteria for "proficient" -- ratings of "advanced" are met by meeting other criteria in this dimension
	No evidence OR evidence that give no attention to the affective dimension of equitable treatment (e.g., allows students to retain low status among peers or poor self concept as a learner without recognizing it or making efforts to improve the situtation)	Reflections indicate that s/he understands the affective dimension of equitable treatment (e.g., effects of inequal status of students) BUT insufficient observation/data to determine proficiency	Implements at least one example of a strategy aimed at strengthening the affective dimensions of equity (e.g., strategies that would equalize student status, develop students' positive self concept as learners)	Applies a variety of strategies to equalize status and promote positive self concept of all learners (e.g.,addition of of individuals with different characteristics in positions of high status, cooperative learning, presence of role models, positive public evaluations)
Infuses Diverse Perspectives	Evidence that s/he uses instructional material that is insensitive to diverse groups or diverse points of view in content, illustrations,or language; does not directly address insensitive and inaccurate materials	No evidence that s/he uses instructional material that is not sensitive or that does not accurately portray the contiributions of diverse groups and reflect diverse points of view in content, illustrations, and language BUT insufficient observation/data to determine proficiency	Consistently selects instructional material that are sensitive and accurately portray the contiributions of diverse groups and reflect diverse points of view in content, illustrations, and language; consistently directly addresses insensitive and inaccurate materials	Meets criteria for "proficient" and provides evidence of development of currriculum to represent people and cultures consistent with perspectives within the cultures

Infuses Diverse Perspectives	No evidence that s/he plans "culturally relevant teaching" by planning none of the following OR plans are culturally insensitive:	Evidence that s/he plans "culturally relevant teaching" through documentation of at least 3 of the following in plans (may not implement and evaluate):	Evidence that s/he plans, implements, and evaluates "culturally relevant teaching" through documentation of at least 3 of the following:	Evidence that s/he plans implements, and evaluates "culturally relevant teaching" through documentation of all of the following; some may relate to the overall school environment and/or revise the classroom curriculum on an ongoing basis :
	1) develops or modifies existing curriculum to emphasize information on multiple groups rather than treating individual groups in isolation (e.g., ind. group approach is an isolated unit on Black Americans)	1) develops or modifies existing curriculum to emphasize information on multiple groups rather than treating individual groups in isolation (e.g., mult. group approach is a unit on poetry that integrates authors of various ethnic backgrounds)	1) develops or modifies existing curriculum to emphasize multiple groups rather than treating individual groups in isolation	1) develops or modifies existing curriculum to emphasize multiple groups rather than treating individual groups in isolation
	2) develops or modifies existing curriculum, activities, teaching strategies, media, use of language to provide an interdisciplinary focus for integration of multicultural perspectives across more than one content area	2) develops or modifies existing curriculum, activities, teaching strategies, media, use of language to provide an interdisciplinary focus for integration of multicultural perspectives across more than one content area	2) develops or modifies existing curriculum, activities, teaching strategies, media, use of language to provide an interdisciplinary focus for integration of multicultural perspectives across more than one content area	2) develops or modifies existing curriculum, activities, teaching strategies, media, use of language to provide an interdisciplinary focus for integration of multicultural perspectives across more than one content area
	3) develops or modifies existing curriculum to include school, community, and family resources (e.g., adults from local cultural communities)	3) develops or modifies existing curriculum to include school, community, and family resources (e.g., adults from local cultural communities)	3) develops or modifies existing curriculum to include school, community, and family resources (e.g., adults from local cultural communities)	3) Meets criteria for "proficient and extends teacher-student relationship to interactions beyond the classroom and into the community (e.g., extracurricular activities)
	4) develops or modifies existing curriculum to explicity teach concepts focusing on respect and tolerance for differences & similarities	4) develops or modifies existing curriculum to explicity teach concepts focusing on respect and tolerance for differences & similarities	4) develops or modifies existing curriculum to explicity teach concepts focusing on respect and tolerance for differences & similarities	4) meets criteria for "proficient" & is comfortable with disagreements and affective dialogue, allowing discussion of individual self-explorartion
	5) includes strategies that present diverse points of view and represent people and cultures consistent with perspectives within the cultures	5) includes strategies that present diverse points of view and represent people and cultures consistent with perspectives within the cultures	5) includes strategies that present diverse points of view and represent people and cultures consistent with perspectives within the cultures	5) includes astrategies that present diverse points of view and represent people and cultures consistent with perspectives within the cultures
	6) includes strategies that allow students to explore their cultural self-identity (e.g., through journaling)	6) includes strategies that allow students to explore their cultural self-identity (e.g., through journaling)	6) includes strategies that allow students to explore their cultural self-identity (e.g., through journaling)	6) includes strategies that allow students to explore their cultural self-identity (e.g., through journaling)

Operationalization/Criteria:

Guidelines for Admission to Education:
1. Benchmark for admission is a rating of "developing" on dimension 1: *Treats all students in an equitable and fair manner, as reported by self and others and can investigate own personal biases that may limit educational equity for all children and suggests strategies to address them.*
2. To score, review faculty and classroom teacher evaluations and any additional information in TEIMS and average the ratings. Any rating of "1" be followed up with a recommendation of admission with reservations.

Evidence to be Evaluated: Reflection for Goal 3, philosophyof education paper, field experience teacher's evaluation

Guidelines for Admission to Student Teaching:
1. Benchmark for admission is a rating of "developing" on all dimensions: *Treats all students in an equitable and fair manner, as reported by self and others, can avestigateown personal biases that may limit educational equity , and develop multicultural teaching plans.*
2. To score, review faculty and classroom teacher evaluations and any additional information in TEIMS and average the ratings. Any rating of "1" be followed up with a recommendation of admission with reservations.

Evidence to be Evaluated: Reflection for Goal 3, philosophy of education paper, lesson plans, unit plan, field experience teacher evaluations, videoclips

Guidelines for Program Completion/Student Teaching:
1. Required for program completionis a rating of "proficient" for all dimensions.
2. Observe the teacher's planning (lessons, TWS) and refelctions, as well as directly observing his/her interactions with students.
3. Consult with other teachers who also have observed about consistency of using strategies.
4. Observe across content areas in which student has responsibility.
5. Observe student-student interactions.
6. Consistency = requires fluency/repetition, including documentation of competence in each content area of responsibility.
7. The OVERALL rating for the standard should be an average of the rating on all dimensions.
8. The narrative for the Inventory should specify an example of a skill/observation that led to the rating, e.g.: *In his TWS on colonial America he infused multiple perspectives concerning the first Thanksgiving, requiring students to read primary and secondary sources on differing views and requiring an integration of knowledge of European and traditional Native American values and lifestyles in to the persepctive.*

Evidence: Reflection for Goal 3, philosophy of education paper, direct observation, lesson plan book, TWS, inventories and assessment results, videoclips, interviews with other teachers who have observed his/her teaching

Rationale:

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