

CULTURAL COMPETENCY, DIVERSITY, EQUITY, AND INCLUSION (CCDEI) STANDARDS FOR EDUCATORS



DEFINITIONS

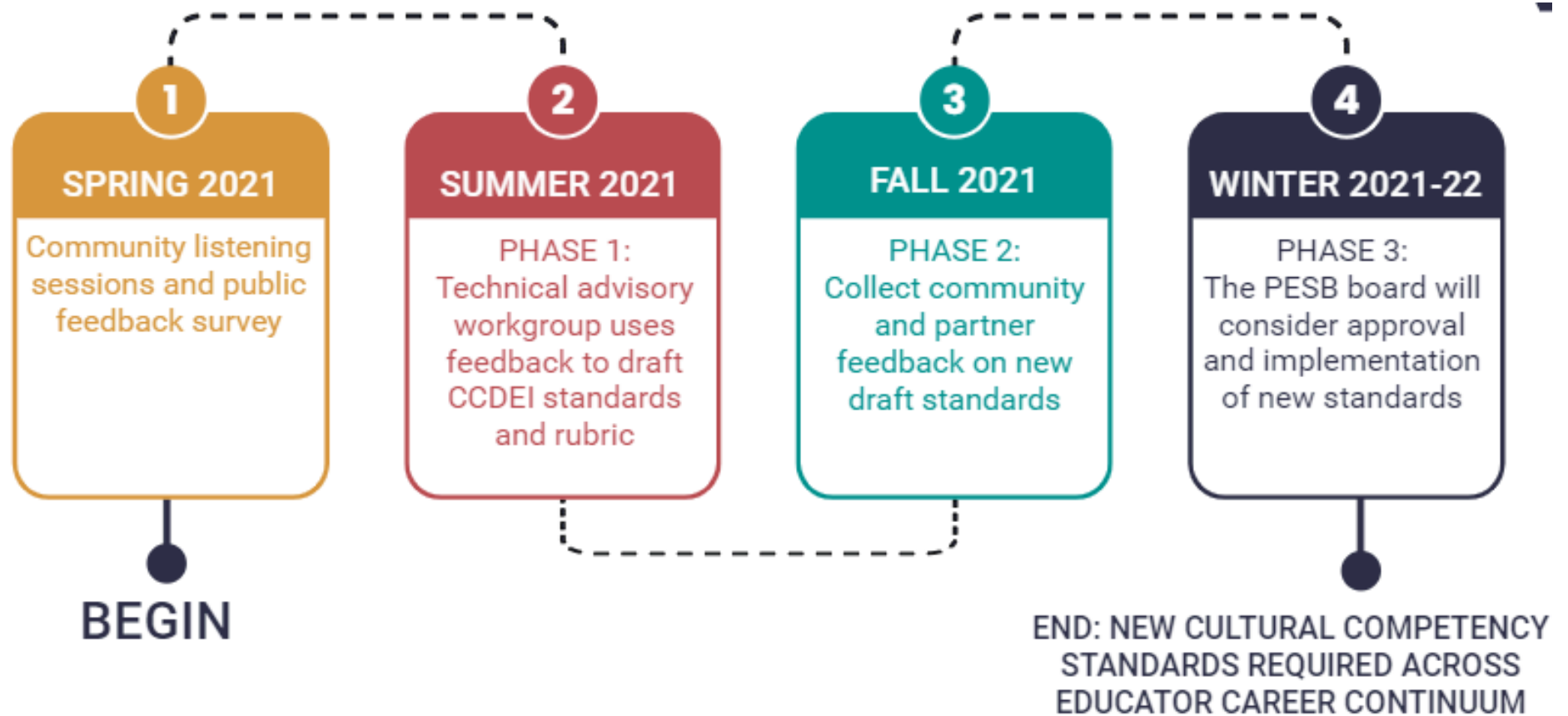
Cultural competency: knowledge of student cultural histories and contexts, as well as family norms and values in different cultures; knowledge and skills in accessing community resources and community and parent outreach; and skills in adapting instruction to students' experiences and identifying cultural contexts for individual students.

Diversity: the presence of similarities and differences within a given setting, collective, or group based on multiple factors including race and ethnicity, gender identity, sexual orientation, disability status, age, educational status, religion, geography, primary language, culture, and other characteristics and experiences.

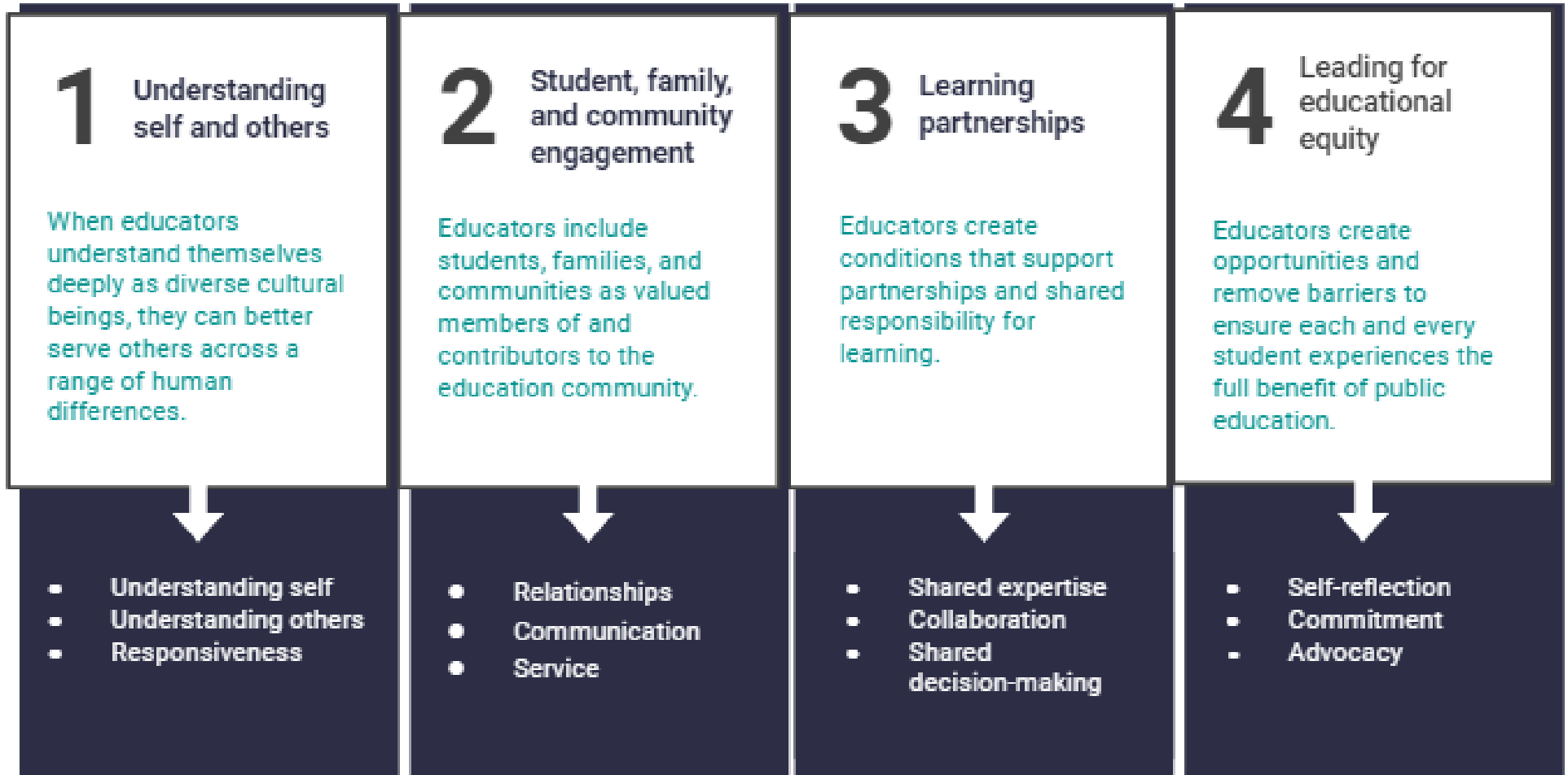
Equity: developing, strengthening, and supporting procedural and outcome fairness in systems, procedures, and resource distribution mechanisms to create equitable opportunities for all individuals. The term also includes eliminating barriers that prevent the full participation of individuals and groups.

Inclusion: intentional efforts and consistent sets of actions to create and sustain a sense of respect, belonging, safety, and attention to individual needs and backgrounds that ensure full access to engagement and participation in available activities and opportunities.

REDEVELOPMENT PROCESS



STANDARDS OVERVIEW



UNDERSTANDING SELF AND OTHERS: When educators understand themselves deeply as diverse cultural beings, they can better serve others across a range of human differences.

COMPONENTS		
Understanding self	Understanding others	Responsiveness
Educators explore their multiple identities and lived experiences to build an understanding of how race and ethnicity, gender identity, sexual orientation, disability status, age, educational status, religion, geography, primary language, culture, and other forms of human diversity shape identity, perspectives, and worldviews. Understanding self is an ongoing process of reflection and learning so that educators can adapt to meet the needs of others.	By exploring various forms of human diversity (e.g. race and ethnicity, gender identity, sexual orientation, disability status, age, educational status, religion, geography, primary language, culture, and other characteristics and experiences), educators actively seek to understand the needs of others who are similar and different from themselves. Educators engage in ongoing learning about others and question their own assumptions.	Educators employ the principles of cultural competence, diversity, equity, and inclusion to build connections with students, families, and other educators. Educators respond to others in ways that are asset-focused and flexible, changing their approach as the need arises. These are the roots of cultural competence and humility.
OBSERVABLE INDICATORS		
Understanding self	Understanding others	Responsiveness
<p>Educators can describe:</p> <ul style="list-style-type: none"> • The various facets of their identities • The extent to which those identities match or do not match those they serve • How their identities impact the work of serving students, families, and other educators 	<p>Educators:</p> <ul style="list-style-type: none"> • Take steps to learn about the people, history, and the human diversities present in the classroom, school, district, and broader community • Seek input and guidance from student, family, and community experts about their lives • Gain insights from exploring where students, families, and communities live, work, and play 	<p>Educators:</p> <ul style="list-style-type: none"> • Use understanding of self and others to determine how to engage, motivate, and uplift the strengths of students, families, and other educators • Acknowledge the emotions of students, families and other educators and provide comfort and assistance when appropriate • Proactively, and in real-time, anticipate the needs of students, families, and other educators and adapt accordingly.

STUDENT, FAMILY, AND COMMUNITY ENGAGEMENT: Educators include students, families, and communities as valued members of and contributors to the education community.

COMPONENTS		
Relationships	Communication	Service
Educators form authentic relationships by understanding self, others, and the interactions between the two. Educators adapt their approaches to making connections based on continual reflection of their own identities, perspectives, and socialization. Interactions with others are grounded in respect and trust.	Educators can explain how communication styles may differ across cultures and adjust content or conversation to individuals' or groups' lived experiences and interests. This includes creating regular opportunities for students and their families to speak and read in their home language(s).	Educators serve and care for students, families, and communities by centering their voices, building on their experiences, and understanding their needs and strengths. Educators balance competing interests and mitigate challenges by practicing restorative justice, civil discourse, social-emotional intelligence, self-reflection, and facilitating courageous conversations centering on complex issues of educational justice and systemic inequities.
OBSERVABLE INDICATORS		
Relationships	Communication	Service
<p>Educators:</p> <ul style="list-style-type: none"> Listen and respond with empathy when seeking out the ideas and perspectives of students, families, and communities Initiate caring and positive social experiences with students, families, and communities Share space and engage in activities with students, families, and communities 	<p>Educators:</p> <ul style="list-style-type: none"> Adapt communication strategies to match the preferred communication styles of others Compose or select written materials using the principles of plain talk and multiple languages Employ a variety of verbal and nonverbal strategies to maintain two-way communication with students and families 	<p>Educators:</p> <ul style="list-style-type: none"> Provide time, space, and opportunity for students, families, and communities to share their experiences and assets Design experiences with and for students, families, and educators that engage, reflect, and honor their uniqueness in the community Provide effective and timely help to resolve problems with and among students, families, and communities

LEARNING PARTNERSHIPS: Educators create conditions that support partnerships and shared responsibility for learning.

COMPONENTS		
Shared expertise	Collaboration	Shared decision-making
Educators create an environment that welcomes all students and families, recognizing that the school belongs to them and the community. School faculty, staff, and administration highlight and center community expertise for learning partnerships.	Educators support learning partnerships by shifting from a focus on the individual to a focus on the collective “we.” Educators collaborate with a variety of roles inside and outside the school community, including calling others in and joining others for conversations and activities that build shared understanding and goals.	In a democratic, multicultural society, students, families, and communities are recognized and valued for the assets and perspectives they bring. In turn, educators seek their input and pursue shared decision-making at all times. Those impacted by decisions are key contributors.
OBSERVABLE INDICATORS		
Shared expertise	Collaboration	Shared decision-making
<p>Educators:</p> <ul style="list-style-type: none"> Seek out and apply community knowledge and expertise to support learning Co-design learning spaces that represent the people, histories, and cultures reflected in the community Provide opportunities for students, families, and communities to freely participate and take risks that support learning 	<p>Educators:</p> <ul style="list-style-type: none"> Build partnerships based on shared interests and desired outcomes Set learning goals for classrooms, schools, and districts that require the cooperation and collaboration of families and partners in the community Facilitate collaboration across race and ethnicity, gender identity, sexual orientation, disability status, age, educational status, religion, geography, primary language, culture to achieve learning goals 	<p>Educators:</p> <ul style="list-style-type: none"> Share ownership for learning by sharing decision-making power with those impacted by the decision whenever possible Allow students, families, and community members to provide input before decisions are made and demonstrate how input is used after a decision is made Ensure adequate research has taken place before making decisions that impact others

LEADING FOR EDUCATIONAL EQUITY: Educators create opportunities and remove barriers to ensure each and every student experiences the full benefit of public education.

COMPONENTS		
Self-reflection	Commitment	Advocacy
Educators analyze and reflect on their strengths, biases, and privileges to advance cultural competency, diversity, equity, and inclusion. Educators acknowledge their ways of being that may cause harm to students, families, and other educators and consider how their strengths might be used to produce a change in their sphere of influence.	Educators understand the history of U.S. schooling and the ways in which it has been used historically, and in present times, to maintain an unequal social order. Educators consistently work to improve the education system for historically underserved students, families, and communities.	Educators act for a more just education system and for the common good of all. Educators aim to identify and change policies and practices that harm students, families, and communities (e.g. zero-tolerance policies, punitive classroom management practices, disproportionality in discipline, etc.). This includes empowering the voices of students, families, and educators to collectively address inequity and restore peace in the learning community while advocating for change.
OBSERVABLE INDICATORS		
Self-reflection	Commitment	Advocacy
<p>Educators:</p> <ul style="list-style-type: none"> Examine evidence, including disaggregated data, to identify opportunity gaps in their own practice Seek feedback from students, families, and colleagues to improve their practice Pursue professional learning that addresses opportunity gaps in their own practice 	<p>Educators:</p> <ul style="list-style-type: none"> Examine the history of schooling in the U.S. and its impact on sovereign Tribal Nations and other groups based on race and ethnicity, gender identity, sexual orientation, disability status, age, educational status, religion, geography, primary language, culture in Washington State Hold themselves to the highest ethical standards using equitable and inclusionary practices in all places at all times Engage in positive and productive professional learning communities that support and sustain all educators 	<p>Educators:</p> <ul style="list-style-type: none"> Work collectively to solve persistent problems of practice in education through inquiry and innovation Partner with diverse students, families, communities, and other educators to improve classrooms, schools, and districts Seek out opportunities to learn about and lead sustainable change in education