

CULTURALLY RESPONSIVE EDUCATION

ATTITUDES ENVIRONMENT CURRICULUM TEACHING STRATEGIES FAMILY/COMMUNITY INVOLVEMENT

DESIRED OUTCOME: Culturally responsive schools and educators recognize the full educational potential of each student and provide the support and challenges necessary for them to achieve that potential.

THE EDUCATOR SHALL:

	Level 1	Level 2	Level 3	Level 4
High Expectations	Understand the importance of communicating high expectations, and monitor their classroom interactions with students ensuring they communicate expectations for high achievement. Examine data to detect inequitable representation in special programs such as gifted, remedial, special education,	Incorporate teachers, guidance counselors, administrators, and other school personnel in delivering the message that ALL students can learn. Participate in professional development and reciprocal classroom observations with colleagues focusing on language and practices that promote high expectations.	Display a responsibility for all students and work from the premise that all children can attain high standards.	Reflect in their classroom practices that the school actively holds all students to high standards, recognizing the full educational potential of each student and providing the support and challenges necessary for them to achieve to that potential. Continually review data to detect inequitable representation in special programs and actively use those findings to inform the practices of the school and teacher.
Professional Reflection	Participate in professional learning that heightens the awareness of the impact of teacher attitude, background, culture, and socio-economic status on teaching.	Participate in professional development that develops skills to make adjustments in instruction as a result of the impact of teacher attitude, background, culture, and social class on teaching.	Continue to develop their own social and emotional skills in order to model those skills to students (self-awareness, the ability to move comfortably through cultures, social awareness, etc.) Provide professional development for teachers and administrators to change a possible pervasive negative attitude and propensity to blame culturally and linguistically diverse families for their children's struggles.	Regularly engage in self-assessment to determine their own socio-cultural consciousness and make the necessary adjustments when their biases may be affecting their behavior or attitude towards a certain group.
Personalized Education	Develop personal connections among and between students and teachers.	Gain first hand knowledge in alternative ways of knowing and learning.	Encourage the use of multiple perspectives and strengthen students' capacities to take on another's perspective.	Consider the unique and individualized learning histories (social, community, historical, familial, racial, gender, etc.) of all students, using that data to problem solve and individualize planning for students..
Diverse Knowledge Systems	Recognize the validity of traditional knowledge systems. Understand the significance of the role of cultural identity in providing a strong foundation for all social, emotional, intellectual and spiritual development	Participate in cross-cultural activities. Help students to appreciate current and historical events from multiple perspectives.	Develop a philosophy of education that is able to accommodate multiple world-views, values and belief systems. Enable educators to learn from and about their students' culture, language, and learning styles.	Embed an understanding of the role of cultural identity in providing a strong foundation for all social, emotional, intellectual and spiritual development into their teaching.

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ATTITUDES **ENVIRONMENT** CURRICULUM TEACHING STRATEGIES FAMILY/COMMUNITY INVOLVEMENT

DESIRED OUTCOME: Culturally responsive schools and educators reflect a climate of caring, respect, and the valuing of students' cultures that is fostered in the school and classroom.

THE SCHOOL SHALL:

	Level 1	Level 2	Level 3	Level 4
School Culture	Promote awareness and appreciation of differences within the school community.	Explicitly teach the knowledge and behaviors that play a role in a person's success within the school culture.	Acknowledge the presence of a dominant school culture and ensure that all students and parents feel welcomed and feel treated respectfully and fairly.	Broaden opportunities for traditionally underrepresented and/or less privileged groups of students to participate, to be heard, and to be understood within the prevailing school culture.
Student Interactions	Teach, reinforce, celebrate, and publicize school-wide themes of respect, caring, and safety that ensure the emotional and physical safety of all students. Identify that there is a correlation between how kids feel and how they perform, and develop an awareness of the relationships and interactions between students.	Teach students the skills to counter bias, harassment and stereotyping; encourage students to become good allies.	Ensure students and staff are made aware of behaviors that might be culturally specific so they can learn how to interact appropriately with students from cultures other than their own.	Include students in the governing of the school, empowering them to develop climates of respect and allowing them to have ownership over building positive environments.
Respectful Discipline	Handle problems quickly and discreetly, treating all students with respect and fairness.	Write and explain classroom rules and procedures in language that is clear to students from culturally and linguistically diverse backgrounds .	Support administration, teachers, and support personnel to become knowledgeable about differences in cultural practices that might impact student behavior.	Use disciplinary processes that reflect sensitivity towards students' cultural and linguistic differences, being knowledgeable about certain behaviors that are consistent with students' cultural background so as not to consider them deviant.
Climate for Learning	Display bulletin boards and displays of student work that reflect the ethnic, cultural, and racial diversity of the students. Take responsibility that students in their classrooms are not faced with negative images and stereotypes that target cultural groups.	Promote the use of feedback instruments by teachers and faculty that aim to make them aware of how students see their interaction with them, and the extent to which students see them as caring.	Encourage teachers to reflect on whether students find their classes meaningful and whether there are gaps between what they are teaching and what students are learning, especially in regards to showing respect for diversity.	Connect with students in ways that convey respect and caring, explicitly teach rules and expected behaviors within a culture of care; provide a continuum of support, and involve families and community in positive, mutually supportive ways.

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ATTITUDES ENVIRONMENT **CURRICULUM** TEACHING STRATEGIES FAMILY/COMMUNITY INVOLVEMENT

DESIRED OUTCOME: Culturally responsive schools and educators use curriculum that integrates knowledge derived from diverse ways of knowing and connects to students' backgrounds.

THE SCHOOL SHALL:

	Level 1	Level 2	Level 3	Level 4
Cultural Knowledge	Provide opportunities for students to learn about their heritage.	Reinforce the integrity of the cultural knowledge that students bring with them to the classroom.	Use the local language and cultural knowledge as a foundation for the rest of the curriculum.	Teach curriculum that reflects an integration of ethnic and cultural content throughout programming, rather than assigning the study of diverse cultural groups to a single unit.
Multiple Perspectives	Ensure that the support materials (e.g. magazines, books, music) were created by and reflect people of a variety of perspectives and cultures.	Help students to understand and compare different notions of diversity from within and beyond their own community and cultural region. Foster respect and understanding for diversity by providing materials that help students develop positive attitudes toward different racial, ethnic, cultural, language, socio-economic, and ability groups.	Communicate knowledge and appreciation of the history and culture of ethnic groups that includes a commitment to present divergent interpretations and documentation of historic and current events.	Teach students to understand that there is more than one way to interpret a statement, event, or action; allowing them to learn in different ways or to share viewpoints and perspectives based on their own cultural and social experiences.
Avenues for Learning	Use resources other than textbooks for study.	Develop learning activities that are more reflective of students' backgrounds, including integrated units around universal themes.	Provide multiple avenues for students to access the learning that is offered, as well as multiple forms of assessment for students to demonstrate what they learned.	Consider students' cultures and language skills when developing learning objectives, instructional activities, and assessment. Facilitate comparable learning opportunities for students from various backgrounds.
Connections For Learning	Situate local knowledge and actions in a global context.	Help students make connections between what they are learning in school and their personal experiences.	Recognize cultural knowledge as a part of a living and constantly adapting system that is grounded in the past, but continues to grow through the present and into the future.	Teach curriculum that is integrated, interdisciplinary, meaningful, and student-centered, including issues and topics related to the students' background and culture, and that challenges students to develop higher-order knowledge and skills.

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ATTITUDES ENVIRONMENT CURRICULUM **TEACHING STRATEGIES** FAMILY/COMMUNITY INVOLVEMENT

DESIRED OUTCOME: Culturally responsive schools and educators learn from and about their students' cultures; languages; and learning styles, and make instruction and assessment meaningful and relevant to their student's lives..

THE EDUCATOR SHALL:

	Level 1	Level 2	Level 3	Level 4
Student Engagement	Learn to pronounce all students' names accurately and use them often. Make routine contact with all students, even those who don't ask for help.	Learn about their students, including how differences of race, culture, class, character, gender, and genes influence their experience of schooling and academics.	Promote student engagement, share the responsibility of instruction, and encourage a community of learners.	Offer student-centered instruction, where students are encouraged to direct their own learning and to work with other students on assignments that are both culturally and socially relevant to them.
Learning Styles	Invite a variety of student responses to show respect for divergent thinking. Develop specific opportunities for students to cross groups and cultures.	Vary teaching approaches to accommodate diverse learning styles and language proficiency.	Consider all forms of intelligence and problem-solving skills in the assessment of the learning potential of students in their care and provide appropriate opportunities for the advancement of all students.	Utilize multiple instructional strategies and apply those strategies appropriately and flexibly in response to the cultural and instructional environment in which they are situated.
Varied Assessment	Attend trainings in the administration of assessment tools and methods that consider the students' cultural background.	Ensure classroom assessment is conducted with fairness and sensitivity towards students from culturally and linguistically diverse backgrounds.	Utilize information from several sources in assessing students' achievement.	Use a range of assessment strategies that provide students from diverse backgrounds opportunities to demonstrate their mastery and skills, including the opportunity to share what they know in their native language.
Student Support	Know when and how to provide accommodations to students with special needs and English language learners.	Become knowledgeable about the second language acquisition process and how to support students who are English language learners.	Apply knowledge and skills in using strategies for teaching English language learners; including sheltered English techniques.	Use a systematic process including data gathering, conducting assessments, and implementing instruction in 1.) native-language knowledge, 2.) English-language knowledge, 3.) academic background and school experience, 4.) learning and behavior patterns, including team-based intervention plans as necessary.
Cooperative Strategies	Use cooperative learning and other strategies that promote collaboration, especially for material new to the students.	Instruct through teacher/student dialogue and small group work that is academic and goal directed.	Use effective classroom practices that are challenging, cooperative, and hands-on.	Engage in critical self-assessment and participatory research to ascertain the extent to which their teaching practices are effectively grounded in best practices for all students.
Place-Based Learning	Use the local environment and community resources on a regular basis to link what is being taught to the everyday lives of their students.	Provide opportunities to learn through observation and hands-on demonstration of cultural knowledge and skills.	Incorporate local ways of knowing and teaching by utilizing Elders' expertise or providing opportunities for students to learn in settings where skills are naturally relevant.	Become knowledgeable in all areas of local history and cultural tradition that may have bearing on their work as a teacher, including the appropriate times and places for certain knowledge to be taught.

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ATTITUDES ENVIRONMENT CURRICULUM TEACHING STRATEGIES **FAMILY/COMMUNITY INVOLVEMENT**

DESIRED OUTCOME: Culturally responsive schools and educators engage in extensive on-going participation, communication and interaction between school and community.

THE SCHOOL SHALL:

	Level 1	Level 2	Level 3	Level 4
Partnering with Parents	Engage in dialogue with parents about parents' hopes and aspirations for their child, their sense of what the child needs, and suggestions about ways teachers can help.	Establish a plan for following up on parent conferences regarding request for services or other parental concerns. Teach students and parents the school code of conduct and customs to help them be successful in that context.	Work closely with parents to achieve a high level of complementary educational expectations between home and school.	Involve parents in the governance of the school; providing childcare, transportation, or alternate meeting locations, days, and times if needed.
Effective Communication	Actively seek alternative means of communication to reach out to parents and community members. Keep parents apprised of services offered by the school.	Provide professional development to staff and teachers on effective communication with parents from diverse cultural, language, and ethnic groups. Ensure vital messages home are translated into the languages commonly spoken by the parents.	Gain cross-cultural skills necessary for successful exchange and collaboration.	Utilize a proactive collaborative model that focuses on family strengths and finding common ground upon which to build.
Community Outreach	Participate in community events and activities in an appropriate and supportive way.	Foster the on-going participation of Elders and local expertise in all aspects of the schooling process. Make use of facilities throughout the community to demonstrate that education is a community-wide process involving everyone as teachers.	Involve family and community members in developing classroom and school-wide activities that promote an appreciation of cultural diversity.	Participate in cultural and community events to reach out to the communities represented at those events.
Welcoming Environment	Ensure a welcoming environment so that a parent is greeted with a smile upon entering the school and at all points of contact thereafter. Provide a physical environment that is inviting and readily accessible for local people to enter and utilize.	Utilize parent liaisons to help parents and students navigate the school system. Utilize local expertise, including students, to provide culturally appropriate displays of arts, crafts, and other forms of space design.	Recruit and maintain a resource list of culturally competent staff and community contacts who can communicate effectively with parents from diverse cultural, ethnic, and language groups.	Promote a high level of involvement of professional staff who are of the same cultural background as the students with whom they are working.