

ITE 440: Multicultural

Secondary Program Standard 12: Classroom Learning Environment

Hawai‘i Teachers Standard 2: Creates and maintains a safe and positive environment

Hawai‘i Teachers Standard 3: Adapts to learner diversity

Hawai‘i Teachers Standard 6: Designs and provides meaningful learning experiences

| Performance | Unacceptable | Acceptable | Target | Score |
|---|--|--|---|-------|
| <p>Demonstrates understanding of the relationship between individual, group, and family motivation and learning. (K)</p> | <p>Shows little awareness of diversity in motivational styles.</p> | <p>Understands diversity in motivational styles and implications for teaching.</p> <p>Values collaborating with diverse others.</p> <p>Recognizes one dimension of larger school structure that promotes or hampers individual, group, and family motivation.</p> <p>Is aware of range of ways families influence student motivation.</p> | <p>Expresses understanding of diversity in motivational styles and implications for teaching.</p> <p>Values, seeks opportunities, and practices collaborating with diverse others.</p> <p>Recognizes multiple dimensions of larger school structure that promote or hamper individual, group, and family motivation.</p> <p>Develops approaches to work with families to promote student motivation and learning.</p> | |
| <p>Plans and establishes a safe and healthy learning community. (S)</p> | <p>Is aware of one way to establish a safe and healthy learning community.</p> | <p>Recognizes more than one approach to establish a safe and healthy learning community.</p> <p>Understands the importance of a democratic and inclusive classroom</p> <p>Recognizes the effects of the hidden curriculum on learning environment.</p> <p>Is aware of strategies (conflict resolution, debate, discussion) for prejudice reduction and addressing controversial issues in the classroom.</p> | <p>Develops a philosophy for establishing a safe and healthy learning community for all students.</p> <p>Creates plans and expectations for democratic and inclusive classroom.</p> <p>Uses knowledge of the hidden curriculum on learning environment.</p> <p>Demonstrates readiness for role in prejudice reduction and addressing controversy in the classroom.</p> | |

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| <p>Commits to an “ethic of care.” (D)</p> | <p>Unaware of importance of affective dimensions of teaching.</p> | <p>Acknowledges importance of teacher caring to student learning and well-being.</p> <p>Understands students’ need for inclusion/ belonging, purposeful, relevant activities and support.</p> <p>Understands the impact of caring student relationships in a community of learners.</p> | <p>Establishes caring relationships with others in professional contexts.</p> <p>Identifies strategies to promote caring and respect among students.</p> | |
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Artifact Options:

- 1) Philosophy of Classroom Management and Discipline Introductory
- 2) Plans for Getting to Know Your Students
- 3) Guidelines for a Equitable/Caring/ Democratic Classroom