

**PREPARING “LEARNER-READY” TEACHERS:
GUIDANCE FROM NTEP STATES
FOR ENSURING A CULTURALLY
RESPONSIVE WORKFORCE**

THE COUNCIL OF CHIEF STATE SCHOOL OFFICERS

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Preparing “Learner-Ready” Teachers: Guidance from NTEP States for Ensuring a Culturally Responsive Workforce

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Preparing “Learner-Ready” Teachers was developed by members of CCSSO’s [Network for Transforming Educator Preparation \(NTEP\)](#) and is one report in a three-part series on *Next Steps from NTEP States*. The network, launched in 2012, consists of 15 states working to transform educator preparation through the state levers of program approval, licensure, and data systems. In 2017, the Network formed three action groups to focus on providing states with additional support in specific areas: Improving Data Systems, Strengthening Partnerships, and Preparing “Learner-Ready” Teachers. These action groups created the three-part series on *Next Steps from NTEP States* to inform future state work.

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INTRODUCTION

This resource was developed by members of CCSSO's [Network for Transforming Educator Preparation \(NTEP\)](#). Anchored in the chief's taskforce report [Our Responsibility, Our Promise](#) and launched in 2012, the network consists of 15 states working to transform educator preparation. States in NTEP focused on ensuring all new teachers in their states are "learner-ready" to teach each student effectively by leveraging the authority they have over educator preparation program approval, licensure systems, and data collection, analysis and reporting. In 2017, network members organized into three action groups to focus on developing tools and resources for states in specific areas; one of which—the Preparing "Learner-Ready" Teachers action group—was to inform state policies and practices that ensure a culturally responsive teacher workforce. State leaders from Connecticut, Missouri, Oklahoma, and Washington State formed the Preparing "Learner-Ready" Teachers action group to provide a common language on culturally responsive teaching and relevant pedagogy, along with state-level recommendations and promising examples for extending this work into teacher workforce policies across the career continuum—from teacher preparation to ongoing practice.

Two of the four states, Connecticut and Missouri, are also partners with the Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR) Center, which has worked to advance recommendations in the follow-up report that was jointly released by CCSSO and CEEDAR, [Promises to Keep: Transforming Educator Preparation to Better Serve a Diverse Range of Learners](#). *Promises to Keep* articulates actions that state chiefs and their state educational agencies (SEA) staff can take to ensure all teachers are prepared to teach students with learning differences who, because of language, cultural background, differing abilities and needs, learning approaches, gender, and/or socioeconomic status, may have academic or behavioral needs that require varied instructional strategies and inclusive contexts to ensure their learning. Meanwhile, Washington's Professional Educator Standards Board (PESB) has adopted cultural responsiveness standards for teachers across the career continuum and is developing indicators to annually assess preparation program effectiveness in this area. Additionally, Washington's Office of Superintendent of Public Instruction is [developing and making available professional development trainings](#) for all school staff on cultural competency, grounded in research and supported by experts in the field, and will encourage districts to provide additional cultural competency trainings for educators through federal school improvement funds.

Collectively, the Preparing "Learner-Ready" Teachers action group members aim to provide insight from their own work as well as the work of other states. This document builds upon the recommendations in both *Our Responsibility, Our Promise* and *Promises to Keep*, including the definition of "**learner-ready**" teacher outlined in the box on the following page. This definition comes from the [2011 InTASC Model Core Teaching Standards](#), which emphasize the need to personalize learning or individualize instruction for students with a range of individual differences, including racial, cultural, and linguistic **diversity**, and students with disabilities. The state-level recommendations and examples are based on the action group's research, including a review of the literature, evidence, and survey responses from state leaders.

WHAT IS A “LEARNER-READY” TEACHER?

“A **learner-ready teacher** is one who is ready on day one of his or her career to model and develop in students the knowledge and skills they need to succeed today, including the ability to think critically and creatively, to apply content to solving real-world problems, to be literate across the curriculum, to collaborate and work in teams, and to take ownership of their own continuous learning. More specifically, learner-ready teachers have deep knowledge of their content and how to teach it; they **understand the differing needs of their students, hold them to high expectations, and personalize learning to ensure each learner is challenged**; they **care about, motivate, and actively engage students in learning**; they collect, interpret, and use student assessment data to monitor progress and adjust instruction; they systematically reflect, continuously improve, and collaboratively problem solve; and they demonstrate leadership and **shared responsibility for the learning of all students.**”

Our Responsibility, Our Promise
2011 InTASC Standards

WHAT IS DIVERSITY?

“Diversity can be defined as the sum of the ways that people are both alike and different. The dimensions of diversity include race, ethnicity, [socioeconomic status], gender, sexual orientation, language, culture, religion, mental and physical ability, class, and immigration status.”

Adapted* from *Diversity Toolkit Introduction*
National Education Association, 2008
*Adaptations in brackets

The bolded text in the definition above highlights those aspects of what all teachers must do to effectively teach all students. The Preparing “Learner-Ready” Teachers action group takes this definition a step further. In addition to the above, a “learner-ready” teacher is one who **recognizes diversity as an asset; embraces learners’ varying talents, abilities, experiences, and prior learning**; and **builds upon and promotes students’ cultures, language, and community values** to support the success of **each learner**.

In order for teachers to truly “personalize learning” or individualize instruction for each student, they must learn the strategies and hold the beliefs necessary to not only understand students’ cultures but also integrate and anticipate connections to other cultures throughout the teaching and learning process (Ladson-Billings, 1994). What is more, teachers must understand their own culture and how it shapes their practice and be prepared to recognize, respond to, and redress persistent inequities in educational opportunity that students of color and those from non-dominant cultural backgrounds face (Gorski, 2016; Hammond, 2016). This guidance document places student **culture** front and center at a time when the cultural and demographic reality of our nation’s schools is changing, as examined in the following section.

WHAT IS CULTURE?

“Culture is a set of values, beliefs, or behaviors shared by a group of people based on race, geography, socioeconomic status, experiences, or other unifying denominators. Cultural norms guide the ways that individuals assign meaning to, interact with, and adapt to different contexts. Culture is ever evolving and is affected by an individual’s development, experiences, and surroundings. Culturally responsive teaching practices enhance the teaching and learning process and help ensure equitable opportunities and supports for all students. (La Salle, Meyers, Varjas, & Roach, 2015).”

Cultural Competence At-a-Glance
Connecticut Standard for Professional Learning, 2016

WHY THIS MATTERS AND WHY NOW

America’s student population has become increasingly diverse, but our nation’s teaching population is 82 percent white. Indeed, in 2014, the percentage of students of color surpassed that of white students and became the majority. In addition, English learners now comprise almost 10 percent of all students, while the teaching force remains predominantly white, female, and monolingual. Of course, we cannot assume that teachers who look like their students or share their culture will necessarily be better teachers. But there is research showing that diversifying the teaching population can have positive effects on teachers’ expectations of students of color and their academic success and persistence (Dee, 2007; Egalite et al., 2015; Lindsay & Hart, 2017; Holt & Gershenson, 2015; Gershenson et al., 2017). As such, there is tremendous urgency to attract, prepare, support, and retain a more diverse teacher workforce. Still, we know that diversifying teaching is a long-term endeavor and won’t happen overnight.

While increasing and supporting the number of teachers of color matters for our nation’s students, it is equally urgent to ensure that **all** teachers, **regardless of background**, can **demonstrate culturally responsive practice** that ultimately leads to positive learning outcomes for each student. Educational attainment and opportunity gaps between sociodemographic groups are well-documented, entrenched, and associated with negative education, employment, health, and other social outcomes (Bailey & Dynarski, 2011). Teachers are less likely to hold high expectations and asset-based views of students in predominantly low-income African American schools (Diamond et al., 2002). Such implicit or explicit bias and lack of recognition of the central role that race and racism play in the K-12 educational system can reduce the self-image and performance of students of color (Godfrey et al., 2017; Farkas 2003; Oats 2013). This can result in students of color and those from culturally and linguistically diverse backgrounds being disproportionately represented (over- or under-represented) in special education or being unfairly disciplined. Preparing teachers to demonstrate culturally responsive practice could help reverse such trends. Finally, even in schools where the student population is primarily white and monolingual, teachers must be able to support their students in developing cultural awareness and sensitivity. Increasing the diversity of the educator workforce is a necessary, but insufficient,

step to address academic achievement and opportunity gaps and the cultural divides that often exist between teachers and their students.

It is worth acknowledging that there is a lack of empirical research linking culturally responsive teaching to positive student outcomes (Bottiani et al., 2017). Still, key associated behaviors and teacher actions have been linked to positive outcomes for students. For instance, positive early student-teacher relationships are associated with better academic and behavioral student outcomes, and building on students' prior knowledge and experiences when introducing new content can increase students' motivation for learning and effective information processing (Hammond & Jackson, 2015; Hamre & Pianta, 2001; Perkins & Salomon, 2012).

Teacher preparation programs and leaders of teacher professional learning play a critical role in cultivating the knowledge, skills, and dispositions that lead to culturally responsive teaching in all classrooms. For instance, teacher preparation program faculty must be prepared to model and develop these skills in teacher candidates themselves. Still, new teachers comprise only a small percentage of all practicing teachers, and many new teachers find themselves unprepared to teach students who are increasingly likely to be from different backgrounds. Therefore, efforts to promote culturally responsive practices must go beyond pre-service preparation and also focus on in-service systems of teacher learning and support. To be truly “learner-ready” to teach an increasingly diverse student population, teachers must be prepared to respond to the needs of each student **throughout their careers** as student demographics, and associated needs, will continue to shift. All of this requires a strong and supportive state environment.

THE OPPORTUNITY: STATES LEADING FOR EQUITY

The deliberate development of culturally responsive practices across the teacher career continuum falls squarely within the purview of state leaders in partnership with key stakeholders. Ensuring all teachers are equipped to meet the needs of **each** learner in **each** classroom is fundamental to states' [collective commitments to address equity](#) throughout their educational systems. In order to develop cultural competencies among both aspiring and practicing educators, SEAs can partner with teacher preparation programs—both traditional and alternative providers—to revise current offerings with a particular goal of advancing culturally responsive and equitable instructional practices. SEAs can also help connect districts with high-quality professional learning experiences to ensure all teachers are equipped to continuously demonstrate and advance culturally responsive practices. Of course, SEAs cannot undertake this work alone. States should also meaningfully engage diverse stakeholders such as parents and families, school staff, and members of the community as partners in supporting teachers to demonstrate culturally responsive practices. Finally, states can partner with researchers to take stock of current policies and practices pertaining to culturally responsive teaching and evaluate their impact as well as incentivize new initiatives and their rigorous evaluation through effective research-practice partnerships.

WHAT IS EQUITY?

“In an equitable education system, personal and social identifiers such as gender, [sexual orientation, religious affiliation], race, ethnicity, language, [ability], family background, and/or income are not obstacles to accessing educational opportunities; the circumstances children are born into do not predict their access to the resources and educational rigor necessary for success. Equity does not mean creating equal conditions for all students, but rather targeting resources based on individual students’ needs and circumstances, which includes providing differentiated funding and supports and respecting students’ voice and agency.”

Adapted* from *Leading for Equity: Opportunities for State Education Chiefs*
CCSSO and the Aspen Institute, 2017

*Adaptations in brackets

As state leaders committed to equity, the Preparing “Learner-Ready” Teachers action group is deeply committed to embracing the state-level role in ensuring a culturally responsive workforce. Like the state leaders who led the development of CCSSO’s [principles for effective school improvement systems](#), the action group approached this work with the core values discussed in the box below.

We approach this work with **resolve** to do whatever is necessary to help [each student] succeed, with **optimism**, because much has been and continues to be learned that can inform and accelerate this undertaking, and with **humility**, recognizing the success of [efforts to develop culturally responsive teaching practices in all classrooms and schools across the country] has been uneven to date. Undertaking this work will take courageous, persistent commitment, coordination, and action from us as state leaders in partnership with communities, families, educators, [researchers], and other stakeholders.

Adapted* from CCSSO’s *Principles of Effective School Improvement Systems*, 2017

*Adaptations in brackets

USING THIS GUIDANCE DOCUMENT

The objective of this guidance document is twofold: 1) to provide state leaders with a common language for understanding culturally responsive teaching and relevant pedagogy, and 2) to provide state leaders with recommendations for ensuring a culturally responsive teacher workforce and promising examples, where available, in order to apply this document to collective action. States can select from the recommendations based on their particular context and priorities to ensure teachers are better equipped to meet the needs of each learner. For instance, some states may be committed to revamping state licensure policies, while others may be committed to incentivizing changes in the design and implementation of teachers’ professional learning experiences. Like CCSSO’s school improvement principles, the recommendations included herein are neither exhaustive nor prescriptive.

Still, where possible, states would benefit most from pursuing strategies that focus on the entire career continuum to ensure coherence in pre-service and in-service teacher training. Toward that end, this document includes the essential state-level roles associated with each recommendation and available

state examples. The examples are based on the action group's survey research and conversations with state leaders. As much remains to be learned about this work and much work remains in development by states, any examples included herein are meant solely to inform cross-state sharing and learning on emerging promising practices.

KEY ASPECTS OF CULTURALLY RESPONSIVE TEACHING AND RELEVANT PEDAGOGY

To identify state-level actions, the Preparing "Learner-Ready" Teachers action group began by seeking a common language and framework for understanding culturally responsive teaching and relevant pedagogy. To do so, the group used the Center on Great Teachers and Leaders' (GTL) "Selected Literature and Resources for Developing a Culturally Competent Teacher Workforce." GTL created this resource to support state chiefs in their equity commitments with a particular focus on developing cultural competencies among practicing educators. The group also conducted a broader review of the literature on culturally responsive teaching and relevant pedagogy and engaged in a custom seminar facilitated by an expert on the content.

In "Theory and Practice of Culturally Relevant Education" from the *Review of Educational Research*, Brittany Aronson and Judson Laughter synthesize and distinguish Geneva Gay's research on **culturally responsive teaching** and Gloria Ladson-Billings research on **culturally relevant pedagogy**. The former refers primarily to *teaching practices and strategies* and is defined as teachers "using the cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant to and effective for them" (Gay, 2010, p. 31). The latter refers primarily to the *attitudes and dispositions* of educators and "empowers students intellectually, socially, emotionally, and politically using cultural referents to impart knowledge, skills, and attitudes" (Ladson-Billings, 1994, p. 16-17). Three foundational components of culturally relevant pedagogy are 1) a focus on long-term academic achievement, 2) a commitment to continuously developing **cultural competence** or the set of beliefs, practices, and behaviors that allow us to maintain and support appropriate, fair, and effective interactions with individuals from different backgrounds, and 3) promoting a socio-political consciousness that finds ways for "students to recognize, understand, and critique current and social inequalities" (Ladson-Billings, 1995, p. 476). Cultural competence is not meant to imply a completion point, at which one becomes completely competent, but rather should be viewed as a *continuum consisting of ongoing reflection, practice, and insight* into the educational and social needs of each learner.

According to the literature, both teaching practices and dispositions are critical to ensuring a culturally responsive teacher workforce since beliefs and attitudes often drive behavior. In "Toward a Conceptual Framework of Culturally Relevant Pedagogy" in *Teacher Education Quarterly*, Shelly Brown-Jeffy and Jewell E. Cooper unify Gay's and Ladson-Billings' research. Additionally, they incorporate the scholarship of Sonia Nieto, whose research focuses on multicultural education and the education of students from culturally and linguistically diverse backgrounds. For Nieto, student-teacher relationships are key to student learning. Using research from Ladson-Billings, Gay, and Nieto as a guide, Brown-

Jeffy and Cooper identify five primary domains or aspects of culturally responsive teaching and relevant pedagogy along with corresponding effective teacher actions and beliefs (below). The state action group used this framework as a foundation for the state-level guidance that follows. This framework directly aligns with the 2011 InTASC Model Core Teaching Standards while placing a particular emphasis on the need to personalize learning or individualize instruction for students with a range of individual differences, including racial, cultural, and linguistic **diversity**, and students with disabilities. (See Appendix A: Cross-Walk of the InTASC Standards and Five Domains of Culturally Responsive Teaching and Relevant Pedagogy.)

Five Domains of Culturally Responsive Teaching and Relevant Pedagogy

Domain	Effective Teacher Actions
<i>Identity and Achievement</i>	<ul style="list-style-type: none"> • Identify and examine personal beliefs and biases and their impact on student expectations and learning • Recognize the centrality of race and racism in the education system in an effort to redress inequities • Support positive identity development; embrace and promote multiple perspectives and narratives • Let students know that their voices are heard and that their contributions are valued • Acknowledge and value students’ cultural heritages as worthy content to be taught and use home-community cultures as learning tools • Embrace diversity and affirm it as an asset that enhances all students’ learning
<i>Equity and Excellence</i>	<ul style="list-style-type: none"> • Provide students with what they need to succeed through differentiated instruction • Exhibit the belief that difference is good and differentiated instruction is essential for all students’ learning • Provide curriculum that is inclusive of students’ cultures both inside and outside the classroom • Maintain high expectations for all students and for self • Include, challenge, and support all students in and through high-level courses and educational programs • Foster and use counter-storytelling to critique mainstream and dominant cultural narratives • Interweave and acknowledge students’ culture throughout the school year rather than at specific times
<i>Developmental Appropriateness</i>	<ul style="list-style-type: none"> • Know where children are in their cognitive, linguistic, social, emotional, physical, and psychosocial development in order to design and modify instruction accordingly • Consider what is culturally appropriate and relevant to students, taking into account learners’ strengths, interests, and learning preferences • Acknowledge, explore, and use prior knowledge that students bring with them to school • Demonstrate awareness of the dominant and sometimes racist, non-inclusive ideology inherent in the education system and its effects on student motivation and learning in an effort to redress inequities

<p>Teaching the Whole Child</p>	<ul style="list-style-type: none"> • Be sensitive to how culture, race, and ethnicity influence students’ academic, social, emotional, and psychological development and affirm differences as assets to enhance all students’ learning • Recognize, understand, and intentionally acknowledge cultural group traditions, but also observe and interact with students as individuals • Learn about all students, especially those who are culturally different from oneself • Acknowledge the cultural capital that students bring to school (e.g., culturally-based ways of doing, seeing, and knowing) and scaffold in order for students to gain additional meaning and ultimately be successful
<p>Student-Teacher Relationships</p>	<ul style="list-style-type: none"> • Respect students for who they are as individuals and as members of a cultural group • Know and be able to translate different cultural communication styles • Create equitable and caring student relationships that extend beyond the classroom • Demonstrate a connectedness <i>with</i> all students and encourage such connectedness <i>between</i> students to foster a positive classroom community • Extend and open the classroom to collaborate with colleagues, families, and the community • Demonstrate care through patience and persistence with all learners <p style="text-align: right;">Adapted from “Toward a Conceptual Framework of Culturally Relevant Pedagogy,” by Shelly Brown-Jeffy and Jewell E. Cooper (2011)</p>

SUPPORTING THIS WORK IN STATE POLICY AND PRACTICE

Supporting teachers’ ability to take the effective actions identified above is not the responsibility of teachers, teacher preparation programs, or professional learning providers alone. Rather, actors at all levels of the state education system have the opportunity and responsibility to respond to the need for a more culturally responsive teacher workforce.

The table below identifies the different state-level roles and corresponding recommendations for moving this work forward in policy and practice—with state-level examples, where applicable. Additionally, Appendix B links the state policy and practice recommendations below with the effective teacher actions identified previously in order to ground them in the conceptual framework provided by Brown-Jeffy and Cooper [See Appendix B: How States Can Support Teacher Learning in Each Domain of Culturally Responsive Teaching and Relevant Pedagogy]. The “Learner-Ready” action group aims to challenge stakeholders at all levels of the state education system to think comprehensively about solutions that will move the needle on student equity goals.

The order presented here does not prescribe an approach or prioritize actions for states to take. Additionally, while the table focuses on state-level recommendations, transforming a statewide system for ensuring a culturally responsive teacher workforce requires a collective effort from national organizations, teacher preparation programs and faculty, researchers, as well as education leaders at the local, school, and community levels. Principals and other school leaders in particular play a key role in supporting teachers to strive for equity and demonstrate culturally responsive practices that promote the academic success and well-being of each student.

The Role States Can Play in Ensuring a Culturally Responsive Teacher Workforce

State Roles	Recommendations	Example(s) (Where Applicable)
<p>State education agency chiefs and their chief talent officers</p>	<p><i>Revisit Educator Support and Evaluation Systems</i>—Embed research-based criteria and assessments for culturally responsive teaching into educator support systems first and evaluation systems second.</p> <p><i>Enhance Professional Learning Offerings</i>—Maintain options and expectations for high-quality ongoing professional learning about culturally responsive instruction for practicing teachers and teacher preparation program faculty (e.g., through regional networks, network improvement communities, sharing best LEA practices).</p> <p><i>Provide Support for New Teacher Mentoring and Induction</i>—Support all new teachers to demonstrate culturally responsive teaching through a high-quality sustained mentoring and induction program.</p>	<p>New Mexico: The state’s teacher evaluation and support system reflects the expectation that all teachers demonstrate knowledge of content for and respond effectively to the needs of students with disabilities, English learners, and students from diverse communities. For instance, highly effective educators “strategically address individual learning styles, rates, levels of learning, students’ cultural backgrounds, and/or English language proficiency” when designing instruction and “incorporate students’ use of their first and second languages to make connections to real-world application and include learning activities that progress coherently, are research-based, and are relevant to students and the instructional/ Individualized Education Program goals.”</p> <p>Connecticut: The state developed the Cultural Competence professional learning standard that facilitates educators’ self-examination of their awareness, knowledge, skills, and actions that pertain to culture and how they can develop culturally responsive strategies to enrich the educational experiences for all students. To begin operationalizing the standard, each local or regional board of education must establish a Professional Development and Evaluation Committee responsible for continuously developing, evaluating, and updating a professional development (PD) plan for all teachers. The state developed a PD evaluation rubric to help promote and assess local PD plan quality.</p> <p>South Dakota: The state’s WoLakota Mentoring Program focuses on providing mentorship to teachers new to the profession to help them better understand the culture of Native American students. Teachers in high-needs districts with large proportions of Native American students are supported, with the goal of retaining them at the same rates as teachers in other LEAs across the state. Trained mentors provide new teachers with support in embedding the Oceti Sakowin Essential Understandings and Standards into Common Core-aligned practice and materials.</p>

	<p><i>Incentivize Local Initiatives and Foster Research on their Impact</i>—Conduct an inventory of current initiatives at the state, district, and higher education levels on culturally responsive teaching and relevant pedagogy, and sponsor research to determine their quality and impact on student outcomes. Incentivize new initiatives and rigorous evaluation of their outcomes.</p> <p><i>Embrace Diversity through Enumeration</i>—Denote minority socio-cultural groups such as students of color, those living in poverty, students with disabilities, English learners, LGBTQ students, and students with other behavioral needs when crafting policy rather than use general “diverse learners” language. Revise state definition of “learner-ready teacher” to include culturally responsive teacher actions.</p>	<p>Oregon: The state provides Culturally Responsive Pedagogy and Practices Grants to districts, charters, nonprofits, and partner preparation programs to improve education outcomes for students of color and English learners through the design and implementation of preparation programs and/or professional learning that focuses on culturally responsive teaching and supports research on their outcomes.</p>
<p>State teacher standards boards and certification agencies</p>	<p><i>Review and Strengthen Licensure Standards and Requirements</i>—Develop, pilot, revise, and adopt standards of cultural responsiveness with clear metrics, guidance, professional learning avenues, and evaluation strategies for their operationalization in systems of licensure.</p> <p><i>Create Multi-Tiered Systems of Licensure</i>—Develop systems that focus on the progression of what teachers must know and be able to do throughout their careers to respond effectively to the academic and social needs of each learner.</p>	<p>New Mexico: The ability of a highly qualified teacher to address the learning needs of all students across New Mexico, including those students who learn differently as a result of disability, culture, language, or socioeconomic status, form the framework for the New Mexico Teacher Competencies for Licensure Levels I, II, and III, the state’s multi-tiered system for teacher licensure. For instance, one core competency focuses on recognizing student diversity and creating an atmosphere conducive to the promotion of positive student involvement and self-concept. Under this core competency, teachers demonstrate sensitivity and responsiveness to, acknowledge and validate, and adjust practice based on the personal ideas, learning needs, interests, and feelings of students with disabilities and/or from culturally and linguistically diverse backgrounds.</p>

	<p><i>Provide Incentives and/or Policies that Support Alternate Pathways</i>—Encourage high-quality alternative routes into teacher preparation such as Grow Your Own strategies that recruit and prepare candidates from within the community, such as paraprofessionals, using a culturally responsive and social justice-oriented curriculum.</p> <p><i>Explore Micro-Credentialing</i>—Develop, pilot, and implement micro-credentials for culturally responsive teaching practices that are research-based, accessible, and assessable as a means for teachers to demonstrate competency. Consider connecting the micro-credentials to teacher licensure renewal and professional learning.</p> <p><i>Develop Innovative Educator Performance Assessments</i>—Develop, pilot, and adopt licensure performance assessments that measure candidates’ ability to demonstrate culturally responsive practices and meet the academic and social needs of each learner.</p>	<p>Washington: The Professional Educator Standards Board (PESB) has prioritized expanding alternative routes into teaching focused on Grow Your Own pathways for paraprofessionals who are often from the community and demonstrate cultural competency on the job. Additionally, the state has officially adopted teacher standards for cultural responsiveness and is working to integrate cultural responsiveness into continuing education through a pilot of cultural competence micro-credentials. In 2016, the PESB piloted the micro-credentials and are now analyzing the data to inform scale-up.</p>
<p>State preparation program approval officers</p>	<p><i>Strengthen Program Approval Processes and Standards</i>—Provide clear guidance and expectations for inclusion of culturally responsive practices within applications for program and endorsement approval processes. Construct and maintain standards of best practice for educator preparation programs around culturally responsive experiences and curricula. Create metrics and indicators of culturally responsive practices within educator preparation programs as well as for teacher candidate performance.</p>	<p>Rhode Island: The state revised its educator preparation program standards in 2013 and built its program approval process around them. Component 1.6 focuses on equity and expects programs to provide candidates with opportunities to reflect on their own biases, develop deeper awareness of their views and experiences of other cultures, and understand the impact of poverty on learning. It also expects programs to ensure graduating candidates are proficient in working with English learners, students with disabilities, and students from diverse communities.</p>

Refine Data Collection, Analysis, and Reporting— Collect and use disaggregated data from educator preparation programs to identify changes in the teacher candidate population and evaluate teachers' success with students from different cultural backgrounds in an effort to inform improvements to programs and ultimately to hold programs accountable.

Maryland: The state includes “Linkage with PreK-12 Priorities” as a component in its [Institutional Performance Criteria](#) for approving preparation programs. As part of that component, programs must “prepare professional educators to teach a diverse student population (ethnicity, socio-economic status, English learners, giftedness, and inclusion of students with special needs in regular classrooms).” Institutions are expected to document how they prepare candidates to teach students from diverse communities, as well as identify how their performance assessment system measures candidates’ ability to differentiate instruction within an inclusive classroom, implement learning experiences that address the varying needs of diverse students, collaboratively plan and teach with specialized resource personnel for a diverse student population, and provide positive behavior supports for students with disabilities.

Washington: The state is developing state-level indicators to annually assess if teacher preparation programs are creating culturally responsive environments, and the extent to which they are developing culturally responsive educators.

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APPENDIX A: CROSSWALK OF THE INTASC STANDARDS AND FIVE DOMAINS OF CULTURALLY RESPONSIVE TEACHING AND RELEVANT PEDAGOGY

Domain	Effective Teacher Actions	InTASC Standards
<i>Identity and Achievement</i>	<ul style="list-style-type: none"> • Identify and examine personal beliefs and biases and their impact on student expectations and learning. • Recognize the centrality of race and racism in the education system in an effort to redress inequities. • Respect personal identities and how they may diverge from students’ identities; embrace and promote multiple perspectives and narratives. • Let students know that their voices are heard and that their contributions, along with their individual and collective identities, are valued. • Acknowledge and value students’ cultural heritages as worthy content to be taught and use home-community cultures as learning tools. • Embrace diversity and affirm it as an asset that enhances all students’ learning. 	<p>St#2: Learning Differences (c, d, g, h, j, k, m, n, o)</p> <p>St#3: Learning Environments (b, c, k, l, o, q, r)</p> <p>St#9: Professional Learning and Ethical Practice (e, g, l, m, n)</p>
<i>Equity and Excellence</i>	<ul style="list-style-type: none"> • Provide students with what they need to succeed through differentiated instruction and appropriate supports. • Exhibit the belief that difference is good and differentiated instruction is important for all. • Provide curriculum that is inclusive of all students’ cultures in the classroom. • Maintain high expectations for all students and for self. • Include and challenge all students in high-level courses and educational programs. • Foster and use counter-storytelling to critique mainstream and dominant cultural narratives. • Interweave and acknowledge students’ culture throughout the school year rather than at specific times. 	<p>St#2: Learning Differences (a, c, d, g, j, k, l, m, o)</p> <p>St#3: Learning Environments (e, f, l, o)</p> <p>St#5: Application of Content (g, m, r)</p> <p>St#7: Planning for Instruction (a, b, g, i, j, n)</p> <p>St#8: Instructional Strategies (a, d, e, k, l, p, q)</p>

<p>Developmental Appropriateness</p>	<ul style="list-style-type: none"> • Know where children are in their cognitive, linguistic, social, emotional, physical, behavioral, and psychosocial development in order to design and adapt instruction accordingly. • Consider what is culturally appropriate and relevant to students, taking into account learners' strengths, interests, and learning preferences. • Acknowledge, explore, and use prior knowledge that students bring with them to school. • Demonstrate awareness of the dominant, non-inclusive ideology inherent in the education system and its effects on student motivation and learning in an effort to redress inequities. 	<p>St#1: Learner Development (a, b, e, g, h, i)</p> <p>St#2: Learner Differences (a, b, c, f, g, h, i, o)</p> <p>St#7: Planning for Instruction (b, c, i, j, k, n)</p> <p>St#8: Instructional Strategies (a, b, j, k)</p>
<p>Teaching the Whole Child</p>	<ul style="list-style-type: none"> • Be sensitive to how culture, race, and ethnicity influence students' academic, social, emotional, and psychological development and affirm differences as assets to enhance all students' learning. • Recognize, understand, and intentionally acknowledge cultural group behaviors, but also observe and interact with students as individuals. • Learn about all students, especially those who are culturally different from oneself. • Acknowledge the cultural capital that students bring to school (e.g., culturally based ways of doing, seeing, and knowing) and scaffold in order for students to gain additional meaning and ultimately be successful. 	<p>St#1: Learner Development (b, e, g, h, i)</p> <p>St#2: Learner Differences (a, c, g, h, j, m, n, o)</p>

**Student-
Teacher
Relationships**

- Respect students for who they are as individuals and as members of a cultural group.
- Know and be able to translate different cultural communication styles.
- Create equitable and caring student relationships that extend beyond the classroom.
- Demonstrate a connectedness *with* all students and encourage such connectedness *between* students to foster a positive classroom community.
- Extend and open the classroom to collaborate with colleagues and the community.
- Demonstrate care through patience and persistence with all learners.

Adapted from "Toward a Conceptual Framework of Culturally Relevant Pedagogy," by Shelly Brown-Jeffy and Jewell E. Cooper, 2011

St#2: Learner Differences
(d, h, j, k, m, n, o)

St#3: Learning Environments
(a, c, f, k, q, r)

St#9: Professional Learning and Ethical Practice
(e, j)

St#10: Leadership and Collaboration
(d, m, q)

APPENDIX B: HOW STATES CAN SUPPORT TEACHER LEARNING IN EACH DOMAIN OF CULTURALLY RESPONSIVE TEACHING AND RELEVANT PEDAGOGY

Domain	Effective Teacher Actions	How States Can Support Teacher Learning in Each Domain
<p><i>Identity and Achievement</i></p>	<ul style="list-style-type: none"> • Identify and examine personal beliefs and biases and their impact on student expectations and learning • Recognize the centrality of race and racism in the education system in an effort to redress inequities • Respect personal identities and how they may diverge from students' identities; embrace and promote multiple perspectives and narratives • Let students know that their voices are heard and that their contributions, along with their individual and collective identities, are valued • Acknowledge and value students' cultural heritages as worthy content to be taught and use home-community cultures as learning tools • Embrace diversity and affirm it as an asset that enhances all students' learning 	<ul style="list-style-type: none"> • <i>Enhance Professional Learning Offerings</i> • <i>Provide Support for New Teacher Mentoring/Induction</i> • <i>Embrace Diversity through Enumeration</i> <p>(State Education Agency (SEA) Chiefs, Chief Talent Officers (CTOs))</p> <ul style="list-style-type: none"> • <i>Explore Micro-Credentialing</i> • <i>Provide Incentives and/or Policies that Support Alternate Pathways</i> <p>(Teacher Standards Boards, Certification Agencies)</p> <ul style="list-style-type: none"> • <i>Strengthen Program Approval Processes and Standards</i> <p>(Preparation Programs Approval Officers)</p>

Equity and Excellence

- Provide students with what they need to succeed through differentiated instruction and appropriate supports
 - Exhibit the belief that difference is good and differentiated instruction is important for all
 - Provide curriculum that is inclusive of all students' cultures in the classroom
 - Maintain high expectations for all students and for self
 - Include and challenge all students in high-level courses and educational programs
 - Foster and use counter-storytelling to critique mainstream and dominant cultural narratives
 - Interweave and acknowledge students' culture throughout the school year rather than at specific times
- *Revisit Educator Evaluation and Support Systems*
 - *Enhance Professional Learning Offerings*
 - *Provide Support for New Teacher Mentoring/Induction*
 - *Incentivize Local Initiatives and Foster Research*
 - *Embrace Diversity through Enumeration*
(SEA Chiefs, CTOs)
 - *Develop Innovative Performance Assessments*
 - *Create Multi-Tiered Systems of Licensure*
 - *Explore Micro-Credentialing*
(Teacher Standards Boards, Certification Agencies)
 - *Strengthen Program Approval Processes and Standards*
 - *Refine Data Collection, Analysis, and Reporting*
(Preparation Programs Approval Officers)

<p>Developmental Appropriateness</p>	<ul style="list-style-type: none"> • Know where children are in their cognitive, linguistic, social, emotional, physical, behavioral, and psychosocial development in order to design and adapt instruction accordingly • Consider what is culturally appropriate and relevant to students, taking into account learners’ strengths, interests, and learning preferences • Acknowledge, explore, and use prior knowledge that students bring with them to school • Demonstrate awareness of the dominant, non-inclusive ideology inherent in the education system and its effects on student motivation and learning in an effort to redress inequities 	<ul style="list-style-type: none"> • <i>Revisit Educator Evaluation and Support Systems</i> • <i>Enhance Professional Learning Offerings</i> • <i>Provide Support for New Teacher Mentoring/Induction</i> • <i>Incentivize Local Initiatives and Foster Research</i> <p>(SEA Chiefs, CTOs)</p> <ul style="list-style-type: none"> • <i>Develop Innovative Performance Assessments</i> • <i>Explore Micro-Credentialing</i> <p>(Teacher Standards Boards, Certification Agencies)</p> <ul style="list-style-type: none"> • <i>Strengthen Program Approval Processes and Standards</i> <p>(Preparation Programs Approval Officers)</p>
<p>Teaching the Whole Child</p>	<ul style="list-style-type: none"> • Be sensitive to how culture, race, and ethnicity influence students’ academic, social, emotional, and psychological development and affirm differences as assets to enhance all students’ learning • Recognize, understand, and intentionally acknowledge cultural group behaviors, but also observe and interact with students as individuals • Learn about all students, especially those who are culturally different from oneself • Acknowledge the cultural capital that students bring to school (e.g., culturally-based ways of doing, seeing, and knowing) and scaffold in order for students to gain additional meaning and ultimately be successful 	<ul style="list-style-type: none"> • <i>Enhance Professional Learning Offerings</i> • <i>Provide Support for New Teacher Mentoring/Induction</i> • <i>Embrace Diversity through Enumeration</i> <p>(SEA Chiefs, CTOs)</p> <ul style="list-style-type: none"> • <i>Develop Innovative Performance Assessments</i> • <i>Explore Micro-Credentialing</i> • <i>Provide Incentives and/or Policies that Support Alternate Pathways</i> <p>(Teacher Standards Boards, Certification Agencies)</p> <ul style="list-style-type: none"> • <i>Strengthen Program Approval Processes and Standards</i> <p>(Preparation Programs Approval Officers)</p>

**Student-
Teacher
Relationships**

- Respect students for who they are as individuals and as members of a cultural group
- Know and be able to translate different cultural communication styles
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- Demonstrate a connectedness *with* all students and encourage such connectedness *between* students to foster a positive classroom community
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- Demonstrate care through patience and persistence with all learners

Adapted from "Toward a Conceptual Framework of Culturally Relevant Pedagogy," by Shelly Brown-Jeffy and Jewell E. Cooper (2011)

- *Enhance Professional Learning Offerings*
- *Provide Support for New Teacher Mentoring/Induction*
- *Embrace Diversity through Enumeration (SEA Chiefs, CTOs)*
- *Develop Innovative Performance Assessments*
- *Explore Micro-Credentialing*
- *Provide Incentives and/or Policies that Support Alternate Pathways (Teacher Standards Brds, Certification Agencies)*
- *Strengthen Program Approval Processes and Standards (Preparation Programs Approval Officers)*



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