

Culturally Responsive Teaching and Counseling

Standard 6 - Culturally Responsive
Teaching and Equitable Practices



EdEquityVA - Virginia's Road Map to Equity

Increasing the Cultural Proficiency of Educator Workforce

- Increasing Teacher Diversity
- **Supporting Culturally Relevant Teaching Pedagogy**
- Enhancing Teacher Preparation
- Amending Licensure Requirements to include Cultural Competency
- **Developing new Professional Learning Opportunities**
- **Supporting Courageous Leaders**
- **Revising Educator Evaluation to include Cultural Competency Efficacy**
- Incorporating Cultural Responsiveness and inclusion into School Climate Evaluation

Closing Opportunity Gaps

- Ensuring Academic Rigor and High Expectations for ALL Students
- **Mitigating Enrollment Barriers for Underrepresented Students into Accelerated, Advanced, and Selective, Academic Programs**
- **Resourcing Targeted Supports for Students**
- Incentivizing Equitable Assignment of Experienced Teachers
- Tailoring TA to support Differentiated and Scaled Instruction
- Evaluating State Levers to Advance Equitable Resource Distribution
- Ensuring Equitable School Facilities and Technology Resources for ALL Students
- Developing and Implementing Social Emotional Learning Standards for Virginia
- Developing and Implementing Accountability for Equitable Educational Opportunities
- Monitoring & Reporting on Disproportionate Access and Outcome Data (Equity Dashboard)

Standard 6 - Culturally Responsive Teaching and Equitable Practices

“The teacher/school counselor **demonstrates** a commitment to equity and provides instruction (support) and classroom strategies (interventions and programming) that **result** in culturally inclusive and responsive learning environments and academic achievement for all students.”

Culturally Responsive Educators (VDOE)

- **(1) See** cultural differences as assets
- **(2) Validate** the inequities impacting students' lives
- **(3) Cultivate** relationships beyond the classroom anchored in affirmation, mutual respect, and validation
- **(4) Believe** that ALL students can succeed and communicate high expectations for ALL students
- **(5) Engage** in reflection of their beliefs, behaviors, and practices
- **(6) Utilize** students' cultures as vehicles for learning
- **(7) Challenge** racial and cultural stereotypes, prejudices, racism, and other forms of intolerance, injustice, and oppression
- **(8) Mediate** power imbalances in classrooms based on race, culture, ethnicity, gender, and class

Performance Standard 6: Culturally Responsive Teaching and Equitable Practices (Teacher)

The **teacher** demonstrates a commitment to equity and provides instruction and classroom strategies that result in culturally inclusive and responsive learning environments and academic achievement for all students.

Examples of teacher work conducted in the performance of the standard may include, but are not limited to:

1. Disaggregates assessment, engagement, behavioral, and attendance data by student groups and identifies and applies differentiated strategies to address growth and learning needs of all students with specific attention to students within gap groups.
2. Fosters classroom environments that create opportunities for access and achievement by acknowledging, valuing, advocating, and affirming cultural and social diversity in all aspects of the learning process, including for gender, race, ethnicity, English Language Learners, and students with disabilities.
3. Builds meaningful relationships with all students anchored in affirmation, mutual respect and validation utilizing culturally responsive teaching practices, and by modeling high expectations for all students.
4. Utilizes inclusive curriculum and instructional resources that represent and validate diversity from all rings of culture that include generational, gender, religion, class, nationality, race, ethnicity, native language, ability, and sexuality by connecting classroom curriculum and instruction to the cultural examples, experiences, backgrounds, and traditions of all learners.
5. Analyzes, selects, and integrates texts, materials, and classroom resources that reflect cultural inclusivity and the needs of all students, including for gender, race, ethnicity, English Language Learners, and students with disabilities.
6. Uses communication strategies that are inclusive of the language, dialects, cultural, social and literacy needs of all students (including gender, race, ethnicity, English Language Learners, and students with disabilities).
7. Teaches students the skills necessary to communicate and engage with diverse groups in ways that support the eradication of discrimination and bias while mitigating against classroom power imbalances (based on race, ethnicity, gender, identity, ability, and/or socioeconomic status) that perpetuate fear and anxiety of difference.
8. Develops culturally responsive curriculum and instruction in response to differences in individual experiences, cultural, ethnic, gender, and linguistic diversity, and socioeconomic status.
9. Collaborates with colleagues to overcome some of the effects of institutional biases in the classroom by using strategies that include but are not limited to flexible grouping, differentiation, providing broader, curricular perspectives, and using alternative assessments.
10. Participates and contributes in a learning community and embeds new culturally relevant instructional learning into practice.
11. Deepens understanding of how social markers (such as race, ethnicity, social class, and language, etc.) influence the educational opportunities that learners receive.
12. Plans lessons that validate students' lived realities, cultural identities, and heritage.
13. Assesses how learners from different backgrounds experience the environment and encourage students to reflect on their own experience with bias.
14. Reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.
15. Uses evaluative practices to review curricula, textbooks, and instructional materials for cultural appropriateness

Performance Standard 6: Culturally Responsive Teaching and Equitable Practices (Teacher-Effective)

Form Activity - Section 12

Performance Standard 6: Culturally Responsive Teaching and Equitable Practices (Educational Specialist)

The **educational specialist** demonstrates a commitment to equity and provides program supports that result in culturally inclusive and responsive learning and working environments.

Examples of teacher work conducted in the performance of the standard may include, but are not limited to:

1. Utilizes disaggregated assessment, engagement, behavioral, and/or attendance data by student groups and identifies and applies differentiated strategies to address growth of all students and program needs with specific attention to students within gap groups.
2. Fosters collaborative learning environments that create opportunities for access and achievement by acknowledging, valuing, advocating, and affirming cultural and social diversity in all aspects of the program services and delivery
3. Builds meaningful relationships with all stakeholders anchored in affirmation, mutual respect and validation utilizing culturally responsive professional practices.
4. Utilizes program delivery resources that represent and validate diversity from all rings of culture that include generational, gender, religion, class, nationality, race, ethnicity, native language, ability, and sexuality by connecting classroom curriculum and instruction to the cultural examples, experiences, backgrounds, and traditions of all learners.
5. Demonstrates how to and supports staff in how to analyze, select, and integrate texts, materials, and classroom resources that reflect cultural inclusivity and the needs of all students, including for gender, race, ethnicity, English Language Learners, and students with disabilities, as applicable.
6. Uses communication strategies that are inclusive of the language, dialects, cultural, social and literacy needs of all students (including gender, race, ethnicity, English Language Learners, and staff with exceptionalities).
7. Demonstrates skills necessary to communicate and engage with diverse groups in ways that support the eradication of discrimination and bias while mitigating against classroom power imbalances (based on race, ethnicity, gender, identity, ability, and/or socioeconomic status) that perpetuate fear and anxiety of difference.
8. Uses evaluative practices to review curricula, textbooks, and instructional materials for cultural appropriateness
9. Reviews instructional materials to ensure that they are unbiased, representative, and relevant to learners.
10. Promotes policies and practices that demonstrate respect for differences and promote equity and social justice for all students.
11. Advocates for school-wide outreach to families/guardians whose first language is other than English.

Performance Standard 6: Culturally Responsive Teaching and Equitable Practices

(Educational Specialist-Effective)

	Highly Effective - In addition to meeting the standard...	Effective Effectiveness is the expected level of performance.
Teacher	In addition to continuously meeting the standard, the teacher demonstrates a sense of responsibility to help develop and support others in actively implementing equitable practices.	The teacher demonstrates a commitment to equity and provides instruction and classroom strategies that result in culturally inclusive and responsive learning environments and academic achievement for all students.
Specialist	In addition to continuously meeting the standard, the educational specialist demonstrates a sense of responsibility to help develop and support others in actively implementing equitable practices.	The educational specialist inconsistently demonstrates a commitment to equity and provides program supports that result in culturally inclusive and responsive learning environments.

Culturally Responsive Indicators: Teacher/Counselor and Student Observable Practices

Indicator	Teacher Practice	Student Practice
<p>1. See cultural differences as assets.</p>	<ul style="list-style-type: none">● Demonstrate an open mind by maintaining flexible opinions and being receptive to new stimuli. Model interest in learning why people do a particular thing.● Model non-judgemental behavior.● Demonstrate a genuine curiosity to know more about the students in the classroom.● Demonstrate a genuine understanding of beliefs or practices that are different from those of the teacher(s) and other students.	<ul style="list-style-type: none">● Engage classmates and teacher(s)/Counselor(s) with warmth, empathy, respect, and positive regard.● Demonstrate a sympathetic understanding of beliefs or practices different from their own.● Demonstrate an open mind when introduced to new cultural practice.

Culturally Responsive Indicators: Teacher/Counselor and Student Observable Practices

Indicator	Teacher Practice	Student Practice
2. Validate the inequities impacting students' lives	<ul style="list-style-type: none">● Acknowledges the inequities that exist and works closely with individual students to build confidence.● Uses formative assessments extensively to inform and differentiate instruction and summative assessments.● Develops and implements alternative performance assessments based on student needs.	<ul style="list-style-type: none">● Students speak freely and confidently about their lives to include topics regarding inequities they experience.● Students actively listen to classmates and show empathy for experiences shared.● Students have choice regarding how they will demonstrate mastery.

Culturally Responsive Indicators: Teacher/Counselor and Student Observable Practices

Indicator	Teacher Practice	Student Practice
<p>3. Cultivate relationships beyond the classroom anchored in affirmation, mutual respect, and validation</p>	<ul style="list-style-type: none">● Works to connect with students during extracurricular events.● Has created bonds with students based on common affinities.● Demonstrates concern for issues and events important to students.● Teacher has developed and regularly implements a sustainable system to listen to students where the student is the focus.● Teacher expresses care in verbal and nonverbal ways.	<ul style="list-style-type: none">● Students have opportunities to share information regarding their life outside school.● Students engage teacher in conversations regarding their life outside school.

Culturally Responsive Indicators: Teacher/Counselor and Student Observable Practices

Indicator	Teacher Practice	Student Practice
<p>4. Believe that ALL students can succeed and communicate high expectations for ALL students.</p>	<ul style="list-style-type: none">• Teacher has created a culture of high expectations for all students.• Teachers demonstrate a growth mindset and view the problem of low-student achievement as something that they can change.• Teachers actively engage colleagues to identify strategies and resources that may positively impact student achievement.• Teacher effectively communicates a belief that mistakes are an important part of learning.	<ul style="list-style-type: none">• Students demonstrate an awareness of expectations• Students challenge themselves and their classmates to meet and exceed expectations.• Students demonstrate resilience in the face of failure.• Students support and learn from classmates during instructional activities.

Culturally Responsive Indicators: Teacher/Counselor and Student Observable Practices

Indicator	Teacher Practice	Student Practice
5. Engage in reflection of their beliefs, behaviors, and practices	<ul style="list-style-type: none">• Teacher regularly makes time to think deeply about their beliefs, behaviors, and how each impacts the effectiveness of their current practices and environment.• Regularly reviews their everyday practices and identifies and acts upon opportunities for growth.• Regularly collects and analyzes evidence of individual and collective student achievement. Uses this information to develop educational programs that support and extend student learning.	<ul style="list-style-type: none">• Students engage in classmates and teacher(s) in open conversations regarding their beliefs.• Students are encouraged to reflect on their behaviors and actions.

Culturally Responsive Indicators: Teacher/Counselor and Student Observable Practices

Indicator	Teacher Practice	Student Practice
6. Utilize students' cultures as vehicles for learning	<ul style="list-style-type: none">• Teachers offer students choice, to the greatest extent possible.• Teacher encourages students to interact with curriculum in ways that interest them or are connected to topics they are knowledgeable about.• Instructional activities develop students' abilities to connect across cultures.• Teachers act in ways that demonstrate their recognition that students' cultures are meaningful and that learning is rooted in the lives and experiences of people from that culture.	<ul style="list-style-type: none">• Students readily share their perspective and especially demonstrate a willingness to speak about their culture and how it impacts their beliefs, views, and behaviors.• Students are engaged in activities that speak to their culture and encouraged to discuss the cultures of their classmates.

Culturally Responsive Indicators: Teacher/Counselor and Student Observable Practices

Indicator	Teacher Practice	Student Practice
<p>7. Challenge racial and cultural stereotypes, prejudices, racism, and other forms of intolerance, injustice, and oppression</p>	<ul style="list-style-type: none">● Incorporate instructional activities that investigate various struggles against racism and the values and traditions of those discriminated against.● Demonstrates a strategy for addressing racist acts in the classroom and for discussing those that occur in the greater community or nationally.● Teacher challenges stereotypes when they are heard.● Teacher provides a range of role models for students to study.	<ul style="list-style-type: none">● Students readily challenge instances of hate-speech.● Students openly propose and engage in conversations regarding racism, cultural stereotypes, prejudices, and other forms of intolerance, injustice, and oppression.

Culturally Responsive Indicators: Teacher/Counselor and Student Observable Practices

Indicator	Teacher Practice	Student Practice
<p>8. Mediate power imbalances in classrooms based on race, culture, ethnicity, gender, and class</p>	<ul style="list-style-type: none">• Communicate high expectations for students and inform them that the students should have high expectations for teacher(s).• Teacher demonstrates an understanding of perceived and actual power imbalances in the classroom and actively works to mediate them.• Teacher demonstrates an awareness of how those with perceived or actual power wield that power and actively work to check the exercise.	<ul style="list-style-type: none">• Students rotate through formal and informal leadership assignments in the classroom.• Students actively participate in classroom conversations and patiently wait for opportunities to contribute (showing that they are confident that their input will be included).

CENTERING EQUITY COMPASS (VIRGINIA'S EQUITY 5C'S)

Continuous Reflection

- Data Driven Decision Making -Culturally relevant data guides decision making.
- An Equity Dashboard for data is published on the website.
- Accountability Mechanisms
- Examine Implicit biases
- Engage students, families, and stakeholders
- Requires Self Awareness through Self Assessment

Culturally Responsive

- Culture is centered as a vehicle for learning.
- Instruction is tailored to meet student needs.
- School climate fosters affirmation of ALL students.
- Power imbalances based on race, culture, ethnicity, and class are mitigated.
- Teacher Evaluation, Educator Licensing, & Teacher Preparation.
- Staff communicates high expectations for ALL students.

Compassionate Student & Family Engagement

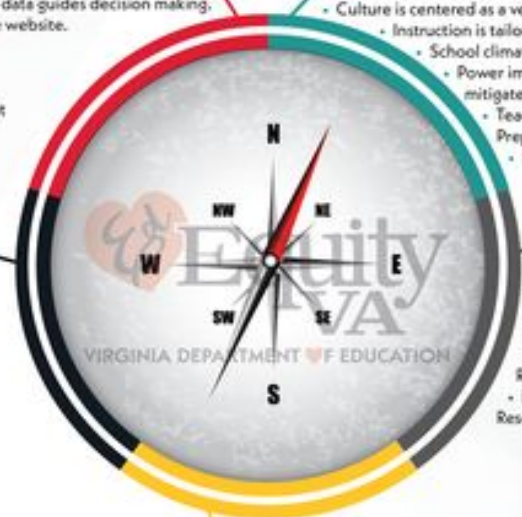
- Social Emotional Learning (SEL)
- Student Supports
- Restorative Practices
- Asset-based Interventions
- Trauma Informed

Courageous Leadership

- Anti Racism & Equity Policy is explicitly stated and published to the broader community.
- Equity Audit is conducted annually and results published.
- School division leaders promote Diversity & Cultivate Responsibility for Equity
- Equity goals in Strategic Planning are explicitly stated
- Resource Allocation advances equity goals.

Curriculum Reframing

- Cultural Competency Audit
- Culturally Relevant
- Deeper Learning Aligned
- High Quality Instructional Resources
- Embedding Student Voice



VIRGINIA DEPARTMENT OF EDUCATION



VIRGINIA
IS FOR
LEARNERS

Centering Equity Compass (Virginia's Equity 5C's)

Continuous Reflection

Culturally Response

Courageous Leadership

Compassionate Student & Family Engagement

Curriculum Reframing

Continuous Reflection

- Data driven decision making - Culturally relevant data guides decision making
- **An equity dashboard for data is published on the website**
- Accountability mechanisms
- **Examine implicit bias**
- **Engage students' families and stakeholders**
- Requires self-awareness through self-assessment

Culturally Responsive

- Culture is centered as a vehicle for learning
- Instruction is tailored to meet student needs
- **School climate fosters affirmation of ALL students**
- Power imbalances based on race, culture, ethnicity, and class are mitigated
- Teacher evaluation, educator licensing, and teacher preparation
- Staff communicates high expectations for ALL students

Compassionate Student & Family Engagement

- Social Emotional Learning (SEL)
- **Student supports**
- Restorative practices
- **Asset-based interventions**
- Trauma informed

Curriculum Reframing

- Cultural competency audit
- Culturally relevant
- Deeper learning aligned
- High quality instructional resources
- **Embedded student voice**

Key Terms

Cultural Competency: Having an awareness of one's own cultural identity and views about difference, and the ability to learn and build on the varying cultural and community norms of students and their families. It is the ability to understand the within-group differences that make each student unique, while celebrating the between-group variations that make our country a tapestry.

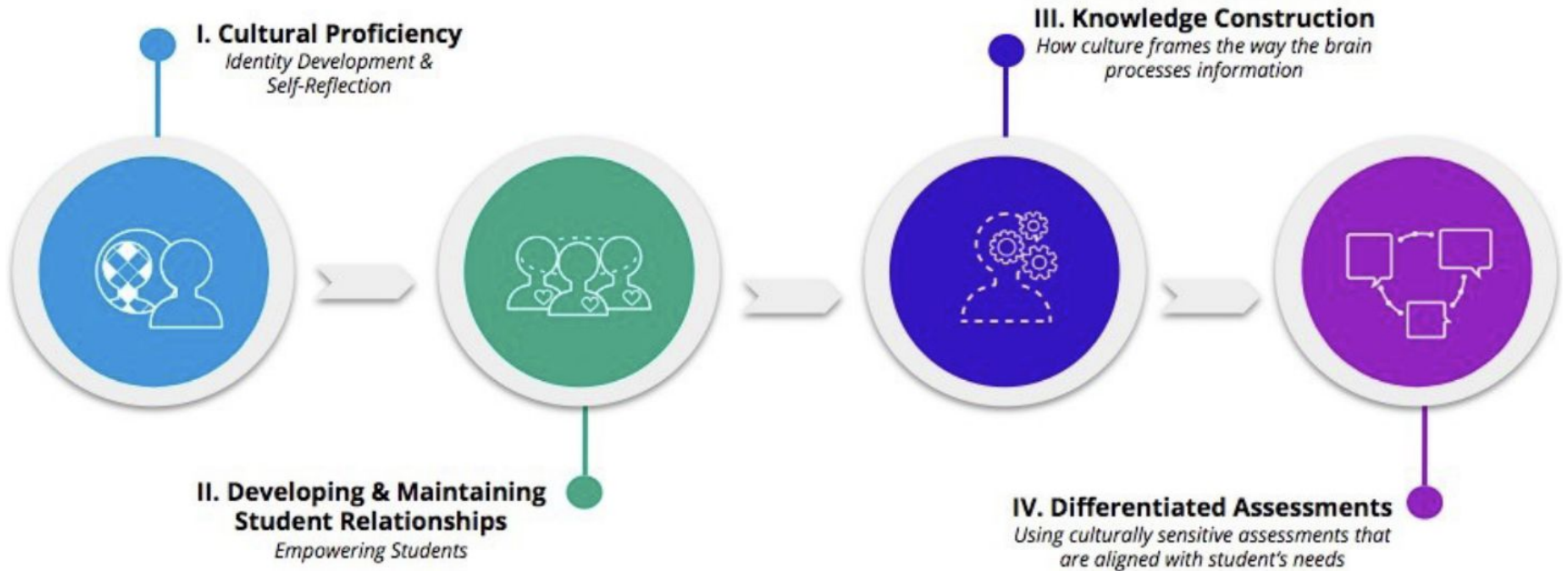
(National Education Association. "Why Cultural Competence?")

Culturally Responsive Teaching (CRT) as "the ability to use the cultural characteristics, experiences, and perspectives of culturally and linguistically diverse learners as conduits for teaching them more effectively."

(Geneva Gay, a professor of education at the University of Washington-Seattle)

Core Principles For Culturally Responsive Personalization

(Equity Institute)



Core Principles For Culturally Responsive Personalization

(Adapted from Equity Institute)

Cultural Proficiency: In order to understand our students, we must understand our own identities. It includes acknowledging that our life experiences, values, assumptions, and identity influence the way we see the world around us. Once a teacher can understand their own culture, they can develop the characteristics needed to effectively teach their students who may have a different cultural background.

Developing and Maintaining Student Relationships: If teachers start the school year by building a responsive classroom community and understanding who their students are, where they come from, and how they learn, they can begin to build trusting relationships. The teacher can then leverage students' cultural identities to create units and curricula that reflect students' passions. Additionally, teachers will begin demonstrating cultural caring and building a strong learning community.

Knowledge Construction: Teachers explore the science behind culture and how it impacts and frames the brain. Teachers should make information meaningful and accessible to all students. When you help students think about how they think, it helps build neuroplasticity which helps create more neural pathways. It is important students activate their prior knowledge, or schema, so they can begin making connections and creating new knowledge. By understanding students' cultures and experiences, teachers develop skills to use cultural scaffolding and help students achieve.

Differentiated Assessments: Making the connection between strong learning partnerships and effective use of culturally sensitive assessments to close learning gaps. Also, teachers gain an understanding of how to use a variety of instructional and formative assessment strategies to meet the needs of a diverse group of students.

Performance Standard 6: Culturally Responsive Teaching and Equitable Practices (Teacher)

Indicator	Teacher Practice	Student Practice
<p>1. Disaggregates assessment, engagement, behavioral, and attendance data by student groups and identities and applies differentiated strategies to address growth and learning needs of all students with specific attention to students within gap groups.</p>	<ul style="list-style-type: none"> ● Utilize whole-group instructional activities to gather achievement data. ● Students are strategically grouped based on needs identified through the collection of formative and summative performance data. ● Students have individualized learning pathways that support their unique academic needs. 	<ul style="list-style-type: none"> ● Working in small groups and receiving re-teaching or extension. ● Activities are tiered with all students working toward the same understandings and skills, but proceed with different levels of support, challenge, or complexity. ● Given options regarding how they will demonstrate mastery.
<p>Virginia's Equity 5C's: Culturally Responsive & Continuous Reflection</p>		
<p>VDOE Culturally Responsive Educator: (1) See cultural differences as assets</p>		

Performance Standard 6: Culturally Responsive Teaching and Equitable Practices (Teacher)

Indicator	Teacher Practice	Student Practice
<p>2. Fosters classroom environments that create opportunities for access and achievement by acknowledging, valuing, advocating, and affirming cultural and social diversity in all aspects of the learning process, including for gender, race, ethnicity, English Language Learners, and students with disabilities.</p>	<ul style="list-style-type: none"> ● Teachers use language that validates multiple identities, encourages questioning and builds discourse. ● Teachers instruct and model a growth mindset. ● Teachers emphasize effort. ● Teachers create clear expectations and criteria for peer collaboration and feedback. 	<ul style="list-style-type: none"> ● Students actively include cultural references or connections in their work. ● Students engage cooperatively and collaboratively in their learning. ● Students engage in exploration, discovery, and hands-on learning. ● Students admit when they need help or don't know something.
<p style="text-align: center;">Virginia's Equity 5C's: Culturally Responsive</p>		
<p style="text-align: center;">VDOE Culturally Responsive Educator:</p> <p>(1) See cultural differences as assets (2) Validate the inequities impacting students' lives (6) Utilize students' cultures as vehicles for learning</p>		

Performance Standard 6: Culturally Responsive Teaching and Equitable Practices (Teacher)

Indicator	Teacher Practice	Student Practice
<p>3. Builds meaningful relationships with all students anchored in affirmation, mutual respect and validation utilizing culturally responsive teaching practices, and by modeling high expectations for all students.</p>	<ul style="list-style-type: none"> ● Get to know students beyond academics, such as finding common interests outside the classroom. ● Teacher attends student extracurricular events. ● Teacher incorporates personal stories into lessons. ● Teacher demonstrates an interest in the interests of their students. ● Teacher emphatically listens to students. 	<ul style="list-style-type: none"> ● Students engage teachers and classmates in conversations regarding interests outside school. ● Students demonstrate an interest in the lives of those around them. ● Students have 1:1 time with teacher. ● Students have more positive than negative interactions during class and throughout the day.
<p style="text-align: center;">Virginia's Equity 5C's: Compassionate Student & Family Engagement & Culturally Responsive</p>		
<p style="text-align: center;">VDOE Culturally Responsive Educator:</p> <p>(1) See cultural differences as assets</p> <p>(3) Cultivate relationships beyond the classroom anchored in affirmation, mutual respect, and validation</p> <p>(4) Believe that ALL students can succeed and communicate high expectations for all students</p>		

Performance Standard 6: Culturally Responsive Teaching and Equitable Practices (Teacher)

Indicator	Teacher Practice	Student Practice
<p>4. Utilizes inclusive curriculum and instructional resources that represent and validate diversity from all rings of culture that include generational, gender, religion, class, nationality race, ethnicity, native language, ability, and sexuality by connecting classroom curriculum and instruction to the cultural examples, experiences, backgrounds, and traditions of all learners.</p>	<ul style="list-style-type: none"> • Teacher explicitly draws connections between salient content and the lives of the students in the class and the greater community. • Teacher actively identifies opportunities within the curriculum to celebrate diversity. • Teacher purposefully utilizes curriculum to expose students to different viewpoints, cultures, and identities. 	<ul style="list-style-type: none"> • Students demonstrate the ability to empathize with classmates and those unlike them. • Students engage in instructional activities in heterogeneous groups. • Students report recognition of themselves in the curriculum.
<p style="text-align: center;">Virginia's Equity 5C's: Curriculum Reframing</p>		
<p style="text-align: center;">VDOE Culturally Responsive Educator: (6) Utilize students' cultures as vehicles for learning</p>		

Performance Standard 6: Culturally Responsive Teaching and Equitable Practices (Teacher)

Indicator	Teacher Practice	Student Practice
<p>5. Analyzes, selects, and integrates texts, materials, and classroom resources that reflect cultural inclusivity and the needs of all students, including for gender, race, ethnicity, English Language Learners, and students with disabilities.</p>	<ul style="list-style-type: none"> • Teacher has identified omissions from the curriculum, selected and utilized materials that reflect cultural inclusivity, and the needs of all students. • Teacher integrates contemporary materials and resources to supplement or complement the existing curriculum. • Teacher encourages students to incorporate their lives and identities into their learning. 	<ul style="list-style-type: none"> • Students engage in instructional activities that represent them as individuals. • Students engage in self-selected instructional activities aligned with curricular expectatives.
<p>Virginia's Equity 5C's: Curriculum Reframing & Culturally Responsive</p>		
<p>VDOE Culturally Responsive Educator: (6) Utilize students' cultures as vehicles for learning</p>		

Performance Standard 6: Culturally Responsive Teaching and Equitable Practices (Teacher)

Indicator	Teacher Practice	Student Practice
<p>6. Uses communication strategies that are inclusive of the language, dialects, cultural, social and literacy needs of all students (including gender, race, ethnicity, English Language Learners, and students with disabilities).</p>	<ul style="list-style-type: none"> Consistently uses a method of language translation to communicate with families who speak a language besides English (such as Language Line or an adult interpreter) Mindful of using acronyms or education jargon without explaining it. 	<ul style="list-style-type: none"> Students engage each other and the teacher(s) through a variety of modes. Students demonstrate an awareness of and appreciation for communication methods of their classmates. Students utilize appropriate pronouns when engaging classmates and teacher(s).
<p>Virginia's Equity 5C's: Compassionate Student & Family Engagement, & Culturally Responsive</p>		
<p>VDOE Culturally Responsive Educator: (1) See cultural differences as assets (3) Cultivate relationships beyond the classroom anchored in affirmation, mutual respect, and validation</p>		

Performance Standard 6: Culturally Responsive Teaching and Equitable Practices (Teacher)

Indicator	Teacher Practice	Student Practice
<p>7. Teaches students the skills necessary to communicate and engage with diverse groups in ways that support the eradication of discrimination and bias while mitigating against classroom power imbalances (based on race, ethnicity, gender, identity, ability, and/or socioeconomic status) that perpetuate fear and anxiety of difference.</p>	<ul style="list-style-type: none"> ● Units or lessons address power imbalances and provide historical context ● Set and display class norms, and ensure consistent adherence to those expectations ● Set behavior expectations for group projects, debates, etc. ● Directly address a situation where a power imbalance manifest ● Reflecting on how we select student leadership or roles in our classrooms and in the buildings ● Reflecting on which students are being asked questions of during class 	<ul style="list-style-type: none"> ● Students can respectfully disagree as they discuss differing viewpoints ● All students are comfortable contributing during class, despite their membership to a historically marginalized group(s).
<p style="text-align: center;">Virginia's Equity 5C's: Culturally Responsive & Curriculum Reframing</p>		
<p style="text-align: center;">VDOE Culturally Responsive Educator:</p> <p>(7) Challenge racial and cultural stereotypes, prejudices, racism, and other forms of intolerance, injustice, and oppression</p> <p>(8) Mediate power imbalances in classrooms based on race, culture, ethnicity, gender, and class</p>		

Performance Standard 6: Culturally Responsive Teaching and Equitable Practices (Teacher)

Indicator	Teacher Practice	Student Practice
<p>8. Develops culturally responsive curriculum and instruction in response to differences in individual experiences, cultural, ethnic, gender, and linguistic diversity, and socioeconomic status.</p>	<ul style="list-style-type: none"> ● Use media (books, movies, music) that positively depicts a range of cultures and perspectives. ● Teacher demonstrates curiosities regarding students as individuals and acts upon what is learned to supplement curriculum. 	<ul style="list-style-type: none"> ● Students are engaged in instructional activities that require them to examine their individuality and consider the experiences of their classmates. ● Students demonstrate the ability to show empathy for classmates and teacher(s).
<p>Virginia's Equity 5C's: Culturally Responsive & Curriculum Reframing</p>		
<p>VDOE Culturally Responsive Educator: (1) See cultural differences as assets (6) Utilize students' cultures as vehicles for learning</p>		

Performance Standard 6: Culturally Responsive Teaching and Equitable Practices (Teacher)

Indicator	Teacher Practice	Student Practice
<p>9. Collaborates with colleagues to overcome some of the effects of institutional biases in the classroom by using strategies that include but are not limited to flexible grouping, differentiation, providing broader, curricular perspectives, and using alternative assessments.</p>	<ul style="list-style-type: none"> • Teacher is an active member of school and division professional learning structure. • Teacher demonstrates an awareness of the needs of individuals and the collective and uses this information to design instructional activities and utilize strategies that benefit all students. 	<ul style="list-style-type: none"> • Students engage instructional activities in a variety of settings throughout lessons to include learning independently, as a member of a small group, and directly from the teacher.
<p>Virginia's Equity 5C's: Continuous Reflection & Curriculum Reframing</p>		
<p>VDOE Culturally Responsive Educator: (5) Engage in reflection of their beliefs, behaviors, and practices</p>		

Performance Standard 6: Culturally Responsive Teaching and Equitable Practices (Teacher)

Indicator	Teacher Practice	Student Practice
<p>10. Participates and contributes in a learning community and embeds new culturally relevant instructional learning into practice.</p>	<ul style="list-style-type: none"> • Collaborates with colleagues during CLT meetings to share culturally responsive teaching strategies and the outcome of implementation. • Leads professional learning by offering sessions during school-based and district-wide opportunities. 	<ul style="list-style-type: none"> • Similarity of student activities across classes and grade levels.
<p>Virginia's Equity 5C's: Continuous Reflection & Culturally Responsive</p>		
<p>VDOE Culturally Responsive Educator: (5) Engage in reflection of their beliefs, behaviors, and practices</p>		

Performance Standard 6: Culturally Responsive Teaching and Equitable Practices (Teacher)

Indicator	Teacher Practice	Student Practice
<p>11. Deepens understanding of how social markers (such as race, ethnicity, social class, and language, etc.) influence the educational opportunities that learners receive.</p>	<ul style="list-style-type: none"> ● Teacher advocates for all students to have access to high quality teachers and schools. ● Teacher helps break barriers that impede families from engaging in students' learning. ● Teacher diligently works to learn about families and community in which they teach. 	<ul style="list-style-type: none"> ● Student uses voice to advocate for high an excellent and equitable education. ● Student openly communicates with families and teacher regarding their education. ● Student is willing to learn about those who are similar and different from themselves.
<p style="text-align: center;">Virginia's Equity 5C's: Continuous Reflection & Culturally Responsive</p>		
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Performance Standard 6: Culturally Responsive Teaching and Equitable Practices (Teacher)

Indicator	Teacher Practice	Student Practice
<p>12. Plans lessons that validate students' lived realities, cultural identities, and heritage.</p>	<ul style="list-style-type: none"> ● Teachers use students' backgrounds to activate prior knowledge. ● Teachers provide multiple access points to challenging assignments. ● Teachers use lessons that represent differing viewpoints. ● Teachers encourage all students to see, question, and interpret concepts from a variety of perspectives. (Equity Institute) 	<ul style="list-style-type: none"> ● Students are able to cite multiple points of view on a given topic. ● Students engage in critical conversations about complex topics. ● Students indicate interest and understanding of the context and framing for new learning. (Equity Institute)
<p>Virginia's Equity 5C's: Culturally Responsive & Curriculum Reframing</p>		
<p>VDOE Culturally Responsive Educator:</p> <ul style="list-style-type: none"> (1) See cultural differences as assets (2) Validate the inequities impacting students' lives (6) Utilize students' cultures as vehicles for learning (7) Challenge racial and cultural stereotypes, prejudices, racism, and other forms of intolerance, injustice, and oppression 		

Performance Standard 6: Culturally Responsive Teaching and Equitable Practices (Teacher)

Indicator	Teacher Practice	Student Practice
<p>13. Assesses how learners from different backgrounds experience the environment and encourage students to reflect on their own experience with bias.</p>	<ul style="list-style-type: none"> • Teachers use lessons that represent differing viewpoints. • Teachers encourage all students to see, question, and interpret concepts from a variety of perspectives. <small>(Equity Institute)</small> 	<ul style="list-style-type: none"> • Students are able to cite multiple points of view on a given topic. • Students engage in critical conversations about complex topics <small>(Equity Institute)</small> • Students are grouped by learning style and not ability.
<p>Virginia's Equity 5C's: Curriculum Reframing & Culturally Responsive</p>	<ul style="list-style-type: none"> • 	
<p>VDOE Culturally Responsive Educator: (1) See cultural differences as assets (5) Engage in reflection of their beliefs, behaviors, and practices (6) Utilize students' cultures as vehicles for learning</p>		

Performance Standard 6: Culturally Responsive Teaching and Equitable Practices (Teacher)

Indicator	Teacher Practice	Student Practice
<p>14. Reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.</p>	<ul style="list-style-type: none"> • Facilitates or participates in APS bias training. • Teachers are ensuring that they not only teach to their personal cultural frame, but are being inclusive of their students perspectives. • Teachers critically reflect during their unit and lesson planning as they review content and assessments. 	<ul style="list-style-type: none"> • Students given opportunities to reflect during the learning process. • Students willing to learn about and appreciate other cultures while still upholding their own culture.
<p>Virginia's Equity 5C's: Continuous Reflection & Culturally Responsive</p>		
<p>VDOE Culturally Responsive Educator: (1) See cultural differences as assets (5) Engage in reflection of their beliefs, behaviors, and practices</p>		

Performance Standard 6: Culturally Responsive Teaching and Equitable Practices (Teacher)

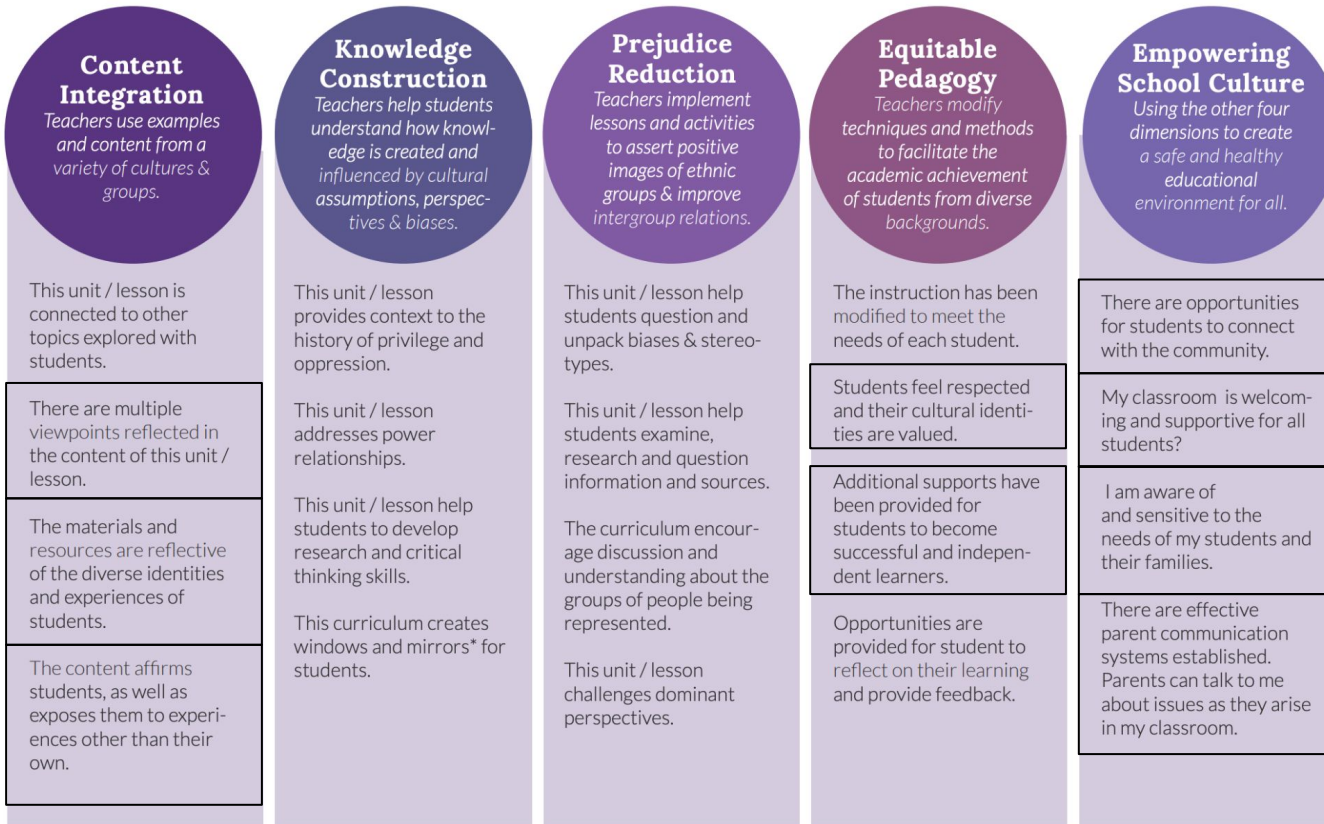
Indicator	Teacher Practice	Student Practice
<p>15. Uses evaluative practices to review curricular, textbooks, and instructional materials for cultural appropriateness.</p>	<ul style="list-style-type: none"> Consider the following when reviewing materials: recency, author's background, presence of stereotypes, overall message, invisibility (are viewpoints missing?) and language 	<ul style="list-style-type: none"> Students are actively engaged in instructional activities. Students report feeling seen and heard by the teacher(s).
<p>Virginia's Equity 5C's: Curriculum Reframing & Courageous Leadership</p>		
<p>VDOE Culturally Responsive Educator: (5) Engage in reflection of their beliefs, behaviors, and practices (6) Utilize students' cultures as vehicles for learning</p>		

Supporting Teachers/Specialists: *Pre-Observation Conference Record*

1. Describes the lesson that will be observed.
 - a. Where are you in your teaching? (Unit; lesson, page numbers in texts; introductory, middle, or culminating activity.
 - b. What is/are the objective(s) of the lesson?
2. Describe the population of the class.
3. What will be observed?
4. What instructional approaches will be used?
5. How are you going to know if students have learned?
6. What do you believe to be any areas of concern?

Building Equity In Your Teaching Practice

How do these components illustrate the relationship between the learning in your classroom and equity in your teaching practice?



Developed by Karla E. Vigil. Adapted with permission from James A. Banks, CULTURAL DIVERSITY AND EDUCATION: FOUNDATIONS, CURRICULUM, AND TEACHING (6th edition). New York: Routledge, 2016, page 5 and Gordon School Institute on Multicultural Practice.

*Windows and Mirrors: Balancing curriculum as window (looking into the experience of others) and mirrors (seeing yourself reflected in the curriculum).

Guiding Questions for Self-Reflection

1. What do I believe about my students' ability to succeed?
2. What do I believe enables students to succeed?
3. What behaviors do I exhibit that elicit students success?
4. What beliefs do I have about teaching and learning?

Observable Data for Self-Reflection

- Evaluation of student work, with opportunities to see errors as a part of learning
- Analysis of student strengths and weakness through formative data
- Delivery of challenging instruction with appropriate scaffolds
- Monitoring frequency of praise and supportive, caring interactions with various student recipients

Strengths-Based Pedagogy

A strengths-based pedagogy is a realistic approach to education that empowers students by highlighting, complementing, and using existing student strengths and capacities to provide the best environment for learning experiences, academic growth, and achievement.

Starting with student strengths, rather than areas of need, is encouraging because it can help define the student as a capable learner and provide educators a way to send a strong message of belief in the potential for the student. (How might this approach help students?)

Strengths-Based Pedagogy

1. Identify and draw on student strengths to plan appropriate teaching and learning opportunities
2. Use student strengths and prior knowledge to connect the student to the curriculum
3. Be aware of student academic accomplishments and goals, family structure, community culture, and customs

A focus on strengths can help build student confidence, encourage efficacious behaviors, and support lifelong academic pursuits, so all students may reach their full potential.

Strengths-Based Pedagogy

1. Inquiry Learning
2. Project-Based Learning
3. Performance Assessment

Using Strengths to Make Connections

As an educator, consider how student strengths may be used as a bridge to make connections between what a student knows and what you want them to learn.

When connections are successfully made, five attributes will be evident:

1. Trust and Respect
 - a. A culture of trust and respect
2. Engagement
 - a. Students exhibit engagement throughout the learning process
3. Self-Directed Learning
 - a. Self-directed learning emerges
4. Collaboration
 - a. Increased peer collaboration
5. Performance and Productivity
 - a. Student performance and productivity expand



As Emily Style, the former founding co-director of the National SEED Project (Seeking Educational Equity and Diversity), once wrote, “Half the curriculum walks in the door with the students.”

References

Strategies for Cultivating a Classroom that Represents Students, Responsive Classroom - 2020

What is Differentiated Instruction? Carol Ann Tomlinson (2000)

Equity Institute - Culturally Responsive Walkthrough Tool

“These Kids are Out of Control” - Why We Must Reimagine “Classroom Management” for Equity, 2019.

How to find culturally appropriate reading materials for English Learners (Renaissance)

Culturally Responsive-Sustaining Education Framework (2019)