

Individualistic Versus Collectivist Cultural Framework

Individualistic Versus Collectivist Cultural Framework presents materials on culturally responsive supervision from the third 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 debriefing the first two sessions and piloting the Teacher Survey from *The Power of Identity*. The session also considers how to move forward given new learning and future use of the Teacher Survey, which was discussed in small groups and then revisited with the Instructional Framework Comparison in mind. Activities were summarized by discussing what has been learned from an Individualistic Versus a Collectivist Cultural Framework.

1. Culturally Responsive Teaching Considerations Presentation
2. Teacher Survey
3. Instructional Framework Comparison
4. Features of Individualist and Collectivist Cultures



Culturally Responsive Teaching Considerations

Dr. Tanisha Brandon-Felder

Norms

- ▣ Stay on Race
- ▣ Speak your Truth
- ▣ Experience Discomfort
- ▣ Expect and Accept non-closure
- ▣ Listen with Understanding



Let's Review

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.

THE DEBRIEF

Teacher Survey

In groups of 8, with at least 1 person who used the tool debrief the following:



What did you “love” about the tool? How did it support conversation and examination of practices?



Where did the tool create tension/challenge or confusion?



What questions do you still have about the use of this tool

Big Ideas...what do we take away from this?





Danielson Cultural “Look Fors”

- 1e: Designing coherent instruction
- The teacher assures that the content and pedagogy used in the classroom are conducive to the success of each of the unique cultures in that classroom. (*Banks, et.al. Democracy and Diversity p.14*)
- **BUT HOW DO YOU DO THAT????**

The Work

Using the example from the look “fors”, talk about, then sketch an example of how to ensure a culturally influenced instructional strategy

Topic: Math-basic multiplication lesson





Examples of CRT

Dance Steps

Counting by beats of 4 or 8, create a dance routine. Be able to share how many counts of 4 and 8 you used total

Ex: $D \times 4 = \underline{\quad}$

Or $D \times 8 = \underline{\quad}$

Cooking

If you need to bake 2 cupcakes for each kid in the class and there are 40 kids total, how many cupcakes do you bake total?

$2 \times 40 = \underline{\quad}$ cupcakes

Other Examples

▪ If students are fasting for Ramadan for 19 school days for 6.5 hours a day. How many hours total are students fasting?

▪ If Angel is making dinner for his daughter's quinceañera and is expecting 25 guests, and knows each guest will eat double the usual amount, how many tortas should he make?



Your Turn!

Math: Addition

Using the example from the look “fors”, talk about then sketch an example of how to ensure a culturally influenced/responsive instructional strategy

Science: Biology

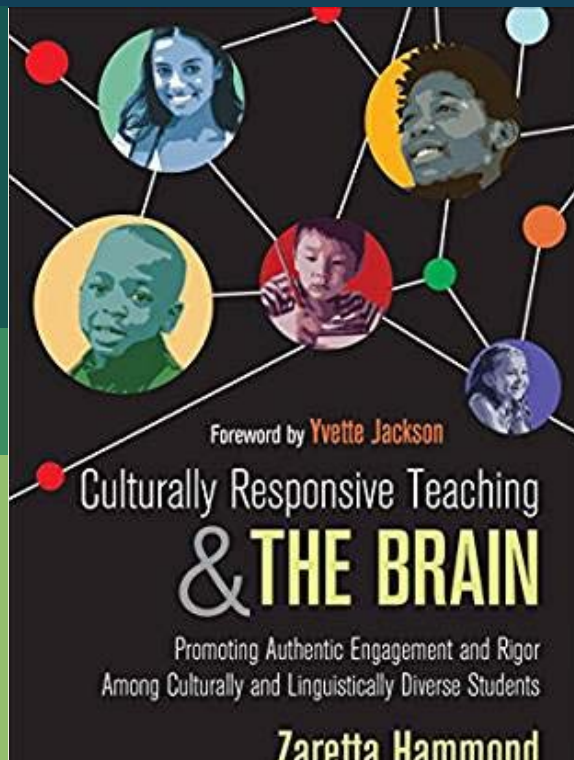
Using the example from the look “fors”, talk about then sketch an example of how to ensure a culturally influenced/responsive instructional strategy

Art: Patterns

Using the example from the look “fors”, talk about then sketch an example of how to ensure a culturally influenced/responsive instructional strategy



Zaretta Hammond



Examining our Practices
and Investigating our
Intentions



Cultural Archetypes



individualism



Collectivism



Review the handout

**How did
you
identify?**

**Who's
being
taught?**

**How does
your
student
teacher
identify?**

**20% of the world
Has an individualist
culture**



80% of the world has a collectivist culture

How are we teaching and WHY?

Question

How does collectivism and individualism play out in the classrooms you observe?



What do you need to move your work forward?



What conversations do you need to have with your students?



What will culturally responsive growth look like in the classroom? How will you know you've transferred the learning?



Questions

You-Supervisors

Student
Teachers

Students

TEACHER SURVEY

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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:

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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.**

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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:

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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:

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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>3e: Demonstrating Flexibility and Responsiveness</p>	<p>Student Engagement</p> <p>SE2: Ownership of learning SE4: Strategies that capitalize on learning needs of students</p> <p>Curriculum & Pedagogy</p> <p>CP5: Differentiated instruction</p> <p>Assessment for Student Learning</p> <p>A6: Teacher use of formative assessment data</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>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>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>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>Teachers use a variety of assessment strategies and data to monitor and improve instruction.</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</p> <p>1a: Demonstrating Knowledge of Content and Pedagogy</p> <p>1c: Setting Instructional Outcomes</p> <p>1d: Demonstrating Knowledge of Resources</p> <p>1e: Designing Coherent Instruction</p>	<p>Purpose</p> <p>P2: Connection to previous and future lessons</p> <p>Curriculum & Pedagogy</p> <p>CP1: Alignment of instructional materials and tasks</p> <p>CP2: Discipline-specific conceptual understanding</p> <p>CP3: Pedagogical content knowledge</p> <p>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. (c) 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*)

Features of Individualist and Collectivist Cultures

Individualism	Collectivism
Focus on independence and individual achievement	Focused on interdependence and group success
Emphasizes self-reliance and the belief that one is supposed to take care of himself to get ahead	Emphasizes reliance on the collective wisdom or resources of the group and the belief that group members take care of each other to get ahead
Learning happens through individual study and reading	Learning happens through group interaction and dialogue
Individual contributions and status are important	Group dynamics and harmony are important
Competitive	Collaborative
Technical/analytical	Relational

Hammond, 2015

Culturally Responsive Teaching and the Brain