Preparing Teachers for Schools As They Are:

Recommendations for Cultural Competence for all Teachers in Washington State

December 17, 2009

Draft Recommendations on Model Standards related to Cultural Competence for Washington State Educators
Written Report from the Cultural Competency Work Group to the Professional Educator Standards Board in response to Senate Bill 5973 and House Bill 2261

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Background and Introduction

No matter what lens one uses to evaluate nation-wide and state-wide demographic data, it is clear that the number of culturally and linguistically diverse students and their families comprise a significant constituency in our public schools. The implications for the teaching profession, from pre-K through college and university teacher preparation programs, are profound. In order for our public schools to be successful in creating positive pathways and responsive instruction for all youth served in our public schools, we must immediately enhance the capacity of our teaching force so that they are well prepared to exhibit the knowledge, skills and characteristics of culturally competent members of our educational profession and successfully serve diverse populations represented in our public schools.

Senate Bill SSSB 5973, enacted by the Legislature and signed by the Governor after the 2009 session, charged the Professional Educator Standards Board (PESB) with identifying model standards for Cultural Competency and making recommendations on those standards to the legislature:

SSSB 5973
...in consultation and collaboration with the achievement gap oversight and accountability committee established under section 2 of this act, shall identify a list of model standards for cultural competency and make recommendations to the education committees of the legislature on the strengths and weaknesses of those standards.

A companion piece of Legislation, House Bill ESHB 2261 charged the Professional Educator Standards Board (PESB) to:

HB 2261
...Adopt a set of articulated teacher knowledge, skill, and performance standards for effective teaching that are evidence-based, measurable, meaningful, and documented in high quality research as being associated with improved student learning. The standards shall be calibrated for each level of certification and along the entire career continuum. In developing
the standards, the board shall, to the extent possible, incorporate standards for
cultural competency along the entire continuum.

Legislative definition of Cultural Competency (SSSB 2261)

For the purposes of this work the legislature provided the PESB with a definition of
Cultural Competency as follows:

section (2), “cultural competency” includes knowledge of student cultural
histories and contexts, as well as family norms and values in different cultures;
knowledge and skills in accessing community resources and community and
parent outreach; and skills in adapting instruction to students’ experiences and
identifying cultural contexts for individual students.

Process

To address the above legislative charges the PESB convened a Cultural Competency
Work Group. The Cultural Competency Work Group closely reviewed the legislative
charges, including the definition of cultural competency that was provided by the
legislature. From this review the Work Group determined they were to:

1) Review national and state model standards related to cultural competence;
2) Recommend model standards aligned with Washington’s continuum of
teacher preparation, induction and career long professional development;
3) Rate model standards for their strengths and weaknesses;
4) Provide the Education Committees of the Legislature, PESB and the
Achievement Gap Oversight and Accountability Committee with progress
updates and drafts of the Work Group’s recommendations.

Over the course of four months, starting in June 2009, the PESB:
1. Formed a Cultural Competency Work Group whose members included
representatives from the Washington Association of Colleges for Teacher
Education, Association of Washington School Principals, Washington Education
Association, the Office of the Superintendent of Public Instruction, Reachout for
New Futures, The Center for Strengthening the Teaching Profession, Office of the
Education Ombudsman and a Representative from the Achievement Gap
Oversight Committee.

Cultural Competency Work Group Members

Idalia M. Apodaca – Washington Education Association, Teacher (moved)
Cherry A. McGee Banks – Washington Association of Colleges of Teacher
Education (WACTE) representative; Professor, University of Washington Bothell
Susanne Beauchaine – Program Supervisor, Equity and Civil Rights, (OSPI)
John-Paul Chaisson-Cardenas – Director, Equity and Civil Rights, (OSPI)
Robert Harkins – Deputy Superintendent, (OSPI)
Erin Jones – Assistant Superintendent, Center for Student Learning, (OSPI)
Karen Johnson – Association of Washington School Principals (AWSP)
Mindy Meyer – Center for Strengthening the Teaching Profession (CSTEP)
Mea Moore – Professional Educator Standards Board (PESB)
2. Reviewed research on model standards used by other state educational offices and agencies, organizations and researchers who have contributed to the body of literature on Cultural Competence for educators and educational systems.

(Please note: to view any of the documents developed by the Cultural Competency Work Group and referenced in this report please go to www.pesb.wa.gov).

3. Developed a Matrix that included the following four agreed upon components of Cultural Competency:

Component 1.0 Professional Ethics within a Global and Multicultural Society
Description of Practice: Ethical and moral concepts and practices that undergird Equity, Civil Rights and Cultural Competence for education professionals and systems.

Component 2.0 Civil Rights and Nondiscrimination Law
Description of Practice: An understanding of State and Federal Civil Rights and Non-discrimination laws.

Component 3.0 Reflective Practice, Self Awareness & Anti-Bias
Description of Practice: Awareness of one’s own cultural background and how it influences perception, values and practices. Understanding of structural benefits and privileges and how they mold educational practices and organizations. Ability to find and use tools, processes and programs that promote professional & organizational self examination and assessment in order to mitigate behaviors and practices (e.g.: racism, sexism, homophobia, unearned-privilege, euro-centricism, etc) that undermine inclusion, equity and Cultural Competence in education.

Component 4.0 Repertoires of Practice for Teaching Effectiveness for Culturally Diverse Populations
Description of Practice: An understanding of the broad range of experiences and groups that students bring to the classroom and how those experiences impact learning. The ability of individuals and systems to work effectively with students and the communities they are from.

4. Rated identified model standards on their strengths and weaknesses and included them under the four stages related to Washington’s continuum of teacher preparation, induction and career long professional development (pre-service, induction, professional certification and career teacher).

5. Provided members of the Professional Educator Standards Board, the Education Committees of the Legislature and members of the Achievement Gap
Oversight and Accountability Committee with progress updates and drafts of their review of model standards.

6. Consulted and collaborated with the Achievement Gap Oversight and Accountability Committee on feedback and recommendations on the Cultural Competency Work Group Matrix.

7. Aligned recommendations for Cultural Competency with current standards on Washington’s continuum of teacher preparation, induction and career long professional development for PESB’s consideration.

The timeline of the above activities follows:

**Cultural Competency Work Group Timeline**

Aug. 21, 2009 The Cultural Competency (CC) Work Group convenes to outline tasks related to the legislative charge.

Sept. 1 & 2, 2009 The CC Work Group meets to review examples of Cultural Competency models/standards. With input from the Achievement Gap reports, research literature and state and national models, drafts recommendations and relates models/standards to Washington’s continuum of teacher preparation.

Sept. 10, 2009 PESB/OSPI staff provides Achievement Gap Oversight Committee with update on CC Work Group progress.

Sept. 21- Oct. 5, 2009 The CC Work Group reviews second draft of recommendations matrix and completes survey related to strengths and weakness of identified models/standards.

Sept 23, 2009 PESB/OSPI staff provides Achievement Gap Oversight Committee with update on CC Work Group progress.


Oct. 6, 2009 CC Work Group meeting. Final recommendations from CC Work Group submitted to PESB.

Oct. 14, 2009 Draft recommendations from CC Work Group are presented to Achievement Gap Oversight Committee.

Nov. 12, 2009 Update on CC Work Group progress at PESB meeting

Nov.- Dec. 2009 PESB staff align recommendations from Achievement Gap Oversight Committee and CC Work Group recommendations with Washington’s continuum of teacher preparation, induction and career long professional development
Jan 7, 2010 PESB Members are provided with a written report by the Cultural Competency Work Group as part of the consent agenda. TAB 5- Recommended standards for Cultural Competency presented to PESB for review as part of PESB Recommendations and Report to the Legislature related to charges in HB 2261.

Overarching Findings
The Cultural Competency Work Group developed several overarching statements related to the review of this work. The following points emerged in regard to the preliminary recommendations:

- Through the charge related to this work we had been asked to refer to our recommendations as Cultural Competency for Educators. The Work Group found in the review of model standards and research on this topic that the accepted term is Cultural Competence.
- Through our review of the research it became clear to the members of the Work Group that recommendations for Cultural Competence standards and professional development for teachers can only go so far to effect change related to student achievement. The Work Group members felt strongly that policy makers and reviewers of this work need to be aware that Cultural Competence training for Administrators, inclusive of Superintendents, school boards, principals and counselors, as well as all school supporting staff (bus drivers, paraprofessionals and school classified staff) must be part of a system wide commitment to Cultural Competence.
- Coursework that supports effective instruction for working with ELL students should become a requirement, not an elective, in teacher preparation programs.
- There is high level of awareness, at both the K-12 and higher education levels, regarding the need to enhance the Cultural Competence training preservice and currently certified teachers receive. The PESB has jurisdiction for standards for the Residency and the Professional Certificates. For teachers who are not in involved with these licensure requirements, policy makers must look to other agencies to address the recommendations included in those areas (specifically induction and career teacher) of this review.
- The Work Group recommends that policy makers and the Achievement Gap Oversight and Accountability committee members consider not only these recommendations, but also seek to provide adequate resources to successfully implement them in school districts and teacher preparation programs.

Sources Reviewed
The work group reviewed model standards from the following sources:
States:
Vermont, Alaska, Oregon, Pennsylvania, South Dakota
Sovereign Nations:
Indian Education Plan (Washington State)
State Government:
Professional Educator Standards Board
HB 2722 Achievement Gap Advisory Committee Reports
Professional Organizations:
Association of Washington School Principals
Northwest Regional Educational Laboratory
Interstate New Teacher Assessment and Support Consortium
National Board for Professional Teaching Standards
Nation Council for Accreditation of Teacher Education
International Organizations:
United Nations
United Nations Educational Scientific and Cultural Organization
Standards of Cultural Competence-Australia and New Zealand Boards and Council
Other Professional Fields:
U.S. Department of Health and Human Services
National Association of Social Workers
Educational Research:
Fourteen sources from the field of Educational research

**Draft Matrix**

The Cultural Competency Work Group developed a Matrix that included the continuum of teacher preparation aligned with the four identified components of cultural competency. Recommendations of model standards where based on review of the research and sources cited above. The Work Group included their recommendations on the Matrix. The draft Matrix was presented to the Achievement Gap Oversight and Accountability Committee for their feedback and input.

**Ranking Model Standards**

Identification of Strengths and Weaknesses related to Models reviewed:
There was a high level of awareness among the members of the Work Group regarding the need to enhance Cultural Competence for all teachers. Once the Work Group had identified model standards they ranked them in regard to their strengths and weaknesses. The Work Group also asked the Achievement Gap Oversight and Accountability Committee to rank the identified standards in regard to their strengths and weaknesses.

**Summary/Recommendations**

Collectively, the members of the PESB, Achievement Gap Oversight and Accountability Committee and the Cultural Competency Work Group have a great deal of knowledge, expertise and familiarity with the issues discussed in this report. The review of model standards and research related to the field of Cultural Competence confirm what these practitioners have experienced in working with programs or initiatives that are designed to support effective instruction for diverse student populations. It is therefore the conclusion of the Cultural Competency Work Group that the preliminary recommendations included below should be considered by the agencies and Boards responsible for ensuring that Washington’s teachers receive support and effective program models related to Cultural Competence. Without intentional mechanisms to
move these recommendations and other initiatives forward, we do not anticipate significant change in the academic achievement levels or enhancement of career, educational and workforce options for Washington State’s diverse students.

Once PESB members review and discuss the preliminary findings and recommendations of the Cultural Competency Work Group they may move to accept/reject these recommendations. The PESB wishes to extend their thanks to the members of the Achievement Gap Oversight and Accountability Committee and the Cultural Competency Work Group for their diligence in providing the PESB with well researched, aligned recommendations that will ensure that Washington’s teachers have the skills and knowledge to work with linguistically diverse K-12 students in all Washington’s public school classrooms.

**Recommendations related to the Residency Certificate- Teacher Preparation Programs**

Knowledge and Skills Standard V: Under Standard V, teacher preparation programs should assure that, as a requirement for certification, all teacher candidates develop competencies related to effective communication and collaboration with diverse populations represented in Washington State public schools and communities. Through the alignment work of Cultural Competency models and standards onto Washington’s continuum of teacher preparation, induction and career long professional development, it was determined that knowledge of principles of second language acquisition is an area of growth for Washington’s standards for the Residency certificate. To address this, the Cultural Competency Work Group recommends the following competencies to be included under Standard V as part of the preparation for all Residency certification candidates:

1. Theory of Second Language Acquisition
2. Stages of Second Language Development
3. Sheltered instruction in academic content- including knowledge and application of the Office of the Superintendent of Public Instruction’s (OSPI’s) English Language Development Standards (ELD’s)
4. Student Cultural Identity
5. Cultural Relevance and Competence

(For common examples of the above competencies, please see Appendix A).

**Implementation Considerations**

The Professional Educator Standards Board recognizes that Colleges of Education will need technical support and an adequate amount of time to implement the proposed changes to Standard V as they relate to the competencies that are outlined above. During the January 2010 Board meeting, PESB staff will present options to the Board related to timelines and support for implementation.

**Recommendations related to the Professional Certificate- Pro Teach Assessment**
Professional Certification: Through the alignment work of the Cultural Competency Work Group, an area of growth has emerged for standards related to the Professional Certificate. The Cultural Competency Work Group has reviewed the descriptions of practice related to the professional certificate to ensure that standards related to Cultural Competence are met by the professional teacher candidate so that they develop competencies to support effective communication and collaboration with the diverse populations represented in Washington State public schools and communities.

The Cultural Competency Work Group recommends that that teachers seeking the Professional certificate have the same five essential competencies as required of preservice teachers. These competencies are:

1. Theory of Second Language Acquisition
2. Stages of Second Language Development
3. Sheltered instruction in academic content- Including knowledge and application of the Office of the Superintendent of Public instruction’s (OSPI’s) English Language Development Standards (ELD’s)
4. Student Cultural Identity
5. Cultural Relevance and Competence

(For common examples of the above competencies, please see Appendix A).

Recommendations related to Induction and Career Level Teachers
The Office of the Superintendent of Public Instruction should review the allocation of resources and requirements for effective beginning teacher support and continuing professional development for Washington’s teachers to ensure that standards related to Cultural Competence and second language acquisition are met and that all teachers develop competencies to support the diverse populations represented in Washington State public schools and communities.

Current Status of Deliverables for Cultural Competency Recommendations
PESB staff has aligned the recommendations from the Achievement Gap Oversight and Accountability Committee and the Cultural Competency Work Group with the current standards for the Residency Certificate and the Professional Certificate and have provided the tables showing this alignment below for the Board’s review. The tables are organized as follows:

- Column 1- Components of Cultural Competency and Descriptions of Practice
- Column 2- Current Standards for the Residency and Professional Certificate
- Column 3- Cultural Competency Work Group Model Standards recommendations

Through the alignment between the current Standard V and the recommendations of the Cultural Competency Work Group it was determined that the majority of
recommendations related to Cultural Competency can be addressed by standards that are currently in place. The main area of growth for both the Residency and the Professional Certificate occur under Cultural Competency Component 4.1.b - Language. Based on the recommendations from the PESB report *Supporting English Language Learners: Recommendations for Teacher Preparation and Professional Development in Washington State, 2008*, the Cultural Competency Work Group included the competencies outlined in the report as proposed competencies to Standard V for the Residency Certificate and as a possible new entry in the Pro Teach assessment.

### Preliminary Recommendations for the Residency Certificate

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<td><strong>Effective Teaching</strong></td>
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<td><strong>Standard 3:</strong></td>
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<td>Teaching as a Profession &amp; Professional Contributions</td>
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<td>3b. Demonstrating knowledge of professional, legal, and ethical responsibilities and policies.</td>
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Teacher candidate has basic understanding and knowledge of Universal Declaration of Human Rights (Article 26), *UNESCO Declaration Human Rights*

Teacher candidate demonstrates respect for human dignity and individual rights. *(Vermont Dept of Education, Vermont Standards Board for Professional Educators, p. 2, #5)*
## Preliminary Recommendations for the Residency Certificate

### Cultural Competency Component 2.0

**Civil Rights and Nondiscrimination Law**

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<tr>
<th>Description of Practice: An understanding of State and Federal Civil Rights and Non-discrimination laws.</th>
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<tr>
<td>3b. Demonstrating knowledge of professional, legal, and ethical responsibilities and policies.</td>
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<td>(Cultural Components 1, 2 &amp; 3)</td>
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<th>2.1 Civil Rights law</th>
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<th>2.2 Safe schools</th>
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| 1h. Preparing students to be responsible citizens for an environmentally sustainable, globally interconnected, and diverse society. |
| (Cultural Component 2) |

Washington State Anti-harassment Act RCW 28A.300.285 Harassment, Bullying and Intimidation

### Educator Preparation Continuum

#### Pre-Service

### Cultural Competency Recommendations for Pre-Service Teacher Residency Certificate Standards

Teacher candidates obtain a passing score on a test of knowledge of U.S. and (Oregon) civil rights laws. An emergency license will be issued for ninety (90) days during which time the applicant must complete the civil rights requirement.

**Administrator License (IAL) (e) Civil Rights:** Oregon: Initial

Demonstrate knowledge of the civil rights law and WA treaties and its relevance to education (Durie, M 2001). Teacher candidates demonstrate knowledge of state and federal civil rights, non-discrimination law, and Treaties with Native Americans.

**State and Federal Civil Rights Law**
Certificate Standards

Standard 1: Effective Teaching

1i. Using learner centered curricula that engage students in a variety of culturally responsive, developmentally, and age appropriate strategies. *(Cultural Components1,3)*

Standard 2: Professional Development

2a. Developing reflective, collaborative, professional growth-centered practices through regularly evaluating the effects of his/her teaching through feedback and reflection. *(Cultural Component 3)*

Standard 3: Teaching as a Profession & Professional Contributions

3b. Demonstrating knowledge of professional, legal, and ethical responsibilities and policies. *(Cultural Components 1, 2 & 3)*

Teacher Residency Certificate Standards

Pre-service teachers examine the cultural backgrounds and identities to increase awareness of personal assumptions, values and biases. *(Standard 2 Self-Awareness)*

Understand the significance of the cultural identity in providing a strong foundation for all social, emotional, intellectual and spiritual development. *(Alaska Teacher Standard 3 Diversity)*

Pre-Service Teachers examine their own cultural backgrounds and identities to increase awareness of personal assumptions, values and biases. *NASW Standard 2 Self-Awareness*

Understand the significance of the cultural identity in providing a strong foundation for all social, emotional, intellectual and spiritual development. *Alaska Teacher Standard 3 Diversity*

Preliminary Recommendations for the Residency Certificate

Cultural Competency Component 4.0

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<th>Pre-Service Current Teacher Residency Certificate Standards</th>
<th>Cultural Competency Recommendations for Pre-Service Teacher Residency Certificate Standards</th>
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4.0 Description of Practice: An understanding of the broad range of experiences and groups that students bring to the classroom and how those experiences impact learning. The ability of individuals and systems to work effectively with students and the communities they are from.

4.1 Culturally Responsive School/Classroom

Standard 1: 4.1 Culturally Responsive Effective Teaching Classroom
Working Definition: Instruction that incorporates the elements in a way which reflect the school as a social system and the dynamic relationship between teachers and students for the purpose of increasing student achievement.

1a. Using multiple instructional strategies that address student ability levels and cultural and linguistic backgrounds. (Cultural Component 4)

1d. Implementing classroom/school centered instruction that is connected to communities within the classroom and the school, and includes knowledge and skills for working with others. (Cultural Component 4)

Standard 2: Professional Development

2a. Developing reflective, collaborative, professional growth-centered practices through regularly evaluating the effects of his/her teaching through feedback and reflection. (Cultural Component 3)

4.1. a. Curriculum, Instruction and Assessment: Equity Pedagogy: Working Definition- Banks and Banks describe Equity Pedagogy as …” teaching strategies and classroom environments that help students from

Standard 1: Effective Teaching

1a. Using multiple instructional strategies that address student ability levels and cultural and linguistic

Teacher candidates will practice reflective self-analysis to identify, examine and reflect on their attitudes toward different ethnic, racial, gender and different social class groups.

p.156- Banks & Banks: Equity Pedagogy: An Essential Component of Multicultural Education; Teacher Characteristics

Teacher candidates will understand equity pedagogy and demonstrate self-understanding and knowledge of the histories, model characteristics and intra-group differences of ethnic groups.

p.157- Banks & Banks: Equity Pedagogy: An Essential Component of Multicultural Education; Teacher Characteristics

Teacher candidates gain insight
diverse racial, ethnic and cultural groups attain the knowledge and skills needed to function within and help create and perpetuate a just, humane and democratic society. Equity Pedagogy is a dynamic and instructional process...used to generate knowledge and create new understandings.”

4.1.b Language Working Definition: Knowledge and skills related to effective instruction for linguistically and culturally diverse students

**Standard 1: Effective Teaching**
1a. Using multiple instructional strategies that address student ability levels and cultural and linguistic backgrounds. (Cultural Component 4)

NEW Language
All teacher candidates are introduced to and develop the five essential competencies to support English Language Learners. These competencies are:

- Sheltered instruction in academic content
- Including knowledge and application of the Office of the Superintendent of Public instruction’s (OSPI’s) English Language Development Standards (ELD’s)
- Student Cultural Identity

1e. Using intentionally planned curricula that include standards-based planning that is personalized to the diverse needs of each student. (Cultural Component 4)

through a learning community in which dialogue and exploration of different culturally relevant knowledge claims can occur. (p.228). Ladson-Billings; *Culturally Relevant Teaching: Theory and Practice*

Teacher candidates understand the implication their instruction and relationship has as an integral part of the students’ ability to participate within a school system and their community (p.229). Ladson-Billings; *Culturally Relevant Teaching: Theory and Practice*

Teacher candidates are introduced to evaluative practices of curricula, textbooks, and instructional materials for cultural appropriateness (8). Oregon Teacher Standards and Practices Commission; Cultural Competency Content Framework; Subarea II Cultural Competent Assessment and Instruction
- Theory of Second Language Acquisition
- Stages of Second Language Development
- Sheltered instruction in academic content - Including knowledge and application of the Office of the Superintendent of Public instruction's (OSPI's) English Language Development Standards (ELD's)
- Student Cultural Identity
- Cultural Relevance and Competence

Supporting English Language Learners: Recommendations for Teacher Preparation and Professional Development in Washington State Professional Educator Standard Board (PESB) ELL Work Group
Standard 1: Effective Teaching

1k. Informing, involving, and collaborating with families/neighborhoods and communities in each student’s educational process, including using information about student achievement and performance. (Cultural Component 4)

4.2 Partnerships with Families and Communities

The teacher candidate seeks to understand students’ families, cultures, and communities, and uses this information as a basis for connecting instruction to students’ experiences (3.35). Interstate New Teacher Assessment and Support Consortium (INTASC) Core Standards; Principle 3 Diverse Learners

Teacher candidates gain first-hand experience in alternative ways of knowing and learning under the guidance of personnel who are themselves grounded in ways of knowing that are different from those based on a literate tradition (i.e., schooling), including the experientially-based oral tradition of Native societies. (1.c.) Alaska Teacher Standard 1 Philosophy
### Cultural Competency Component 1.0

**Professional Ethics within a Global and Multicultural Society**

**Description of Practice:** Ethical and moral concepts and practices that undergird Equity, Civil Rights and Cultural Competence for education professionals and systems.

- **1.3 Human Rights**
- **1.4 Social Justice**

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### Professional Certification

**Current Teacher Professional Certification Standards**

**Standard 1: Professional Development**

2 c. Remaining current in subject area(s), theories, practice, research and ethical practice.

**Standard 3: Teaching as a Profession & Professional Contributions**

3b. Demonstrating knowledge of professional, legal, and ethical responsibilities and policies.

*(Cultural Components 1, 2 & 3)*

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### Cultural Competency Recommendations for Teacher Professional Certification Standards

The teacher assures that pedagogy used in the classroom is conducive to the success of each unique cultures in that classroom.

*Banks, et.al. Democracy and Diversity*
### Preliminary Recommendations for the Professional Certificate

#### Cultural Competency Component 2.0

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<tr>
<td>WAC 181.87.060- Disregard or abandonment of generally recognized professional standards. Any performance of professional practice in flagrant disregard or clear abandonment of generally recognized professional standards in the course of any of the following professional practices is an act of unprofessional conduct: 1) Assessment, treatment, instruction or supervision of students</td>
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#### Cultural Competency Component 3.0

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<thead>
<tr>
<th>Reflective Practice, Self Awareness &amp; Anti-Bias</th>
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<td><strong>Description of Practice:</strong> Awareness</td>
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### Educator Preparation Continuum

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<th>Professional Certification</th>
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<td>Current Teacher Professional Certification Standards</td>
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<th>Cultural Competency for Teacher Professional Standards</th>
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<tr>
<td>The teacher recognizes and accepts Native students as members of Native sovereign nations. (Indian Education Plan/School A.6)</td>
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<tr>
<td>Teacher recognizes and is committed to accommodating and supporting Native students as members of Native sovereign nations.</td>
</tr>
<tr>
<td>Interfere with a student’s or colleague’s exercise of political and civil rights and responsibilities. Pennsylvania’s Code of Professional Practice and Conduct for Educators; Section 8. Civil rights</td>
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### Cultural Competency Recommendations for Teacher Professional Certification Standards

- **Standard 1:** Effective Teaching
- **Standard 2:** Demonstrating knowledge of professional, legal, and ethical responsibilities and policies.
- **Standard 3:** Teaching as a Profession & Professional Contributions
of one’s own cultural background and how it influences perception, values and practices. Understanding of structural benefits and privileges and how they mold educational practices and organizations.

3.1 Societal advantages

3.1.a. Cosmology, Spirituality, Creed and Religion

3.2 Understanding Culture and Identity

2a. Developing reflective, collaborative, professional growth-centered practices through regularly evaluating the effects of his/her teaching through feedback and reflection. (Cultural Component 3)

Standard 2: Professional Development

1a. Using instructional strategies, including the principles of second language acquisition, to make learning meaningful and show positive impact on student learning.

1c. Using a variety of assessment strategies and data to monitor and improve instruction.

1f. Demonstrating cultural sensitivity in teaching and in relationships with students, families, and community members.

1h. Informing, involving, and collaborating with families and community members as partners in each student’s educational process, including using information about student achievement and performance.

Teachers understand the value of place-based education related to students’ attendance and practice in traditional ceremonies that have been identified as supporting students’ spiritual, mental, physical and emotional development.


Incorporate and build upon the prior knowledge and experiences of the students in their care and reinforce the positive parenting and child-rearing practices from the community in all aspects.

2.a. Alaska Teacher Standard 2 Learning Theory and Practice

...The teacher identifies power relationships within the school, or institution and students... Edited from Alaska Competencies; Knowledge, Skills and Attitudes (4.2). Cultural Competence Standards

Teachers, administration and governance can benefit from cultural status of a school districts’ understanding of the unique place-based attributes of the communities they serve.

The Education Alliance at Brown University...
Repertoire of Practice for Teaching Effectiveness for Culturally Diverse Populations

Description of Practice: An understanding of the broad range of experiences and groups that students bring to the classroom and how those experiences impact learning. The ability of individuals and systems to work *effectively* with students and the communities they are from.

4.1 Culturally Responsive School/Classroom

**Working Definition:** Instruction that incorporates the elements in a way which reflect the school as a social system and the dynamic relationship between teachers and students for the purpose of increasing student achievement.

1a. Using instructional strategies, including the principles of second language acquisition, to make learning meaningful and show positive impact on student learning.

1b. Ensuring application of theories of language acquisition and stages of second language development in the integration of subject matter across the content areas of mathematical, scientific, and aesthetic reasoning.

1c. Using a variety of assessment strategies and data to monitor and improve instruction.

1d. Using appropriate classroom management principles, processes and practices to foster a safe, positive, student-focused learning environment.

1e. Designing and/or adapting challenging curriculum that is based on the diverse needs of each student.

**Standard 1: Effective Teaching**

4.1 Culturally Responsive Classroom

The teacher provides multiple avenues for students to access the learning that is offered, as well as multiple forms of assessment for students to demonstrate what they have learned (Cultural Standards for Schools B) *Proposed Standards for Culturally-Responsive Schools; Indian Education Plan for Washington State, OSPI*.

Teachers develop the knowledge and skills needed to create new pedagogies and learning domains (2.7) *Banks et. al; University of Washington; Center for Multicultural Education; Learning in and out of School in Diverse Environments Checklist*.
1f. Demonstrating cultural sensitivity in teaching and in relationships with students, families, and community members.

1h. Informing, involving, and collaborating with families and community members as partners in each student’s educational process, including using information about student achievement and performance.

Standard 2: Professional Development

2a. Developing reflective, collaborative, professional growth-centered practices through regularly evaluating the effects of his/her teaching through feedback and reflection. (Cultural Component 3)

Standard 3: Teaching as a Profession & Professional Contributions

3a. Advocating for curriculum, instruction, and learning environments that meet the diverse needs of each student.

3b. Participating collaboratively in school improvement activities and contributing to collegial decision-making.
Working Definition-
Banks and Banks
describe Equity
Pedagogy as ...
“teaching strategies
and classroom
environments that
help students from
diverse racial, ethnic
and cultural groups
attain the knowledge
and skills needed to
function within and
help create and
perpetuate a just,
humane and
democratic society.
..Equity Pedagogy is
a dynamic and
instructional
process... used to generate
knowledge and
create new
understandings.”
Equity Pedagogy: An
Essential Component
of Multicultural
Education. Banks
and Banks- Theory in
to Practice. Vol.
34(3), 1995

and improve instruction.

1d. Using appropriate classroom
management principles,
processes and practices to foster
a safe, positive, student-focused
learning environment.

1e. Designing and/or adapting
challenging curriculum that is
based on the diverse needs of
each student

Standard 3:
Teaching as a Profession &
Professional Contributions

3a. Advocating for curriculum,
instruction, and learning
environments that meet the
diverse needs of each student.

3b. Participating collaboratively in
school improvement activities and
contributing to collegial decision-

The teacher has concrete
experiences of diverse
communities in order to create
meaning and understanding
(p.228). Ladson-Billings;
Culturally Relevant Teaching:
Theory and Practice

The teacher shares learned
culturally relevant instructional
practices and insights with
learning communities (p.229).
Ladson-Billings; Culturally
 Relevant Teaching: Theory
 and Practice

The teacher utilizes a broad
range of culturally-appropriate
performance standards to
assess student knowledge
and skills (B.1).
Proposed Standards for
Culturally-Responsive
Schools; Indian Education
Plan for Washington State,
OSPI

Teachers participate and
contribute in a learning
community and embed new
culturally relevant instructional
learning’s into practice
(p.228). Ladson-Billings;
Culturally Relevant Teaching:
Theory and Practice

Teachers refine their practices
in relationship of their work
within the classroom and the
impact their work will have on
students' lives and students’
communities (p. 229) Ladson-
Billings; Culturally Relevant
Teaching: Theory and Practice

4.1.b Language

Standard 1:

4.1.b Language
Working Definition:
Knowledge and skills related to effective instruction for linguistically and culturally diverse students

Effective Teaching

1a. Using multiple instructional strategies that address student ability levels and cultural and linguistic backgrounds. (Cultural Component 4)

NEW Language

All professional teacher candidates are introduced to and develop the five essential competencies to support English Language Learners. These competencies are:

- Theory of Second Language Acquisition
- Stages of Second Language Development
- Sheltered instruction in academic content- Including knowledge and application of the Office of the Superintendent of Public instruction’s (OSPI’s) English Language Development Standards (ELD’s)
- Student Cultural Identity
- Cultural Relevance and Competence

Supporting English Language Learners: Recommendations for Teacher Preparation and Professional Development in Washington State
Professional Educator Standard Board (PESB) ELL Work Group
4.2 Partnerships with Families and Communities

Working definition is inclusive of:

- Partnering cross-culturally with families and communities;
- Building rapport across cultural lines;
- Cross Cultural Communication—Use of Interpreters and translators - Assure the competence of language assistance provided to limited English proficient students by interpreters and bilingual staff. Family and friends should not be used to provide interpretation services (Standard 6). U.S. Dept. of Health and Human Services; Office of Minority Health; National Standards for Culturally and Linguistically Appropriate Services in Health Care;
- Reaching out to community (social marketing);

Standard 1: Effective Teaching

1f. Demonstrating cultural sensitivity in teaching and in relationships with students, families, and community members.

1h. Informing, involving, and collaborating with families and community members as partners in each student’s educational process, including using information about student achievement and performance.

4.2 Partnerships with Families and Communities

The teacher fosters extensive on-going participation, communication and interaction between school and community personnel (Cultural Standards for Schools F).

Teachers use the local environment and community resources on a regular basis to link what they are teaching to the everyday lives of the students (Cultural Standards for Educators A.1).

Teachers work closely with parents to achieve a high level of complementary educational expectations between home and school (Cultural Standards for Educators A.3).

Proposed Standards for Culturally-Responsive Schools; Indian Education Plan for Washington State, OSPI

By using place-based education, elders, Native community members, family members and parents, along with their children, teachers, and administrators could work together to develop, implement, and evaluate authentic learning experiences that actively engage Native and non-Native students (Achievement Gap 2.2.F).
Appendix A
Common Examples of Recommended Competencies

The Cultural Competency Work Group recognizes that there is a large body of research related to supporting Cultural Competency and second language acquisition in schools. The following are some common examples of the recommendations included in this report.

**Theory of Second Language Acquisition**
Second language acquisition theory seeks to quantify how and by what processes individuals acquire a second language. The predominant theory of second language acquisition was developed by the University of Southern California’s Steven Krashen. Krashen is a specialist in language development and acquisition, and his theory is widely accepted in the language learning community.

There are five main components of Krashen’s theory. Each of the components relates to a different aspect of the language learning process. The five components are as follows:

- The Acquisition Learning Hypothesis
- The Monitor Hypothesis
- The Natural Order Hypothesis
- The Input Hypothesis
- The Affective Filter Hypothesis

**Stages of Second Language Development**
There are four stages or levels of Second Language Development:
Level 1: Pre-Production Stage (Silent Period): Minimal comprehension, no verbal production.
Level II: Early Production Stage. Limited Comprehension; One/two-word response.
Level III: Speech Emergence Stage. Increased comprehension; Simple sentences; Some errors in speech.
Level IV: Intermediate Fluency Stage. Very good comprehension; More complex sentences; Complex errors in speech.

Two major aspects of Second Language Development are defined as BICS and CALP:
Basic Interpersonal Communication Skills - Basic Interpersonal Communication Skills (BICS) are language skills needed in social situations. It is the day-to-day language needed to interact socially with other people. English language learners (ELLs) employ BIC skills when they are on the playground, in the lunch room, on the school bus, at parties, playing sports and talking on the telephone. Social interactions are usually context embedded. They occur in a meaningful social context. They are not very demanding cognitively. The language required is not specialized. These language skills usually develop within six months to two years after arrival in the U.S. Problems arise when teachers and administrators think that a child is proficient in a language when they demonstrate good social English.

Cognitive Academic Language Proficiency - Cognitive Academic Language Proficiency (CALP) refers to formal academic learning. This includes listening, speaking, reading, and writing about subject area content material. This level of language learning is essential for students to succeed in school. Students need time and support to become proficient in academic areas. This usually takes from five to seven years. Research (Thomas & Collier, 1995) has shown that if a child has no prior schooling or has no support in native language development, it may take seven to ten years for ELLs to catch up to their peers. Academic language acquisition isn't just the understanding of content area vocabulary. It includes skills such as comparing, classifying, synthesizing, evaluating, and inferring. Academic language tasks are context reduced. Information is read from a textbook or presented by the teacher. As a student gets older the context of academic tasks becomes more and more reduced. The language also becomes more cognitively demanding. New ideas, concepts and language are presented to the students at the same time.

Sheltered instruction in academic content- Including knowledge and application of the Office of the Superintendent of Public instruction’s (OSPI's) English Language Development Standards (ELD’s)
The following Sheltered Instruction methods/models are described:

SIOP-The Sheltered Instruction Observation Protocol- The SIOP Model is a research-based instructional model. The SIOP Model consists of eight interrelated components:
- Lesson Preparation
Using instructional strategies connected to each of these components, teachers are able to design and deliver lessons that address the academic and linguistic needs of English learners.

**GLAD-Guided Language Acquisition Design** - GLAD is an instructional model that develops metacognitive use of high level academic language and literacy. The strategies used in the model promote English language acquisition, academic achievement, and cross-cultural skills.

**S.D.A.I.E. - Specially Designed Academic Instruction in English** – S.D.A.I.E. is a transitional step for students learning English as their second language. It allows them to move forward with academic courses such as mathematics and science while at the same time learning English through the contextual clues provided by the course of study. At the heart of the theory are two major components that impact the S.D.A.I.E. classroom. These are “comprehensible second language input” and a “supportive affective environment”.

**Washington State, Office of the Superintendent of Public Instruction English Language Development (ELD)Content Standards**

http://www.k12.wa.us/MigrantBilingual/ELD.aspx

The Office of the Superintendent of Public Instruction’s Office of Migrant and Bilingual Programs has developed English Language Development (ELD) standards that include the following:

**Language proficiency levels**-To be proficient in a second language means to effectively communicate or understand thoughts or ideas through the language’s grammatical system and its vocabulary, using its sounds or written symbols. Language proficiency is composed of oral (listening and speaking) and written (reading and writing) components as well as academic and non-academic language (Hargett, 1998). Identifying a student’s proficiency level is the first step in using the Washington State English Language Development Standards (ELD’s) to design effective instruction so that all students can access content in each of the four language domains (listening, speaking, reading, writing). There are five proficiency levels:

- Beginning
- Advanced Beginning
- Intermediate
- Advanced
- Transitional

A sixth domain, Comprehension, is embedded within the five domains and is part of the Washington Language Proficiency Test.
**Student Cultural Identity**
Every student comes to the classroom with a set of behaviors and characteristics that makes him or her unique and that will affect his or her academic achievement. Banks and Banks (2005, 13) noted, "Behavior is shaped by group norms ... the group equips individuals with the behavior patterns they need in order to adapt." Furthermore, students identify with certain groups to experience a feeling of belonging. Campbell (2004) stated that students of all ages have a strong need to belong to groups, because groups provide a source of motivation.

Students may identity with certain groups because of race, social class, or religion. These categories are some of the social constructions of culture; they provide a sense of cultural identity. To enhance academic success, teachers can use information about cultural identity to create learning environments that recognize the cultural contributions of students.

**Cultural Relevance and Responsiveness**
Culturally relevant/responsive teaching is defined as using the cultural characteristics, experiences and perspectives of ethnically diverse students as conduits for teaching them more effectively. It is based on the assumption that when academic knowledge and skills are situated within the lived experiences and frames of reference of students they are more personally meaningful, have a higher interest appeal and are learned more easily and thoroughly. Key components of culturally relevant/responsive teaching include teacher caring, teacher attitudes and expectations, formal and informal multicultural curriculum, culturally informed classroom discourse, and cultural congruity in teaching and learning strategies. (Gay, 2000).