

EDUCATORS LEAD

TAKING THE LEAD

An initiative of the Utah Education Association

Teacher Evaluation Standards for January 2014

Standard 2: Learning Differences

The teacher understands individual learner differences and cultural and linguistic diversity.

Examples of Evidence: Professional development learning that shows attention to diverse student needs and/or language acquisition, using student growth to adapt instruction, documentation showing the involvement of parents to strengthen diversity appreciation and the use of materials that show a wide range of cultures and perspectives.

Classroom Scenario: Peyton teaches middle school social studies and loves the focus on world cultures at their school. Many of the parents at the school are employed in a few high-tech companies in the community, so there is a lot of ethnic diversity among the school population. With that comes a variety of languages spoken at home and sometimes fluency in English is below grade-level. Peyton uses the English language reading scores from the previous school year to determine work groups and often asks parents to visit classes to talk about their country of origin. What evidence of meeting Standard 2 could Peyton document?

Special Considerations of this Standard:

- Needs student data, both school data and data provided by families.
- Assumes an openness and appreciation for differences, both visible and invisible.
- Requires a curiosity about “others” - other ways of doing, thinking and being.
- Includes the capacity to help students expand their resilience.

Recommendations:

Consider the following thoughts about students and resilience (“Leadership Capacity for Lasting School Improvement” by Linda Lambert):

“Students who are resilient are able to bounce back from adversity and resist being pulled into hopelessness by difficult environments. These students display self-direction, problem-solving capabilities, social competence, and participation in the world around them; they also contribute to others and possess a sense of purpose and future.”

Providing students with opportunities to develop these skills and showing evidence of those efforts is a good part of Standard 2.