# GETTING STARTED WITH EDUCATORS RISING

## Who We Are

A **Grow Your Own (GYO)** program starting in middle and high schools leading into higher education in order to provide future educators for your district.

A **Career and Technical Student Organization (CTSO)** with career exploration, clinical experiences, dual credits, industry certifications, competitions, conferences, student leadership opportunities, honors society and more!

## What We Do

### Chapters
It takes one teacher leader and one student to start a chapter! Contact info@educatorsrising.org to start your chapter today.

### Curriculum
The Educators Rising Curriculum is the perfect resource to use in any Education and Training Pathway course. Contact community@educatorsrising.org to inquire about obtaining our curriculum.

### Competitions
Compete in over 23 different National competitions including bilingual competitions!

### Conferences
Join nearly 3,000 aspiring educators to attend breakout sessions, visit with college representatives, and meet other rising educators from all over the country!

### Community
Find your people and your community by building relationships with other rising educators, current teachers, and PDK members.

> " The National Conference made me feel like I wasn't alone regarding my future. It gave me hope that we can change what our society and education look like!"
> -Mary Kate Gebhart, EdRising Student and National Officer

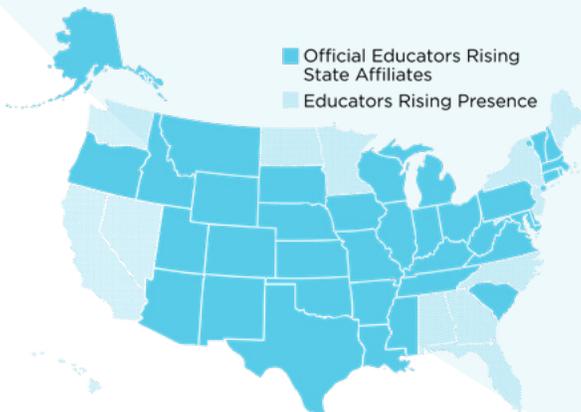Over **306,600** rising educators have been helped by our programs since 1994

**1937** ~ **1994** **2015** **2023**

with **137,700** students since becoming Educators Rising in 2015

Official Educators Rising State Affiliates
Educators Rising Presence

## Grow Your Own Teacher Pathway

60% of teachers work within 20 miles of where they attended high school. PDK International, the parent nonprofit of Educators Rising, assembled an expert panel to create a best practices document entitled *Grow the Teaching Profession: A Blueprint to Establishing a Place-based "grow your own" Program*. Local communities can use this guide to start planning. Request your copy by emailing community@educatorsrising.org.

> "Over **21** percent, now, of the district I work in came through my [Educators Rising] program."
> -Michael Shaner, Smyrna High School

# Educators Rising Curriculum

Use of the Educators Rising Curriculum has increased by 164% over the previous year. The Educators Rising Curriculum provides an introduction to the professional skillsets and dispositions students need to be effective educators in the classroom. Pricing is site-specific and depends on a variety of factors including, but not limited to, the number of sites, number of users, and length of access. Contact community@educatorsrising.org to get a quote.

## Highlights of the Educators Rising Curriculum

- 1-, 3-, and 5-day formats
- Student guided notes
- Teacher notes
- Project-based assessments
- Alignment to standards
- Cross-cutting themes
- Content linked to *Kappan* articles
- Alignment to competitions
- Implementation training
- Regular office hours for support
- Up to 20 student memberships
- Curriculum Map
- Scope and Sequence
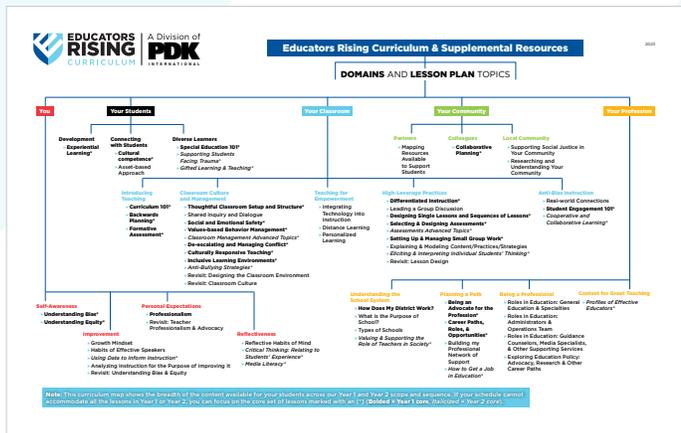


> "There are many things that are my favorite about Educators Rising, but my absolute favorite thing would have to be the life lessons that are built into this curriculum."
>
> - Ali Ezernack, Educators Rising Teacher Leader

## Educators Rising Curriculum Introductory Training for Teacher Leaders

These trainings will provide teacher leaders with an in-depth 6-hour orientation on how to implement the lessons and resources. Offered three times a year with both in-person and virtual attendance options. This training is included with your Educators Rising Curriculum. To learn more about training options email programs@educatorsrising.org.



## Curriculum Add-ons

### TEACHING FUNDAMENTALS

Not sure where to start? Begin with *Teaching Fundamentals: Skillsets and Mindsets* which is built upon six key modules from the Educators Rising Curriculum and is centered on the Educators Rising Standards and Cross-Cutting Themes. Email community@educatorsrising.org to inquire.

### MICRO-CREDENTIALS

Take your program to the next level! Students submit digital portfolios to demonstrate mastery of five competencies. Submissions are reviewed by expert educators, ensuring that achieving a micro-credential represents a meaningful early step on the path to becoming an educator. Email community@educatorsrising.org to inquire.

## Funding your program

Educators Rising can be funded through multiple funding streams.
- Funding options
- Funding webinar
- Using Perkins for GYO programs

In addition, grant opportunities may be available. Reach out to community@educatorsrising.org to inquire.



Anti-bias Instruction   Classroom Culture   Collaboration   Formative Assessment   Learner Engagement

# EDUCATORS RISING

## GROW YOUR OWN:
### Sustainable Funding For Educator Pathways

## WHAT CAN EDUCATORS RISING DO TO HELP YOU?

Educators Rising can help you start a Grow Your Own (GYO) program wherever you are, even if you are just getting started. Through Educators Rising, you can inspire students to become future educators!

## WHAT DEFINES A GYO-ELIGIBLE PROGRAM?

A GYO program has a developed sequence of support and coursework that students can complete while in high school and transition into post-secondary institutions. GYO programs focus on encouraging students to explore education professions with the hope that they will come back to serve their own community.
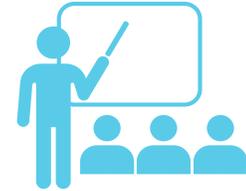
## WHAT COULD I BE DOING NOW?

- Conduct a needs assessment
- Know the strengths of your district/school
- Understand your organization's priorities and goals
- Align needs and strengths to your goals
- **Learn how** with our "Growing the Teaching Profession: A Blueprint to Establishing a Place-Based Grow Your Own Program"

## HOW DO I CREATE A STRONG GYO PROGRAM?

- Align the program's purpose to your school/district goals
- Provide teachers with resources and materials
- Deliver what you promise
- Build upon efforts
- Leverage other funding sources

## CAN I USE MULTIPLE FUNDING SOURCES?

Yes! You can easily braid multiple funding sources together and use them all at once. Keep in mind the limitations of each funding stream.

- **View our latest webinar:** Grow Your Own: Sustainable Funding for Educator Pathways. To view all of our past webinars, **click here**.
- **Perkins** funding is approved for GYO
- How can I sustain funding a GYO program? **Here is guidance** from the U.S. The Department of Education

**@educatorsrising**

# PRIMARY SOURCES OF FUNDING FOR YOUR GYO PROGRAM

## District Annual Budgeting

- Include GYO in your annual budget
- Understand your discretionary funding and whether it can be used for GYO
- Join forces with smaller surrounding school districts to form a coalition or co-op

## Federal Funding

- **Perkins V**: Strengthening Career & Technical Education for the 21st Century
- Workforce Innovation and Opportunity Act (WIOA)
- **Title I**: Set-asides for school programs that support youth who are at risk of dropping out
- **Title II**: Adult education & family literacy
- **Title III**: Employment services
- **Title IV**: Supports for students with disabilities to enroll in higher levels of education
- **Elementary & Secondary School Emergency Relief Fund** (ESSER)
- **American Rescue Plan** (ARP)

> **We are a GYO program and a Career & Technical Student Organization (CTSO). Who determines whether a program is a CTSO?** CTSO status is a state-level decision. The federal government does not dictate what defines a CTSO.

## State Funding

- **Title IIA**: Improving Teacher Quality State Grants
- State-level funding programs for professional development of educators and peer educators
- **Title III**: Language Instruction for English Learners & Immigrant Students
- **Perkins V**: Strengthening Career & Technical Education for the 21st Century

## Philanthropy & Stakeholders

- Foundations (national, regional, and local) may provide seed money for pilot programs, or they may be interested in supporting programs or scholarships, especially during teacher shortages
- **NEA State and Local Grant Opportunities**

## Local Funds: Be Creative!

- Bond initiatives
- Approach school boards and stakeholders for suggestions and support
- Identify and apply for local grants, which may support apprenticeships and residencies between districts and local Education Preparation Programs (EPPs)
- Build partnerships with the local community
- Use connections with students to help get the community on board by inviting parents and families to come observe and learn about your program
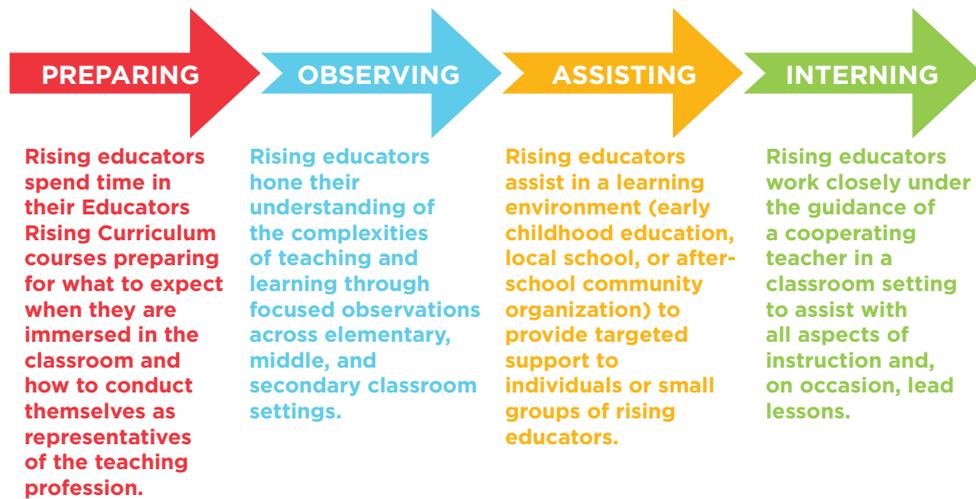
## EDUCATORS RISING CURRICULUM | A Division of PDK INTERNATIONAL

# Educators Rising Curriculum & Supplemental Resources

## DOMAINS AND LESSON PLAN TOPICS

### You

### Your Students

### Your Classroom

### Your Community

### Your Profession

**Development**
▸ Experiential Learning*

**Connecting with Students**
▸ Cultural competence*
▸ Asset-based Approach

**Diverse Learners**
▸ Special Education 101*
▸ Supporting Students Facing Trauma*
▸ Gifted Learning & Teaching*

**Partners**
▸ Mapping Resources Available to Support Students

**Colleagues**
▸ Collaborative Planning*

**Local Community**
▸ Supporting Social Justice in Your Community
▸ Researching and Understanding Your Community

**Introducing Teaching**
▸ Curriculum 101*
▸ Backwards Planning*
▸ Formative Assessment*

**Classroom Culture and Management**
▸ Thoughtful Classroom Setup and Structure*
▸ Shared Inquiry and Dialogue
▸ Social and Emotional Safety*
▸ Values-based Behavior Management*
▸ Classroom Management Advanced Topics*
▸ De-escalating and Managing Conflict*
▸ Culturally Responsive Teaching*
▸ Inclusive Learning Environments*
▸ Anti-Bullying Strategies*
▸ Revisit: Designing the Classroom Environment
▸ Revisit: Classroom Culture

**Teaching for Empowerment**
▸ Integrating Technology into Instruction
▸ Distance Learning
▸ Personalized Learning

**High-Leverage Practices**
▸ Differentiated Instruction*
▸ Leading a Group Discussion
▸ Designing Single Lessons and Sequences of Lessons*
▸ Selecting & Designing Assessments*
▸ Assessments Advanced Topics*
▸ Setting Up & Managing Small Group Work*
▸ Explaining & Modeling Content/Practices/Strategies
▸ Eliciting & Interpreting Individual Students' Thinking*
▸ Revisit: Lesson Design

**Anti-Bias Instruction**
▸ Real-world Connections
▸ Student Engagement 101*
▸ Cooperative and Collaborative Learning*

**Self-Awareness**
▸ Understanding Bias*
▸ Understanding Equity*

**Improvement**
▸ Growth Mindset
▸ Habits of Effective Speakers
▸ Using Data to Inform Instruction*
▸ Analyzing Instruction for the Purpose of Improving It
▸ Revisit: Understanding Bias & Equity

**Personal Expectations**
▸ Professionalism
▸ Revisit: Teacher Professionalism & Advocacy

**Reflectiveness**
▸ Reflective Habits of Mind
▸ Critical Thinking: Relating to Students' Experience*
▸ Media Literacy*

**Understanding the School System**
▸ How Does My District Work?
▸ What is the Purpose of School?
▸ Types of Schools
▸ Valuing & Supporting the Role of Teachers in Society*

**Planning a Path**
▸ Being an Advocate for the Profession*
▸ Career Paths, Roles, & Opportunities*
▸ Building my Professional Network of Support
▸ How to Get a Job in Education*

**Being a Professional**
▸ Roles in Education: General Education & Specialties
▸ Roles in Education: Administrators & Operations Team
▸ Roles in Education: Guidance Counselors, Media Specialists, & Other Supporting Services
▸ Exploring Education Policy: Advocacy, Research & Other Career Paths

**Context for Great Teaching**
▸ Profiles of Effective Educators*

**Note**: This curriculum map shows the breadth of the content available for your students across our Year 1 and Year 2 scope and sequence. If your schedule cannot accommodate all the lessons in Year 1 or Year 2, you can focus on the core set of lessons marked with an (*) (**Bolded = Year 1 core**, *Italicized = Year 2 core*).

# EDUCATORS RISING CURRICULUM | A Division of PDK INTERNATIONAL

## Educators Rising Curriculum & Supplemental Resources

## SUPPLEMENTAL RESOURCES

### Clinical Experiences

Rising educators should engage regularly in field experiences through their time in the EdRising Curriculum program – including observing classrooms, working with students, and leading classroom instruction. Clinical experiences should run in tandem with the EdRising Curriculum coursework. The frequency and intensity of the clinical experiences are flexible, but EdRising recommends a scaffolded approach where rising educators progress through four phases of clinical experiences:

**PREPARING → OBSERVING → ASSISTING → INTERNING**

**PREPARING**
Rising educators spend time in their Educators Rising Curriculum courses preparing for what to expect when they are immersed in the classroom and how to conduct themselves as representatives of the teaching profession.

**OBSERVING**
Rising educators hone their understanding of the complexities of teaching and learning through focused observations across elementary, middle, and secondary classroom settings.

**ASSISTING**
Rising educators assist in a learning environment (early childhood education, local school, or after-school community organization) to provide targeted support to individuals or small groups of rising educators.

**INTERNING**
Rising educators work closely under the guidance of a cooperating teacher in a classroom setting to assist with all aspects of instruction and, on occasion, lead lessons.

To help you start incorporating clinical experiences into your program, we provide resources for every step of the Coordination way including:

**Planning for Clinical Experiences**
Resources to help you organize a well-scaffolded progression of clinical opportunities across a variety of school settings

**Preparing Your Rising Educators**
Resources to help you prepare your rising educators in advance of their clinical immersion

**Teaming with Cooperating Teachers/Partner School**
Resources to help you engage schools and teachers to serve as hosts for your students

### Curriculum Implementation Support

We want to provide you with the tools you need to get your program up and running quickly. To do so we incorporate training, support, and printable resources to get you started.

**Training & Planning**
Join our virtual trainings or our live training at our National Conference to learn about the program and learn helpful ways to implement the curriculum in your context.

**Ongoing Support**
For ongoing support, join us for virtual office hours held by our implementation experts.

**Funding**
Learn how you can use existing school funds to support your program

**Stakeholder Coordination**
Get tips on engaging your school, community, and higher education partners.

**Communications**
Resources to help you promote your EdRising program to different stakehoders.

Additional resources for program implementation can be found on the "Teacher Leader Resources" page in the membership portal once your site adopts the Educators Rising Curriculum.

For those who recently purchased the Educators Rising Curriculum, one of the following curriculum introductory trainings are available. Video modules are also available in the "Implementation Support" section of the Educators Rising Membership Portal to watch at your convenience.

Educators Rising Curriculum Introductory Training for Teacher Leaders:

These trainings will provide teacher leaders with an orientation on **how to implement the lessons and resources** to support their rising educators in learning the knowledge, skills, and dispositions needed to take their first steps on the path to accomplished teaching. Some of the topics in this training will include how the curriculum is organized as well as **how to implement a scope and sequence** to begin planning lessons and clinical experiences to use in your Educators Rising program.

| Introductory Training | Date | Location | Pricing |
|---|---|---|---|
| Educators Rising Curriculum Introductory Training for Teacher Leaders | Thursday, August, 3, 2023 | *Virtual Training* *Teacher leaders should plan to be present for the duration of the 6-hour training.* | *$600 per teacher\** |
| Educators Rising Curriculum Introductory Training for Teacher Leaders | Saturday, January 20, 2024 | *Virtual Training* *Teacher leaders should plan to be present for the duration of the 6-hour training.* | *$600 per teacher\** |
| Educators Rising Curriculum Introductory Training for Teacher Leaders | Between June 28-July1, 2024 | *Washington, D.C.* *Please note this is being held concurrently with the Educators Rising National Conference and will take place over the course of two days.* | *$600 per teacher\** |

*Please refer to your contract for details of how training may be included with your curriculum purchase. A late fee of $100 per teacher will be imposed for registrations that occur after the registration deadline, which is two weeks before the date of the training

For questions on how to implement the Educators Rising Curriculum and lesson content:

| Virtual Office Hours | *Every month, one-on-one support with one of our Curriculum Implementation Specialists is available by appointment only. A scheduling link is available in the Educators Rising Membership Portal that shows available dates and times for appointments.* |
|---|---|
| Email Support | *You can reach the Educators Rising Programs team at programs@educatorsrising.org with content-related questions during normal business hours from 9 am to 5 pm EST.* |

Add-ons: Site-specific Curriculum Introductory Training

If you are interested in organizing a training specific to your location for your teachers with an EdRising Curriculum contract, please contact your Outreach and Engagement Coordinator to arrange and schedule.

| Options for Site-Specific Introductory Training | Site-specific curriculum orientation trainings include the following topics: | Pricing |
|---|---|---|
| **1-Day Curriculum Introductory Training for Teacher Leaders** This training is conducted over 6 hours for a minimum of 15 participants. Maximum number of participants = 30 | *General orientation, including* <br> ▶ *Standards and Cross-cutting themes* <br> ▶ *Framework overview* <br> ▶ *Using the scope and sequence* <br> ▶ *Deep dive into a lesson* <br> ▶ *Membership components/resources* <br> ▶ *Assessments* <br> ▶ *Clinical Experience overview/resources* | *In-Person training: $1800\* plus travel expenses for trainer* <br><br> *Virtual training = $1800\** |
| **2-Day Curriculum Introductory Training for Teacher Leaders** This training is conducted over 12 hours broken into 6 hours each day for a minimum of 15 participants. Maximum number of participants = 30 | *General orientation, including* <br> ▶ *Standards and Cross-cutting themes* <br> ▶ *Framework overview* <br> ▶ *Using the scope and sequence* <br> ▶ *Deep dive into a lesson* <br> ▶ *Membership components/resources* <br> ▶ *Assessments* <br> ▶ *Clinical Experience overview/resources* <br><br> *Collaborative site-specific implementation planning* <br> ▶ *Long term planning* <br> ▶ *Build your own scope and sequence* <br> ▶ *Aligning your work with state and local expectations and requirements* <br> ▶ *More one on one time for Q&A and deeper dives into areas of interest* | *In-Person training: $3600\* plus travel expenses for trainer* <br><br> *Virtual training = $3600\** |

*A late fee of $100 per teacher will be imposed for registrations that occur after the registration deadline, which is two weeks before the date of the training.

**For site-specific curriculum introductory trainings, the following will be provided by the host:**

▶ Participant roster at least 2 weeks in advance of the training date. If the site has not reached the minimum number of 15 participants, then we will discuss postponement of the training to a later date

▶ Training space – Recommend round table as the set up with no more than 5 per table for group discussions

▶ LCD Projector and screen with connection access

▶ Wi-Fi internet access

▶ Attendees should plan to bring their own laptops

Sites that are interested in hosting curriculum introductory training will need to provide 3 date options. During high peak season (May through September), at least a 60-day notice is needed to schedule. During off-peak season (October through April), at least a 45-day notice is needed to schedule.

Please note that cancellation of training on behalf of the district or school site will result in a cancellation fee.

# Cultural Competence Lesson Excerpts

The following sample is an excerpted lesson from the Educators Rising Curriculum. Each lesson can be taught across 1-, 3-, or 5-days of instruction. Those that implement a lesson topic across 5-days can incorporate a project-based learning activity on Days 4 & 5 to allow students to explore context-specific activities relevant to their school and community.

**By continuing, you understand that all information and materials presented here are confidential and cannot be reproduced, modified, copied, distributed, framed, republished, or sold in whole or in part without the written consent of Educators Rising and PDK International.**

**Notes for teacher:**
Cultural Competence is a necessary set of ongoing skills wherein rising educators develop awareness of their own culture, the cultures of their students, and the culture they cultivate in their classrooms with students, parents, teachers, and administrators in their school community.

*Reminder:*
Note that many of the notes refer to **"Teacher notes for students."** We want you to teach and express yourself, so you do not have to say the notes verbatim but be sure that the central idea is communicated.

When you see "Notes for teacher," this means these are notes the teacher should keep in mind, but do not need to be verbalized to their students.

**Lesson: Cultural Competence**
**Cross Cutting Themes Alignment:**
☒ Cultural Competence
☒ Fairness, Equity and Diversity
☒ Reflective Practice
☐ Ethics
☐ Collaboration
☐ Social Justice and Advocacy
☒ Self-efficacy

**Educators Rising Standards Alignment:**
☐ I: Understanding the Profession
☒ II: Learning About Students
☐ III: Building Content Knowledge
☒ IV: Engaging in Responsive Planning
☐ V: Implementing Instruction
☒ VI: Using Assessments and Data
☒ VII: Engaging in Reflective Practice

All of our lessons are aligned to our EdRising Standards and Cross-Cutting Themes. The ones covered in each lesson are always included in each PowerPoint.

**Notes for teacher:**
Throughout the lesson, students will be asked to jot down notes based on the information presented from the slide. This worksheet should have previously been provided to students. Give students a few minutes to pull up the worksheet so they will be ready when they encounter the first slide that requires them to take notes. There is a screenshot of what the worksheet will look like on this slide for them to reference if they do not already have it open or available.

The red clipboard icon will be at the top corner of the slides where students need to take notes.

Stress that they do not need to write lengthy notes. These are just meant to be quick takeaways. You can point to key information from the slides to give students an example of what you mean by "quick takeaways".

Each PPT includes a guided notes worksheet to help students reflect and take notes on the concepts covered.

Rising educators will be able to:

- Answer and Explain:
  - What does it mean to be culturally competent?
  - Why is it important to learn students' backgrounds, interests, motivations, and stages of development in becoming culturally competent?
  - What skills and knowledge are important in developing cultural competence?
  - What are the best practices for demonstrating cultural competence?
  - How can cultural knowledge affect cross-cultural teaching and reflective practices?

Lesson Objectives

EDUCATORS RISING CURRICULUM

## Common misconceptions

There are many myths about cultural competence. Before beginning this lesson, it is essential to know that cultural competence is about being open to understanding students as whole people who come from a variety of cultural contexts rather than reducing them to stereotypes or relying on mental shortcuts to make judgments about students.

Teachers and rising educators should consider that cultural competence can be interpreted and practiced in many ways. While this lesson will introduce students to the concept and provide strategies for developing reflective practice, cultural competence is an ongoing skill rising educators will practice and refine throughout their careers.

Please know that the discussion of cultural competence may trigger unanticipated and personal reactions from rising educators. It is vital to a healthy discussion to be aware of sensitive topics and defuse tensions during discussions by leading by example. Asking clarifying questions and modeling how critical discourse can be held calmly and respectfully with all involved can help keep the classroom a safe and positive environment for all to share.

## Academic language

- *Awareness*
- *Attitude*
- *Asset-based Approach vs. Deficit Based*
- *Cultural Competence*
- *Discrimination*
- *Ethnocentrism vs. Cultural Relativism*
- *Knowledge*
- *Prejudice*
- *Stereotype/Stereotype Threat*
- *Skills*

We encourage teachers to use the notes sections for additional content to review that is not on the slides, explanations, activity directions, and more. Consider the notes sections as the teacher manual for each lesson.
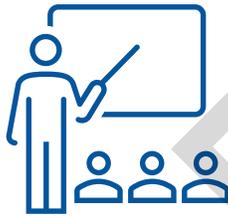
**Notes for teacher:**
*Bias Alert!* - Relate this slide to the lesson on understanding bias. Many teachers try various ways to keep themselves from making premature judgments about their students. To fight their own implicit biases, some teachers deliberately choose not to know anything about students before the first day of school. Unfortunately, despite trying not to have preconceived notions, everyone has biases (de Guzman, Durden, Taylor, Guzman, & Potthoff, n.d.). Human beings take mental shortcuts in their thinking, and it is natural to think in terms of categories and comparisons.

Having biases does not make a teacher an unethical or immoral person and recognizing bias should not be about blame. Instead, it is about recognizing biases and actively shifting one's thinking toward understanding different points of view. This type of thinking creates healthy attitudes toward all cultures, including one's own.

Teachers are right to try to limit any preconceived notions about students. Biases and stereotypes, good or bad, negatively impact students' overall wellbeing (National Education Association Center for Social Justice, n.d.). Plans must be in place to actively combat biases and stereotypes.

Not only can biases affect teachers, but students can sense when bias is present. This awareness affects students' behavior and academic outcomes in a phenomenon known as stereotype threat. It is well known that stereotypes perpetuate the Pygmalion effect (Rosenthal, & Jacobson, 1968), in which the teacher's biases influence their actions toward a student, affecting students' behaviors in ways that become self-fulfilling prophecies.

Not knowing anything about a student is not a means of eliminating bias. Instead, the best way to ensure a rising educator does not fall victim to stereotype-based thinking is to replace stereotypes with legitimate knowledge about the individual students and their families.

**Teacher notes for students:**
Consider your first day of school as a teacher.  What do you expect to know about your students?  What did you already expect your teachers to know about you on the first day?

They say first impressions are everything. Why is this?

First impressions often include stereotypes. On the part of the teacher, biases can be subtle, from misinterpreting a students' actions and intentions to forming beliefs about students' innate abilities. On the part of the student, stereotype threat (or how the student believes they are being perceived) can damage academic performance and behavior. Even "good" stereotypes, like the "model minority" myth, can be damaging to students who might, for example, not receive the services they need when struggling (National Education Association Center for Social Justice, n.d.).

Not knowing anything about students does not protect a teacher from bias. Familiarizing yourself with students' files and meeting with families can be beneficial and informative, letting you know about significant events or changes in the child's life, physical and mental health issues, and much more (Alber, 2017). The only way to counter bias effectively is to have a plan in place for getting to know your students and their families. Actual knowledge allows you to replace stereotypes and is good practice in cultural competence.

**References:**
Alber, R. (2017, March 2). *3 ways student data can inform your teaching*. Edutopia: George Lucas Educational Foundation. Retrieved October 26, 2021, from https://www.edutopia.org/blog/using-student-data-inform-teaching-rebecca-alber

de Guzman, M. R. T., Durden, T. R., Taylor, S. A., Guzman, J. M., & Potthoff, K. L. (n.d.). *G1375 · index: Youth & families, families*. Cultural competence: An important skill set for the 21st century. Retrieved October 19, 2021, from https://extensionpublications.unl.edu/assets/html/g1375/build/g1375.htm

National Education Association Center for Social Justice. (n.d.). *Racial justice in education: Key terms and definitions*. National Education Association. Retrieved October 19, 2021, from https://www.nea.org/professional-excellence/student-engagement/tools-tips/racial-justice-education-key-terms-and

Rosenthal, R. & Jacobson, L. (1968). Pygmalion in the classroom. *Urban Rev*, 3(1), 16-20.

## What is Cultural Competence?
The ability to successfully work with people of all cultural backgrounds, which requires:

**Cultural Identity**

- **Awareness of:**
  - One's Own Identity
  - Student Backgrounds
  - School community

**Knowledge and Skills**

- **Knowledge of:**
  - Students
  - Research-Based Pedagogy
- **Skills in:**
  - Active Listening
  - Empathy
  - Engagement

**Embracing Diversity**

- **Value of:**
  - Asset-Based Teaching
  - Reflective Practices

**Notes for teacher:**
Before beginning the lesson, it is helpful to gauge rising educators' thoughts on cultural competence. Briefly ask what cultural competence means and discuss.

It is also beneficial to become familiar with similarities across varying definitions of cultural competence. Here are two definitions of cultural competence from leading educational associations within the U.S.:

- In the Educators Rising cross cutting theme of cultural competence, it is described as "the ability to successfully teach students who come from a culture or cultures other than one's own." This includes: "Personal and interpersonal awareness and sensitivities, understanding certain bodies of cultural knowledge and mastering a set of skills that, taken together, underlie effective cross-cultural teaching and culturally responsive teaching."
- The National Education Association's definition of cultural competence (National Education Association, 2020, as cited in New York City Department of Education's Office of Leadership, n.d.): "...having an awareness of one's own cultural identity...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 within-group differences that make each student unique while celebrating the between-group variations that make our country a tapestry."

Certain phrases have been underlined to show the similarities and takeaways from the definitions for this lesson. The key takeaways are an awareness of cultural identity, a need for knowledge-building, and a need for developing a set of skills that help educators celebrate diversity through culturally responsive teaching practices.

> Slides with red-clipboards are aligned with the guided notes and are places where students should be jotting notes. These are key content slides.

**Teacher notes for students:**
What do you think it means to be culturally competent?

Definitions of cultural competence vary, but all involve successfully teaching students of varying cultural backgrounds using:

- Firstly, an understanding of one's own and others' cultural identities: Awareness of one's own cultural identity and that of one's students and overall school community are critical, but also knowing students' individual personalities, needs, and motivations is crucial as well.
- Secondly, cultural knowledge and pedagogical skills are critical. Culturally competent educators must be aware of the research on best teaching practices for developmental appropriateness and the cultural considerations in social and emotional learning.
- Lastly, the ability to embrace and celebrate diversity through reflective practices is vital. Using students' cultural backgrounds and diversity (differences and variations) to inform your teaching helps turn these into strengths in the classroom through reflective teaching practices.

Throughout the lesson, keep in mind these three aspects of cultural competence as these will guide your learning and our discussion.

**References:**
National Education Association. (2020, August 27). *Why cultural competence?* Retrieved October 12, 2021, from NEA-Why-Cultural-Competence_.pdf (essayshredder.com)

New York City Department of Education's Office of Leadership. (n.d.). *What is culturally responsive-sustaining education?* Mastery Collaborative. Retrieved October 19, 2021, from http://www.masterycollaborative.org/crse

Educators Rising. (2016). *Educators rising standards*. Educators Rising. Retrieved from https://educatorsrising.org/standards/

**Students' Backgrounds**

How do I get to know my students?
- Start by understanding their context
- Consider:
  - Family Situations
  - Cumulative files
  - Talking to students
  - Talking to parents
  - Histories
- Talk to students to discover their experiences and perspectives

**Teacher notes for students:**
Get to know the culture, family, and background of each specific child. Knowledge of the child will help you understand the larger context within which your students are learning. Students' histories, including their academics, major life events, and developmental progress, can also be used to inform teaching practices, but be careful. Data collected on students in their cumulative files should not be used for tracking or ability grouping, as there are far better practices for data-driven instruction and goal setting that you will learn about later in this lesson.

**Reference:**
Thompson, J. & Stanković-Ramirez, Z. (2021). What early childhood educators know about developmentally appropriate practice. *Phi Delta Kappan, 103*(2). Retrieved October 18, 2021, from https://pdkmembers.org/members_online/publications/archive/pdf/PDK_103_2/20pdk103_2.pdf

How do I get to know my students?

You can work to understand:

- Commonality
  - How do individual students' abilities compare to normative abilities?
- Individuality
  - What is the individual child ready and able to do?

Students' Development

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**Notes for teacher:**
According to Thompson & Stanković-Ramirez (2021), the three core considerations of Developmentally Appropriate Practice outlined by the National Association for the Education of Young Children include understanding:

- the normative developmental levels of students according to their ages,
- students' individual developmental abilities,
- and the context in which learning is taking place (including cultural context).

It is important to note that development does not occur in clear-cut stages, as researchers once believed. Instead, children show both progress and regression, and every child makes progress in ways unique to themselves.

**Teacher notes for students:**
To practice cultural competence and follow the standards for developmentally appropriate practice as outlined by the National Association for the Education of Young People (Thompson & Stanković-Ramirez, 2021), teachers should follow three main guidelines. One of these, as we discussed earlier, is understanding that students do not learn in isolation. Instead, learning occurs in the larger context of a student's family, community, and culture. Another guideline is to know the common ways in which students develop according to their age. At the same time, understand that cultural differences can affect how students develop, and cultural differences in development do not require teachers to force students into developmental patterns that fit the norm of a different culture. Instead, the "follow the child" approach fulfills guideline #3, which is to gain an understanding of the child and provide instruction appropriate to the child's specific development.

**Reference:**
Thompson, J. & Stanković-Ramirez, Z. (2021). What early childhood educators know about developmentally appropriate practice. *Phi Delta Kappan, 103*(2). Retrieved October 18, 2021, from https://pdkmembers.org/members_online/publications/archive/pdf/PDK_103_2/20pdk103_2.pdf

**What skills do culturally competent teachers need?**
- Active Listening
  - Minimize mental distractions and hear students without judgment
- Empathy
  - Place yourself in students' shoes
- Engagement
  - Engage students in beneficial learning and avoid person-directed value statements

Cultural Competence Skills

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**Notes for teacher:**
There are more skills for cultural competence than can be listed in a single slide, but these are the three vital skills needed to understand students' cultures (de Guzman, Durden, Taylor, Guzman & Potthoff, n.d.). Discuss the skills that rising educators believe are necessary, then share the skills listed on the slide and discuss. Encourage rising educators to conduct their own further research to help build skills in the future.

**Teacher notes for students:**
To get to know Analyn, Bianca, and Calvin, what skills do you need?

How do you actively listen? Listen to whole ideas without judgment before inserting any agreements or disagreements, then remember that your opinions are based in your culture just as others' opinions are embedded in their cultural backgrounds.

Can you place yourself in your students' shoes? Empathy means trying to see the world from your students' points of view. While you have your own opinions and may choose not to share your students' ideologies, you should be able to see students' belief systems as valid ways to see the world, from the points of view of the students' cultural backgrounds. This allows you to gain insight into the students' minds, so that you are able to interpret their abilities, needs, and behaviors from their perspective and not just your own.

Do you judge the value of a students' culture? Engaging in discussions about culture allows you to share your experiences with students reciprocally, without judging either your culture or the students' beliefs. This type of active listening models positive discussions on culture and allows you to gather insights into their backgrounds. You may gain knowledge by asking a student questions about their culture while avoiding judgments on the student or their cultural practices, and it can be beneficial to encourage students to do the same.

**Reference:**
de Guzman, M. R. T., Durden, T. R., Taylor, S. A., Guzman, J. M., & Potthoff, K. L. (n.d.). *G1375 index: Youth & families, families*. Cultural competence: An important skill set for the 21st century. Retrieved October 19, 2021, from https://extensionpublications.unl.edu/assets/html/g1375/build/g1375.htm

**Notes for teacher:**
While it is the role of a teacher to guide students' development, cultural differences do not require intervention. Instead, teachers should view these differences as assets.

Asset-based approaches are part of social-emotional learning (SEL), which involves five strategies (Schlund, 2021):
- Using science and data to drive instruction
- Highlighting students existing strengths (Asset Based Teaching)
- Avoiding deficit-based thinking
- Including adults (teachers and school staff) in social-emotional learning
- Presenting SEL in its full context, which includes learning to understand oneself and one's students better

Of these 5, cultural competence focuses mainly on #2 and #3: Assets v. Deficits.

An asset-based approach to learning views students' cultures as strengths in learning (Lee et al., 2019). Teachers with an asset-based approach will relate learning to students' prior knowledge and past experiences, perhaps asking students to link vocabulary words to words they know in a native language or exchanging idioms common to a students' culture with ones in the language arts curriculum. This pedagogical approach is more effective than a deficit approach in which teachers view students as lacking knowledge and needing to "catch up" with peers in the dominant culture.

**Teacher notes for students:**
How can diversity be an asset in the classroom?

Culturally competent schools are ones in which awareness of cultural contexts shapes attitudes and interpersonal skills guide actions. Having built awareness of their own cultural identities and that of their students, culturally competent teachers use an asset-based approach where variations in culture are positives upon which student learning can be built. By honoring students' experiences and using these experiences to relate and relay academic information to students, teachers can help promote cultural understanding, which dissolves stereotypes and disrupts biased thinking. Using culturally competent skills, teachers see students as individuals capable of unlimited growth. This shift in views helps build positive, inclusive classroom cultures where students feel valued for their backgrounds rather than devalued for their differences.

**Reference:**
Schlund, J. (2021, May 5). *Social & Emotional Learning is all the rage; here are 5 smart ways to cover it*. kappanonline.org. Retrieved October 18, 2021, from https://kappanonline.org/5-ways-to-think-about-social-and-emotional-learning-russo-schlund/

Approaching Data Interpretation with Cultural Competence

A lack of cultural competence in data interpretation can lead to deficit-based thinking:

- Low Skills?
- Lack of Motivation?
- Lack of home support?

→ Harmful tracking practices

How can we turn this type of thinking around?

**Notes for teacher:**
Rising educators should never use data to assign a fixed value on a student's skill or potential, nor should schools use data to set students on paths limiting their educational opportunities. In several interviews with teachers, Bertrand et al. (2021) found that teachers believed data reflected students' low abilities, which teachers felt helpless to improve, which is deficit thinking.

**Teacher notes for students:**
When schools use data to confirm biases by blaming students for their lack of progress, disregarding differences in data due to culture, or tracking students, the data becomes harmful (Bertrand et al, 2021). These harmful practices comprise deficit thinking, which perpetuates low expectations and biases against certain minorities. They also become self-fulfilling prophecies. When data is used for ability grouping or placing students on set educational paths, this decreases the chances that students will improve their academic performance and destroys their motivation to try to succeed.

What are some ways in which educators can use data more effectively?

**Reference:**
Bertrand, M. & Marsh. (2021). How data-driven reform can drive deficit thinking. *Phi Delta Kappan, 102(*8). Retrieved from
https://pdkmembers.org/members_online/publications/archive/pdf/PDK_102_8/35pdk102_8.pdf

We incorporate references for our content from various articles, journals, etc., as well as our own Kappan magazine. All of the Kappan articles are accessible to teachers using our curriculum.

On the other hand, applying cultural competence in data driven instruction can support asset-based thinking:

- Use Data to Assess Inequity
- Address Biases
- Differentiate Instruction

Flexible Grouping

How can the culturally competent use of data help in setting goals for student success?

Approaching Data Interpretation with Cultural Competence

**Notes for teacher:**
Discuss each bullet point, emphasizing the question: How can educators give students greater control over their goal setting and progress tracking? Goal-setting is the next topic addressed in this lesson.

**Teacher notes for students:**
Data is much more powerful when teachers take an asset-based approach (Bertrand et al., 2021). Such an approach would call out bias in data. Assuming all students are capable of learning, why would students within specific categories struggle as a whole? Searching for biases, misunderstandings, or the ineffective use of students' assets where they could make learning meaningful is a much better approach than assuming some students are simply incapable of higher achievement.

Instead of stifling students by looking no further than justifying beliefs in their inability and grouping students by ability, it better serves students interests to use data to differentiate instruction as needed. Test students often and adjust instruction. Offer surface and deeper adaptations. Get to know students and give students opportunities for mastery (Bertrand et al, 2021).

Best practices in data-driven instruction include assessing students prior to each unit or topic to tailor instruction to students' needs for specific topics throughout the year. Assessing for growth prior to and after particular topics allows students several opportunities to succeed. This type of grouping is flexible and promotes a mastery mindset (Bertrand et al, 2021). Going further, when students have control over setting their own goals and tracking their own progress in the classroom, a mastery mindset becomes the norm (Nordengren et al, 2019).

Goal-setting is different from just following the national and state standards outlined by governments and school districts. Instead, rising educators should be thinking about more personalized goals for their students.

Here are some questions to consider when setting academic goals:

- How can goals be used to improve instruction, students' motivation, and students' academic performance?
- How often should goals be set?
- Who should set goals?
- How can teachers guide students to make and reach personal academic goals?

**Reference:**
Bertrand, M. & Marsh. (2021). How data-driven reform can drive deficit thinking. *Phi Delta Kappan, 102(*8).  Retrieved from
https://pdkmembers.org/members_online/publications/archive/pdf/PDK_102_8/35pdk102_8.pdf

Nordengren, C. (2019). Goal-setting practices that support a learning culture. *Phi Delta Kappan, 101(*1). Retrieved from
https://pdkmembers.org/members_online/publications/archive/pdf/PDK_101_1/18pdk_101_1.pdf

- Read and discuss the list of practices on pages 13-14 of successful schools from the article, *Learning from Schools that Close Opportunity Gaps*.

- *How can these practices increase cultural competence?*

**Formative Assessment:** Fill in the blank.

- *"When you are skilled in Cultural Competency you are able to _____ ."*

Providing Learning Opportunities

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**Notes for teacher:**
Schools must successfully implement at least four of the items on the list to be considered a school that successfully closes opportunity gaps between students of diverse backgrounds. After the discussion, students will complete the final formative assessment independently.

**Teacher notes for students:**
How can each of the strategies listed increase cultural competence? How do they relate to the topics addressed in this lesson?

**Reference:**
LaCour, S. E., York, A., Welner, K., Valladares, M. R., & Kelley, L.M. (2017). Learning from schools that close opportunity gaps. *Phi Delta Kappan, 99(*1). Retrieved from https://www.pdkmembers.org/members_online/publications/archive/pdf/PDK_99_1/8pdk_99_1.pdf

Every day of instruction includes a formative assessment to help teachers assess student learning throughout the lesson.

**Revisit: Lesson Objectives**

Rising educators will be able to:

- Answer and Explain:
    - What does it mean to be culturally competent?
    - Why is it important to learn students' backgrounds, interests, motivations, and stages of development in becoming culturally competent?
    - What skills and knowledge are important in developing cultural competence?
    - What are the best practices for demonstrating cultural competence?
    - How can cultural knowledge affect cross-cultural teaching and reflective practices?

**Teacher notes to students:**
Recap of lesson objectives. Take a moment to participate in our own formative assessment. Given what we've discussed, answer the objectives as if they were a formative assessment for this lesson. Even short reflections like these can be part of your formative assessment process.

**Cultural Competence**

**Guided Notes**

**Section 1: Defining Cultural Competence**

1. What are the key components of cultural competence?

| | | |
|---|---|---|
| | | |

2. Additional notes:

| |
|---|
| |

**Section 2: Skills and Knowledge for Cultural Competence**

3. What skills are required for cultural competence?

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4. What are the features of an asset-based approach v. a deficit-based approach to cultural differences in the classroom?

| Asset-Based | Deficit-Based |
|---|---|
|  |  |

5. Additional notes:

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**Section 3: Data and Goal Setting in Cultural Competence**

6. How can teachers and schools use data and goal setting to increase cultural competence?

| Data | Goal Setting |
|---|---|
|  |  |

7. Additional notes:

3

**Final Reflection:**

- How can building cultural competence impact the students in your classroom?