

## Criterion Feedback – Criterion 1e

Criterion	Score Point	
1e	1.00	Provide a clear explanation of your understanding of diversity within your classroom. Tell how you use your knowledge of your students' diversity in making instructional decisions and show how those decisions impact student learning. Select artifacts that reflect the diversity of the classroom and the instructional decisions you make. Identify a variety of strategies that you use with your students to encourage their respect for divergent ideas, individual differences, and diverse cultures to impact student learning. Choose artifacts that reinforce your description of strategies. Identify the various ways you encourage students to connect their personal experiences and/or background to their own learning. Select artifacts that show the effectiveness of your facilitation. Identify the various strategies you use to develop culturally sensitive relationships with families and the community. Make sure you choose artifacts that reinforce your descriptions and show how student learning is impacted.

Criterion	Score Point	
1e	1.50	Evidence must show more clearly your knowledge of the diversity within your classroom and a connection of it to the types of instructional decisions you make as a result of this diversity. All instructional decisions must show impact on student learning. Provide more appropriate artifacts that represent the diversity of the classroom and the variety of instructional decisions made and how each impacted students' learning. Provide clearer evidence that you use a variety of effective strategies to encourage students' respect for divergent ideas, individual differences, and diverse cultures. The evidence and artifacts must show impact on student learning. Provide more appropriate evidence and artifacts that demonstrate opportunities in which students are encouraged to connect their personal experiences and/or background to their own learning. Select artifacts that demonstrate a stronger impact these opportunities have had on the students' learning. The strategies you use to develop culturally sensitive relationships with families and the community should show greater variety and effectiveness. Make sure you include both families and the community; and more clearly show how these strategies impacted student learning.

## Criterion Feedback – Criterion 1e

Criterion	Score Point	
1e	2.00	Evidence shows some understanding of diversity within the classroom and how knowledge of students' diversity is used in making instructional decisions to impact student learning. Some artifacts reflect the diversity of the classroom and the instructional decisions that are made. Evidence shows some use of a variety of strategies with students to encourage their respect for divergent ideas, individual differences, and diverse cultures. More evidence of strategies to impact student learning and more artifacts that reinforce your explanation may have made this a stronger response. Evidence shows some opportunities for students to connect their personal experiences and/or background to their own learning. Evidence, including artifacts, of a more consistent approach to the encouragement of students to connect personal experiences and/or background to their own learning might have made this a stronger response. Evidence shows some use of strategies to build relationships with families and with the community. Some of the strategies reflect the development of cultural sensitivity. Opportunities to relate to both parents and the community and a tighter connection between these strategies and student learning might have made this a stronger response.

Criterion	Score Point	
1e	2.50	Evidence shows some understanding of diversity within the classroom. Make sure that this knowledge is adequate and clear and directly connects to instructional decisions. Also, provide stronger evidence as to how this knowledge and instruction directly impacts your students' learning. The artifacts need to reflect more clearly the diversity of the classroom and the instructional decisions that are made. Your evidence shows some use of a variety of strategies with students to encourage their respect for divergent ideas, individual differences, and diverse cultures; but more evidence and artifacts of the use of these strategies that impact student learning might have made this a stronger response. Evidence shows some opportunities for students to connect their personal experiences and/or background to their own learning. Evidence, including artifacts, that shows consistent and multiple opportunities to encourage students to connect personal experience to their own learning might have made this a stronger response. Evidence might show some use of strategies to develop culturally sensitive relationships with families or with the community; but should highlight both and need to focus on "cultural sensitivity" and the impact on student learning.

## Criterion Feedback – Criterion 1e

Criterion	Score Point	
1e	3.00	Evidence, including artifacts, shows a clear understanding of the concept of diversity and a clear connection between student diversity and instructional decisions to impact student learning. More thorough evidence of the connections between knowledge of diversity and/or instructional decisions and/or impact on student learning might have made this a stronger response. Evidence, including artifacts, shows clear use of a variety of strategies to encourage respect for divergent ideas, individual differences, and diverse cultures to impact student learning. More consistent use of a variety of strategies to address divergent ideas, individual differences, and diverse cultures might have made this a stronger response. Evidence shows a variety of ways provided to students to connect their personal experiences to their own learning; more insightful evidence might have made this a stronger response. Evidence, including artifacts, clearly shows use of effective strategies to build culturally sensitive relationships with families and the community to the impact student learning. More evidence about the connections between the strategies and student learning, or more focus on both families and the community might have made this a stronger response.

Criterion	Score Point	
1e	3.50	Evidence, including artifacts, shows a strong knowledge of student diversity and a clear connection between that diversity and instructional decisions to impact student learning. More thorough evidence of the connections between knowledge of a variety of diversity in your classroom and/or instructional decisions and/or impact on student learning might have made this an even stronger response. Evidence, including artifacts, adequately demonstrates use of a variety of strategies that encourage students to respect divergent ideas, individual differences, and diverse cultures. More use of a variety of strategies to address multiple types of divergent ideas, individual differences, and diverse cultures and how they impacted student learning might make this a stronger response. Evidence shows a variety of strategies for students to connect their personal experiences and/or background to their own learning; possibly more insight or connection to multiple students or occasions might have made this an even stronger response. Evidence should clearly shows multiple instances in which use of effective strategies were used to build culturally sensitive relationships with both families and the community. Each instance or outcome should connect to its impact on student learning.

## Criterion Feedback – Criterion 1e

Criterion	Score Point	
1e	4.00	<p>Evidence shows a very strong understanding of the concept of diversity. The evidence provides a very strong connection between the knowledge of student diversity and instructional decisions that impact student learning. The explanation of how the artifacts reinforce the descriptions is insightful. Evidence shows a consistent use of a variety of strategies to encourage respect for divergent ideas, individual differences, and diverse cultures. The evidence of the impact of the strategies on student learning is convincing, and the artifacts chosen show the effectiveness of the strategies. Evidence, including the artifacts, consistently shows facilitation of student learning through the connection of students' personal experiences and/or background to their own learning. Evidence consistently shows use of effective strategies to build culturally sensitive relationships with families and with the community to connect to student learning.</p>