## Curriculum Resources Rubric (Diversity) Fall 2010

### Levels

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Favorable</th>
<th>Acceptable</th>
<th>Marginal</th>
<th>Unacceptable</th>
<th>Score/Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diversity</td>
<td>Has a wide repertoire of teaching technique and strategies that reflect the unique needs/characteristics of students.</td>
<td>Has a variety of instructional strategies/activities that reflect the unique needs/characteristics of students.</td>
<td>Has a few instructional strategies reflect the unique needs/characteristics of students.</td>
<td>Instructional strategies do not reflect the needs of students.</td>
<td></td>
</tr>
<tr>
<td>Skill</td>
<td>Exemplary performance is evidenced by the teacher candidate establishing a comfortable environment which accepts and fosters diversity. The teacher creates a climate of openness, inquiry, and support by practicing strategies such as acceptance, tolerance, resolution and mediation. Teacher candidate uses teaching and learning strategies that reflect each student’s culture, learning styles, special needs, and socioeconomic background.</td>
<td>Acceptable performance is evidenced by the teacher candidate establishing a comfortable environment which accepts and fosters diversity. The teacher candidate uses teaching and learning strategies that reflect each student’s culture, learning style, special needs, and socioeconomic background.</td>
<td>Marginal performance is evidenced by the teacher candidate establishing a comfortable environment which accepts and fosters diversity or uses teaching and learning strategies that reflect each student’s culture, learning styles, special needs and socioeconomic background.</td>
<td>Unacceptable performance is evidenced by the teacher candidate not being able to establish a comfortable environment which accepts and fosters diversity.</td>
<td></td>
</tr>
<tr>
<td>Disposition</td>
<td>Exemplary performance is evidenced by the teacher candidate appreciation value of human diversity shows respect or students’ varied talents and perspectives, and is committed to the pursuit of individually configured excellence.</td>
<td>Acceptable performance is evidenced by the teacher candidate appreciation and value of human diversity shows respect or students’ varied talents and perspectives, or is committed to the pursuit of individually configured excellence.</td>
<td>Marginal performance is evidenced by the teacher candidate appreciation an value of human diversity shows respect or students’ varied talents and perspectives, or is committed to the pursuit of individually excellence.</td>
<td>Unacceptable performance is evidenced by the teacher candidate not demonstrating an appreciation and value of human diversity shows respect or students’ varied talents and perspectives, or is committed to the pursuit of individually excellence.</td>
<td></td>
</tr>
</tbody>
</table>

### Standards

- **Diversity**
  - Exemplary performance is evidenced by the teacher candidate establishing a comfortable environment which accepts and fosters diversity. The teacher creates a climate of openness, inquiry, and support by practicing strategies such as acceptance, tolerance, resolution and mediation. Teacher candidate uses teaching and learning strategies that reflect each student’s culture, learning styles, special needs, and socioeconomic background.
  - Acceptable performance is evidenced by the teacher candidate establishing a comfortable environment which accepts and fosters diversity. The teacher candidate uses teaching and learning strategies that reflect each student’s culture, learning style, special needs, and socioeconomic background.
  - Marginal performance is evidenced by the teacher candidate establishing a comfortable environment which accepts and fosters diversity or uses teaching and learning strategies that reflect each student’s culture, learning styles, special needs and socioeconomic background.
  - Unacceptable performance is evidenced by the teacher candidate not being able to establish a comfortable environment which accepts and fosters diversity.

- **Skill**
  - Exemplary performance is evidenced by the teacher candidate appreciation value of human diversity shows respect or students’ varied talents and perspectives, and is committed to the pursuit of individually configured excellence.
  - Acceptable performance is evidenced by the teacher candidate appreciation and value of human diversity shows respect or students’ varied talents and perspectives, or is committed to the pursuit of individually configured excellence.
  - Marginal performance is evidenced by the teacher candidate appreciation an value of human diversity shows respect or students’ varied talents and perspectives, or is committed to the pursuit of individually excellence.
  - Unacceptable performance is evidenced by the teacher candidate not demonstrating an appreciation and value of human diversity shows respect or students’ varied talents and perspectives, or is committed to the pursuit of individually excellence.

- **Disposition**
  - Exemplary performance is evidenced by the teacher candidate appreciation value of human diversity shows respect or students’ varied talents and perspectives, and is committed to the pursuit of individually configured excellence.
  - Acceptable performance is evidenced by the teacher candidate appreciation and value of human diversity shows respect or students’ varied talents and perspectives, or is committed to the pursuit of individually configured excellence.
  - Marginal performance is evidenced by the teacher candidate appreciation an value of human diversity shows respect or students’ varied talents and perspectives, or is committed to the pursuit of individually excellence.
  - Unacceptable performance is evidenced by the teacher candidate not demonstrating an appreciation and value of human diversity shows respect or students’ varied talents and perspectives, or is committed to the pursuit of individually excellence.