

## **Standard II** **Element B**

### **LEVEL 4 AND LEVEL 5 PRACTICES**

The impact of successful implementation of the professional practices referenced in Element B will be students who demonstrate respect for the uniqueness of their fellow students, actively seek a variety of perspectives, and advocate for diversity, equity, and social awareness.

#### **STUDENTS:**

7 ***Respect the uniqueness of fellow students.***

“It helps to make your expectations clear from the outset. Some useful ground rules include:

- treat each other with dignity and respect
- listen to each others’ points of view, recognising that there may be disagreement
- keep discussion and comments on the topic, and off the people
- do not use inflammatory or offensive language, sarcasm, or raised voices.”

<https://www.cardiff.ac.uk/learning-hub/view/dignity-and-respect-in-the-classroom>

8 ***Seek a variety of perspectives to enhance their learning.***

“Helped students to interpret subject matter from diverse perspectives”

<http://www.ideaedu.org/Resources-Events/Teaching-Learning-Resources/Helped-students-to-interpret-subject-matter-from-diverse-perspectives>

9 ***Advocate for multiple aspects of diversity, equity, and social awareness.***

“Social justice in the real world: classroom discussions that help students critically engage with issues that affect them”

<https://education.cu-portland.edu/blog/classroom-resources/teaching-social-justice/>

### **Classroom Examples**

**Elementary reading, writing and communicating:** Students are working on Colorado Academic Standard 1: Oral Expression and Listening, Grade Level Expectation—A clear communication plan is necessary to effectively deliver and receive information.

Each day, the teacher and students in a 4<sup>th</sup>-grade classroom begin with a Morning Meeting. As part of the daily routine, students greet each other through song or words of welcome and handshakes. The teacher shares a celebration related to the group’s progress towards a class goal. (*Establishes processes that result in: A sense of community among students.*) Students then partner and share a celebration or word of encouragement for each other. (*Establishes processes that result in: A sense of community among students and Effective interactions among students.*) Each day the teacher selects one student to share writing from her journal, a picture of her family, or an artifact related to her culture or family. (*Creates a classroom environment in which diversity is used to further student learning.*) The student can call on three peers to share comments or ask questions about what they shared for the purpose of learning more about the student’s family or culture or for connecting their experiences to that of their peers. (*Capitalizes on diversity as an asset in the classroom.*)

[Click here to go back to the table of contents and view the resource guide in its entirety.](#)



**COLORADO**  
Department of Education

**Middle school reading, writing and communicating:** Students are working on Colorado Academic Standard 2: Reading for All Purposes, Grade Level Expectation 2—Quality comprehension and interpretation of literary texts demand self-monitoring and self-assessment.

To introduce a unit on poetry, an 8<sup>th</sup>-grade teacher creates a bulletin board of pictures/photographs of poets from diverse cultures and backgrounds. He purposefully selects poets that are representative of the cultures and backgrounds of the students. During instruction, the teacher and students read poems written by the poets and analyze them for the use of figurative language. *(Creates a classroom environment in which diversity is used to further student learning. Delivers lessons to ensure students' backgrounds and contextual knowledge are considered. Uses materials and lessons that counteract stereotypes to acknowledge the contributions of all cultures.)* Students work in collaborative groups to compare the different poets' use of figurative language. They read short biographies on each poet and analyze how the poet's culture and background impacted the language used. Students are encouraged to share and discuss elements of their own culture and backgrounds that are similar to the authors' in order to analyze how culture and background influenced the use of figurative language. *(Capitalizes on diversity as an asset in the classroom.)* During group discussions, the teacher reminds students to use stems for *accountable* talk so they can ensure each group member's ideas are heard and respected. *(Establishes processes that result in: Effective interaction among students.)* Each group sets goals for how it will work cooperatively to complete the task. At the end of each lesson, the teacher has each group reflect on its progress towards its goal and its work on the task as it connects to the rubric for the assignment. *(Establishes processes that result in: A sense of community among students.)*

**High school world languages (Spanish):** Students are working on the Colorado Academic Standard 2: Knowledge and Understanding of Other Cultures, Grade Level Expectation 1—Analyze how the perspectives of people who speak the target language are reflected in their practices.

Students are working on language and culture projects. A common goal for all students is to understand more fully how elements of a given culture interrelate and form a distinct personality of people. *(Creates a classroom environment in which diversity is used to further student learning.)* Students will explore the culture of Spain by writing travel guides, making videos, filming documentaries, or presenting dramas. They will investigate history, religion, economics, celebrations, geography, education, climate, literature, language structure, and how those elements are interrelated. Although the students have a number of product requirements laid out for them, they will add some of their own criteria for success. *(Acknowledges the influence of race, ethnicity, gender, religion, socioeconomics, and other aspects of culture on student perspectives.)* Students may conduct research on their own but will work in collaborative groups to discuss how their research is connected and impacts the culture of the people. The teacher provides guidelines for group discussions to ensure each student shares his findings and contributes to the discussion. *(Establishes processes that result in: Effective interaction among students.)*

Three students in the class are advanced in their grasp of Spanish because language is a high talent area for them; for two students, Spanish is their first language. These students will work with the same concepts as the other students in the class, and, to stretch their thinking, they will do cross-cultural comparisons. They will examine elements of language and culture across at least three language groups other than Spanish, none of which can be a modern Romance language. The students will examine languages, such as Swahili, Farsi, Chinese, Japanese, Hebrew, and Russian, as well as the cultures from which those languages arise. *(Delivers lessons to ensure students' backgrounds and contextual knowledge are considered.)* (Tomlinson, 2001, p. 88).

### *Planning/Coaching Questions*

- How were you able to obtain information on my students' cultures, backgrounds, and family structures?
- What changes in procedures or structures will you need to employ to acknowledge the influence of

[Click here to go back to the table of contents and view the resource guide in its entirety.](#)



**COLORADO**  
Department of Education

various aspects of background on student perspectives?

- What instructional approaches and materials did you use that reflect students' backgrounds and enhance student learning?
- How did you develop a sense of community within the classroom?
- How were you able to provide opportunities for students to engage in effective interactions with their peers?
- How do you model a respect for individual differences and ensure students do the same?
- **How will you model and teach students to value diverse perspectives?**
- How do you capitalize on the diversity within your classroom?

[Click here to go back to the table of contents and view the resource guide in its entirety.](#)



**COLORADO**  
Department of Education