

The Power of Identity

The Power of Identity presents materials on culturally responsive supervision from the first of a three-part series designed for supervisors in teacher education. This series was developed in partnership with Dr. Tanisha Brandon-Felder, a consultant in professional development on equity pedagogy.

This document contains handouts, planning tools, readings, and other materials to provide field supervisors with a scaffolded experience to improve their ability for culturally responsive supervision.

The following materials focus on experiential understanding of the power of identity and to imagine the possibilities when teachers truly know their students. After a shared learning experience, supervisors brainstorm how the activity connects to their practice in the classroom by examining several evaluation tools.

1. Video of Dr. Felder's Facilitation <https://vimeo.com/212814648/29911f922a>
2. Identity Circles Lesson Plan
3. Acrostic Poem
4. Teacher Survey
5. Instructional Framework Comparison



Bonner Curriculum

Identity Circles: A Personal Exploration of Diversity

Overview:

This workshop guides participants through an activity called Identity Circles in which individuals reflect on and share qualities they believe make them who they are. It is an excellent activity to use with a group of students (volunteers or staff) to introduce them to thinking more deeply about the issues of diversity (within themselves and their community). This activity can help people build skills of self-reflection, communication, trust, and appreciation for diversity. Identity Circles are an ideal activity for personal exploration to build a foundation for diversity awareness, but it is simple and open enough to be used repeatedly.

Category:

Self-efficacy, personal exploration; reflection; interpersonal competencies; diversity

Level:

Suitable for all levels (introductory to advanced)

Recommended Bonner Sequence:

This training is most recommended for Bonner students during the first year (such as during Orientation, a Class Meeting, or a Mid-Year Retreat). It could be helpful as part of the enrichment activities for campuses that have selected reflection/personal exploration as an intention/baseline for freshmen year. It may also be done with students in other classes, perhaps as part of a Retreat.

expectation	explore	experience	example	expertise
	▼	▼	▼	▼

VALUES: community building, diversity

Type:

Structured activity suitable for workshop (e.g. retreat or training) or during regular meeting structure

Focus or Goals of this Guide:

Guide participants through an activity that give each person a chance to share some important aspects of his or her identity.

Learn more about the kinds of diversity represented by members of the program or campus, while understanding that different people see different things as important. Provide a safe, respectful space to explore issues of self-reflection and identity; this activity can works especially well as a precursor for more challenging forms of self-reflection or community building.

Materials:

Identity Circle blank sheets (see attachment) or blank sheets of paper
Index cards or post-its
Everyone should have something to write with

How to Prepare:

Prepare yourself to facilitate by reviewing the guide and becoming comfortable with the facilitation process. You may want to create your own identity circle in advance, so that you prepare to set a tone and can focus on the group during the activity.

How to Do/Brief Outline:

In this guide, you will find steps for taking a group of participants through the Identity Circles activity, which basically involves self-reflection, sharing, and discussion. While we recommend that you set aside time and space (like a special meeting) for this activity, it could also be integrated into a standing meeting structure (such as a Class Meeting), provided there is sufficient time. The activity should not be rushed.

If your purpose is to train-the-trainers, you may want to make that explicit during your session. You can still follow the outlined process, but also have a time for introduction, questions, and closure with the group, so that they walk away feeling prepared to replicate the experience but also have successfully completed the experience and can anticipate what is involved for participants.

The outline has the following parts:

- | | |
|---|---------------------------|
| 1) Brief warm up | suggested time 5 minutes |
| 2) Introduce the activity | suggested time 10 minutes |
| 3) Allow group to do identity circles privately | suggested time 10 minutes |
| 4) Sharing of Identity Circles | suggested time 40 minutes |
| 5) Engage participants in discussion | suggested time 10 minutes |
| 6) (If large group) Move back to large group and final discussion | suggested time 15 minutes |

OUTLINE

Part 1) Brief Warm Up

Suggested time: 5 minutes

Within the small or large group, have everyone find a partner that they don't know well. Ask pairs to take turns explaining the origin of his/her full name ~ where it comes from, what meaning or significance the name has, if any. For instance, "My name is Heather Field, heather like the flower because my parents were really into nature." or "My last name is Johnson, the name that was given to my family by the slave owners in Georgia. We don't know what our African name was before that. My first name Abe is the name of my great-grandfather."

As facilitator ask a few pairs to share with the group what they learned. You can also debrief the exercise, eliciting responses from the group or using the following points:

This warm up provides a simple introduction to this workshop and a chance for people to articulate things that others may not have known about them.

Even a name often has different significance to people and it can bring up questions of origin, nationality, family influences, histories, ethnicity, race.

The warm-up was to get us thinking about how unique we each are and to share what makes us who we are within the community.

Part 2) Introduce the activity

Suggested time: 10 minutes

Here is an opportunity for you to get the workshop going and begin introducing the exercise. You may want to introduce yourself more fully to set a stage of sharing. For instance, you can share your own name and its origins and a few things about yourself. Set an appropriate tone, using your own style. The tone should be between casual and semi-serious (probably not too lighthearted nor somber and scary).

Explain the purposes of this workshop:

This is an opportunity for participants to engage in some structured reflection and sharing about people's identities. This activity should be interesting and useful for us as a group and also as an activity we can take back and use with our teams.

You may want to review the outcomes of the workshop:

Self-reflection, sharing, and the chance to articulate things that are important to us individually

Explore in more depth what is the "diversity" in this group

Experience a safe, respectful space for exploration, dialogue, learning about others.

You may want to set out some ground rules or briefly have the group offer ground rules for the session related to this point. (A ground rule is a stated expectation that the group members agree to, and that the facilitator agrees to hold participants accountable for).

Explain briefly the structure of the workshop:

This workshop is designed for a small group of 4-10. Most of the activity calls for self-reflection and sharing. The facilitator will have the dual responsibilities of modeling the exercises and providing structure and movement through the workshop.

If you are doing the activity with a larger group (e.g. at a retreat), create subgroups in advance and **POST THESE VISIBLY SO PEOPLE CAN MOVE INTO THEM**. Instruct people to move into teams and have a designated **FACILITATOR** for each one.

Part 3) Reflect and do identity circles

Suggested time: 40 minutes

The group (or each group) should have a private or semi-private space where they can sit in chairs in a circle. The facilitator will explain the exercise and also go first, modeling a level of sharing and tone.

Team facilitators should:

Explain the exercise. Pass out the attached identity circles handout or blank paper while doing so. The visual aid will help people follow the steps of the activity.

Explain that everyone should draw a circle and write his/her name in the middle.

Then draw eight “spokes” out from the middle circle.

On each of their spokes, participants will write something that is important to your identity. For example, it can be a word, like “Asian” or “gay” or a phrase like “parents divorced when I was 5” or “Huge Red Sox Fan” or “love being with friends and family.”

Everyone should be prepared to share most/all of the qualities.

Explain that each person makes a choice as to what he/she shares.

Give people 5 minutes or so to fill in the spokes.

Then, guide the group through sharing:

When time is up, give each person roughly 3-5 minutes to share their identity circle with the group. The **FACILITATOR GOES FIRST** and sets the tone for sharing. This works best if the **FACILITATOR** demonstrates trust, humor, and meaningful sharing. You can use the following guide for sharing:

Share the thing you are most proud of or happy about right now.

Share the thing that is most controversial for you or that you are struggling with right now.

Share the thing that you put down that surprised you.

Share 2-3 others things you want the group to know about you.

Give everyone a chance to share, without discussion. People may become emotional during presentations (you may observe sadness, happiness, anger, etc.). If they do, don't get anxious about it. Generally, though, this exercise is fairly even. Set a respectful tone of listening and reflection. It is okay for people to expand on an item on their circle.

However, you should not allow for people to interrupt each other or go back-and-forth.

Part 4) Team discussion

Suggested time: 40 minutes

After each person has spoken, you can engage the team into dialogue. Some questions to use are:

What did you think of the exercise?

Was anybody surprised by any of the words they chose for themselves?

Are there words that your friends or family might use that you did not use? Why is it that others see us differently than we see ourselves?

Is race/ethnicity a big factor in identity circles for members of this group? Why or Why not? How about gender? Why or why not? How about sexual orientation? Age? Family upbringing? What did people notice as important common factors?

What are some of the other ways we differ from each other? What ways are we similar? What can we learn from our differences and similarities?

Why is learning about each other in this way important to our team/group, Bonner community, organization, or project?

Part 5): (For large groups only) Larger-Group Final discussion and/or Wrap Up

Suggested time: 15 minutes

You can do a few things, in whatever order facilitators deem important:

Open the large group for discussion, perhaps by using a few questions or asking for comments about the exercises. For example, you can ask:

Was it easy or hard to do this? Why?

Do people, over the course of working together, share things about themselves they want people to know? Why and how? What, if anything, seems to prevent this kind of sharing from happening?

How can we take this exercise and/or information with us as we work together? How does this exercise lay the groundwork for other things?

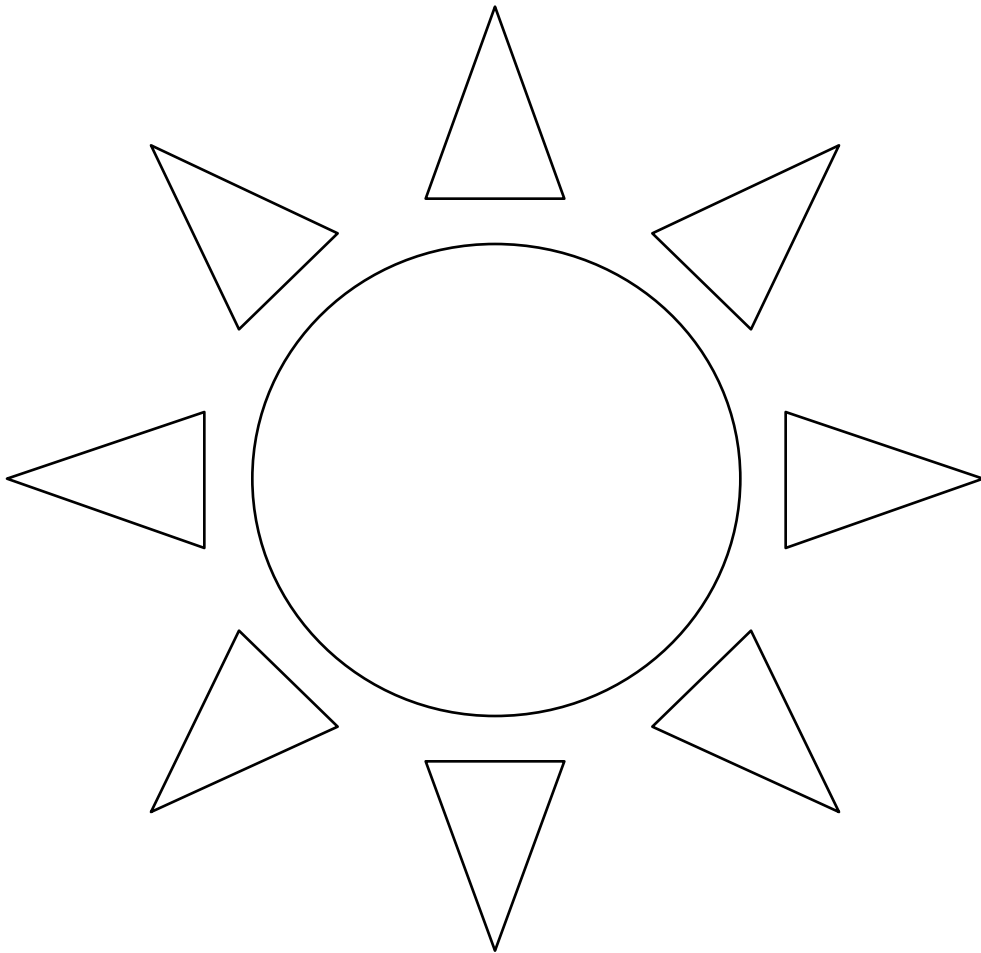
Then, you can pass out blank index cards to the large group and ask everyone to answer two questions on the card. **DO NOT WRITE YOUR NAME ON THE CARD.** On one side, write what you learned during this exercise. On the other, write what will you strive to do as a result of this exercise. Facilitators collect cards and read some out, asking for comments.

Wrap Up:

Bring things to a conclusion. Figure out how you want participants to end the workshop. Do evaluations and/or suggest next steps.

Identity Circle

Put your name in the middle and identify 1 quality/trait for each of the 8 spokes.



My Name Story: An Acrostic Poem

For each letter of your name, choose an attribute to describe you.

TEACHER SURVEY

RELATIONSHIPS Respect and Connectedness	RELEVANCE Choice and Personal Relevance
1. ___ I show genuine care for each student. 2. ___ I express high expectations for each student. 3. ___ I take time to help students individually. 4. ___ I encourage students to make mistakes and learn from them. 5. ___ I openly commend students' genuine efforts and excellent work. 6. ___ I welcome others to observe in the classroom. 7. ___ I encourage and listen to student feedback, even when I disagree. 8. ___ I have clear, consistent, and equal consequences or treatment for behaviors. 9. ___ Students are respectful to each other and me. 10. ___ I utilize students as learning aids for each other. 11. ___ I use culturally appropriate language and encourage students to do so as well. Comments:	1. ___ Students are engaged in their work. 2. ___ Students pursue their own learning and understanding of the topic because I make it relevant to them. 3. ___ I encourage Students ask meaningful questions. 4. ___ I make activities for learning motivating and intellectually engaging. 5. ___ I make sure students can relate their own experience or ideas to the lesson. 6. ___ I provide choices for students in learning topics and styles. 7. ___ I display diverse cultural materials, photos, words, art etc that represent cultural diversity. 8. ___ I use culturally relevant resources and strategies to make learning relevant to diverse students. 9. ___ I encourage students to give input on my instruction. Comments:
RIGOR Challenge and Engagement	RESULTS Authenticity and Effectiveness
1. ___ I am presenting challenging topics for students to analyze, explore, and discuss. 2. ___ I encourage students to articulate and share their ideas with one another. 3. ___ Learning is active. 4. ___ There is evidence of students coming to new views or understandings. 5. ___ Students know my expectations for work. 6. ___ I plan activities that are thinking centered and engaging. 7. ___ I make sure that students understand what they are doing and what they are learning. 8. ___ I choose books that allow students to more deeply examine global issues. 9. ___ I am engaging students at all learning levels. Comments:	1. ___ Students are able to read fluently. 2. ___ Students are able to use graphic organizers to help them explain their thinking in writing. 3. ___ Students reflect on higher level questions posed to them. 4. ___ Students are able to work together in cooperative groups to complete projects. 5. ___ Students demonstrate skills and understanding through projects, performances, written work or classroom discussion. 6. ___ Students are able to develop multiple solutions to problems in class and clearly explain how they solved a problem. 7. ___ Students are able to think, reflect and communicate effectively in a variety of ways. 8. ___ Students can make connections between themselves and people that are different than them. 9. ___ Students understand and use culturally appropriate language. 10. ___ High quality student work is displayed. 11. ___ Students are prepared to pass high stakes tests. Comments:
1= Rarely • 2= Sometimes • 3= Frequently • 4= Always • N/A = Not Apply	

TEACHER SURVEY

Relationships

Respect and Connectedness

1. ___ I show genuine care for each student.

- I reach as many diverse students as possible.
- I interact with all students.
- I call students by name.
- I greet students at the door.
- I make reference to student's lives outside of school
- I welcome and values student input.

2. ___ I express high expectations for each student.

- I am empowering and supportive.
- I encourage students to support one another.

3. ___ I take time to help students individually.

- My belief in and commitment to students and their learning is clear

4. ___ I encourage students to make mistakes and learn from them.

- I create an environment where students feel comfortable taking risks.
- I do not allow students to tease each other for wrong answers.
- I create an environment where students can openly and safely talk about experiences of stereotypes, bias, and institutional racism.
- I make students feel their opinions are valued.

5. ___ I openly commend students' genuine efforts and excellent work.

- Examples of excellent work are on the walls.
- I make positive comments to students, encouraging their efforts.

6. ___ I welcome others to observe in the classroom.

7. ___ I encourage and listen to student feedback, even when I disagree.

8. ___ I have clear, consistent, and equal consequences or treatment for behaviors.

- I model and enforce the use of respectful language.
- I make sure students are respectful with their bodies.
- I model respect of cultural diversity/ differences.

9. ___ Students are respectful to each other and me.

10. ___ I utilize students as learning aids for each other.

11. ___ I use culturally appropriate language and encourage students to do so as well.

Comments:

1= Rarely • 2= Sometimes • 3= Frequently • 4= Always • N/A = Not Apply

TEACHER SURVEY

Relevance

Choice and Personal Relevance

1. ___ **Students are engaged in their work.**
2. ___ **Students pursue their own learning and understanding of the topic because I make it relevant to them.**
 - I strive to make sure focused learning is occurring
 - I allow students to work independently.
 - Different students have their hands raised each time.
 - I allow students to define their own learning goals.
3. ___ **I encourage Students to ask meaningful questions.**
 - I see students demonstrate an eagerness to participate in the classroom activity.
 - I see students are asking hard questions.
 - Students seem to enjoy learning
4. ___ **I make activities for learning motivating and intellectually engaging.**
5. ___ **I make sure students can relate their own experience or ideas to the lesson.**
 - I make references to student's lives outside of school specific to the topic.
 - I give students opportunities to share their personal stories relevant to the topic
6. ___ **I provide choices for students in learning topics and styles.**
7. ___ **I display diverse cultural materials, photos, words, art etc that represent cultural diversity.**
8. ___ **I use culturally relevant resources and strategies to make learning relevant to diverse students.**
9. ___ **I encourage students to give input on my instruction.**

Comments:

1= Rarely • 2= Sometimes • 3= Frequently • 4= Always • N/A = Not Apply

TEACHER SURVEY

Rigor

Challenge and Engagement

1. ___ **I am presenting challenging topics for students to analyze, explore, and discuss.**
 - I see students are asking questions.
 - I see students are asking what would happen if... type questions.
 - I see students are giving examples
2. ___ **I encourage students to articulate and share their ideas with one another**
3. ___ **Learning is active.**
4. ___ **There is evidence of students coming to new views or understandings.**
 - I see ah has
5. ___ **Students know my expectations for work.**
 - Evidence by the conversations being held, large and small group discussions, and questions being asked of students.
6. ___ **I plan activities that are thinking centered and engaging.**
 - Journaling
 - Classroom discussion
7. ___ **I make sure that students understand what they are doing and what they are learning.**
 - I make sure essential question are posted.
 - I make sure objectives of the day posted.
 - I verbally ask why students are doing a particular lesson.
 - I state the objective for a particular lesson.
8. ___ **I choose books that allow students to more deeply examine global issues.**
9. ___ **I am engaging students at all learning levels.**
 - Using assessment, formal and informal, to inform instruction
 - The teacher adjusts when they need to adjust.

Comments:

1= Rarely • 2= Sometimes • 3= Frequently • 4= Always • N/A = Not Apply

TEACHER SURVEY

Results

Authenticity and Effectiveness

1. ___ Students are able to read fluently.
2. ___ Students are able to use graphic organizers to help them explain their thinking in writing.
3. ___ Students reflect on higher level questions posed to them.
4. ___ Students are able to work together in cooperative groups to complete projects.
5. ___ Students demonstrate skills and understanding through projects, performances, written work, or classroom discussion.
6. ___ Students are able to develop multiple solutions to problems in class and clearly explain how they solved a problem.
7. ___ Students are able to think, reflect and communicate effectively in a variety of ways.
8. ___ Students can make connections between themselves and people that are different than them.
9. ___ Students understand and use culturally appropriate language.
10. ___ High quality student work is displayed.
11. ___ Students are prepared to pass high stakes tests.

Comments:

1= Rarely • 2= Sometimes • 3= Frequently • 4= Always • N/A = Not Apply

Based on the work of [Marjorie Ginsberg](#), UW College of Education and Seattle Public Schools Department of Equity, Race and Learning Support. Modified by Cultures Connecting, LLC.

Aligning Instructional Frameworks to Cultural Competency "Look Fors"

	Danielson	CEL 5D	Cultural Competency "Look Fors"
Criterion 1: Centering instruction on high expectations for student achievement.	<p>Domain 2: The Classroom Environment 2b: Establishing a Culture for Learning</p> <p>Domain 3: Instruction 3a: Communicating with Students 3c: Engaging Students in Learning</p>	<p>Purpose P1: Connection to standards, broader purpose and transferable skill</p> <p>P4: Communication of learning target(s) P5: Success criteria and performance task(s)</p> <p>Student Engagement SE3: Work of high cognitive demand</p> <p>Classroom Environment & Culture CEC3: Discussion, collaboration and accountability</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. (<i>Banks</i>)</p>
Criterion 2: Demonstrating effective teaching practices.	<p>Domain 3: Instruction 3b: Using Questioning and Discussion Techniques</p> <p>Domain 4: Professional Responsibilities 4a: Reflecting on Teaching</p>	<p>Student Engagement SE1: Quality of questioning SE5: Expectation, support and opportunity for participation and meaning making</p> <p>SE6: Substance of student talk Curriculum & Pedagogy</p> <p>CP6: Scaffolds the task CP7: Gradual release of responsibility</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 (p. 23)(4)</i></p> <p>All teachers develop the five essential competencies to support English Language Learners. These competencies are: Stages of language development; Principles of sheltered instruction in academic content; Knowledge and application of the Office of the Superintendent of Public Instruction's (OSPI's) English Language Development Standards (ELD's); Understanding of student cultural identity, cultural relevance and competence; Theory of second language acquisition.</p> <p>Commitment to maintaining multicultural awareness and action (<i>p.156</i>). <i>Banks & Banks: Equity Pedagogy: An Essential Component of Multicultural Education; Teacher Characteristics</i></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, (p. 30)(1)</i></p>
	<p>Domain 1: Planning and Preparation 1b: Demonstrating Knowledge of Students</p>	<p>Purpose P3: Teaching point(s) are based on students' learning needs</p>	<p>The teacher provides opportunities for students to be heard in decisions that affect them (<i>Article 12), United Nations Convention of Rights of the Child</i></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>Criterion 3: Recognizing individual student learning needs and developing strategies to address those needs.</p>	<p>Domain 3: Instruction</p>	<p>Student Engagement</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, physical and emotional) development. <i>4.7.C, Washington state Native American Achievement Gap Report</i></p>
	<p>3e: Demonstrating Flexibility and Responsiveness</p>	<p>SE2: Ownership of learning SE4: Strategies that capitalize on learning needs of students</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>Curriculum & Pedagogy</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 (<i>Standard 1</i>). <i>U.S. Dept. of Health and Human Services; Office of Minority Health; National Standards for Culturally and Linguistically</i></p>
		<p>CP5: Differentiated instruction</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 (<i>Achievement Gap 2.2.F</i>)</p>
		<p>Assessment for Student Learning</p>	<p>Teachers use a variety of assessment strategies and data to monitor and improve instruction.</p>
		<p>A6: Teacher use of formative assessment data</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>Domain 1: Planning and Preparation 1a: Demonstrating Knowledge of Content and Pedagogy 1c: Setting Instructional Outcomes 1d: Demonstrating Knowledge of Resources 1e: Designing Coherent Instruction</p>	<p>Purpose P2: Connection to previous and future lessons Curriculum & Pedagogy CP1: Alignment of instructional materials and tasks CP2: Discipline-specific conceptual understanding CP3: Pedagogical content knowledge CP4: Teacher knowledge of content</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. (<i>Banks, et.al. Democracy and Diversity p.14</i>)</p> <p>The professional educator may not: (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. (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>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>Criterion 4: Providing clear and intentional focus on subject matter content and curriculum.</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>All teachers understand and utilize the following five principles in their instruction for all students: Principle 1: There is a difference between conversational and academic language Principle 2: Students need to learn language and academic content at the same time Principle 3: Linguistically and culturally diverse students typically move through different stages as they acquire English and proficiency Principle 4: Recognition that students may bring background knowledge that differs from the U.S. mainstream students Principle 5: Knowledge that assessments measure language and culture as well as actual content knowledge</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> (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>Criterion 5: Fostering and managing a safe, positive learning environment.</p>	<p>Domain 2: The Classroom Environment 2a: Creating an Environment of Respect and Rapport 2c: Managing Classroom Procedures 2d: Managing Student Behavior 2e: Organizing Physical Space</p>	<p>Classroom Environment & Culture CEC1: Arrangement of classroom CEC2: Accessibility and use of materials CEC4: Use of learning time CEC5: Managing student behavior CEC6: Student status CEC7: Norms for learning</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 supports equitable policies for identifying, accepting, and supporting students from non-dominant cultural groups in advanced placement and gifted programs (<i>General Competency 3.4</i>) (4)</p>
<p>Criterion 6: Using multiple student data elements to</p>	<p>Domain 1: Planning and Preparation 1f: Designing Student Assessments Domain 3: Instruction</p>	<p>Assessment for Student Learning A1: Self-assessment of learning connected to the success criteria A2: Demonstration of learning A3: Formative assessment opportunities</p>	<p>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 (<i>Cultural Standards for Schools B</i>) <i>Proposed Standards for Culturally-Responsive Schools; Indian Education Plan for Washington State, OSPI</i></p>

<p>modify instruction and improve student learning.</p>	<p>3d: Using Assessment in Instruction</p> <p>Domain 4: Professional Responsibilities</p> <p>4b: Maintaining Accurate Records</p>	<p>A4: Collection systems for formative assessment data</p> <p>A5: Student use of assessment data</p>	
<p>Criterion 7: Communicating and collaborating with parents and school community.</p>	<p>Domain 4: Professional Responsibilities</p> <p>4c: Communicating with Families</p>	<p>Professional Collaboration & Communication</p> <p>PCC3: Parents and guardians</p> <p>PCC4: Communication within the school community about student progress</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 (<i>General Competency 3.7)(6) The Education Alliance at Brown University; General Competency 3 Recognizing and Preventing Institutional Racism within the School</i>)</p> <p>The teacher works with other educators, families, and community members to identify and implement a conflict-resolution approach that is culturally appropriate and equitable(<i>General Competency 5.2)(5)</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.<i>2.a. Alaska Teacher Standard 2 Learning Theory and Practice</i></p> <p>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.</p> <p>(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 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>...The teacher identifies roles and types of power relationships within the community, school, or institution and their effect on students... Edited from Standard 4 Provider Competencies; Knowledge, Understanding, Skills and Attitudes (4.2). <i>U.S. Dept. of Health and Human Services; Cultural Competence Standards</i></p>
	<p>Domain 4: Professional Responsibilities</p> <p>4d: Participating in a Professional Community</p>	<p>Professional Collaboration & Communication</p> <p>PCC1: Collaboration with peers and administrators to improve student learning</p>	<p>The teacher obtains professional development and understands the nature of social diversity and oppression (<i>Standard 1.(2) NASW Standards for Cultural Competence.</i>)</p>

**Criterion 8:
Exhibiting
collaborative and
collegial practices
focused on
improving
instructional
practice and
student learning.**

4e: Growing and Developing Professionally

4f: Showing Professionalism

PCC2: Professional and collegial relationships

PCC5: Supports school, district, and state curriculum, policy and initiatives

PCC6: Ethics and advocacy

The teacher supports policies to adjust district allocation of resources based on equity, not equality (*General Competency 3.6*)(7)

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, *Washington state Native American Achievement Gap Report*

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*

The teacher collaborates with colleagues to determine how students from different backgrounds experience the classroom, school, or district (*General Competency 5.3*)(3) *General Competency 5 Recognizing and Preventing Individual Racism*

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)