

A Practical Guide to Accelerating Student Achievement Across Cultures

Strategies for Administrators, Teachers, Students, and Parents

Developed by the

Education That Is Multicultural and Achievement (ETMA) Network

In collaboration with the

Achievement Initiative for Maryland's Minority Students (AIMMS) Steering
Committee

And the

Maryland State Department of Education (MSDE)



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Education That Is Multicultural and Achievement (ETMA) Network

The ETMA Network, with representatives from all 24 Maryland local school systems, the Maryland State Department of Education (MSDE), and higher education provides leadership at the local school system and state levels to implement multicultural education programs and policies related to student achievement, curriculum, instruction, school climate, staff development, and instructional resources. Some of the members listed below assisted in the original drafting of this document, while others listed below provided input into the development and revisions of this document.*

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The AIMMS Steering Committee, which includes members from elementary through postsecondary education, provides assistance to the Maryland State Department of Education and local school systems in eliminating student achievement gaps. The individuals listed below contributed to the development of this guide.*

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* All affiliations are as of the development of this Guide.

MESSAGE FROM THE STATE SUPERINTENDENT

Maryland's public school population is one of the most ethnically diverse in the nation, and we appreciate the richness that this diversity brings to our classrooms and our communities. Maryland has therefore taken the lead in improving student achievement across cultures by implementing Education That Is Multicultural, a state regulation promoting positive school environments that are conducive to learning and free from bias, harassment, and discrimination. The regulation affects instruction, curriculum, staff development, and instructional resources in all subjects and in all grades.



Maryland's foremost educational goal is to prepare students to be lifelong learners and productive citizens in our increasingly global society. We celebrate our commonalities as well as our uniqueness, and we acknowledge the many factors that play a part in shaping our lives. Marylanders from many faiths and cultural backgrounds contribute to the rich human fabric of our state, and just as we affirm the democratic values that support our shared beliefs, we pay tribute to the differences that characterize our families, our schools, and our neighborhoods.

A Practical Guide to Accelerating Student Achievement Across Cultures was developed for Maryland school administrators, teachers, and families, as they strive to help learners from diverse backgrounds reach their true potential. I am indebted to all the educators who contributed innovative ideas, activities, and strategies to the Guide. When we work together to prepare students to know others, we help them bridge worlds. And when we work together to prepare them to achieve, we help them build a bridge to their future.

Sincerely,

A handwritten signature in cursive script that reads "Nancy S. Grasmick". The signature is written in black ink on a white background.

Nancy S. Grasmick
State Superintendent of Schools

Acknowledgements

The development of the *Practical Guide to Accelerating Student Achievement Across Cultures: Strategies for Administrators, Teachers, Students, and Parents*, was a collaborative effort of educators across the State of Maryland. Appreciation is extended to the following:

- The members of the Education That is Multicultural and Achievement Network for their dedicated efforts in creating this guide.
- The Maryland State Department of Education for its leadership in supporting the project and recognizing its need as a resource for the educators and parents across the State.
- Dr. Jennifer Moy West for sharing the Holistic Learner Framework as a model to organize the strategies for this document and for collaborating with the Education That Is Multicultural and Achievement Network in developing this project.
- The Steering Committee of the Achievement Initiative for Maryland's Minority Students for their input and feedback during the development of the guide.

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RATIONALE FOR THE GUIDE

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The basis for the strategies identified in this guide is the premise that education through cultures, the idea that multicultural elements should permeate all aspects of schooling, is an approach that views culture as a powerful yet often invisible factor that influences the outcomes of schooling. (George Gheverghese Joseph, *Multicultural Mathematics*, 1993) (COMAR 13A.04.05.01-.04)

Dr. James Banks reports in the conclusion of a four-year research study by a panel of interdisciplinary scholars, that it is important for teachers to “understand the complex characteristics of ethnic groups within the United States’ society and the ways in which race, ethnicity, language, and social class interact to influence student behavior.” He further states that a school’s organizational strategies should ensure that “members of the school community learn collaborative skills and dispositions in order to create a caring environment for students” (*Diversity Within Unity*, Center for Multicultural Education, College of Education, University of Washington, Seattle). In that vein, Dr. Paul Gorski identified “Six Critical Paradigm Shifts (Questions) for Multicultural Education.” Paradigm Two asks the question, “Is it possible to make shifts in student outcomes working within a system that is inherently racist, sexist, classist, etc?” (www.mhe.com/multicultural)

The key factor to support the focus on cultural context for instruction is linked to the goal of student self-direction. In this guide, the aim of self-direction develops the whole child as per the *Holistic Learner Framework*. A sense of self-direction, the ability for students to work independently and collaboratively in any academic arena and on any assessment, is attained by developing the student’s own personal, cognitive, and social dimensions. This ability is lacking in many children of poverty, children from unstable living environments, and some children of diverse cultural experiences. Many students from diverse

backgrounds lack the prior instructional, social, and cognitive experiences that positively affect their sense of academic self-direction. Thus, this guide includes strategies and activities to develop all three of these dimensions simultaneously.

A cognitive foundation is needed to provide students the experiences to connect to the instructional strategies and learning activities used in the classroom. Many students receive this foundation from their parents and guardians. Many do not. Dr. Ruby Payne indicates that cognitive input strategies frame the quality and the quantity of data as gathered by the student and are necessary prerequisites for the efficient use of data and communication in learning situations (*Framework for Understanding Poverty*). For example, before a student can understand cause and effect, he/she must be provided an experience with which a connection to a cause and effect situation can be made and internalized. Students from various cultures and diversities (race, gender, religious preference, socioeconomic status, language group, or disability) who have had experiences that differ from those experiences as expected in school, may need special assistance to “match the method of instruction to their learning characteristic” to assure that they can access the curriculum and achieve high standards. Parents and guardians can assist educators in this process by knowing what experiences to provide and providing access to these experiences for their children.

Professional development for educators and administrators must include the development of cognitive mediation strategies for implementation with students. Mediation strategies build structure and organization into the learning process for students with diverse backgrounds who still lack a sense of academic self-direction and focus. (Eleanor Renee Rodriguez and James Bellanca, *An Instructional Guide for the Urban Educator/What is it About Me that You Can’t Teach?*, 1996).

Professional and human development experiences will also provide pragmatic actions that advocates (students, teachers, parents/guardians, and administrators) can implement to promote the holistic growth of the learner.

During effective professional development, educators should experience the following:

- Explore their own cultural experiences and identify how they impact the learning environment of students
- Develop sensitivity to cultural bias in instructional materials and texts, in classroom patterns of thinking, in modes of communication, and in teaching/learning strategies (cultural bias refers to diversity factors, including but not limited to race, national origin, ethnicity, gender, disability, socioeconomic status, religion, and region)
- Enhance the understanding of how the construction of knowledge, learning styles, and multiple intelligences impact teaching and learning on diverse groups of students
- Articulate and model high expectations that result in achievement for all students
- Enhance their ability to differentiate instruction using diverse strategies

Educators must also explore culture as a collection of customs, rituals, beliefs, tools, mores, etc. possessed by a group of people who may be related to one another by factors such as common language, religion, geographical contiguity, or socioeconomic class.

The Maryland Teacher Professional Development Standards call for effective professional development that ensures that all teachers have the “knowledge, skills, and dispositions to meet the diverse learning needs of all their students.”

Educators that incorporate the pragmatic strategies and learning activities in this guide, will increase their cultural proficiency, their ability to be cognitively and affectively successful with all students notwithstanding cultural and economic background. A workforce that has attained cultural proficiency possesses the ability and the will to:

1. increase student achievement toward the standards across all diverse learning groups;
2. ensure equitable access and support for all students to participate in the highest level of teaching and learning programs;
3. prepare students academically and socially to participate successfully in a diverse society;
4. strengthen students’ pride in themselves and their cultural identities and achievements; and
5. increase awareness and understanding of commonality and diversity among individuals and groups. Developing a culturally proficient workforce will have positive outcomes for the student population of the State of Maryland. This guide provides a means toward this end.

INTRODUCTION TO THE GUIDE

Susan Arisman, Ph.D.
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This document, *A Practical Guide to Accelerating Student Achievement across Cultures: Strategies for Administrators, Teachers, Students, and Parents*, was developed to provide action steps that can be taken by teachers, parents, administrators, and students themselves to develop the personal, cognitive, and social dimensions of students. These advocates are identified in *The Holistic Learner Framework: A Culturally Responsive Approach to Accelerating the Achievement of Low Performing Students*.

The Guide is divided into four sections, one section for each advocate. Within each section, the five Cultural Competencies, previously developed by the Education That Is Multicultural and Achievement (ETMA) Network, are delineated by goal and strategies for each competency. These five core competencies and goals are as follows:

1. Participating in Intercultural Communication

Goal: Adopt a global perspective that promotes the valuing of cultural, ethnic, and linguistic diversity

2. Reducing Prejudice

Goal: Eliminate racism and other forms of prejudice and discrimination within the learning environment

3. Establishing Culturally Supportive Learning Environments

Goal: Determine and implement appropriate strategies that allow all students to learn

4. Designing and Implementing Curriculum and Instruction for Education That Is Multicultural and Accelerating Minority Achievement

Goal: Establish and maintain high expectations for achievement for all students

5. Designing Tests, Measurements, and Assessments for Achievement Equity

Goal: Utilize tests, measurements, and assessments to access information and prepare for instruction and learning

Also included in the guide are twelve strategies, with one to four strategies stated per goal. These strategies are followed by specific recommendations for action. In this way, the competencies may be utilized by the practitioner and parent alike.

The Guide incorporates scientifically based research on minority achievement as well as best practices as compiled by the members of the ETMA Network. Therefore, the strategies incorporate what is known about setting high expectations, delivering instruction for student achievement, monitoring and assessing progress, as well as creating a culture and climate in which all students feel safe and valued.

The Guide is designed to be self-selective for the user. The beginning administrator or a senior staff member may use it; the novice teacher or the master educator will find it equally valuable. Parents and students may focus on the support strategies and the actions they could take to advocate for meeting the needs of each child from the perspective of the family.

HOLISTIC LEARNER FRAMEWORK

Jennifer Moy West, Ph.D.
Howard University

Overview

The Holistic Learner Framework: A Culturally Responsive Approach to Accelerating the Achievement of Low Performing Students is a graphic representation of the interrelationship among three dimensions of human development—personal, cognitive, and social. The dimensions interconnect and reflect the academic focus on each domain (academic identity, curriculum mastery, and classroom community-oriented learning) leading to the ultimate objective of on/above grade level achievement.

The Holistic Learner Framework in practice presents dimension parameters that are predicated on the theoretical works of different scholars, researchers, and practitioners. *The Guide to Competencies for Accelerating Student Achievement Across Cultures: Strategies for Administrators, Teachers, Students, and Parents* provides a method for incorporating these parameters into strategies, activities, and interventions that will help teachers, principals, parents, and students, themselves, accelerate achievement away from low academic performance.

Both *The Holistic Learner Framework* and *The Guide to Competencies* address the personal, cognitive and social contexts in which teaching and learning occur. *The Guide to Competencies* provides concrete actions for those primary advocates who are most responsible for the teaching-learning process. The primary advocates to accelerate student achievement are teachers, students, parents, and principals (administrators). They are identified as “primary” because of their direct contact and influence on the development of the student.

The Holistic Learner Framework Dimensions: Personal, Cognitive, and Social

The Holistic Learner Framework addresses the whole child by focusing on the personal, cognitive, and social dimensions of development. There are numerous ways that the dimensions of *The Holistic Learner Framework* could interrelate. However, since the main objective of education is to strengthen the cognitive dimension, this framework highlights the influence of the personal and social domains on the cognitive dimension. In other words, all dimensions are simultaneously strengthened, but the goal of working on the personal and social dimensions is to help accelerate the cognitive domain and ultimately achievement.

Using more educationally oriented terminology, the personal dimension focuses on building a student’s academic identity. The cognitive dimension focuses on achieving curriculum mastery. Finally, the social dimension focuses on strengthening a student’s skill as a classroom community-oriented learner.

Academic identity focuses on student factors that facilitate high levels of school success. Academic identity pertains to:

1. a student’s sense of self as an achiever and the understanding of strengths/assets that contribute to his/ her success;
2. school success skills such as persistence, resilience, and the use of formal registers of language;
3. a future orientation and an academic purpose;
4. establish long and short-term goals; 5) a sense of academic efficacy and learning to attribute successes to personal work habits.

Curriculum mastery focuses on helping students utilize preferred ways of knowing and learning and helping them to develop and strengthen the cognitive functions that are necessary for efficiently mastering content. Curriculum mastery also includes developing the following acceleration preparation skills:

1. knowing the target and being familiar with exemplary work;
2. knowing current level of performance and what must be done to improve; and
3. setting goals for monitoring academic growth.

Classroom community-oriented learners are students who have a sense of collective responsibility and work collaboratively in the classroom community. These learners have skills that allow them to:

1. work interdependently;
2. use their personal, cognitive, and social assets to facilitate high levels of achievement for the group; and
3. participate in the types of academic discourse required for standardized assessments and successful classroom negotiation in the academy.

Primary Stakeholders: Students, Teachers, Parents, and Administrators (Principals)

Students as Learners

The conceptual framework for holistic learning is generated from a learner-focused acceleration approach. The learner-focused approach is based on the consumer-oriented marketing techniques used by the business and medical professions. These professions usually begin by identifying and studying their consumers and developing plans/marketing strategies that specifically target identified needs. Education is one of the few professions that does not systematically operate by a learner (consumer) focused approach.

Underlying the learner-focused approach to acceleration are strength-based and asset-based educational paradigms which promote the belief that every child brings cognitive, social, emotional, ethnic, gender, and socioeconomic resources to the learning process (Boykin, 2000; Jaegers & Carroll, 2002). These assets and resources can be used by the teacher and the student (and all others who are advocating for the student) in accelerating achievement through the teaching and learning process. In addition, research in this area has demonstrated significant educational benefits in helping students become aware of their personal, cognitive, and socioemotional resources (Hrabowski, Maton, & Greif, 1998; Hrabowski, Maton, Greene, & Grief, 2002; Zins, Elias, Greenberg, & Weissberg, 2000). Essentially, students who are aware of their strengths and possess the skills to utilize them in the classroom become a valuable resource in shaping their learning and the learning of their peers.

Teachers as Stakeholders

Academically low performing groups of students increase their chances of achieving when placed with educators who ensure that the personal, cognitive, and socio-emotional needs of their students are incorporated into the instructional process (Au, 1993; Brown, 1998; Foster, 1997; Gay, 2000; Ladson-Billings, 2001). In addition, teachers who are grounded in the foundational knowledge bases for diversity are primed for facilitating achievement among marginalized student groups (Smith, 1998). While there are some teachers who embody these skills at the beginning of their academic tenure, most are the products of effective professional development. Effective professional development for teachers who will help eliminate the achievement gaps must be relevant and target the acceleration of low performing students across cultural groups (Gueskey, 2004; Smith, 1998).

There is a growing body of professional development research on the benefits of helping teachers learn by connecting and reflecting with colleagues in their schools (Bambino, 2004; Routman, 2004; Willis, 2004). This approach, of professional growth into the orientation and complexities of teaching, provides structures for teachers to improve their teaching by examining

the work of their students and fellow teachers and giving and receiving feedback. This teaching and learning process is relevant and facilitates teaming to collaboratively improve day-to-day progress for low performing students. *The Guide to Competencies* provides the substance for this successful daily implementation and interaction.

Administrators (Principals)

The concept of holism is a human development parameter and, therefore, applies to adults as well as to children. The personal, cognitive, and social dimensions of human development can be used by administrators to help teachers successfully implement and meet the objectives of the *Holistic Learner Framework*. For example, to address the personal dimension, administrators can help their staff adopt a set of personal and behavioral characteristics that promote academic excellence across cultural groups. Interventions at the cognitive level might include professional development on the foundational knowledge bases that support acceleration among ethnically and economically diverse student groups. Another cognitive level intervention includes creating a professional climate that supports teacher flexibility and creativity in the development and implementation of effective acceleration strategies for low performing students. Finally, support at the social dimension level should include creating an environment where teachers feel a sense of communalism, interdependence, and support in their efforts to learn and effectively teach diverse student groups.

Parents (Family and Guardians)

Most often parents or guardians are the first adults to frame the learning process and cognitive development for their children. These adults lay the foundation in preparation for school and can provide the support for a successful school experience. Individuals who assume the parental role for children assume a central and critical role in mediating their learning (Haywood, 1993). Mediated learning is a process based on the belief that all individuals are learners who can learn beyond what we ever thought possible. The philosophy behind mediated learning states that the mind has an unlimited capacity to grow and

change. This philosophy suggests that cognitively low performing students do not always know how to think, where to start or what to do when new information is given to them. Mediated learning experiences teach children to develop the “learn how to learn” skills for school and subsequently help students to develop into strategic thinkers who are better able to understand and solve problems in school and in life. Mediated learning experiences are thought to be essential for the adequate cognitive development of children (Haywood, 1993; Jensen, Feuerstein, Kaniel, & Tzuriel, 1988). Parents can play a significant role in facilitating mediated learning experiences. The strategies and activities for parents outlined in *The Guide* provide a springboard for supporting the cognitive development of children throughout their years of growth.

A PRACTICAL GUIDE TO ACCELERATING STUDENT ACHIEVEMENT ACROSS CULTURES

STRATEGIES FOR ADMINISTRATORS, TEACHERS,
STUDENTS, AND PARENTS

ADMINISTRATORS
Competency I: Intercultural Communication

GOAL: Adopt a global perspective that promotes the valuing of cultural, ethnic, and linguistic diversity.

Administrators	Personal Dimension	Cognitive Dimension	Social Dimension
	<p>STRATEGY A ~ Institutionalize behaviors and activities that promote positive learning environments for all students.</p> <ol style="list-style-type: none"> 1. Monitor your personal beliefs regarding cultural, ethnic, and linguistic diversity and their impact on your school's culture. 2. Develop a process to get feedback from faculty/staff/community on the effectiveness of your communication across cultures. 	<p>STRATEGY A ~ Institutionalize behaviors and activities that promote positive learning environments for all students.</p> <ol style="list-style-type: none"> 1. Seek information from faculty/staff/community on ways in which they have been effective in communicating across cultures. 2. Engage faculty/staff/other administrators in ongoing professional development to improve the effectiveness of cross-cultural communication. 3. Provide opportunities for staff and students to learn about formal and informal communication styles across cultures. 	<p>STRATEGY A ~ Institutionalize behaviors and activities that promote positive learning environments for all students.</p> <ol style="list-style-type: none"> 1. Facilitate conversations among staff regarding effectiveness of cross-cultural communication. 2. Infuse staff meetings with “ice breakers” or activities that promote awareness and the valuing of diversity. 3. Implement student programs (curricular, co-curricular, and extra-curricular) that promote communication across cultures.

ADMINISTRATORS
Competency I: Intercultural Communication

GOAL: Adopt a global perspective that promotes the valuing of cultural, ethnic, and linguistic diversity.

	Personal Dimension	Cognitive Dimension	Social Dimension
Administrators	<p>STRATEGY B ~ <i>Recognize and affirm commonalities and differences among various cultures represented in schools.</i></p> <ol style="list-style-type: none"> 1. Respect and appreciate the various cultures represented in the school. 2. Be aware of your own interactions with various cultural groups ensuring bias-free interactions. 	<p>STRATEGY B ~ <i>Recognize and affirm commonalities and differences among various cultures represented in schools.</i></p> <ol style="list-style-type: none"> 1. Provide materials that support multicultural awareness and encourage their use throughout the school. 2. Provide information on multicultural connections and events during announcements and other regular communication channels. 3. Ensure the creation of bulletin boards and hallways with multicultural themes displaying the diversity of the student body in the school. 	<p>STRATEGY B ~ <i>Recognize and affirm commonalities and differences among various cultures represented in schools.</i></p> <ol style="list-style-type: none"> 1. Invite and support the involvement of families in sharing cultural experiences. 2. Seek ways to reach out to cultural groups in the school community. 3. Be approachable to all cultural groups.

ADMINISTRATORS
Competency I: Intercultural Communication

GOAL: Adopt a global perspective that promotes the valuing of cultural, ethnic, and linguistic diversity.

Administrators	Personal Dimension	Cognitive Dimension	Social Dimension
	<p>STRATEGY C ~ <i>Recruit, hire, and retain trained staff/faculty members from diverse backgrounds.</i></p> <ol style="list-style-type: none"> 1. Reflect on your interactions and relationships with staff/faculty from diverse backgrounds. 2. Ensure that the retention and recruitment process is bias free. 3. Recognize the talents and gifts that diverse staff members bring to the learning environment. 	<p>STRATEGY C ~ <i>Recruit, hire, and retain trained staff/faculty members from diverse backgrounds.</i></p> <ol style="list-style-type: none"> 1. Provide peer partners and other supports to staff/faculty members from diverse backgrounds. 2. Expand your knowledge of diversity by doing research, accessing websites, and contacting organizations. <p>Examples: Name, Brown University sites, etc.</p>	<p>STRATEGY C ~ <i>Recruit, hire, and retain trained staff/faculty members from diverse backgrounds.</i></p> <ol style="list-style-type: none"> 1. Develop relationships with historically Black colleges and universities (HBCU's) and with organizations and associations that focus on diversity. 2. Initiate activities, such as simulations, that promote positive dialogue around culture and race. 3. Have advocates complete introspective assessments related to personal cultural proficiency. <p>Examples: Name, Brown University sites, etc.</p>

ADMINISTRATORS
Competency II: Prejudice Reduction

GOAL: Eliminate racism and other forms of prejudice and discrimination within the learning environment.

Personal Dimension	Cognitive Dimension	Social Dimension
<p><i>STRATEGY A ~ Implement policies and procedures that address discrimination, bias, and prejudice in your school.</i></p> <ol style="list-style-type: none"> 1. Learn the role that bias, discrimination, and prejudice have played in the historical experience of groups and individuals in the United States. 2. Reflect upon the inequities that still exist in our society and efforts to address them. 3. Continually examine personal beliefs and school policies, practices, and procedures to detect institutional racism, sexism, classism, etc. 	<p><i>STRATEGY A ~ Implement policies and procedures that address discrimination, bias, and prejudice in your school.</i></p> <ol style="list-style-type: none"> 1. Revise documents and practices to ensure equitable educational opportunities for all students. 2. Provide opportunities for staff and students to understand how expectations, stereotyping, and bias have a negative effect on cross-cultural and race relations and student achievement. 3. Provide time and experiences that assist staff to self-reflect on personal behaviors that unintentionally promote inequity in the learning environment. 	<p><i>STRATEGY A ~ Implement policies and procedures that address discrimination, bias, and prejudice in your school.</i></p> <ol style="list-style-type: none"> 1. Structure opportunities for a diverse group of stakeholders to have ongoing opportunities to examine bias in school practices and policies. 2. Ensure that all stakeholder representatives have a voice in revising documents and practices to reflect equity. 3. Challenge bias in the language and behavior of adults and students. 4. Follow policies in place that address bias and discriminatory behavior. 5. Include your school system antidiscrimination statements on all school publications.

ADMINISTRATORS

Competency II: Prejudice Reduction

GOAL: Eliminate racism and other forms of prejudice and discrimination within the learning environment.

	Personal Dimension	Cognitive Dimension	Social Dimension
<p>Administrators</p>	<p>STRATEGY B ~ <i>Promote a school/class environment that is free from bullying, harassment, and intolerance.</i></p> <ol style="list-style-type: none"> 1. Observe co-curricular and extracurricular programs, specifically, to detect how students from different racial/ethnic groups interact with each other. 2. Observe and reflect upon how staff is helping students to acquire the collaborative and interpersonal skills needed to live, learn, and work with students and adults from other racial/ethnic groups. 3. Observe and reflect upon how staff responds to incidents of bias and harassment based on diversity factors such as race, gender, national origin, disability, religion, physical appearance, etc. to determine the needs for professional development. 	<p>STRATEGY B ~ <i>Promote a school/class environment that is free from bullying, harassment, and intolerance.</i></p> <ol style="list-style-type: none"> 1. Develop co-curricular and extracurricular programs that provide all students with opportunities to interact meaningfully with peers from racial and cultural groups other than their own. 2. Ensure that staff has ongoing opportunities to become skillful in teaching students collaborative and interpersonal skills needed to live, learn, and work with students and adults from other racial and cultural groups. 3. Develop staff capacity and skill to effectively address bias and stereotyping through an array of staff development experiences. 	<p>STRATEGY B ~ <i>Promote a school/class environment that is free from bullying, harassment, and intolerance.</i></p> <ol style="list-style-type: none"> 1. Implement co-curricular and extracurricular activities and experiences for students to ensure that membership and participation is interracial and cross-cultural and reflective of the school's demographics. 2. Model the use of effective cross-cultural interaction and communication skills with students, staff, and families. 3. Ask students, staff, and parents for constructive feedback about administrative handling of instances of bias and stereotyping to model the need for lifelong learning toward cultural competence. 4. Disseminate school and school system policies about bullying and harassment to staff, students, and parents. Provide information in different languages as needed. 5. Investigate or appoint a designee to investigate allegations of harassment. 6. When appropriate, refer cases of harassment to designated central office

ADMINISTRATORS
Competency III: Culturally Supportive Learning Environments

GOAL: Determine and implement appropriate strategies that allow all students to learn.

<p>Administrators</p>	<p>Personal Dimension</p> <p>STRATEGY A ~ <i>Institutionalize behaviors and activities that promote positive learning environments for all students.</i></p> <ol style="list-style-type: none"> 1. Reflect on the unique ways that cultures represent themselves and on cultural assets and strengths related to student learning. 2. Seek information on culture and learning styles and complementary instructional approaches. 3. Be thoroughly knowledgeable about the skills students from diverse backgrounds need for school success. 	<p>Cognitive Dimension</p> <p>STRATEGY A ~ <i>Institutionalize behaviors and activities that promote positive learning environments for all students.</i></p> <ol style="list-style-type: none"> 1. Encourage students to demonstrate their learning in a way reflective of their culture (i.e., music, art, literary genre). 2. Expect all teachers to use a variety of approaches to ensure that all students from diverse cultures learn in ways best suited to their learning styles and multiple intelligences. 3. Identify and teach the school success skills underlying academic learning to diverse families and staff as tools for working with students. 4. Ensure that high levels of academic opportunities are offered equitably to all cultural groups. 5. Ensure equitable access to instructional technology for all students. 6. Provide staff development on the effective use of instructional technology and current learning resources. 	<p>Social Dimension</p> <p>STRATEGY A ~ <i>Institutionalize behaviors and activities that promote positive learning environments for all students.</i></p> <ol style="list-style-type: none"> 1. Structure teacher-student interactions that take cultural backgrounds into account. 2. Establish and maintain professional learning communities in which teachers can share what they know about culturally-influenced learning styles and classroom applications of that knowledge. 3. Provide ongoing opportunities for families and staff from diverse backgrounds to develop collective responsibility for school success skills. 4. Use professional learning communities to examine student work, determine evidence of student learning, and develop indicators for high-level performance.
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ADMINISTRATORS
**Competency IV: Curriculum and Instruction for Education That Is Multicultural
and Accelerating Minority Achievement**

GOAL: Establish and maintain high expectations for achievement for all students.

<p>Administrators</p>	<p>Personal Dimension</p> <p>STRATEGY A ~ <i>Convene stakeholders to develop expectations for students and provide staff development that promotes acceleration of achievement for diverse student populations.</i></p> <ol style="list-style-type: none"> 1. Assure that the vision, mission, goals, and school improvement plan emphasize high expectations for all students. 2. Assess your actions on a continuing basis to assure that they communicate high expectations for all students and staff. 3. Clarify your thinking about how high expectations are operationalized in the classrooms. 	<p>Cognitive Dimension</p> <p>STRATEGY A ~ <i>Convene stakeholders to develop expectations for students and provide staff development that promotes acceleration of achievement for diverse student populations.</i></p> <ol style="list-style-type: none"> 1. Communicate the vision, mission, goals, and school improvement plan related to high expectations to all stakeholders. 2. Require that all teachers know and understand what high expectations look like and sound like in the classroom. 	<p>Social Dimension</p> <p>STRATEGY A ~ <i>Convene stakeholders to develop expectations for students and provide staff development that promotes acceleration of achievement for diverse student populations.</i></p> <ol style="list-style-type: none"> 1. Hold public forums in which all stakeholders work together to support high expectations for student achievement. 2. Observe regularly and give feedback to teachers on how they demonstrate high expectations for all students, especially diverse students.
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ADMINISTRATORS
Competency V: Tests, Measurements, and Assessments for Achievement Equity

GOAL: Utilize tests, measurements, and assessments to access information and prepare for instruction and learning.

<p>Administrators</p>	<p>Personal Dimension</p> <p>STRATEGY A ~ <i>Identify patterns of achievement associated with ethnicity, gender, or socioeconomic status to promote awareness of and eliminate student achievement gaps in these areas.</i></p> <ol style="list-style-type: none"> 1. Use disaggregated achievement data to reflect on the effectiveness of the school in meeting the needs of all students, especially gender and racial groups, English language learners, students from low socioeconomic backgrounds, and students with disabilities. 	<p>Cognitive Dimension</p> <p>STRATEGY A ~ <i>Identify patterns of achievement associated with ethnicity, gender, or socioeconomic status to promote awareness of and eliminate student achievement gaps in these areas.</i></p> <ol style="list-style-type: none"> 1. Work with faculty/staff to develop and implement a process to analyze and report achievement and participation data in a disaggregated format. 2. Identify and implement needed instructional changes. 3. Use data as diagnostic and prescriptive tools for improving student achievement and modifying teaching practices, not as the only criteria for promotion, retention, or access to academic programs. 4. Use disaggregated data to determine level of participation by gender/race/etc., in gifted and talented classes, special education programs, and advanced and AP classes in your schools; develop strategies to address disparities in these areas. 	<p>Social Dimension</p> <p>STRATEGY A ~ <i>Identify patterns of achievement associated with ethnicity, gender, or socioeconomic status to promote awareness of and eliminate student achievement gaps in these areas.</i></p> <ol style="list-style-type: none"> 1. Provide a safe environment in which faculty/staff can discuss reasons for disparities in achievement. 2. Provide opportunities for staff to share a range of effective assessment strategies.

ADMINISTRATORS
Competency V: Tests, Measurements, And Assessments For Achievement Equity

GOAL: Utilize tests, measurements, and assessments to access information and prepare for instruction and learning.

	Personal Dimension	Cognitive Dimension	Social Dimension
Administrators	<p>STRATEGY B ~ <i>Utilize assessment tools that take into consideration the affective and cultural domains of the child.</i></p> <ol style="list-style-type: none"> 1. Develop personal knowledge about a range of assessments. 	<p>STRATEGY B ~ <i>Utilize assessment tools that take into consideration the affective and cultural domains of the child.</i></p> <ol style="list-style-type: none"> 1. Set standards for teaching that include assessment of the affective and cultural domains in addition to the cognitive domain. 2. Through professional development, provide teachers with a multiplicity of testing formats to help students demonstrate their achievement. 3. Have teachers design and use in-class assessments to monitor individual student progress on a daily or weekly basis, thereby providing a basis for early intervention. 4. Ensure that students from diverse backgrounds receive equitable resources to achieve success in all courses, including higher level courses. 	<p>STRATEGY B ~ <i>Utilize assessment tools that take into consideration the affective and cultural domains of the child.</i></p> <ol style="list-style-type: none"> 1. Facilitate the discussion of a range of assessments and how they can be used to verify achievement. 2. Provide case studies that allow staff and faculty to work with a range of assessments.

TEACHERS
Competency I: Intercultural Communication

GOAL: Adopt a global perspective that promotes the valuing of cultural, ethnic, and linguistic diversity.

<p>Teachers</p>	<p>Personal Dimension</p> <p>STRATEGY A ~ <i>Develop and apply strategies for communicating across cultures, including the cultures of gender, and poverty.</i></p> <ol style="list-style-type: none"> 1. Infuse multicultural perspectives in your classroom. 2. Understand the role of cross-cultural communication to increase academic achievement. 	<p>Cognitive Dimension</p> <p>STRATEGY A ~ <i>Develop and apply strategies for communicating across cultures, including the cultures of gender, and poverty.</i></p> <ol style="list-style-type: none"> 1. Identify the demographics of your school's population. 2. Identify the components of surface and deep culture and their implication in instruction. 3. Engage in professional development activities and/or courses in the field of Education That is Multicultural. 4. Understand principles of multicultural education as set forth in the ETM Bylaw. 5. Incorporate principles of multicultural education in daily and long-term lesson planning. 	<p>Social Dimension</p> <p>STRATEGY A ~ <i>Develop and apply strategies for communicating across cultures, including the cultures of gender, and poverty.</i></p> <ol style="list-style-type: none"> 1. Require students to examine events and situations from multiple perspectives. 2. Analyze and affirm commonalities and differences between and among cultures within your classroom.
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TEACHERS

Competency I: Intercultural Communication

GOAL: Adopt a global perspective that promotes the valuing of cultural, ethnic, and linguistic diversity.

	Personal Dimension	Cognitive Dimension	Social Dimension
<p>Teachers</p>	<p>STRATEGY B ~ <i>Use cultural communication styles as tools to enhance student achievement in the written, taught, and accessed curriculums.</i></p> <ol style="list-style-type: none"> 1. Monitor your own verbal and non-verbal communication for sensitivity towards others. 2. Identify and understand your personal communication style and make modifications as needed to better communicate with students and colleagues. 	<p>STRATEGY B ~ <i>Use cultural communication styles as tools to enhance student achievement in the written, taught, and accessed curriculums.</i></p> <ol style="list-style-type: none"> 1. Teach the formal register of language (the language of school and work/standard English) through the informal register of language. 2. Teach students how, when, and why to code switch (depending upon the audience) without disrespecting the home language. 	<p>STRATEGY B ~ <i>Use cultural communication styles as tools to enhance student achievement in the written, taught, and accessed curriculums.</i></p> <ol style="list-style-type: none"> 1. Use culturally responsive communication with students and parents. 2. Clarify student non-verbal communication to dispel misunderstandings. 3. Avoid sarcasm, condescension, put downs, and other verbal abuse. 4. Where appropriate, incorporate the student language and communication style to inform and enhance instruction. 5. Incorporate the culture of the home in instruction to activate prior knowledge. 6. Identify and understand students' personal communication styles. 7. Identify and appreciate the discourse patterns for both parents and students.

TEACHERS
Competency II: Prejudice Reduction

GOAL: Eliminate racism and other forms of prejudice and discrimination within the learning environment.

<p>Teachers</p>	<p>Personal Dimension</p>	<p>Cognitive Dimension</p>	<p>Social Dimension</p>
	<p>STRATEGY A ~ <i>Create a bias and harassment free learning environment by learning and practicing techniques for combating prejudice, harassment, and/or discrimination in the learning environment.</i></p> <ol style="list-style-type: none"> 1. Reflect, self-assess, and claim ownership of your own prejudices and biases. 2. Identify strategies to overcome your own prejudices and biases. 	<p>STRATEGY A ~ <i>Create a bias and harassment free learning environment by learning and practicing techniques for combating prejudice, harassment, and/or discrimination in the learning environment.</i></p> <ol style="list-style-type: none"> 1. Use instructional materials that are bias and stereotype free. 2. Use disaggregated data to develop and address patterns of concerns related to climate and achievement. 3. Use climate inventories, periodically, in the classroom to monitor the learning environment. 	<p>STRATEGY A ~ <i>Create a bias and harassment free learning environment by learning and practicing techniques for combating prejudice, harassment, and/or discrimination in the learning environment.</i></p> <ol style="list-style-type: none"> 1. Build a relationship with every child through positive daily personal interactions. 2. Foster an environment of high expectations with support for success for every student. 3. Challenge biases and stereotypes that inhibit student achievement. 4. Develop the capacity, skill, and will to challenge biases and stereotypes that inhibit inter-group understanding within your school and your classroom.

TEACHERS
Competency II: Prejudice Reduction

GOAL: Eliminate racism and other forms of prejudice and discrimination within the learning environment.

<p>Teachers</p>	<p>Personal Dimension</p> <p><i>STRATEGY B ~ Identify and use strategies that foster inter-group understandings and positive academic and social relationships.</i></p> <ol style="list-style-type: none"> 1. Create an environment in which all students see themselves and others in traditional, non-traditional, and non-stereotypical ways. 2. Understand your own evolving cultural identity. 3. Examine your beliefs and expectations for the students you teach. 	<p>Cognitive Dimension</p> <p><i>STRATEGY B ~ Identify and use strategies that foster inter-group understandings and positive academic and social relationships.</i></p> <ol style="list-style-type: none"> 1. Recognize and reward students who display positive academic behavior and social relationships. 2. Assist students in documenting, monitoring, and adjusting current levels of performance. 	<p>Social Dimension</p> <p><i>STRATEGY B ~ Identify and use strategies that foster inter-group understandings and positive academic and social relationships.</i></p> <ol style="list-style-type: none"> 1. Incorporate cooperative learning strategies into instruction. 2. Establish and nurture a classroom climate of inclusiveness, affiliation, and mutual support. 3. Help students use problem solving and conflict resolution. 4. Provide students with activities that build persistence and resilience. 5. Build a community of learners in your classroom. 6. Foster a sense of collective responsibility for all members of the school community. 7. Help students identify their personal, cognitive, and social assets and those same assets in others.
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TEACHERS

Competency III: Culturally Supportive Learning Environments

GOAL: Determine and implement appropriate strategies that allow all students to learn.

	Personal Dimension	Cognitive Dimension	Social Dimension
Teachers	<p>STRATEGY A ~ <i>Organize the educational environment in ways that support diverse learning styles and multicultural perspectives.</i></p> <ol style="list-style-type: none"> 1. Understand the rationale for using a variety of flexible grouping strategies. 2. Commit to achieving equity by addressing the individual needs of each learner. 3. Believe that you are capable of making a difference in your students' learning. 4. Understand that the level of teacher expectations directly correlates to student achievement. 5. Take ownership for students' learning. 6. Reflect on teaching practices in relationship to teacher expectations. 7. Complete a self-assessment of your teaching practices. 	<p>STRATEGY A ~ <i>Organize the educational environment in ways that support diverse learning styles and multicultural perspectives.</i></p> <ol style="list-style-type: none"> 1. Provide classroom opportunities so that students become aware of the stereotypes associated with various cultural groups and understand the negative impact of stereotyping. 2. Motivate students to work towards their fullest potential. 3. Teach the formal register of language as a way of negotiating the school system and the work environment. 4. Assess student learning styles and make appropriate instructional accommodations. 	<p>STRATEGY A ~ <i>Organize the educational environment in ways that support diverse learning styles and multicultural perspectives.</i></p> <ol style="list-style-type: none"> 1. Create an environment that increases students' willingness to take intellectual risks. 2. Provide students with guidance in identifying their purpose for being in school. 3. Teach students to connect academic success to personal efforts. 4. Foster an environment to support a "can do" attitude. 5. Help students understand their individual and collective role in the interdependent classroom community. 6. Assist students in discovering and maximizing their learning styles. 7. Share student learning styles with parents seeking their perspective and input. 8. Use a variety of grouping strategies. 9. Communicate high expectations to every student and provide supports for success.

TEACHERS
**Competency IV: Curriculum and Instruction for Education That Is Multicultural
and Accelerating Minority Achievement**

GOAL: Establish and maintain high expectations for achievement for all students.

Teachers	Personal Dimension	Cognitive Dimension	Social Dimension
	<p>STRATEGY A ~ <i>Design and implement curriculum and instruction that expands teaching efficacy in Education That is Multicultural.</i></p> <ol style="list-style-type: none"> 1. Identify your own teaching style and understand the impact of your teaching style on students with varying learning styles. 2. Vary your teaching style to match the diverse learning styles of your students. 	<p>STRATEGY A ~ <i>Design and implement curriculum and instruction that expands teaching efficacy in Education That is Multicultural.</i></p> <ol style="list-style-type: none"> 1. Reflect multicultural education components in curriculum and instruction. 2. Identify deficits in instructional practice that may negatively impact student achievement. 3. Develop and implement interdisciplinary units integrating multicultural approaches. 4. Include school success skills in your curriculum. 5. Review existing instructional materials for possible bias and report to appropriate person. 6. Select culturally relevant, bias-free instructional materials for use in the classroom. 	<p>STRATEGY A ~ <i>Design and implement curriculum and instruction that expands teaching efficacy in Education That is Multicultural.</i></p> <ol style="list-style-type: none"> 1. Teach students to work cooperatively with specific roles, individual responsibilities, and accountability for a finished product/performance.

TEACHERS
**Competency IV: Curriculum and Instruction for Education That Is Multicultural
and Accelerating Minority Achievement**

GOAL: Establish and maintain high expectations for achievement for all students.

	Personal Dimension	Cognitive Dimension	Social Dimension
<p>Teachers</p> <p>STRATEGY B ~ <i>Design and implement curriculum and instruction that expands teaching efficacy in accelerating Minority Achievement.</i></p> <ol style="list-style-type: none"> 1. Employ effective classroom management where student dignity is maintained. 2. Provide fluid, flexible grouping and movement of students to avoid the negative impact of tracking. 	<p>STRATEGY B ~ <i>Design and implement curriculum and instruction that expands teaching efficacy in accelerating Minority Achievement.</i></p> <ol style="list-style-type: none"> 1. Vary instructional strategies in order to bridge gaps in academic achievement. 2. Teach students to use self-questioning and think-aloud techniques to unpack their thinking. 3. Accelerate rather than remediate students. 4. Consider gender differences in curriculum and instruction. 5. Make career connections whenever possible. 6. Teach students to be precise and accurate. 7. Provide exemplary work samples for students. 	<p>STRATEGY B ~ <i>Design and implement curriculum and instruction that expands teaching efficacy in accelerating Minority Achievement.</i></p> <ol style="list-style-type: none"> 1. Build relationships of mutual respect. 2. Help students learn to reflect on their own academic successes and failures and set goals in order to make progress. 3. Use proximity as a tool to enhance instruction. 4. Add humor to student interactions. 5. Teach students how to share intellectually. 	

TEACHERS
Competency V: Tests, Measurements, and Assessments for Achievement Equity

GOAL: Utilize tests, measurements, and assessments to access information and prepare for instruction and learning.

	Personal Dimension	Cognitive Dimension	Social Dimension
Teachers	<p>STRATEGY A ~ <i>Select testing and assessment tools that have been normed on a variety of ethnic, gender, and socioeconomic populations to document instructional effectiveness.</i></p> <ol style="list-style-type: none"> 1. Understand how data informs instruction. 2. Use summative and formative assessments to make instructional decisions. 3. Adjust instruction (re-teaching) based on achievement patterns. 4. Focus on acceleration rather than remediation to improve achievement. 	<p>STRATEGY A ~ <i>Select testing and assessment tools that have been normed on a variety of ethnic, gender, and socioeconomic populations to document instructional effectiveness.</i></p> <ol style="list-style-type: none"> 1. Disaggregate student data. 2. Select and use assessments that are bias free. 3. Use disaggregated data to inform instruction. 4. Identify and eliminate programs and practices that are ineffective as evidenced by data. 5. Provide students with a multiplicity of opportunities and formats to show what they know. 	<p>STRATEGY A ~ <i>Select testing and assessment tools that have been normed on a variety of ethnic, gender, and socioeconomic populations to document instructional effectiveness.</i></p> <ol style="list-style-type: none"> 1. Provide diverse members of the school community with ready and user friendly access to achievement data.

TEACHERS
Competency V: Tests, Measurements, and Assessments for Achievement Equity

GOAL: Utilize tests, measurements, and assessments to access information and prepare for instruction and learning.

	Personal Dimension	Cognitive Dimension	Social Dimension
Teachers	<p>STRATEGY B ~ <i>Design instruction that results in breakthrough acceleration of minority achievement.</i></p> <ol style="list-style-type: none"> 1. Develop personal knowledge about a range of assessments. 2. Utilize assessments to monitor academic growth and to inform the design of focused instruction for acceleration of minority achievement. 3. Based on the achievement data for each student, make a personal commitment to adjust instructional objectives so that every child reaches his/her learning goals. 	<p>STRATEGY B ~ <i>Design instruction that results in breakthrough acceleration of minority achievement.</i></p> <ol style="list-style-type: none"> 1. Use differentiated instruction which means that content, process, and student products are based on student learning profiles (cultural identity, learning styles, and multiple intelligences), readiness, and interest. 2. Use assessment tools and instructional delivery that takes into consideration the affective and cultural domains of the child. 3. Based on analysis of data, update and adjust objectives to reach learning goals. 4. Use data to identify achievement patterns and gaps. 5. Design and use in-class assessments to monitor individual student progress on a daily or weekly basis, thereby providing a basis for early intervention. 6. Demystify testing formats and modalities for students as part of their testing preparation. 	<p>STRATEGY B ~ <i>Design instruction that results in breakthrough acceleration of minority achievement.</i></p> <ol style="list-style-type: none"> 1. Foster a classroom community that includes a sense of collective responsibility, interdependence, and intellectual sharing. 2. Teach students how to work as a community of learners. 3. Collaborate with other professionals in reviewing data and making programming and instructional decisions. 4. Share and utilize disaggregated data to attain stakeholder support for equitable program development throughout the school community.

STUDENTS
Competency I: Intercultural Communication

GOAL: Adopt a global perspective that promotes the valuing of cultural, ethnic, and linguistic diversity.

<p style="text-align: center;">Students</p>	<p>Personal Dimension</p> <p>STRATEGY A ~ <i>Learn about and appreciate cultural, ethnic, and linguistic diversity.</i></p> <ol style="list-style-type: none"> Learn about your own cultural heritage, both current and historic. Monitor the cultural diversity in school organizations. 	<p>Cognitive Dimension</p> <p>STRATEGY A ~ <i>Learn about and appreciate cultural, ethnic, and linguistic diversity.</i></p> <ol style="list-style-type: none"> Discuss multiple perspectives on current and historical issues. Demonstrate an appreciation of the cultural diversity in the United States while recognizing common values, beliefs, and customs. Analyze and evaluate social issues. Propose solutions to contemporary social problems (local, national, and global). 	<p>Social Dimension</p> <p>STRATEGY A ~ <i>Learn about and appreciate cultural, ethnic, and linguistic diversity.</i></p> <ol style="list-style-type: none"> Learn about the cultural heritage of others, both current and historic. Involve family, friends, and other students in learning about your cultural heritage. Discuss the wide range of diversity within cultural groups. Discuss stereotyping and its negative impact on inter-group understanding. Participate in inter-cultural groups and organizations in your school and community. Participate in a social action project to address a current issue in your school or community through school and community groups (such as student government, clubs, etc.). Extend invitations to students of all cultural groups to join organizations to some which you belong.
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STUDENTS
Competency I: Intercultural Communication

GOAL: Adopt a global perspective that promotes the valuing of cultural, ethnic, and linguistic diversity.

	Personal Dimension	Cognitive Dimension	Social Dimension
Students	<p>STRATEGY B ~ <i>Access information to expand knowledge of the history and culture of diverse groups.</i></p> <ol style="list-style-type: none"> 1. Read materials in school and at home which reinforce the concept of the United States as a society of people from many different backgrounds with common goals as a nation. 	<p>STRATEGY B ~ <i>Access information to expand knowledge of the history and culture of diverse groups.</i></p> <ol style="list-style-type: none"> 1. Critically review the media (television, movies, music, newspapers, radio, magazines, etc.) for examples of cultural bias, misrepresentations, and stereotyping. 2. Identify examples of positive and accurate portrayals of diversity in the media. 3. Access information from computer resources, texts, the media, music, art, etc. related to diverse cultural groups. 4. Utilize classroom resources, the school media center, and the public library to expand your knowledge of your own and others' cultures. 5. Learn another language and read stories and information about other cultures in that language. 	<p>STRATEGY B ~ <i>Access information to expand knowledge of the history and culture of diverse groups.</i></p> <ol style="list-style-type: none"> 1. Participate in visits to sites in your community to expand your knowledge of diversity (museums, historic sites, community centers, art galleries, faith-based sites, etc.).

STUDENTS

Competency I: Intercultural Communication

GOAL: Adopt a global perspective that promotes the valuing of cultural, ethnic, and linguistic diversity.

	Personal Dimension	Cognitive Dimension	Social Dimension
Students	<p>STRATEGY C ~ <i>Develop communication strategies to eliminate cultural conflict.</i></p> <ol style="list-style-type: none"> 1. Examine your own non-verbal communication. 	<p>STRATEGY C ~ <i>Develop communication strategies to eliminate cultural conflict.</i></p> <ol style="list-style-type: none"> 1. Develop oral communication and writing skills to clearly share your thoughts and knowledge. 2. Know and be able to use “home” language and “school” language appropriately in different settings. 3. Learn information about the home culture with other students and teachers. 4. Learn to speak a language other than your native language. 5. Recognize the impact of non-verbal communication on cross-cultural understanding. 	<p>STRATEGY C ~ <i>Develop communication strategies to eliminate cultural conflict.</i></p> <ol style="list-style-type: none"> 1. Assist English language learners to acquire written and spoken language skills. 2. Facilitate communication between your home (family) and your school community. 3. Share information about your home culture with other students and teachers. 4. Appreciate the diverse ways that others share their ideas and thoughts. 5. Participate and assume a variety of roles in different learning and social groups. 6. Interact with others who are native speakers of other languages.

STUDENTS
Competency II: Prejudice Reduction

GOAL: Eliminate racism and other forms of prejudice and discrimination within the learning environment.

<p>Students</p>	<p style="text-align: center;">Personal Dimension</p> <p>STRATEGY A ~ <i>Demand your rights as a person living in the United States, while assuming the responsibilities of citizenship.</i></p> <ol style="list-style-type: none"> Understand your right to be a respected member of your home and school families and communities. 	<p style="text-align: center;">Cognitive Dimension</p> <p>STRATEGY A ~ <i>Demand your rights as a person living in the United States, while assuming the responsibilities of citizenship.</i></p> <ol style="list-style-type: none"> Learn about your rights reflected in federal, state, and local laws pertaining to diversity factors such as gender, race, national origin, disability, language, homelessness, and age. Learn about the history of past laws and events related to discrimination based on a range of diversity factors in both the United States and around the world. 	<p style="text-align: center;">Social Dimension</p> <p>STRATEGY A ~ <i>Demand your rights as a person living in the United States, while assuming the responsibilities of citizenship.</i></p> <ol style="list-style-type: none"> Assume a leadership role in presenting information about educational and civil rights in your school publications and activities.
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STUDENTS
Competency II: Prejudice Reduction

GOAL: Eliminate racism and other forms of prejudice and discrimination within the learning environment.

Students	Personal Dimension	Cognitive Dimension	Social Dimension
	<p>STRATEGY B ~ <i>Promote a school/class environment that is free from bullying, harassment, and intolerance.</i></p> <ol style="list-style-type: none"> 1. Be respectful to the diverse individuals in your school and community. 2. Refrain from behaviors that harass, bully, or “put down” others. 	<p>STRATEGY B ~ <i>Promote a school/class environment that is free from bullying, harassment, and intolerance.</i></p> <ol style="list-style-type: none"> 1. Know your school and school system policies related to bullying, harassment, and intolerance. 2. Learn the impact that bullying and harassment have on others. 3. Learn about individuals who model and promote peaceful interactions. 	<p>STRATEGY B ~ <i>Promote a school/class environment that is free from bullying, harassment, and intolerance.</i></p> <ol style="list-style-type: none"> 1. Seek assistance from adults and peers at school and home when you are a target of harassment, bullying, intolerance, or discrimination. 2. Help or seek help for others who are the targets of bullying and harassment for any reason or factor (such as race, sexual orientation, gender, physical appearance, economic level, disability, religion, language, etc.). 3. Make new students feel welcome in your school. 4. Establish or participate in school activities or organizations that work to eliminate discrimination, harassment, bullying, and intolerance.

STUDENTS
Competency III: Culturally Supportive Learning Environments

GOAL: Determine and implement appropriate strategies that allow all students to learn.

Students	Personal Dimension	Cognitive Dimension	Social Dimension
	<p>STRATEGY A ~ <i>Develop a sense of collective responsibility for learning.</i></p> <ol style="list-style-type: none"> 1. Demonstrate resiliency and perseverance in facing challenges and adversity. 2. Be willing to make mistakes and to learn from them. 3. Develop a “Can Do” attitude for school and life. 4. Understand the relationship between personal effort and success. 	<p>STRATEGY A ~ <i>Develop a sense of collective responsibility for learning.</i></p> <ol style="list-style-type: none"> 1. Be an academic risk-taker in asking questions, participating in class discussions, and expressing your own ideas. 2. Learn and use coping strategies for dealing with challenges and adversity. 	<p>STRATEGY A ~ <i>Develop a sense of collective responsibility for learning.</i></p> <ol style="list-style-type: none"> 1. Communicate and interact positively with peers and adults to promote a sense of community. 2. Contribute to the advancement and success of the classroom community. 3. Use your personal strengths and abilities to help the school community.

STUDENTS
Competency III: Culturally Supportive Learning Environments

GOAL: Determine and implement appropriate strategies that allow all students to learn.

	Personal Dimension	Cognitive Dimension	Social Dimension
Students	<p>STRATEGY B ~ <i>Contribute to a safe and orderly classroom and school environment that promotes achievement and success for all students.</i></p> <ol style="list-style-type: none"> 1. Maintain a lifestyle free of disruptive, violent, or criminal behaviors. 2. Maintain a healthy lifestyle free of drugs and alcohol. 	<p>STRATEGY B ~ <i>Contribute to a safe and orderly classroom and school environment that promotes achievement and success for all students.</i></p> <ol style="list-style-type: none"> 1. Learn when and how to appropriately approach adults regarding school concerns. 2. Learn and understand the positive and negative consequences of your actions. 3. Learn and know how to deal positively with conflict. 	<p>STRATEGY B ~ <i>Contribute to a safe and orderly classroom and school environment that promotes achievement and success for all students.</i></p> <ol style="list-style-type: none"> 1. Understand and obey school and classroom rules and regulations. 2. Demonstrate respect for yourself and for the rights of others. 3. Treat educators and peers with respect. 4. Choose productive and positive friends and role models.

STUDENTS
**Competency IV: Curriculum and Instruction for Education That Is Multicultural
and Accelerating Minority Achievement**

GOAL: Establish and maintain high expectations for achievement for all students.

	Personal Dimension	Cognitive Dimension	Social Dimension
<p>Students</p>	<p>STRATEGY A ~ <i>Develop skills and competencies to enhance achievement.</i></p> <ol style="list-style-type: none"> 1. Attend school regularly and on time. 2. Develop a plan to organize your time effectively to complete tasks. 3. Organize your class work to help you prepare for future lessons. 4. Acquire and practice effective study habits. 5. Learn to work both independently and collaboratively. 6. Recognize and use learning and organizational strategies that are the most effective for you personally. Find out what works best for you and do it. 7. Identify your personal strengths, abilities, and interests. 	<p>STRATEGY A ~ <i>Develop skills and competencies to enhance achievement.</i></p> <ol style="list-style-type: none"> 1. Complete all class and home assignments on time. 2. Find out what work was missed when you are absent and make it up promptly. 3. Improve note-taking, research, and organizational skills. 4. Organize your class work to help you prepare for future lessons. 5. Acquire and practice effective study habits. 6. Clarify expectations for lessons and assignments. 7. Use exemplary work as a model for your own work in school and in the community. 8. Use learning resources available in your school, community, and home. 9. Work to become proficient in English, while maintaining your home language. 10. Become proficient in the use of computer technology. 	<p>STRATEGY A ~ <i>Develop skills and competencies to enhance achievement.</i></p> <ol style="list-style-type: none"> 1. Find out how you learn best. Work with your teachers or counselors to identify your preferred learning style(s) and multiple intelligences. 2. Access learning through your preferred style(s) while developing other modes of learning. 3. Learn to work both independently and collaboratively. 4. Actively participate in classroom activities such as discussions and projects.

STUDENTS
**Competency IV: Curriculum and Instruction for Education That Is Multicultural
and Accelerating Minority Achievement**

GOAL: Establish and maintain high expectations for achievement for all students.

	Personal Dimension	Cognitive Dimension	Social Dimension
Students	<p>STRATEGY B – <i>Support a climate of commitment to education.</i></p> <ol style="list-style-type: none"> 1. Make academic success an important and valued goal for you and your friends. 2. Take responsibility for your own learning. 3. Set short-term and long-term achievement and career goals. 4. Develop habits of working hard to achieve desired goals. 5. Stay in school and graduate from high school. 6. Plan, prepare for, and enroll in higher level and advanced courses. 7. Become a life-long learner. 	<p>STRATEGY B – <i>Support a climate of commitment to education.</i></p> <ol style="list-style-type: none"> 1. Develop critical thinking skills. 2. Make connections between educational success and preparation to earn a living in society. 3. Participate fully in appropriate special school academic programs to meet your own needs (such as ELL, Reading Recovery, summer learning activities, etc.). 4. Read a variety of materials in school and at home to improve your reading skills and to learn more about the world. 5. Obtain information about credits and courses needed for graduation, admittance into higher education, and the world of work. 6. Continue math instruction throughout your academic years to better prepare you for the world of work and college. 7. Encourage your school, media center, and school system to expand their resources (texts, videos, computer programs, etc.) to reflect the history and culture of people of different backgrounds. 	<p>STRATEGY B – <i>Support a climate of commitment to education.</i></p> <ol style="list-style-type: none"> 1. Encourage your friends to strive for academic success. 2. Discuss with family members, teachers, and guidance counselors plans to attend college and prepare for the world of work. 3. Serve as a tutor or mentor for peers or younger students. 4. Participate actively to complete state Service Learning requirements for graduation. 5. Participate in school and community activities that expand your talents and skills (academic clubs, music groups, math-science programs, debating teams, video production groups, drama programs, and athletics).

STUDENTS
**Competency IV: Curriculum and Instruction for Education That Is Multicultural
 and Accelerating Minority Achievement**

GOAL: Establish and maintain high expectations for achievement for all students.

Students	Personal Dimension	Cognitive Dimension	Social Dimension
	<p>STRATEGY C ~ <i>Actively seek support from others to assist you in reaching your goals.</i></p> <ol style="list-style-type: none"> 1. Seek guidance from others as you determine your purpose for attending school regularly. 	<p>STRATEGY C ~ <i>Actively seek support from others to assist you in reaching your goals.</i></p> <ol style="list-style-type: none"> 1. Learn about and take advantage of academic assistance available in your school and community (tutoring, after-school help, teacher conferences, etc.). 	<p>STRATEGY C ~ <i>Actively seek support from others to assist you in reaching your goals.</i></p> <ol style="list-style-type: none"> 1. Encourage family members, guardians, and community members to share their knowledge, skills, and cultural heritage with you and other students. 2. Ask family members to visit school and attend conferences and special events. 3. Seek assistance from adults in your school related to their roles and responsibilities (counselor, school nurse, etc.). 4. Identify an adult you relate to in your school setting to serve as a mentor and a role model. 5. Reach out to community leaders from diverse cultural backgrounds to participate in school activities and to help solve problems related to their areas of interest. 6. Help organize and participate in student academic recognition ceremonies and activities.

STUDENTS
**Competency IV: Curriculum and Instruction for Education That Is Multicultural
and Accelerating Minority Achievement**

GOAL: Establish and maintain high expectations for achievement for all students.

	Personal Dimension	Cognitive Dimension	Social Dimension
Students	<p>STRATEGY D – <i>Develop knowledge and skills to become a self-sufficient contributing member of a global society.</i></p> <ol style="list-style-type: none"> Determine your career interests and find out what academic and skill preparation is required for jobs in your area of interest. Vote in student elections as preparation for voting as an adult in local, state, and national elections. 	<p>STRATEGY D – <i>Develop knowledge and skills to become a self-sufficient contributing member of a global society.</i></p> <ol style="list-style-type: none"> Learn about and discuss local, national, and global issues in the news to be able to make informed decisions. Identify ways in which individuals can play a role in school, local, state, national, and global decision-making. Identify the requirements for United States citizenship for people born in other countries who come to the United States. 	<p>STRATEGY D – <i>Develop knowledge and skills to become a self-sufficient contributing member of a global society.</i></p> <ol style="list-style-type: none"> Interact with students from other cultures/countries/regions to gain appreciation and understanding of other cultures/countries/regions.

STUDENTS
Competency V: Tests, Measurements, and Assessments for Achievement Equity

GOAL: Utilize tests, measurements, and assessments to access information and prepare for instruction and learning.

	Personal Dimension	Cognitive Dimension	Social Dimension
<p>Students</p>	<p>STRATEGY A ~ <i>Prepare physically, emotionally, and academically for tests, measurements, and assessments.</i></p> <ol style="list-style-type: none"> 1. Visualize yourself achieving success on tests and assessments. 2. Be well rested and have a nutritious meal before taking classroom, state, and national tests. 3. Take preparation courses for PSAT, SAT, and AP exams. 4. Take PSAT and SAT exams. 5. Enroll in AP and Honors courses. 	<p>STRATEGY A ~ <i>Prepare physically, emotionally, and academically for tests, measurements, and assessments.</i></p> <ol style="list-style-type: none"> 1. Study in advance for tests. 2. Use resource materials to help you learn information (flash cards, study outlines, etc.). 	<p>STRATEGY A ~ <i>Prepare physically, emotionally, and academically for tests, measurements, and assessment.</i></p> <ol style="list-style-type: none"> 1. Form peer study and support groups to prepare for assessments.

STUDENTS
Competency V: Tests, Measurements, and Assessments for Achievement Equity

GOAL: Utilize tests, measurements, and assessments to access information and prepare for instruction and learning.

	Personal Dimension	Cognitive Dimension	Social Dimension
Students	<p>STRATEGY B ~ <i>Use tests, measurements, and assessments to evaluate your progress and to set academic goals for improvement.</i></p> <ol style="list-style-type: none"> Develop new learning goals based on the analysis of your test results. Develop a personal portfolio of sample school work to demonstrate what you have learned and what skills and abilities you have developed. Actively monitor progress toward achieving learning goals. 	<p>STRATEGY B ~ <i>Use tests, measurements, and assessments to evaluate your progress and to set academic goals for improvement.</i></p> <ol style="list-style-type: none"> Work to meet achievement standards at or above grade level. Learn to understand and interpret test results. Ask teachers for clarification as needed. Use tests, measurements, and assessments to identify your academic strengths and areas for improvement. Identify your current level of performance and determine ways to improve it. 	<p>STRATEGY B ~ <i>Use tests, measurements, and assessments to evaluate your progress and to set academic goals for improvement.</i></p> <ol style="list-style-type: none"> Acquire your test and assessment results and discuss them with your teachers and school staff. Discuss grades, report cards, and assessment results with your family and teachers on a regular basis.

PARENTS
Competency I: Intercultural Communication

GOAL: Adopt a global perspective that promotes the valuing of cultural, ethnic, and linguistic diversity.

Parents	Personal Dimension	Cognitive Dimension	Social Dimension
	<p>STRATEGY A ~ <i>Participate in activities that enhance communication between schools and families.</i></p> <ol style="list-style-type: none"> 1. Identify your interests, assets, talents, language, and cultural heritage that you can share. 2. Identify any personal needs for expanding your communication skills. 	<p>STRATEGY A ~ <i>Participate in activities that enhance communication between schools and families.</i></p> <ol style="list-style-type: none"> 1. Suggest topics for school/parent discussion groups. 2. Seek resources to learn written and spoken English. 	<p>STRATEGY A ~ <i>Participate in activities that enhance communication between schools and families.</i></p> <ol style="list-style-type: none"> 1. Work with translators as needed to help you communicate questions and concerns if English is not your first language. 2. Utilize a range of communication systems, including notes, phone calls, web sites, list serves, e-mail, and newsletters. 3. Post information about intercultural events or resources on school bulletin boards and at community, faith-based, and work sites. 4. Offer support to other parents in parent discussion groups. 5. Share your interests, assets, talents, language, and heritage at school activities.

PARENTS
Competency I: Intercultural Communication

GOAL: Adopt a global perspective that promotes the valuing of cultural, ethnic, and linguistic diversity.

	Personal Dimension	Cognitive Dimension	Social Dimension
Parents	<p>STRATEGY B ~ <i>Enhance school programs, classroom activities, and teacher-student interactions.</i></p> <ol style="list-style-type: none"> 1. Assess the needs of the school and determine how you can help advance an understanding of your culture. 	<p>STRATEGY B ~ <i>Enhance school programs, classroom activities, and teacher-student interactions.</i></p> <ol style="list-style-type: none"> 1. Hold meetings in community centers, libraries, faith-based centers, and other community sites to increase community involvement. 2. Collaborate with cultural institutions or libraries to provide family-friendly multicultural guides to the areas (maps, activity packs, or guided tours). 3. Share information about cultural holidays and traditions. 	<p>STRATEGY B ~ <i>Enhance school programs, classroom activities, and teacher-student interactions.</i></p> <ol style="list-style-type: none"> 1. Hold multicultural events, i.e., informational sessions and multicultural focus groups to increase cross-cultural understanding. 2. Establish parent focus groups to help school staff better understand families and their heritage. 3. Assist with parent-led language classes or clubs.

PARENTS
Competency II: Prejudice Reduction

GOAL: Eliminate racism and other forms of bias, prejudice and discrimination within the learning environment.

Parents	Personal Dimension	Cognitive Dimension	Social Dimension
	<p>STRATEGY A ~ <i>Communicate regularly with the school, with other parents, and with children, the concerns and issues related to bias, prejudice, and discrimination in school settings.</i></p> <ol style="list-style-type: none"> 1. Identify areas of concern related to bias, prejudice, and discrimination in your child’s school. 2. Identify positive intercultural aspects of your child’s school. 	<p>STRATEGY A ~ <i>Communicate regularly with the school, with other parents, and with children, the concerns and issues related to bias, prejudice, and discrimination in school settings.</i></p> <ol style="list-style-type: none"> 1. Teach children to recognize bias and to refrain from bias, prejudice, and discriminatory behavior. 2. Teach children to report any bias or harassment incidents to responsible adults. 	<p>STRATEGY A ~ <i>Communicate regularly with the school, with other parents, and with children, the concerns and issues related to bias, prejudice, and discrimination in school settings.</i></p> <ol style="list-style-type: none"> 1. Participate in parent discussion groups/study circles related to bias, prejudice, and discrimination. 2. Model bias-free behaviors. 3. Share bias-free literature with children. 4. Report to school officials any incidents of bias, prejudice, and discrimination.

PARENTS
Competency II: Prejudice Reduction

GOAL: Eliminate racism and other forms of bias, prejudice and discrimination within the learning environment.

	Personal Dimension	Cognitive Dimension	Social Dimension
Parents	<p>STRATEGY B ~ <i>Share cultures, careers, and traditions to assist schools to better understand students and families to create bias-free learning.</i></p> <ol style="list-style-type: none"> 1. Identify multicultural literature and resources about your cultural heritage to share with your child's school. 2. Identify personal aspects of cultures and traditions that could be shared with schools. 	<p>STRATEGY B ~ <i>Share cultures, careers, and traditions to assist schools to better understand students and families to create bias-free learning.</i></p> <ol style="list-style-type: none"> 1. Encourage schools to hold meetings in locations such as community centers, libraries, faith-based centers, and other sites. 2. Prepare a list or collection of resources (books, music, etc.) that reflect your culture. 3. Identify role models and speakers reflecting your culture. 	<p>STRATEGY B ~ <i>Share cultures, careers, and traditions to assist schools to better understand students and families to create bias-free learning.</i></p> <ol style="list-style-type: none"> 1. Share information on your cultural heritage to reduce bias and stereotypes. 2. Partner with staff and parent groups to hold multicultural events where families share traditional customs and foods. 3. Volunteer to assist with cultural clubs and activities, language classes and summer programs, and after-school care. 4. Share cultural heritage information at school in your children's classes, at assemblies, special programs, and clubs. 5. Participate in a career fair at school.

PARENTS
Competency III: Culturally Supportive Learning Environments

GOAL: Determine and implement appropriate strategies that allow all students to learn.

	Personal Dimension	Cognitive Dimension	Social Dimension
<p>Parents</p>	<p>STRATEGY A ~ <i>Participate in out-of-school or community activities that enhance learning.</i></p> <ol style="list-style-type: none"> 1. Use out-of-school or community services and resources to strengthen your skills and the learning potential of children. 2. Seek leisure time activities that can enhance your child's academic achievement. 3. Support your child's participation in extra-curricular activities. 4. Ensure that your child is engaged in productive activities after school. 5. Monitor the quality and quantity of your child's TV use. 6. Learn English skills to be able to assist your children with their school work. 	<p>STRATEGY A ~ <i>Participate in out-of-school or community activities that enhance learning.</i></p> <ol style="list-style-type: none"> 1. Make tutoring available for children at faith-based institutions or other community sites. 2. Involve community organizations and work-site partners in supporting and enhancing learning through academic challenges, special mentoring projects (Black Saga Competition, etc.), or tutoring. 3. Post information about community learning resources on school bulletin boards and at community, faith-based, and work sites. 4. Promote reading by involving students in summer reading programs, access to technology, read-a-thons, family readings, and other activities. 5. Develop reading fairs or plan used book sales with public libraries, schools, etc. 	<p>STRATEGY A ~ <i>Participate in out-of-school or community activities that enhance learning.</i></p> <ol style="list-style-type: none"> 1. Participate in academic nights for parents and students that focus on the school's curriculum (Family Math, etc.). 2. Attend community activities that promote or extend academic achievement and cultural diversity.

PARENTS
Competency III: Culturally Supportive Learning Environments

GOAL: Determine and implement appropriate strategies that allow all students to learn.

Parents	Personal Dimension	Cognitive Dimension	Social Dimension
	<p><i>STRATEGY B ~ Communicate information that will help the school better understand your children's needs, enhance school programs, classroom learning activities, and teacher-student interactions.</i></p> <ol style="list-style-type: none"> 1. Provide information to the school about your child's special needs and abilities, interests, and learning styles. 	<p><i>STRATEGY B ~ Communicate information that will help the school better understand your children's needs, enhance school programs, classroom learning activities, and teacher-student interactions.</i></p> <ol style="list-style-type: none"> 1. Research and learn about specific topics related to your child's needs and abilities, interests, and learning styles in order to share with school. 2. Gather facts and all perspectives when your child reports problems at school. 	<p><i>STRATEGY B ~ Communicate information that will help the school better understand your children's needs, enhance school programs, classroom learning activities, and teacher-student interactions.</i></p> <ol style="list-style-type: none"> 1. Ask questions and express concerns to school staff about learning activities and student behavior. 2. Share interests, assets, talents, and information about your cultural and language heritage.

PARENTS
Competency III: Culturally Supportive Learning Environments

GOAL: Determine and implement appropriate strategies that allow all students to learn.

Parents	Personal Dimension	Cognitive Dimension	Social Dimension
	<p>STRATEGY C ~ <i>Participate in parent groups and projects related to supporting your child's learning.</i></p> <ol style="list-style-type: none"> 1. Seek information about parent programs offered at your child's school or in the community. 2. Seek information about school and community programs related to diversity and cultural heritage. 	<p>STRATEGY C ~ <i>Participate in parent groups and projects related to supporting your child's learning.</i></p> <ol style="list-style-type: none"> 1. Suggest topics for parent organizations. Read about those topics to become better informed. 2. Write a parent column for the school newsletter. 	<p>STRATEGY C ~ <i>Participate in parent groups and projects related to supporting your child's learning.</i></p> <ol style="list-style-type: none"> 1. Attend workshops on topics such as parenting, literacy and numeracy skill development, etc. 2. Become involved in school committees having parent representation.

PARENTS
Competency III: Culturally Supportive Learning Environments

GOAL: Determine and implement appropriate strategies that allow all students to learn.

	Personal Dimension	Cognitive Dimension	Social Dimension
Parents	<p>STRATEGY D ~ <i>Engage students in learning at home and create home environments that support academic success.</i></p> <ol style="list-style-type: none"> Gather learning materials from sources such as libraries and community groups for use in your home. Model step-by-step processes to help your child problem solve and control impulses. Create home environments that foster learning, designating a regular time and place to complete homework, etc. Model skills at home such as time management and organizational skills. 	<p>STRATEGY D ~ <i>Engage students in learning at home and create home environments that support academic success.</i></p> <ol style="list-style-type: none"> Encourage reading by providing reading materials, maintaining a list of new words, and establishing daily family reading time, during which you read to children or listen to children read. Develop children’s thinking and problem-solving skills through participation in music and artistic activities, completing puzzles and playing mental games involving sorting, finding patterns, sequencing, and hand/eye coordination activities. 	<p>STRATEGY D ~ <i>Engage students in learning at home and create home environments that support academic success.</i></p> <ol style="list-style-type: none"> Involve children in home activities like following recipes, completing chores, counting money to pay for groceries, writing letters, playing games of skill, and establishing hobbies. Express high but realistic expectations for your child’s achievement. Take your child to educational events at libraries, museums, and other community or faith-based institutions. Read to and with your child every day including multicultural materials. Talk daily with your child about school activities and progress. Talk with children about their plans for future education and employment and the skills they will need to attain their goals. Talk with children every day, during daily routines and family meals, and give everyone a chance to talk and be heard.

PARENTS
**Competency IV: Curriculum and Instruction for Education That Is Multicultural
and Accelerating Minority Achievement**

GOAL: Establish and maintain high expectations for achievement for all students.

Parents	Personal Dimension	Cognitive Dimension	Social Dimension
	<p>STRATEGY A ~ <i>Communicate regularly with the school about instruction and curriculum.</i></p> <ol style="list-style-type: none"> 1. Review your school's curriculum for cultural diversity and an expression of high expectations for all students. 	<p>STRATEGY A ~ <i>Communicate regularly with the school about instruction and curriculum.</i></p> <ol style="list-style-type: none"> 1. Co-sponsor and attend academic nights for parents and students that focus on the school's curriculum. 2. Volunteer to serve as a parent representative on your school system's Curriculum/Textbook Review Committee. 	<p>STRATEGY A ~ <i>Communicate regularly with the school about instruction and curriculum.</i></p> <ol style="list-style-type: none"> 1. Share information and learning resources about your heritage for teachers to use in the curriculum. 2. Discuss with school staff any lack of inclusiveness/diversity in the curriculum.

PARENTS
Competency IV: Curriculum and Instruction for Education That Is Multicultural
and Accelerating Minority Achievement

GOAL: Establish and maintain high expectations for achievement for all students.

Parents	Personal Dimension	Cognitive Dimension	Social Dimension
	<p>STRATEGY B ~ <i>Participate in events designed to help other parents support school readiness and ongoing achievement in children.</i></p> <ol style="list-style-type: none"> 1. Seek information about school readiness programs. 2. Find out what school services are available for English Language Learners if English is not your first language. 3. Find out what services are available to evaluate or assist your child with special learning needs. 	<p>STRATEGY B ~ <i>Participate in events designed to help other parents support school readiness and ongoing achievement in children.</i></p> <ol style="list-style-type: none"> 1. Assist the school in surveying parents to determine appropriate topics for workshops and help to secure speakers from diverse cultural backgrounds 	<p>STRATEGY B ~ <i>Participate in events designed to help other parents support school readiness and ongoing achievement in children.</i></p> <ol style="list-style-type: none"> 1. Participate in read-aloud and storytelling workshops to enhance literacy practices at home. 2. Share examples of multicultural literature and reading materials that reflect your heritage.

PARENTS
**Competency IV: Curriculum and Instruction for Education That Is Multicultural
and Accelerating Minority Achievement**

GOAL: Establish and maintain high expectations for achievement for all students.

	Personal Dimension	Cognitive Dimension	Social Dimension
Parents	<p>STRATEGY C ~<i>Increase school and classroom visitations.</i></p> <ol style="list-style-type: none"> In preparing for a school visit, consider the following: textbook and classroom materials; class size; school appearance (physical facilities, cleanliness); curriculum; teacher behavior, attitudes, expectations for learning and behavior; classroom management; curriculum and instructional skills; and achievement goals. 	<p>STRATEGY C ~<i>Increase school and classroom visitations.</i></p>	<p>STRATEGY C ~<i>Increase school and classroom visitations.</i></p> <ol style="list-style-type: none"> Visit your child's school and classroom in addition to attending Parent Conference Days, PTAs, etc. Provide information to the school staff about what you learn during your school visits that will help your child succeed.

PARENTS
**Competency IV: Curriculum and Instruction for Education That Is Multicultural
and Accelerating Minority Achievement**

GOAL: Establish and maintain high expectations for achievement for all students.

Parents	Personal Dimension	Cognitive Dimension	Social Dimension
	<p>STRATEGY D ~ <i>Develop relationships with school administrators and teachers to improve the achievement of students.</i></p> <ol style="list-style-type: none"> 1. Make a commitment to develop and maintain working relationships of mutual respect with teachers and school administrators via school visits, telephone conversations, and written communications. 	<p>STRATEGY D ~ <i>Develop relationships with school administrators and teachers to improve the achievement of students.</i></p> <ol style="list-style-type: none"> 1. Attend parent workshops or parent meetings to learn specific roles of school staff related to student achievement. 	<p>STRATEGY D ~ <i>Develop relationships with school administrators and teachers to improve the achievement of students.</i></p> <ol style="list-style-type: none"> 1. Immediately respond to any notices from teachers or the school. 2. Discuss with principals, teachers, and staff the special needs, learning styles, talents, and behaviors of your child. 3. Volunteer at your child's school or provide other means of support.

PARENTS
Competency V: Tests, Measurements, and Assessments for Achievement Equity

GOAL: Utilize tests, measurements, and assessments to access information and prepare for instruction and learning.

	Personal Dimension	Cognitive Dimension	Social Dimension
<p>Parents</p>	<p>STRATEGY A ~ <i>Seek information about the tests, measurements, and assessments used in your child's classroom/school/school system.</i></p> <ol style="list-style-type: none"> 1. Regularly review your child's report cards, progress reports, daily assignments, and homework. 2. Note patterns of achievement and areas needing improvement. 	<p>STRATEGY A ~ <i>Seek information about the tests, measurements, and assessments used in your child's classroom/school/school system.</i></p> <ol style="list-style-type: none"> 1. Learn from meetings and/or websites that present information about local and state assessments. 2. Ask school staff to explain what test scores mean as related to your child and what progress your child is making toward achievement. 3. Find out what procedure is being used to measure your child's progress if English is not your child's home language. 4. Acquire information to access special programs such as English Language Learner, Special Education, and Gifted and Talented. 	<p>STRATEGY A ~ <i>Seek information about the tests, measurements, and assessments used in your child's classroom/school/school system.</i></p> <ol style="list-style-type: none"> 1. Meet with your child's teachers, counselors, or administrators to discuss assessment results and academic plans for success.

PARENTS
Competency V: Tests, Measurements, and Assessments for Achievement Equity

GOAL: Utilize tests, measurements, and assessments to access information and prepare for instruction and learning.

Parents	Personal Dimension	Cognitive Dimension	Social Dimension
	<p>STRATEGY B ~ <i>Based on tests, measurements, and assessments, determine ways to enhance your child's achievement.</i></p> <ol style="list-style-type: none"> Note the areas in which your child is making progress on tests, measurements, and assessments. Seek assistance from school/ community resources to help your child. 	<p>STRATEGY B ~ <i>Based on tests, measurements, and assessments, determine ways to enhance your child's achievement.</i></p> <ol style="list-style-type: none"> Learn about tutoring and other resources available in the community to support achievement. 	<p>STRATEGY B ~ <i>Based on tests, measurements, and assessments, determine ways to enhance your child's achievement.</i></p> <ol style="list-style-type: none"> Celebrate your child's progress as measured on tests and assessments. Volunteer to tutor and/or mentor students who need assistance in making progress on tests, measurements, and assessments. Seek the assistance of family members or others for tutoring or mentoring of your child.

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INTRODUCTION

Professional competencies for enhancing teacher efficacy in implementing Education That Is Multicultural and accelerating minority achievement

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Life in the 21st Century requires citizens who are skilled and comfortable in handling a multiplicity of perspectives in order to solve universal human problems and to advance the common good for all people. Such a citizenry must have a very special educational grounding. Education That Is Multicultural is the foundational pedagogy that allows students to experience knowledge in a humanistic and inclusive manner. Minority achievement speaks to the belief that there are no expendable children when it comes to excellence in education.

Education That Is Multicultural and Minority Achievement are major priorities of the Maryland State Department of Education and of the U.S. Department of Education. In effect, they are the will of the State Board of Education, the will of the State Superintendent of Schools and the will of the nation. Where there is a will, there must be a way. The way to ensure educational excellence for all of our children is to equip our teachers and administrators with the skills needed to make the written, taught, and assessed curriculum and instructional practices reflective of the tenets of Education That Is Multicultural. Our teachers and administrators must also have the instructional skills to effectively educate students from diverse ethnic, gender, socioeconomic, and language groups. Every child counts!

The Professional Competencies for Enhancing Teacher Efficacy in Implementing Education That Is Multicultural and Accelerating Minority Achievement were developed by the ETMA Network to assist educators in the State of Maryland to more fully implement the Education That Is Multicultural Regulation. The competencies were also created to assist educators in significantly accelerating the academic achievement of minority

and lower socioeconomic students in Maryland. These competencies are a beginning. They come from an established body of knowledge from the theories and research on multicultural education and minority achievement. Review of pertinent literature yielded the following five core competencies as essential to success in effectively teaching minority and low-income students.

- Intercultural Communication
- Prejudice Reduction
- Establishing Culturally Supportive Learning Environments
- Designing Curriculum and Instruction for Education That Is Multicultural and Accelerating Minority Achievement
- Tests, Measurements, and Assessments for Achievement Equity

These competencies will certainly help in shaping professional development offerings for administrators, teachers, support staff, and education paraprofessionals. Objectives within the competencies can also inform certain aspects of teacher and administrator evaluation. Most important, these competencies, when implemented, should benefit all children.

PROFESSIONAL DEVELOPMENT COMPETENCIES

FOR ENHANCING TEACHER EFFICACY
IN IMPLEMENTING EDUCATION THAT IS
MULTICULTURAL AND ACCELERATING MINORITY
ACHIEVEMENT

CORE COMPETENCIES

- Intercultural Communication
- Prejudice Reduction
- Establishing Culturally Supportive Learning Environments
- Designing Curriculum and Instruction For Education That Is Multicultural and Accelerating Minority Achievement
- Tests, Measurements, and Assessments for Achievement Equity

Education That Is Multicultural and Achievement
Core Competencies

Intercultural Communication

Education That Is Multicultural Key Objectives	Minority Achievement Key Objectives
Participants will be able to:	Participants will be able to:
Define vocabulary of the field. The definitions of culture and multiculturalism to be inclusive of the diversity represented in ETMA, including the mainstream culture of the United States.	Develop communication strategies to eliminate cultural conflict between the home and school environment.
Analyze and affirm commonalities and differences within and among cultures.	Develop instructional strategies that bridge the verbal and non-verbal communication styles of students and the preferred communication styles of educators.
Articulate and implement principles of multicultural education in the written, taught, and assessed curriculum.	Develop instructional strategies that use the language, communication styles, and culture of the home as vehicles to accelerate student achievement in academic subject areas.
In order to: Develop and apply strategies for communicating across cultures, including cultures of gender and poverty.	In order to: Use cultural communication styles as tools to enhance student achievement in the written, taught, and assessed curriculum.

Education That Is Multicultural and Achievement
Core Competencies

Prejudice Reduction

Education That Is Multicultural Key Objectives	Minority Achievement Key Objectives
Participants will be able to:	Participants will be able to:
Self-assess and claim ownership of their own prejudices and biases, and identify strategies to overcome them when teaching.	Demonstrate an understanding of prejudice and discrimination and the negative effects of both on the academic achievement of minority students.
Develop the capacity and skill to challenge biases and stereotypes which inhibit intergroup understanding.	Develop an action plan that demonstrates instructional strategies, which proactively avoid and eliminate bias and stereotyping, prejudice and discrimination from the instructional process.
<p>In Order to:</p> <ul style="list-style-type: none"> • Learn and practice techniques for combating prejudice, harassment, and/or discrimination in the learning environment. • Identify and use strategies which foster intergroup understanding and positive academic and social relationships. • Create bias- and harassment-free learning environments for all students. 	

Education That Is Multicultural and Achievement
Core Competencies

Establishing Culturally Supportive Learning Environments

Education That Is Multicultural Key Objectives	Minority Achievement Key Objectives
Participants will be able to:	Participants will be able to:
Describe and implement communal and cooperative learning strategies that establish and nurture a classroom climate of inclusiveness, affiliation, and mutual support.	Recognize and reflect on their own teaching practices in relationship to the Teacher Expectations/ Student Achievement (TESA) research.
Create a physical environment in which all students see themselves and others in traditional, non-traditional, and non-stereotypical ways.	Examine their beliefs and expectations for students of various social, ethnic, and economic groups in order to modify their teaching behaviors to ensure they hold the same high expectations for all students.
Describe and help students use problem solving and conflict resolution strategies.	Identify a repertoire of teacher behaviors that increase students' willingness to take intellectual risks and develop self-efficacy in academic achievement.
Provide classroom opportunities for students to become aware of the stereotypes associated with various cultural groups and understand the negative impact of stereotyping.	Describe an array of grouping practices that students should experience daily in order to maximize academic achievement.
Commit to achieving equity for all students and believe that they are capable of making a difference in their students' learning.	Use strategies that help all students to be motivated to work toward the highest degrees of academic achievement.
Describe their own cultural identities.	
Understand and appreciate how expectations have a profound impact on the self-confidence and educational outcomes of all learners.	
Demonstrate an understanding of how cultural assumptions and biases influence knowledge construction and contribute to educational inequities.	
In order to: Organize the educational environment in ways that support diverse learning styles and multicultural perspectives.	

Designing Curriculum and Instruction for Education That Is Multicultural and Accelerating Minority Achievement

Education That Is Multicultural Key Objectives	Minority Achievement Key Objectives
Participants will be able to:	Participants will be able to:
Identify diversity factors that should be reflected in curriculum and instruction for education that is multicultural.	Vary instructional communication strategies in order to bridge gaps in academic achievement.
Identify cultural disparities that may exist in curriculum and in instructional practice that may impact student achievement for diverse student populations.	Use a variety of instructional grouping strategies in order to accelerate minority achievement and avoid tracking students in low performing groups.
Demonstrate an understanding of the impact of diversity factors on teaching style.	Demonstrate instructional behaviors that communicate high expectations for all students to achieve at high levels of academic performance.
Develop and implement interdisciplinary units integrating multicultural approaches.	Identify and implement instructional interactions that specifically result in acceleration of academic achievement for low performing ethnic, gender, and socioeconomic student groups.
Commit to achieving equity for all students and believe that they are capable of making a difference in their students' learning.	Use strategies that help all students to be motivated to work toward the highest degrees of academic achievement.

Education That Is Multicultural Key Objectives	Minority Achievement Key Objectives
Identify the tenets and infusion goals in the Education That Is Multicultural By-law in order to review existing curriculum for ETMA infusion and to infuse ETMA into curriculum where it does not exist.	
Review existing instructional materials for possible bias across ethnicity, gender, and socio-economic class.	
Select culturally relevant instructional materials for use in the classroom.	
<p>Understand Theory and Practice for:</p> <ul style="list-style-type: none"> • Education That Is Multicultural • Accelerating Academic Achievement for Diverse Student Populations • Asset-Based Education • Multiple Intelligences • Culturally Relevant and Responsive Instruction • Mediated Learning • Dimensions of Learning • Communal Learning • Differentiated Instruction • Cooperative Learning 	
Use James Banks' four levels of curriculum transformation to analyze existing curriculum and develop multidisciplinary lessons at the transformational and social action levels.	
Develop and implement units and lesson plans which are reflective of the tenets of Education That Is Multicultural.	
Evaluate the effectiveness of ETMA based lesson plans on accelerating minority achievement.	
Demonstrate an understanding of how cultural assumptions and biases influence the ways in which knowledge is constructed, understood and expressed.	
<p>In order to: Design and implement curriculum and instruction that expand teaching efficacy in Education That Is Multicultural and results in accelerating minority achievement.</p>	

Tests, Measurements, and Assessments for Achievement Equity

Education That Is Multicultural Key Objectives	Minority Achievement Key Objectives
Participants will be able to:	Participants will be able to:
Analyze and report achievement and participation data in a disaggregated format.	Ensure widespread awareness of achievement gaps through identification of patterns of achievement associated with ethnicity, gender, or socioeconomic status.
Increase capacity to provide diverse members of the school community with ready and user-friendly access to achievement data.	Utilize disaggregated data to attain stakeholder support for equitable program development throughout the school community.
Select and use assessments that control for the documented needs of diverse student learner groups.	Use assessment tools that take into consideration the affective and cultural domains of the child.
Develop the capacity to analyze disaggregated data and to identify programs and practices that are ineffective in reducing and/or eliminating achievement gaps.	Utilize assessments to monitor academic growth and to inform the design of focused instruction for acceleration of minority achievement.
Provide students with a multiplicity of opportunities and formats to show what they know.	Demystify testing formats and modalities for students as part of their testing preparation
Select testing and assessment tools that have been normed on a variety of ethnic, gender, and socioeconomic populations.	
<p>In order to: Provide equitable, fair, and accurate measures of student achievement that will allow teachers to:</p> <ul style="list-style-type: none"> • Document instructional effectiveness, and to • Design instruction that results in breakthrough acceleration of minority achievement. 	

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