

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 Elements	Educator Preparation Continuum			
	Pre-Service <i>Effective Teaching (Individual Knowledge)</i>	Induction (1-2 Years) <i>Effective Teaching Professional Development (Individual Application)</i>	Professional Certification (3-5 Years) <i>Effective Teaching Professional Development Professional Contribution (Knowledge of System)</i>	Career Teacher (5+ Years) <i>Effective Teaching Professional Development Professional Contribution (Leadership in System)</i>
<p>1.1 Human Rights Working definition: The recognition of the inherent dignity and of the equality and inalienable rights of all members of the human family, which is the foundation for freedom, justice, and peace in the world. (UN, 2002)</p>	<p>Teacher candidate has basic understanding and knowledge of the Universal Declaration of Human Rights, (Article 26), <i>UNESCO Declaration of Human Rights</i></p> <p>Teacher candidate demonstrates respect for human dignity and individual rights by (Vermont Dept of Education, Vermont Standards Board for Professional Educators, p. 2, #5)</p>	<p>The teacher is obligated to educate every child. The teacher is able to articulate basic human rights and fundamental freedoms, (Article 26) (1), (2) <i>UNESCO, Declaration of Human Rights</i></p>	<p>The teacher demonstrates and reflects an understanding of the unique characteristics and cultural richness of the diverse ethnicities represented in the student population. (Banks)</p> <p>The teacher assures that the content and pedagogy used in the classroom are conducive to the success of each of the unique cultures in that classroom. (Banks, et.al. <i>Democracy and Diversity</i> p.14)</p> <p>The teacher promotes the values of understanding, respect, and friendship among all nations, racial or religious groups,(Article 26), <i>UNESCO Declaration of Human Rights</i></p> <p>The teacher provides opportunities for students to be heard in decisions that affect them (Article 12), <i>United Nations Convention of Rights of the Child</i></p>	<p>The teacher helps students, parents, and fellow educators understand the implications of human rights in school/classroom(Standard 6) <i>NASW Standards for Cultural Competence, Empowerment and Advocacy</i></p>
<p>1.1 Social Justice Working Definition: Social Justice is a process, not an outcome, which (1) seeks fair distribution of</p>	<p>Teacher candidates prepare all students to be responsible citizens for an environmentally sustainable, globally interconnected and diverse</p>	<p>Informed by professional responsibilities and policies. All students benefit from a collegial and professional school setting (PESB 5.4.A) (5)</p>	<p>The teacher provides balanced views that do not exaggerate either similarities or differences that exist among people of different groups or within same group. <i>Banks, et.al. Democracy and Diversity</i> (p.</p>	<p>The teacher makes strong connections between theory and practice to assure practice is well-grounded in sound analysis of how structural and institutional racism</p>

<p>resources, opportunities, and responsibilities; (2) challenges the roots of oppression and injustice; (3) empowers all people to exercise self-determination and realize their full potential; (4) and builds social solidarity and community capacity for collaborative action.</p> <p>http://socialwelfare.berkeley.edu/wga/symposium_2009/sjsymposium.htm</p>	<p>society (PESB 5.3D)</p>	<p>The teacher promotes policies and practices that demonstrate respect for difference and promote equity and social justice for all students (Standard 6.04 (1), <i>NASW Standards for Cultural Competence</i></p> <p>The teacher functions in accordance with values, ethics, standards of the profession, recognizing how personal and professional values may conflict with or accommodate the needs of diverse students (Standard 1 (3), <i>NASW Standards for Cultural Competence</i></p> <p>The teacher works with families to design projects that engage all students <i>The Education Alliance at Brown University;</i> (General Competency 4.1 p.31) (4)</p> <p>The teacher reviews instructional materials to ensure that they are unbiased, representative, and relevant to students <i>The Education Alliance at Brown University;</i> (General Competency 4.3) (2)</p>	<p>23)(4)</p> <p>The teacher understands the difference between prejudice, discrimination, racism and how they operate at the interpersonal, intergroup and institutional levels <i>Banks, et.al. Democracy and Diversity</i>, (p. 30)(1)</p> <p>The teacher obtains professional development and understands the nature of social diversity and oppression (Standard 1.(2) <i>NASW Standards for Cultural Competence</i></p> <p>The teacher initiates and leads in school and district discussions about policies that reflect the belief that ALL students can succeed, no exceptions (8)(General Competency 3.3 p.30)</p> <p>The teacher supports equitable policies for identifying, accepting, and supporting students from non-dominant cultural groups in advanced placement and gifted programs (General Competency 3.4) (4)</p> <p>The teacher supports policies to adjust district allocation of resources based on equity, not equality (General Competency 3.6)(7)</p> <p>The teacher ensures that families know the students' rights with regard to student evaluation and special services and that services are provided when needed (General Competency 3.7)(6) <i>The Education Alliance at Brown University; General Competency 3 Recognizing and</i></p>	<p>operates. <i>Banks, et.al Democracy and Diversity</i>(p. 24)</p> <p>The teacher works with others to establish a policy of zero tolerance for institutional racism (General Competency 3.1 p.30) <i>The Education Alliance at Brown University</i></p> <p>The teacher initiates and leads in school and district discussions about policies that reflect the belief that ALL students can succeed, no exceptions (General Competency 3.3) <i>The Education Alliance at Brown University</i></p>
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2.0 Civil Rights and Nondiscrimination Law

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

Educator Preparation Continuum				
Component Elements	Pre-Service <i>Effective Teaching (Individual Knowledge)</i>	Induction (1-2 Years) <i>Effective Teaching Professional Development (Individual Application)</i>	Professional Certification (3-5 Years) <i>Effective Teaching Professional Development Professional Contribution (Knowledge of System)</i>	Career Teacher (5+ Years) <i>Effective Teaching Professional Development Professional Contribution (Leadership in System)</i>
<p>2.1 Civil Rights law, inclusive of: race/ ethnicity, national origin/language, sex and gender, gender identity, sexual orientation, physical/developmental ability, cosmology, spirituality, creed & religion.</p> <p>Working Definition: We did not</p>	<p>Demonstrate knowledge of the civil rights law and WA treaties and its relevance to education (Durie, M 2001).</p> <p>Teacher candidates demonstrate knowledge of state and federal civil rights, non-discrimination law, and Treaties with Native American. <i>PESB-5.4.C , State and Federal Civil Rights Law</i></p>	<p>Teachers demonstrate knowledge of state and federal civil rights and non-discrimination law. <i>PESB-5.4.C , State and Federal Civil Rights Law</i></p> <p>The professional educator may not: (1) Discriminate on the basis of race, National or ethnic origin, culture, religion, sex or sexual</p>	<p>Teacher recognizes and accepts the Native students as members of Native sovereign nations. (<i>Indian Education Plan/School A.6</i>)</p> <p>The professional educator may not: (1) Discriminate on the basis of race, National or</p>	<p>Teachers participate and lead discussion about the need for schools to have a system in place that recognizes and accepts the Native students as members of Native sovereign nations. (<i>Indian Education Plan/School A.6</i>)</p> <p>The professional educator may not:</p>

<p>find standards that directly spoke to teacher knowledge or understanding of civil rights law; however, all educators are required to comply with federal and state civil rights and non-discrimination law. Development of Standards are recommended to assure compliance with the following:</p> <p>Federal Nondiscrimination Laws: <u>Title VI of 1964 Civil Rights Act</u> <u>Title VII of 1964 Civil Rights Act</u> <u>Title IX of the 1972 Education Amendments</u> <u>Section 504 of the Rehabilitation Act of 1973</u> <u>1975 Age Discrimination Act</u></p> <p>State Nondiscrimination Laws: <u>RCW 49.60 Nondiscrimination Law</u> <u>RCW 28A.640 Sex Equity</u></p>	<p>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; <i>Administrator License (IAL) (e) Civil Rights: Oregon: Initial</i></p> <p>The professional educator may not:</p> <p>(1) Discriminate on the basis of race, National or ethnic origin, culture, religion, sex or sexual orientation, marital status, age, political beliefs, socioeconomic status; disabling condition or vocational interest against a student or fellow professional. This list of biases of discrimination is not all-inclusive.</p> <p>(2) Interfere with a student's or colleague's exercise of political and civil rights and responsibilities. <i>Pennsylvania's Code of Professional Practice and Conduct for Educators; Section 8. Civil rights</i></p>	<p>orientation, marital status, age, political beliefs, socioeconomic status; disabling condition or vocational interest against a student or fellow professional. This list of biases of discrimination is not all-inclusive.</p> <p>(2) Interfere with a student's or colleague's exercise of political and civil rights and responsibilities. <i>Pennsylvania's Code of Professional Practice and Conduct for Educators; Section 8. Civil rights</i></p>	<p>ethnic origin, culture, religion, sex or sexual orientation, marital status, age, political beliefs, socioeconomic status; disabling condition or vocational interest against a student or fellow professional. This list of biases of discrimination is not all-inclusive.</p> <p>(2) Interfere with a student's or colleague's exercise of political and civil rights and responsibilities. <i>Pennsylvania's Code of Professional Practice and Conduct for Educators; Section 8. Civil rights</i></p>	<p>(1) Discriminate on the basis of race, National or ethnic origin, culture, religion, sex or sexual orientation, marital status, age, political beliefs, socioeconomic status; disabling condition or vocational interest against a student or fellow professional. This list of biases of discrimination is not all-inclusive.</p> <p>(2) Interfere with a student's or colleague's exercise of political and civil rights and responsibilities. <i>Pennsylvania's Code of Professional Practice and Conduct for Educators; Section 8. Civil rights</i></p>
<p>2.2 Safe schools – e.g. bullying, harassment <u>RCW 28A.300.285 Harassment, Bullying and Intimidation</u></p>	<p>Washington State Anti-harassment Act <u>RCW 28A.300.285 Harassment, Bullying and Intimidation</u></p>	<p>Washington State Anti-harassment Act <u>RCW 28A.300.285 Harassment, Bullying and Intimidation</u></p>	<p>Washington State Anti-harassment Act <u>RCW 28A.300.285 Harassment, Bullying and Intimidation</u></p>	<p>Washington State Anti-harassment Act <u>RCW 28A.300.285 Harassment, Bullying and Intimidation</u></p>

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-centrism, etc) that undermine inclusion, equity and Cultural Competence in education.

Component Elements	Educator Preparation Continuum			
	Pre-Service <i>Effective Teaching (Individual Knowledge)</i>	Induction (1-2 Years) <i>Effective Teaching Professional Development (Individual Application)</i>	Professional Certification (3-5 Years) <i>Effective Teaching Professional Development Professional Contribution (Knowledge of System)</i>	Career Teacher (5+ Years) <i>Effective Teaching Professional Development Professional Contribution (Leadership in System)</i>
3.1 Societal advantages Working definition: Awareness of power and privilege and disadvantages created by social structure, i.e. race/ ethnicity, national origin/language, sex and gender, gender identity, sexual orientation, physical/developmental ability, socioeconomic class.	<p>The teacher candidate knows and acknowledges how fears ignorance, and the “isms” (racism, sexism, ethnocentrism, heterosexism, ageism, classism) influences their attitudes, beliefs, and feelings. <i>NASW Standard 2 Self-Awareness</i></p> <p>Pre-service teachers examine their own cultural backgrounds and identities to increase awareness of personal assumptions, values and biases. <i>NASW Standard 2 Self-Awareness</i></p>	<p>The ability to recognize and effectively address dehumanizing biases, including, but not limited to, sexism, racism, prejudice and discrimination, and an awareness of the impact such biases have on interpersonal relations., Strand 2, <i>South Dakota Human Relations Course Strands</i></p> <p>Teachers practice pedagogy that demonstrates self-understanding and apply theoretical understanding of power and privilege and its impact on the teacher student relationship. <i>Banks & Banks p. 157; Achievement Gap #7.1; Macintosh, Peggy 1986</i></p>	<p>The teacher supports equitable policies for identifying, accepting, and supporting students from non-dominant cultural groups in all programs, including advanced placement and gifted programs. <i>General Competency 3.4 The Education Alliance at Brown University</i></p> <p>...The teacher identifies roles and types of power relationships within the community, school, or institution and their effect on students... Edited from <i>Standard 4 Provider Competencies; Knowledge, Understanding, Skills and Attitudes (4.2). U.S. Dept. of Health and Human Services; Cultural Competence Standards</i></p>	<p>Teachers are aware of the effects of power and privilege and the need for social advocacy and social action to better empower diverse students and communities. <i>NASW Standard 6 Empowerment and Advocacy; Macintosh, Peggy 1986</i></p>
3.1.a. Cosmology, Spirituality, Creed and Religion Working definition: These address world view which goes beyond the identities	<p>Teacher candidates demonstrate knowledge of state and federal civil rights, non-discrimination law, and Treaties with Native American. <i>PESB-5.4.C , State and Federal Civil</i></p>	<p><i>Teachers</i> exhibit a thorough understanding of the role of naturalistic intelligence in indigenous societies and will demonstrate their ability to draw</p>	<p>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,</p>	

outlined above.	<i>Rights Law</i>	upon multiple forms of intelligence in their teaching practice. (2.b p 6) <i>Alaska Teacher Standard 2 Learning Theory and Practice</i>	physical and emotional) development. <i>4.7.C, Washington state Native American Achievement Gap Report</i>	
3.2 Understanding Culture and Identity Working definition: Reflective Practice: Teachers are aware of deficit approach vs. strength based approach. Teacher develops awareness of his/her own cultural identity, values, attitudes and biases.	Understand the significance of the role of cultural identity in providing a strong foundation for all social, emotional, intellectual and spiritual development. 3.d <i>Alaska Teacher Standard 3 Diversity</i>	The teacher recognizes students' internal strengths, respects their identities, and supports cultural (including racial and ethnic) identity development through his or her attitudes and actions 2.2 <i>The Education Alliance at Brown University 2.2</i>	<p>Teachers, administration and governance can benefit from cultural competence, a status of a school districts' understanding of the unique place-based attributes of the communities they serve. 2.2 A, <i>Washington state Native American Achievement Gap Report</i></p> <p>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 of their teaching. 2.a. <i>Alaska Teacher Standard 2 Learning Theory and Practice</i></p>	Understand the significance of the role of cultural identity in providing a strong foundation for all social, emotional, intellectual and spiritual development and demonstrate the ability to build on that understanding in their teaching. 3.d <i>Alaska Teacher Standard 3 Diversity</i>

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.

	Practice		Educator Preparation Continuum	
Component Elements	Pre-Service <i>Effective Teaching (Individual Knowledge)</i>	Induction (1-2 Years) <i>Effective Teaching Professional Development (Individual Application)</i>	Professional Certification (3-5 Years) <i>Effective Teaching Professional Development Professional Contribution (Knowledge of System)</i>	Career Teacher (5+ Years) <i>Effective Teaching Professional Development Professional Contribution (Leadership in System)</i>
4.1 Culturally Responsive School/Classroom Working Definition: Instruction that	Teacher candidates will practice reflective self-analysis to identify, examine and reflect on their attitudes toward different ethnic,	Teachers begin to identify the wide array of resources that students draw upon from their cultural communities and families. 1.5-	Provides multiple avenues for students to access the learning that is offered, as well as multiple forms of assessment for students	Uses curriculum and styles of teaching to provide learning experiences which are meaningfully connected to the world outside the formal educational environment (2.8)

<p>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.</p>	<p>racial, gender and different social class groups. p.156- <i>Banks & Banks: Equity Pedagogy: An Essential Component of Multicultural Education; Teacher Characteristics</i></p> <p>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- <i>Banks & Banks: Equity Pedagogy: An Essential Component of Multicultural Education; Teacher Characteristics</i></p> <p>Teacher candidates understand that learning takes place in multiple settings both in and out of school.(1) <i>Banks et. al; Learning in and out of School in Diverse Environment; Checklist</i></p>	<p><i>Diverse Environment; Checklist Banks et. al; Learning in and out of School in Diverse Environment;;Checklist</i></p> <p>Teachers will begin to practice equity pedagogy and demonstrate self-understanding and knowledge of the histories, model characteristics and intra-group differences of ethnic groups p.157- <i>Banks & Banks: Equity Pedagogy: An Essential Component of Multicultural Education; Teacher Characteristics</i></p>	<p>to demonstrate what they have learned (Cultural Standards for Schools B) <i>Proposed Standards for Culturally-Responsive Schools; Indian Education Plan for Washington State, OSPI</i></p> <p>Teachers develop the knowledge and skills needed to create new pedagogies learning domains (2.7)<i>Banks et. al; University of Washington; Center for Multicultural Education; Learning in and out of School in Diverse Environment; Checklist</i></p> <p>(a) Using instructional strategies that make the learning meaningful and show positive impact on student learning. (b) Using a variety of assessment strategies and data to monitor and improve instruction. (e) Demonstrating cultural sensitivity in teaching and in relationships with students, families, and community members. <i>Professional Certification Description of Practice; Standard 1 Effective Teaching</i></p>	<p><i>Banks et. al; Learning in and out of School in Diverse Environment; Checklist</i></p> <p>Educators know how to appraise their classroom organization, environment, and management routines to ensure that they are free of cultural biases and equitable to students from all cultural backgrounds (11). <i>Oregon Teacher Standards and Practices Commission; Cultural Competency Content Framework; Subarea III Cultural Competence and classroom management.</i></p> <p>Educators act as advocates for multiculturalism within the school and for the school within the multicultural community (17). <i>Oregon Teacher Standards and Practices Commission; Cultural Competency Content Framework; Subarea III Cultural Competence and classroom management.</i></p>
<p>4.1.a. Curriculum, Instruction and Assessment: Equity Pedagogy: Working Definition</p>	<p>Teacher candidates understand that concrete experiences with diverse communities are necessary in order to create meaning and understanding (p.228) <i>Ladson-Billings; Culturally Relevant Teaching: Theory and Practice</i></p>	<p>The teacher participates in a learning community in order to critically reflect on and examine culturally relevant instructional practices (p.228). <i>Ladson-Billings; Culturally Relevant Teaching: Theory and Practice</i></p>	<p>Combining and linking content and cultural knowledge (p. 156). <i>Banks & Banks: Equity Pedagogy: An Essential Component of Multicultural Education; Teacher Characteristics</i></p> <p>Commitment to maintaining</p>	<p>Teacher has concrete experiences of diverse communities in order to create meaning and understanding (p.228). <i>Ladson-Billings; Culturally Relevant Teaching: Theory and Practice</i></p> <p>The teacher shares learned culturally relevant instructional practices and insights with</p>

	<p>Teacher candidates gain insight through a learning community in which dialogue and exploration of different culturally relevant knowledge claims can occur. (p.228). <i>Ladson-Billings; Culturally Relevant Teaching: Theory and Practice</i></p> <p>Teachers 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). <i>Ladson-Billings; Culturally Relevant Teaching: Theory and Practice</i></p> <p>Teacher candidates are introduced to evaluative practices of curricula, textbooks, and instructional materials for cultural appropriateness (8). <i>Oregon Teacher Standards and Practices Commission; Cultural Competency Content Framework; Subarea II Cultural Competent Assessment and Instruction</i></p>	<p>The teacher begins to examine what it means to care about students and the students' ability to participate within a school system and their community. (p.229). <i>Ladson-Billings; Culturally Relevant Teaching: Theory and Practice</i></p> <p>Teacher uses evaluative practices to review curricula, textbooks, and instructional materials for cultural appropriateness (8). <i>Oregon Teacher Standards and Practices Commission; Cultural Competency Content Framework; Subarea II Cultural Competent Assessment and Instruction</i></p>	<p>multicultural awareness and action (p.156). <i>Banks & Banks: Equity Pedagogy: An Essential Component of Multicultural Education; Teacher Characteristics</i></p> <p>Utilizes a broad range of culturally-appropriate performance standards to assess student knowledge and skills (B.1). <i>Proposed Standards for Culturally-Responsive Schools; Indian Education Plan for Washington State, OSPI</i></p> <p>Participate and contribute in a learning community and embed new culturally relevant instructional learning's into practice (p.228). <i>Ladson-Billings; Culturally Relevant Teaching: Theory and Practice</i></p> <p>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) <i>Ladson-Billings; Culturally Relevant Teaching: Theory and Practice</i></p>	<p>learning communities (p.229). <i>Ladson-Billings; Culturally Relevant Teaching: Theory and Practice</i></p> <p>Utilizes a broad range of culturally-appropriate performance standards to assess student knowledge and skills (B.1). <i>Proposed Standards for Culturally-Responsive Schools; Indian Education Plan for Washington State, OSPI</i></p> <p>Participate and contribute in a learning community and embed new culturally relevant instructional learning's into practice (p.228). <i>Ladson-Billings; Culturally Relevant Teaching: Theory and Practice</i></p> <p>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) <i>Ladson-Billings; Culturally Relevant Teaching: Theory and Practice</i></p>
<p>4.1.b Language Working Definition: Knowledge and skills related to effective instruction for linguistically and culturally diverse students</p>	<p>All teacher candidates are introduced to and develop the five essential competencies to support English Language Learners. These competencies are:</p>	<p>All teachers develop the five essential competencies to support English Language Learners. These competencies are:</p> <p>-Stages of language development</p>	<p>All teachers develop the five essential competencies to support English Language Learners. These competencies are:</p> <p>-Stages of language development</p>	<p>All teachers develop the five essential competencies to support English Language Learners. These competencies are:</p> <p>-Stages of language development</p>

	<p>-Stages of language development</p> <p>-Principles of sheltered instruction in academic content areas</p> <p>-Knowledge and application of the Office of the Superintendent of Public Instruction's (OSPI's) English Language Development Standards(ELD's)</p> <p>-Understanding of Student cultural identity, cultural relevance and competence</p> <p>-Theory of second language acquisition</p> <p>All teachers candidates understand the theory of the following five principles as it relates to instruction for all students:</p> <p>Principle 1: There is a difference between conversational and academic language</p> <p>Principle 2: Students need to learn language and academic content at the same time</p> <p>Principle 3: Linguistically and culturally diverse students typically move through different</p>	<p>-Principles of sheltered instruction in academic content</p> <p>-Knowledge and application of the Office of the Superintendent of Public Instruction's (OSPI's) English Language Development Standards(ELD's)</p> <p>-Understanding of student cultural identity, cultural relevance and competence</p> <p>-Theory of second language acquisition</p> <p>All teachers understand and utilize the following five principles in their instruction for all students:</p> <p>Principle 1: There is a difference between conversational and academic language</p> <p>Principle 2: Students need to learn language and academic content at the same time</p> <p>Principle 3:Linguistically and culturally diverse students typically move through different stages as they acquire English and proficiency</p> <p>Principle 4: Recognition that students may bring background knowledge that differs from the</p>	<p>-Principles of sheltered instruction in academic content</p> <p>-Knowledge and application of the Office of the Superintendent of Public Instruction's (OSPI's) English Language Development Standards(ELD's)</p> <p>-Understanding of student cultural identity, cultural relevance and competence</p> <p>-Theory of second language acquisition</p> <p>All teachers understand and utilize the following five principles in their instruction for all students:</p> <p>Principle 1: There is a difference between conversational and academic language</p> <p>Principle 2: Students need to learn language and academic content at the same time</p> <p>Principle 3:Linguistically and culturally diverse students typically move through different stages as they acquire English and proficiency</p> <p>Principle 4: Recognition that students may bring background knowledge that differs from the</p>	<p>-Principles of sheltered instruction in academic content</p> <p>-Knowledge and application of the Office of the Superintendent of Public Instruction's (OSPI's) English Language Development Standards(ELD's)</p> <p>-Understanding of student cultural identity, cultural relevance and competence</p> <p>-Theory of second language acquisition</p> <p>All teachers understand and utilize the following five principles in their instruction for all students:</p> <p>Principle 1: There is a difference between conversational and academic language</p> <p>Principle 2: Students need to learn language and academic content at the same time</p> <p>Principle 3:Linguistically and culturally diverse students typically move through different stages as they acquire English and proficiency</p> <p>Principle 4: Recognition that students may bring background knowledge that differs from the U.S. mainstream students</p> <p>Principle 5: Knowledge that assessments measure language and culture as well as actual content knowledge</p> <p>Teachers will provide effective, understandable and respectful instruction that</p>
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	<p>stages as they acquire English proficiency</p> <p>Principle 4: Recognition that students may bring background knowledge that differs from the U.S. mainstream students</p> <p>Principle 5: Knowledge that assessments measure language and culture as well as actual content knowledge</p>	<p>U.S. mainstream students</p> <p>Principle 5: Knowledge that assessments measure language and culture as well as actual content knowledge</p>	<p>U.S. mainstream students</p> <p>Principle 5: Knowledge that assessments measure language and culture as well as actual content knowledge</p> <p>Teachers will provide effective, understandable and respectful instruction that is provided in a manner compatible with students' cultural beliefs and practices and preferred language (Standard 1). <i>U.S. Dept. of Health and Human Services; Office of Minority Health; National Standards for Culturally and Linguistically</i></p>	<p>is provided in a manner compatible with students' cultural beliefs and practices and preferred language (Standard 1). <i>U.S. Dept. of Health and Human Services; Office of Minority Health; National Standards for Culturally and Linguistically</i></p>
<p>4.1.c. Funds of Knowledge Working definition: Importance of understanding the deep knowledge that students bring to the classroom from families and their cultures</p> <p>Helping students accept and affirm their cultural identity while developing critical perspectives that challenge inequities that schools perpetuate. (Billings CRT)</p>	<p>Teacher candidates know how to gather information about the students in their classroom.</p> <p>Teacher candidates develop skills doing ethnographic studies of their classrooms.</p> <p>Teacher candidates experience working with range of students within the student's communities. (p.132-139). <i>Moll et. al, Funds of Knowledge for Teaching: Using a Qualitative Approach to Connect Homes and Classrooms</i></p> <p>PESB Standard 5 NCATE standard 4</p>	<p>Teachers will apply skills to get to know students as a whole person (p.136). <i>Moll et. al, Funds of Knowledge for Teaching: Using a Qualitative Approach to Connect Homes and Classrooms</i></p>	<p>Teachers link together knowledge of student, knowledge of theories of how to respond to students and developing effective response to students (p.138). <i>Moll et. al, Funds of Knowledge for Teaching: Using a Qualitative Approach to Connect Homes and Classrooms</i></p>	<p>The teacher will initiate opportunities for interfacing with the community (p.139). <i>Moll et. al, Funds of Knowledge for Teaching: Using a Qualitative Approach to Connect Homes and Classrooms</i></p>
<p>4.1. d. Intra-group Diversity Working definition: Within groups</p>	<p><i>Teacher Characteristics</i> (Self-understanding and</p>	<p>Teacher recognizes that individuals have multiple identities</p>		

<p>there is more diversity than between groups. (diversity within diversity) Check AK citations already in 2.0 or 3.0</p>	<p>knowledge of the histories, model characteristics and intra-group differences of ethnic groups) <i>Banks & Banks: Equity Pedagogy: An Essential Component of Multicultural Education</i></p> <p>Educators understand the history of culture and cultures in the United States, including changing views of the role of public education in fostering cultural ideas and aims <i>Oregon Teacher Standards and Practices Commission; Cultural Competency Content Framework; Subarea I Understanding Cultural Competence and Valuing Diversity</i></p>	<p>and it is not possible to know what has primacy without knowing the student. <i>Moll et. al, Funds of Knowledge for Teaching: Using a Qualitative Approach to Connect Homes and Classrooms</i></p>		
<p>4.2 Partnerships with Families and Communities Working definition is Inclusive of:</p> <p>Partnering cross-culturally with families and communities;</p> <p>Building rapport across cultural lines;</p> <p>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.</p>	<p>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). <i>Interstate New Teacher Assessment and Support Consortium (INTASC) Core Standards; Principle 3 Diverse Learners</i></p> <p>The teacher candidate brings multiple perspectives to the discussion of subject matter, including attention to students’ personal, family, and community</p>	<p>Educators understand the importance of forming effective relationships with the multiple communities that may have an impact on the school. (15) <i>Oregon Teacher Standards and Practices Commission; Cultural Competency Content Framework; Subarea IV Interactions with Individuals and Groups Outside the Classroom</i></p> <p>By using place-based education, elders, Native community members, family members and parents, along with their children, teachers, and administrators could</p>	<p>(b) Teachers use a variety of assessment strategies and data to monitor and improve instruction; (g) Teachers Inform, involve, and collaborate with families and community members as partners in each student’s educational process, including using information about student achievement and performance. (1) The teacher uses effective structures to form partnership with parents and families in order to support student learning. The teacher demonstrates how s/he addresses the</p>	<p>Fosters extensive on-going participation, communication and interaction between school and community personnel (Cultural Standards for Schools F)</p> <p>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).</p> <p>Work closely with parents to achieve a high level of complementary educational expectations between home and school (Cultural Standards for Educators A.3).</p> <p><i>Proposed Standards for Culturally-</i></p>

<p>Family and friends should not be used to provide interpretation services (Standard 6). <i>U.S. Dept. of Health and Human Services; Office of Minority Health; National Standards for Culturally and Linguistically Appropriate Services in Health Care;</i></p> <p>Reaching out to community (social marketing);</p> <p>Use of community based cultural Informants</p>	<p>experiences and cultural norms (3.36). <i>Interstate New Teacher Assessment and Support Consortium (INTASC) Core Standards; Principle 3 Diverse Learners</i></p> <p>Classroom/school centered. Teacher candidates ensure that Student learning is connected to communities within the classroom and the school, including knowledge and skills for working with others (B). <i>PESB 5.3 Knowledge of Learners and their Development in Social Contexts</i></p> <p>Family/Neighborhood centered. Student learning is informed by collaboration with families and neighborhoods (C). <i>PESB 5.3 Knowledge of Learners and their Development in Social Contexts</i></p> <p>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.) <i>Alaska Teacher Standard 1 Philosophy</i></p>	<p>work together to develop, implement, and evaluate authentic learning experiences that actively engage Native and non-Native students (Achievement Gap 2.2.F)</p>	<p>barriers to successful family involvement.</p> <p>(2) The teacher uses a range of available methods (including technology) to gather, record, and report information on student progress to parents regularly.</p> <p>(3) The teacher uses research data that includes data on traditionally underserved populations (racial, ethnic, low socioeconomic, ELL) to collaborate with families to determine specific learning and assessment needs for each student.</p> <p>(4) The teacher regularly communicates to parents and families the learning progress of their child, identifying areas of strength and areas needing improvement. Regular, two-way communication forms a partnership that helps to ensure the success of the student.</p> <p><i>Professional Certification Description of Practice; Standard 1 Effective Teaching</i></p> <p>By using place-based education, elders, Native community members, family members and parents, along with their children, teachers, and administrators could</p>	<p><i>Responsive Schools; Indian Education Plan for Washington State, OSPI</i></p> <p>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)</p>
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