

Program Introduction Appendix



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Glossary

Academic Achievement: A culturally responsive educator holds high expectations for each child while incorporating each child's individual culture into his or her educational experience, resulting in positive academic outcomes.

Critical Consciousness: Students develop a critical consciousness toward their curriculum as they grow to understand the social, economic, and political systems underlying what they learn. Culturally relevant educators can foster a critical consciousness in their students.

Cultural Asset: A cultural asset is something that has value because of its contribution to a community's creativity, knowledge, traditions, culture, meaning, and vitality. They can be the places you visit to express your cultural identity, and/or the resources one uses to pursue a creative practice. They can be tangible assets such as cultural facilities, specific buildings, or physical works of art. They can even intangible and temporal things such as annual events, shared cultural stories, or cultural landmarks and icons that no longer exist.ⁱ

Cultural Competence: Cultural competence is the ability for an educator to recognize their own culture and how it shapes the ways that they view their students and educate them. Culturally competent educators draw on students' culture to more effectively engage and educate those students.

Cultural Distance: The perceived differences or "distance" between two or more individuals based on their understanding of their own culture and their understanding of others' cultures. Cultural distance can be minimized over time as individuals gain a greater understanding of their own culture, others' cultures, and the ways that those cultures align or share commonalities.

Culturally Relevant Teaching: Culturally relevant teaching occurs when educators reflect on how their own culture shapes their approach to education and reflect on and incorporate the cultures of their students into their practice.

Cultural Responsiveness: A culturally responsive educator recognizes their own culture and their students' cultures and draws on those cultures in a robust way to shape all aspects of learning.

Culturally Responsive Practice is an approach that encompasses and recognizes both students' and educators' lived experiences, culture and linguistic capital. Culturally responsive educators reflect on their students', as well as their own lived experiences, culture and linguistic capital to inform, support and ensure high-quality instruction. They have high expectations of their students and demonstrate positive attitudes toward student achievement; they are committed to involving their students in multiple phases of academic programming, thereby supporting the unique abilities and learning needs of each student and fostering student success. The ongoing commitment to reflect and engage in this kind of exemplary practice to inform, support and ensure high-quality instruction lies at the core of culturally responsive practice. This definition is drawn from the work of Gay (2010), Hammond (2014) and Ladson-Billings (2009).ⁱⁱ

Deep Culture: This level, the roots, is made up of tacit knowledge and unconscious assumptions that govern our worldview, such as notions of fairness, definition of family, spirituality, competition, cooperation, decision making, and connection with nature.ⁱⁱⁱ

Elicitation Questions: Elicitation questions are used to draw out students' existing knowledge related to an academic subject. Culturally relevant teachers utilize student prior knowledge, identified in part through elicitation questions, to more effectively educate all students.

English Learners (EL): English learners are students whose original language is not English. They may be at widely varying skill levels ranging from emerging to proficient. English language learning occurs in multiple domains including speaking, writing, listening, and reading.

Equity: Each child has access to relevant and challenging academic experiences and educational resources necessary for success across race, gender, ethnicity, language, disability, family background and/or income.

Funds of Knowledge: Funds of knowledge refer to the accumulated skills, assets, knowledges and abilities that students bring with them to the classroom. Students' cultures shape their funds of knowledge in significant ways. Culturally relevant educators can draw on students' funds of knowledge to enhance their learning.

Inquiry: The process that educators and students undertake to ask questions about a topic or process in order to better understand it.

Naïve Ideas: Naïve ideas are inaccurate beliefs, held by students, about a given subject. These inaccurate beliefs often stem from specific and common misunderstandings. Rather than simply correcting naïve ideas, culturally responsive educators can draw on them to help students come to more accurate understandings.

Norms: Norms are the reoccurring and deeply ingrained ways of thinking, acting, and relating to others that are shaped by individuals' culture.

School Community: School communities are made up of both individuals within the school – students, educators, support staff, and administration – and those in the wider community such as the neighborhood surrounding the school, the city, or state.

Shallow Culture: This level, the trunk, is made up of the unspoken rules around everyday social interactions and norms, such as respect, courtesy, attitudes toward elders, concepts of time, personal space, nonverbal communication, eye contact, ways of handling emotion, and gestures/animations.

Socio-political Awareness: An educator demonstrates awareness of the issues facing students and communities and incorporates relevant topics to help students and/or educators enact positive change.

Sphere of Influence: A field or area where an individual or organization has the power to affect change. Individuals' spheres of influence can range from the personal and local to national or even international.

Student Prior Knowledge: Student prior knowledge consists of the knowledges and skills that students bring with them into the classroom. Culturally relevant teachers can draw on students' prior knowledge to provide relevant learning opportunities.

Surface Culture: This level, the leaves, is made up of observable and concrete elements of culture such as food, dress, music, games, literature, stories, and holiday.

Tenet: Culturally Responsive Practice is composed of three major tenets, as described by Gloria Ladson-Billings. These tenets include Cultural Responsiveness, Socio-political Awareness, and Academic Achievement. These tenets also make up the courses within the Culturally Responsive Practices Program.

ⁱ City of Austin Texas. (2019). *What is a cultural asset?* Austin, Texas Economic Development Department. Retrieved on Dec. 9, 2019 from <https://www.austintexas.gov/faq/what-cultural-asset>

ⁱⁱ Gay, G. (2010). *Culturally responsive teaching: Theory, research and practice* (2nd ed.). New York, NY: Teachers College Press.; Hammond, Z. L. (2014). *Culturally responsive teaching and the brain: Promoting authentic engagement and rigor among culturally and linguistically diverse students*. Thousand Oaks, CA: Corwin.; Ladson-Billings, G. (2009). *The dream-keepers: Successful teachers of African American children* (2nd ed.). San Francisco, CA: Jossey-Bass.

ⁱⁱⁱ Adapted By Charles Alexander, Jennifer Craft, and Marya Hay of Montgomery County Public Schools (MD) from Hammond (2014).

Educator Standards

This document outlines the educator standards in Ohio that align to culturally responsive practices. The educator standards in this document include the Ohio Standards for the Teaching Profession, the Ohio Standards for Principals, the Ohio School Counselor Standards, and the Ohio Standards for Superintendents. The full versions of the educator standards can be found on the Ohio Department of Education website: <http://education.ohio.gov/Topics/Teaching/Educator-Equity/Ohio-s-Educator-Standards>

Ohio Standards for the Teaching Profession

Standard 1: Students

Elements

- 1.1 Teachers display knowledge of how students learn and of the developmental characteristics of age groups.
- 1.2 Teachers understand what students know and are able to do and use this knowledge to meet the needs of all students.
- 1.3 Teachers expect that all students will achieve to their full potential.
- 1.4 Teachers model respect for students' diverse cultures, language skills and experiences.

Standard 4: Instruction

Elements

- 4.5 Teachers differentiate instruction to support the learning needs of all students, including students identified as gifted, students with disabilities and at-risk students

Standard 5: Learning Environment

Elements

- 5.1 Teachers treat all students fairly and establish an environment that is respectful, supportive and caring.
- 5.2 Teachers create an environment that is physically and emotionally safe.

Standard 6: Collaboration and Communication

Elements

- 6.2 Teachers share responsibility with parents and caregivers to support student learning, emotional and physical development and mental health.
- 6.4 Teachers collaborate effectively with the local community and community agencies, when and where appropriate, to promote a positive environment for student learning.

Standard 7: Professional Responsibility and Growth

Elements

- 7.3 Teachers are agents of change who seek opportunities to positively impact teaching quality, school improvements and student achievement.

Ohio Standards for Principals

Standard 4: Curriculum, Instruction and Assessment

Indicators:

- 4.1 The effective educational leader supports staff in recognizing, respecting and employing each student's strengths, diversity and culture as assets of both teaching and learning for personalized instruction.
- 4.3 The effective educational leader uses standards to align, focus and implement systems of curriculum, instruction and assessment within and across grade levels to promote high expectations for student learning and core values of the school.

Standard 5: Professional Capacity of School Personnel

Indicators:

- 5.2 The effective educational leader employs Ohio Standards for Professional Development to organize the school as a professional learning environment to achieve positive outcomes for each student.

Standard 6: Equity and Cultural Responsiveness

Indicators:

- 6.1 The effective educational leader demonstrates cultural knowledge and sensitivity in decision-making, practices and interactions with staff, students and families.
- 6.2 The effective educational leader supports students and staff by establishing norms of respect, caring, learning and safety.
- 6.3 The effective educational leader cultivates and monitors a school culture characterized by equity and inclusiveness.
- 6.4 The effective educational leader confronts and addresses individual and collective behaviors that disregard and or defy equity and cultural responsiveness.

Standard 7: Community of Care and Support

Indicators:

- 7.1 The effective educational leader establishes and sustains a professional culture of engagement and commitment to the education of the whole child.
- 7.2 The effective educational leader uses and sustains coherent systems of academic, physical, social and emotional supports to meet the needs of each student.
- 7.3 The effective educational leader develops and sustains a school environment in which students, staff and stakeholders are valued, trusted, respected and cared for.
- 7.4 The effective educational leader builds and supports positive partnerships among students, staff and stakeholders that collectively develop and sustain a safe and caring school environment.
- 7.5 The effective educational leader promotes a healthy work-life balance for staff and self.

Standard 8: Meaningful Engagement of Families and Community

Indicators:

- 8.1 The effective educational leader develops and sustains positive, collaborative and productive partnerships with families and the surrounding community.
- 8.2 The effective educational leader uses the school as a resource to identify and address community needs and understands the context of its existence within the larger community.
- 8.3 The effective educational leader maintains a purposeful presence in the community to understand, value and employ the community's cultural, social, socioeconomic, intellectual and civic resources.

- 8.4 The effective educational leader builds and sustains productive partnerships with public and private sectors to promote continuous improvement and student learning.

Standard 9: Strategic Staffing*Indicators:*

- 9.3 The effective educational leader aligns the assignment of staff to students' needs to ensure the use of staff members' diverse expertise and skill sets and culturally responsive practices.

Ohio School Counselor Standards

Standard 2: Direct Services for Academic, Career and Social/Emotional Development

Elements

2.1 Curriculum Development

- c. School counselors recognize environmental factors that influence students' development.
- e. School counselors use student standards to drive the delivery of direct services to students.

2.2 Individual Student Planning

- a. School counselors plan and deliver effective activities and experiences designed to enhance student learning and achievement.
- b. School counselors possess deep knowledge of the school academic program in order to help students make appropriate academic decisions.
- c. School counselors counsel students, in collaboration with parents/guardians, to set academic goals.

2.4 Individual Student Planning

- a. School counselors observe and assess students' social/emotional development and skills.
- b. School counselors plan and deliver effective activities and experiences to promote to support their social/ wellness and help students develop the character traits and self-awareness emotional development, needed for success.

Standard 3: Indirect Services: Partnerships and Referrals

Elements

3.1 Indirect Services: Partnerships

- c. School counselors facilitate communication between students, parent/guardians and school personnel, and encourage school personnel involvement in working with families to support students.

3.2 Indirect Services: Referrals

- a. School counselors demonstrate knowledge of available community resources.
- b. School counselors coordinate with community partners to make connections and integrate community resources towards the program goals of academic, career and social/emotional development.
- c. School counselors connect and refer students, parents/guardians, school personnel and others to appropriate mentors, professionals, agencies and services in the school and in the community.

Standard 4: Evaluation and Data

Elements

4.1 Evaluation and Data

- d. School counselors gather feedback from students, colleagues, parents/ guardians and community members to identify issues and barriers that impede student success.

Standard 5: Leadership and Advocacy

Elements

5.2 Leadership

- a. School counselors demonstrate understanding of diverse populations and anticipate and respond to demographic shifts in the building and community.
- b. School counselors advocate for practices that promote understanding and counteract stereotypes.
- c. School counselors actively promote equitable access for all students to educational opportunities and needed resources and services.

- d. School counselors demonstrate commitment to principles of equity and fairness and model these attitudes and behaviors for school and community members

5.3 Advocacy

- a. School counselors identify community, environmental and institutional factors that can enhance or impede students' academic, career and social/emotional development.
- b. School counselors advocate for the resources needed to support all students' academic, career and social/emotional development.
- c. School counselors advocate for various populations of students, using strategies to ensure equity of opportunities for all students

Ohio Standards for Superintendents

Standard 1: Vision, Continuous Improvement, and Focus of District Work

Elements

1.1 Develop a shared vision for the district.

- d. Ensure that the vision includes high expectations for all students and delineates practices that address differences.

Standard 4: Instruction

Elements

4.4 Ensure that the district curriculum, instruction, and assessment programs are designed to provide full access and opportunity to all students

- a. Advocate for high levels of learning for all students.
- b. Facilitate the use of effective instructional practices and differentiated instruction to meet the needs of all students.
- c. Ensure systematic implementation and ongoing evaluation of prevention/intervention strategies as part of the instructional program to help all students meet performance targets.

Action Plan for Culturally Responsive Practices

Issue: Briefly describe the issue you would like to address or the improvement to your practice that you would like to make in relation to culturally responsive teaching.

Goals: What is your goal(s) related to improving your culturally responsive teaching practices? Utilize SMART Goals (Specific, Measurable, Attainable, Relevant, Time Sensitive).

Date of Completion:

Action Steps:	Timeline/Key Dates	Point Person	Resources/Funds Needed	Communications Needed	Anticipated Barriers to Overcome
1.					
2.					
3.					
4.					
5.					
6.					
7.					