

Four Cultural Standards and Their Elements

Cultural Standard A: Culturally responsive educators incorporate local ways of knowing and teaching in their work.	Cultural Standard B: Culturally responsive educators use the local environment and community resources on a regular basis to link what they are teaching to the everyday lives of the students.	Cultural Standard D: Culturally responsive educators work closely with parents to achieve a high level of complementary educational expectations between home and school.	Cultural Standard E: Culturally responsive educators recognize the full educational potential of each student and provide the challenges necessary for them to achieve that potential.
CA1. The educator plans lessons that incorporate knowledge of students' cultural background/practices into the teaching of content.	CB1. The educator has a planning process that incorporates the linking of the local environment, community resources, and issues to instructional content.	CD1. The educator plans culturally sensitive ways to build relationships with parents/guardians to achieve complementary expectations of students.	CE1. The educator plans for academic rigor that will challenge each student regardless of cultural background.
CA2. The educator integrates and connects traditions, customs, values, and practices of the students when interacting with new content.	CB2. The educator engages students in learning experiences that integrate the local environment, community resources, and issues when interacting with content.	CD2. The educator communicates with homes to better understand the student's educational needs, concerns, and strengths.	CE2. The educator provides rigorous learning opportunities for students that combines higher order thinking skills and student autonomy (from teacher-directed to student-directed).
CA3. The educator's uses the students' cultural traditions, customs, values and practices when designing the classroom environment.	CB3. The educator reflects on the effectiveness of using the local environment, community resources, and issues to help students connect content to their daily lives.		CE3. The educator demonstrates value and respect for all students of all cultures and challenges them to strive for educational excellence.
CA4. The educator uses students' traditions, customs, values, and practices to engage them in their learning.	CB4. The educator seeks guidance regarding the local environment, community resources, and issues and how it connects to the everyday lives of the students		CE4. The educator reflects on student performance based assessments, both formative and summative to identify areas for academic rigor.
CA5. The educator reflects on the effectiveness of applying their knowledge of students' traditions, customs, values, and practices when teaching.			
CA6. The educator seeks guidance regarding knowledge about and use of students' traditions, customs, values, and practices when teaching.			