

CCDEI+ STANDARDS (DRAFT 1)

AWARENESS, IDENTITIES, AND BIASES

Educators understand themselves as cultural beings so that they may serve students and families responsively and responsibly.

HEALTHY RELATIONSHIPS

Educators establish and maintain positive and productive relationships with and among students and families.

CULTURALLY RESPONSIVE COMMUNICATIONS

Educators engage in effective verbal and nonverbal interactions capitalize on the strengths and assets of students and families.

EMPOWERING CULTURE AND CLIMATE

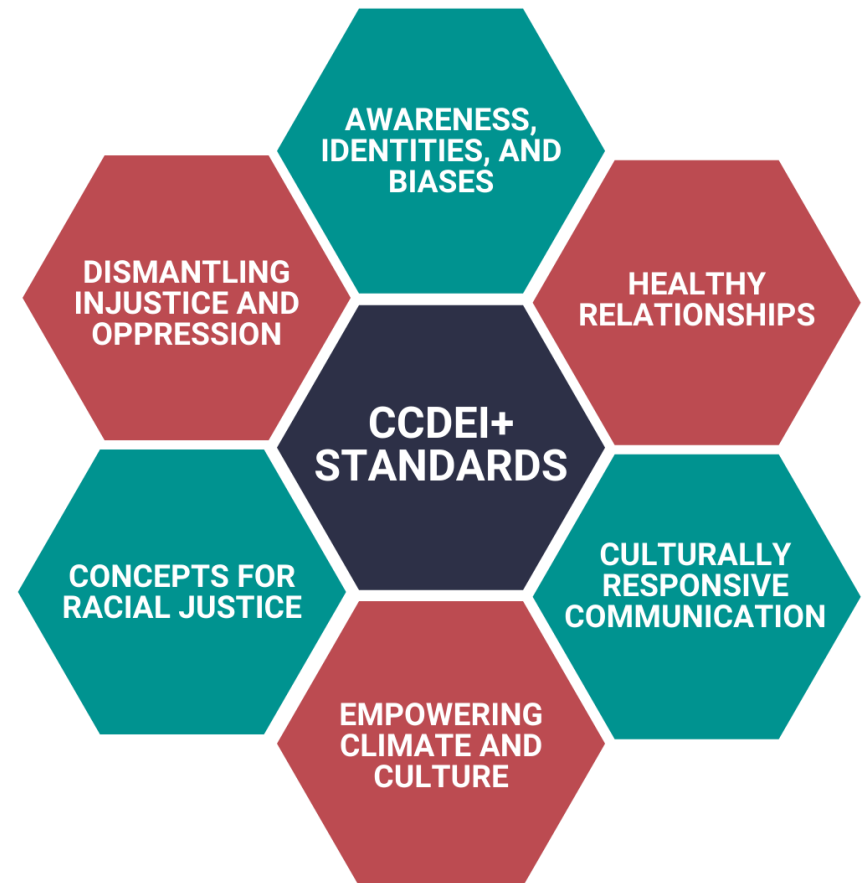
Educators create environments that support learning in classrooms, schools, and community.

CONCEPTS FOR RACIAL JUSTICE

Educators serve students and families in ways that align with the pursuit of racial justice in the classroom, school, and community.

DISMANTLING INJUSTICE AND OPPRESSION

Educators have the knowledge and skills to disrupt and eradicate racism, oppression, and inequity in classrooms, schools, and community.



AWARENESS, IDENTITIES, AND BIASES: Educators understand themselves as cultural beings so that they may serve students and families responsively and responsibly.

COMPONENTS		
Self-awareness	Identities	Biases
Educators practice cultural humility and do not make decisions based on a presumption to know or understand the culture of others. Educators understand that not all people within a common group are the same or have the same culture or values.	Educators explore one’s own multiple identities, lived experiences, and triggers. This builds an understanding of how identities either build or disrupt the cycle of socialization. This has to be an active, reflective process of unlearning and learning so that the educator practices self-reflection, accepts criticism, and is willing to change and grow.	Educators analyze and reflect upon one's own biases and privileges and work to dismantle these. Educators articulate the historical ways in which schooling has perpetuated cultural genocide and white supremacy and act in such a way that actively acknowledges and works to dismantle one's own role in this system's perpetuation.
EVIDENCE OF COMPETENCE		
<ul style="list-style-type: none"> • Educators facilitate courageous conversations around racism, equity, and microaggressions in classrooms, schools, and the community. • Educators create specific action plans that prevent one's own culture, identities, and biases from harming others. 		

HEALTHY RELATIONSHIPS: Educators establish and maintain positive and productive relationships with and among students and families.

COMPONENTS		
Authenticity	Responsiveness	Commitment
Authentic relationships are formed as a result of understanding self, awareness, identities and biases. Educators reflect on ways their ideologies, identities, and biases are impacting their relationships with students and families. Educators flexibly adapt their interactions with others based on continual reflection regarding their ideologies, identities, and biases.	Educators actively seek to understand the needs of others who are similar and different from oneself. With that understanding, the educator responds to others in ways that are asset-focused, flexible, and changing as the need arises. The needs and strengths of others determine how the educators care for them.	Educators understand the history of U.S. schooling and the ways in which it has been used historically and in present times to reify the status quo. Educators serve others by actively seeking out opportunities to challenge inequities and systemic racism within the classroom, school, and community.
EVIDENCE OF COMPETENCE		
<p>Educators intentionally spend time and energy getting to know others at a deep and meaningful level and in ways that are culturally competent. This includes but is not limited to:</p> <ul style="list-style-type: none"> • Community asset mapping: Exploration of the places students and families live, work, and play to bridge school and the community • Family visits: Planned visits to family homes where the those who know students the best can share their expertise about strengths and assets of students • Partnerships: Educators partner with students, families, and communities to challenge inequities and systemic racism within the classroom, school, and community. 		

CULTURALLY RESPONSIVE COMMUNICATIONS: Educators engage in effective verbal and nonverbal interactions capitalize on the strengths and assets of students and families.

COMPONENTS		
Cultural awareness	Human-centered	Modalities
Educators can explain how communication styles may differ across cultures and adjust content or conversation to individuals' or groups' lived experiences and interests. This includes creating regular opportunities for students and their families to speak and read in their home language(s).	Educators center the humanity of others by listening, summarizing, paraphrasing, restating what the participant has shared in order to gain clarity and understanding of the perspective. This also includes creating space for disagreement regulating emotional responses in difficult conversations.	Educators identify linguistically and culturally specific practices to maximize effectiveness of communication (e.g. Pragmatics - rules of speech; paralinguistics - eye contact, head nods, silence, space; vocal cues - pitch, volume, tempo, tonal quality). Educators use culturally congruent verbal and non-verbal communication strategies, including art, music, movement, and other non-traditional strategies.
EVIDENCE OF COMPETENCE		
<ul style="list-style-type: none"> • Educators facilitate dialogue with and among students and families in classrooms, schools, and communities. • Educators create specific communication plans to address the communication strengths and needs of those they serve to prevent one's own preferred communication styles and modalities from harming others. There is an expectation that the plan will be shared broadly, enacted, and assessed with collaborative partners. 		

EMPOWERING CULTURE AND CLIMATE: Educators create environments that support learning in classrooms, schools, and community.

COMPONENTS		
Community-centered	Collaborative	Advocacy
<p>Educators create an environment that goes beyond "welcoming" students and families, but recognizes that the school belongs to them. The feeling extends to faculty, staff, administration, and out into the community. This is built on the foundational idea that everyone has assets to contribute to an empowering culture and climate in classrooms and schools.</p>	<p>Educators create an empowering culture and climate that shifts from focusing on the individual to a focus on the collective "we." They engage in collaboration with a variety of roles, including families, communities, students, and others connected with the school community. This includes calling others in and joining others for collaborative conversations to build shared understanding and goals.</p>	<p>Educators disrupt policies and practices that harm students, families, and communities (e.g. zero tolerance policies, punitive classroom management practices, disproportionality in discipline, etc.) They seek restorative justice to collectively address harm and restore peace in a community while advocating for change</p>
EVIDENCE OF COMPETENCE		
<ul style="list-style-type: none"> Educators co-construct an empowering culture and climate in partnership with students, families, and the community. The collaborative plans should be rooted in the cultural values and ways of being in the school and broader community while addressing the developmental and social and emotional needs of students. There is an expectation that the plan will be shared broadly, enacted, and assessed with collaborative partners. 		

CONCEPTS FOR RACIAL JUSTICE: Educators serve students and families in ways that align with the pursuit of racial justice in the classroom, school, and community.

COMPONENTS		
Culturally sustainability	Equitable practices	Advocacy
<p>Educators practice cultural humility and employ the principles of culturally sustaining pedagogy where the students, families, and communities are recognized and valued for the cultural assets they bring. The cultural assets are further developed and remain while school priorities are pursued. Achievement does not come at the expense of assimilation or acculturation.</p>	<p>Educators demonstrate equitable practices in all spaces, at all times. This includes restorative justice, civil discourse, social-emotional intelligence, self-reflection, and facilitating courageous conversations. Educators understand the community, history, and culture where they serve and uses this knowledge as a starting point for all decision-making.</p>	<p>Educators act for a more socially just system and for the common good of all. This includes empowering student voice, engagement with communities of service, working within systems to identify and change oppressive policy and practice, conflict mediation, and taking action for change.</p>
EVIDENCE OF COMPETENCE		
<ul style="list-style-type: none"> Educators co-construct an equity action plan partnership with students, families, and the community. The collaborative plans should be rooted in cultural sustainability, equity, and advocacy to create more just classrooms, schools, and communities. There is an expectation that the plan will be shared broadly, enacted, and assessed with collaborative partners. 		

DISMANTLING INJUSTICE AND OPPRESSION: Educators have the knowledge and skills to disrupt and eradicate racism, oppression, and inequity in classrooms, schools, and community.

COMPONENTS		
Anti-racist worldview	Anti-racist understanding	Anti-racist practices
Educators acknowledge systemic racism and injustice in the history of the Americas, the United States, the Pacific Northwest, and in the state of Washington. In doing so, educators recognize, reflect on, and de-program internalized responses to white supremacy and inequity throughout the school system and in society.	Educators understand systems of white supremacy and the ways that they are complicit in perpetuating racism. Additionally, educators understand how and policies have historically and presently colonized identities. Educators understand that their experiences do not necessarily allow them to speak to or identify with others.	Educators work to center voices of Black, Indigenous, People of Color, and others who have been silenced. In doing so, they will be able to affirm the dignity of all people, embrace historical truths, recognize race and confront racism, and work in community with other anti-racist students, families, community members, and educators.
EVIDENCE OF COMPETENCE		
<ul style="list-style-type: none"> Educators co-construct a plan for social change in partnership with students, families, and the community. The collaborative plans should be rooted in anti-racism and advocacy to create more just classrooms, schools, and communities. There is an expectation that the plan will be shared broadly, enacted, and assessed with collaborative partners. 		