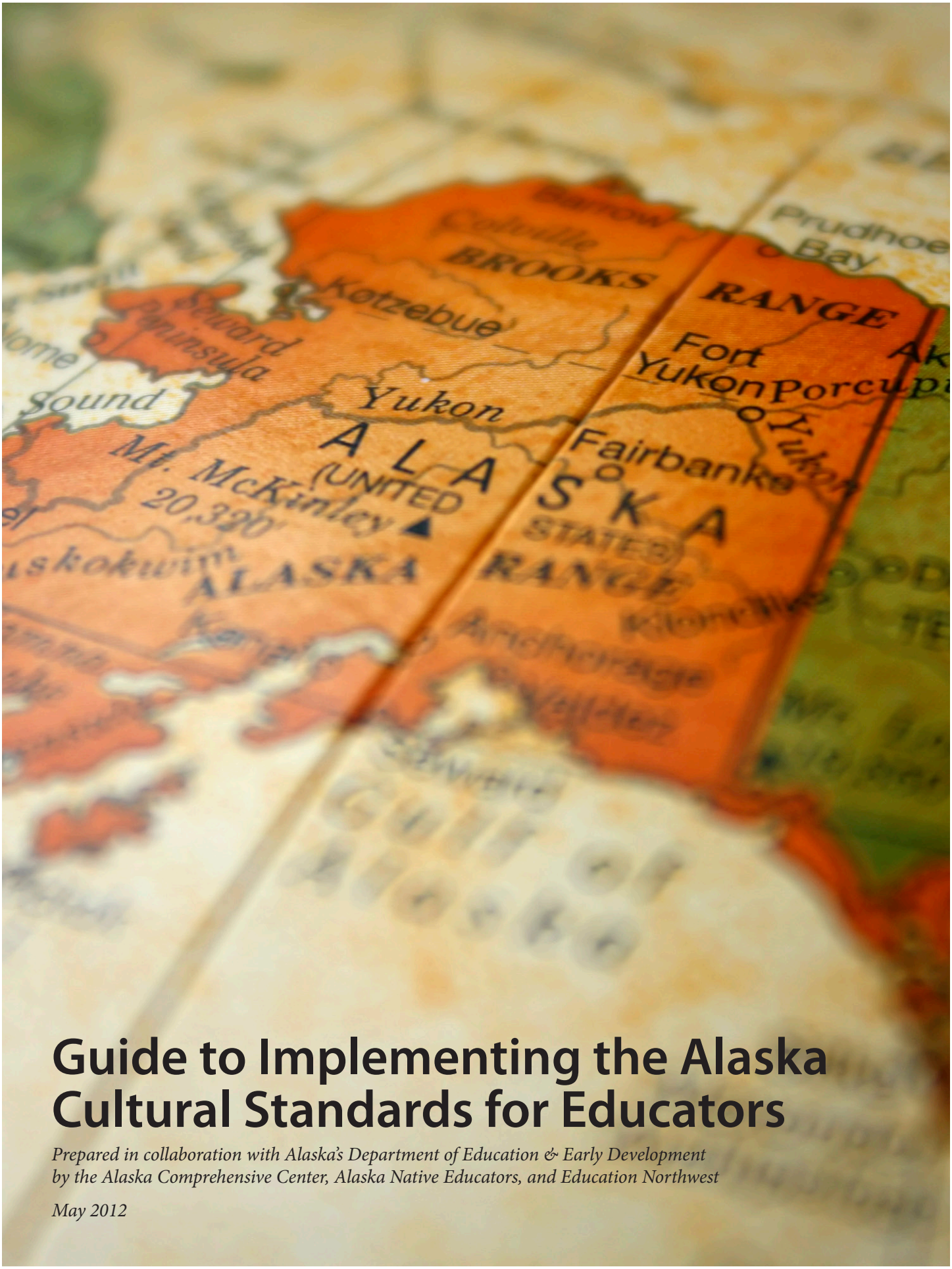

Guide to Implementing the Alaska Cultural Standards for Educators

Prepared in collaboration with Alaska's Department of Education & Early Development by the Alaska Comprehensive Center, Alaska Native Educators, and Education Northwest

May 2012

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Preface

In Alaska's pursuit of a high-quality education for all students, educators are guided by two sets of standards that promote student achievement and school quality.

- Student content and performance standards define what students should know and be able to do as a result of their public schooling.
- Professional content and performance standards guide the professional performance of teachers and administrators.

The *Alaska Standards for Culturally-Responsive Schools,* created by the Alaska Rural Systemic Initiative, are imbedded in the student and professional standards along with regulations for teacher preparation programs in Alaska.

To describe how Alaska educators can use the knowledge and culture students bring to school in a standards based system, the *Guide to Implementing the Alaska Cultural Standard for Educators* was created with the help of Alaska Native stakeholders. It provides rubrics and guidelines for schools and communities as they examine how their practices promote the cultural well-being of their students. The cultural standards complement the other state standards by orienting the school community to its role in helping students become responsible, capable, and whole human beings. The cultural standards emphasize a strong connection between what students experience in school and their lives out of school by providing in-depth, experiential learning in real-world contexts. They are not intended to standardize instruction, but rather to encourage schools to nurture and build upon the rich and diverse traditions that continue to be practiced in communities throughout Alaska.

Shifting the focus from teaching and learning about cultural heritage as another subject to teaching and learning through the local culture and local perspective has been the goal of the *Guide to Implementing the Alaska Cultural Standards for Educators.* With this guide, we hope to help pave the way for achieving that goal.

Acknowledgments

On behalf of the Alaska Native educators and supporting organizations that worked on this implementation guide, we dedicate our efforts to all those who came before us and made a trail for us to follow. We would like to acknowledge the most recent comprehensive body of work produced by the Alaska Rural Systemic Initiative and its dedicated, innovative, respectful leadership team: the late Frank Hill, the late Oscar Kawagley, Dorothy M. Larson, and Ray Barnhardt. That body of work provided the foundation for the original *Alaska Standards for Culturally-Responsive Schools* and created a professional organization for Alaska Native educators of that time.

These educators helped create the cultural standards in 1998 and more than a dozen years later also participated in creating the implementation guide and its accompanying rubrics, which will carry their work into the future. The rubrics and implementation guide grew out of a desire to help schools and districts meet the specific educational needs of Alaska's indigenous people and incorporate their unique and diverse knowledge around this great land into the districts' curricula. This work was done in the spirit of sharing the indigenous perspective with all who live in this place called Alaska.

For their contribution to the *Alaska Cultural Standards* rubric development, we express our gratitude to the following Native educators:

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Overview

Alaska has long recognized the need for cultural standards and a heightened awareness of the needs of Native students. The Alaska Native Claims Settlement Act acknowledged that indigenous populations have a unique relationship to Alaska. Locally controlled, regional school districts provided an opportunity for communities to exercise a greater degree of political control over the educational system in their locales.

The need for cultural awareness and competence was also addressed when the state of Alaska stipulated that teachers seeking certification must earn credits in Multicultural and Alaska Studies. Another major step forward came in 1995, when the Alaska Rural Systemic Initiative (AKRSI) was launched. The AKRSI's charge was to implement a set of initiatives that document the indigenous knowledge systems of Alaska Native people, and to develop pedagogical practices and school curricula that appropriately incorporate indigenous knowledge and ways of knowing into the formal education system. One outcome of this initiative was the *Alaska Standards for Culturally-Responsive Schools,* which were created with Alaska Native stakeholders in 1998. The *Alaska Cultural Standards for Educators* were adopted by the State Board of Education & Early Development in 2010.

This *Guide to Implementing the Alaska Cultural Standards for Educators* is intended to help educators incorporate the cultural standards into their instruction and curriculum, making their practice more culturally responsive to their students and the communities in which they work. The guide, with its set of rubrics, provides educators with an opportunity to engage in discussion and evidence-based inquiry into the instructional practices they use to incorporate cultural standards into their lessons. It is not intended to be the basis for evaluation or for making comparisons between teachers. The rubrics are designed to raise awareness and identify instructional approaches that can assist educators in planning and conducting culturally-responsive lessons.

The guide is organized around five standards that were developed through the experienced lens of Native Alaska educators to guide culturally-responsive teaching in Alaska's classrooms. The five standards (A–E) are as follows:

A. Culturally-responsive educators incorporate local ways of knowing and teaching in their work.

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.

C. Culturally-responsive educators participate in community events and activities in appropriate and supportive ways.

D. Culturally-responsive educators work closely with parents to achieve a high level of complementary educational expectations between home and school.

E. Culturally-responsive educators recognize the full educational potential of each student and provide the challenges necessary for them to achieve that potential.

For each of these standards, there are performance indicators and a four-point rating scale to help each educator identify his or her level of awareness, implementation, and mastery of culturally-responsive teaching practices. The performance indicator ratings are:

1. Emerging: emerging understanding/beginning to recognize
2. Developing: understanding with limited development or partial implementation
3. Proficient: functional and operational: functional and operational level of development and implementation
4. Exemplary: fully and fluently engaged in implementing, mentoring, collaborating

Each of the five standards is broken into key elements that are grounded in the research literature on culturally-responsive teaching. Educators who meet the cultural standard exhibit varying degrees of these key elements, which are concrete and can be measured on the four-point scale. Examples of performance under each of the four ratings help educators to better understand what the elements look like in practice, enabling them to more easily

assess their own practice. The examples are exemplars that educators can begin to emulate as they strive to become more culturally responsive in their approach to instruction.

It is not necessary for educators to attempt to implement all five standards at once. For instance, educators might begin by examining only one or two, such as incorporating local ways of knowing and teaching (Standard A) and teaching to the everyday lives of their students (Standard B).

To make this guide most useful, a principal, an entire school faculty or smaller leadership team, and community representatives might work in small groups to locate evidence, make ratings, and summarize findings. Parents, community members, and students may also be involved. When a team engages in the process, it is important for each member to begin with an open mind, setting aside assumptions and relying on evidence to rate performance in each of the elements. There are multiple approaches and intentions for using these rubrics, some of which might be:

1. Reviewing school or district-level goals, policies, and practices regarding curriculum and pedagogy
2. Learning about the home/family environment and parent support systems available
3. Devising locally appropriate ways to review student and teacher performance as it relates to nurturing and practicing culturally-appropriate behavior
4. Strengthening the commitment to revitalize the local language and culture
5. Helping teachers identify teaching practices that are adaptable to the cultural context in which they are teaching
6. Guiding the preparation and orientation of new teachers
7. Providing criteria against which to evaluate educational programs
8. Guiding the formation of state-level policies, regulations, and allocation of resources in support of equity for all students

The Alaska Native Knowledge Network website (http://www.ankn.uaf.edu) has resources and technical support to implement learning experiences encouraged by the cultural standards.

Step-by-Step Process

Using a team approach

The rubrics in the guide were designed to help educators adopt a "team" approach. Teams work best when members agree at the outset on the rules for working together. However, what the team members agree to is not as important as the process they go through together to reach the agreements. Group agreements might include:

- Allow only one voice at a time
- Do not hold side conversations
- Show respect for all opinions
- Start and stop on time
- Make decisions by consensus rather than majority rule

Conducting the process

The following six tasks are involved in studying the standards and elements:

1. Review the rubrics
2. Discuss these guiding questions for each standard:
   - How will cultural standards enhance engagement with communities?
   - How will incorporating local knowledge enrich the curriculum?
   - How will incorporating cultural standards improve student outcomes?
3. Locate the evidence necessary to make ratings for each element
4. Make the ratings directly on the rubric
5. Determine strengths and approaches to improving practices
6. Present findings to all faculty members and/or the greater school community

1. Review the rubric
There is a separate rubric for each of the five standards, and each rubric breaks into several key elements. Four ratings are possible for each of the key elements. The rubric gives an example of the level of implementation and/or development that characterizes each rating.

2. Discuss the guiding questions for each standard
Each standard begins with a set of guiding questions. It is important to respond to these questions prior to attempting to rate the school across the standard. Time spent reflecting on, discussing, and answering these questions will lead participants to a deeper understanding of the standard and the related key elements they are about to examine. This exercise also gives the team an opportunity to discuss potential sources of evidence. Small group discussion of the questions can be shared out with the entire group.

3. Locate the evidence necessary to make ratings for each element
To determine the rating for each element, it is necessary to find evidence that substantiates that score. There are examples under each rating to help teams plan practices that support each element. For each indicator, brainstorm the resources available to support each practice.

4. Make the ratings directly on the rubric
Ratings of performance levels should be made once the educators reach consensus, based on the evidence. Note that each rating should be backed up with evidence from multiple sources. Opinions do not constitute evidence; therefore, even if someone at the school thinks that lesson plans demonstrate alignment to the cultural standards, the performance level should be decided based on evidence.

For each of the elements, teams list the evidence that was used to determine the rating directly on the rubric. The following are the conditions for making ratings at each of the performance levels:

1 = Emerging—Emerging understanding/Beginning recognition
2 = Developing—Understanding with limited development or partial implementation
3 = Proficient—Functional and operational level of development and implementation
4 = Exemplary—Fully and fluently engaged in implementing, mentoring, collaborating

5. Determine strengths and areas for improvement
Once the ratings are made, transfer them to the chart on the Standard Ratings Summary that follows each rubric and make copies for each participant involved in the self-assessment process. As a team, answer the final summarizing questions:

- What are the school's top 2–3 strengths within this standard?
- What are the school's top 2–3 limitations/areas needing improvement within this standard?
- How will we further develop this standard?

6. Present findings to all faculty members and/or the greater school community
Sharing the results is an important step in building awareness of and support for the findings and the improvement steps taken as a result. The guide can be used to help all members of the school community understand the current strengths and the areas needing improvement. It can also provide an opportunity for open discussion and transparency.

Introduction to Standard A

Standard A: Culturally-responsive educators incorporate local ways of knowing and teaching in their work.

Discuss these guiding questions:

- How will cultural standards enhance engagement with communities?
- How will incorporating local knowledge enrich the curriculum?
- How will incorporating cultural standards improve student outcomes?

Educators who meet this cultural standard:

A.1: Recognize the validity and integrity of the traditional knowledge systems
A.2: Utilize the Elders' expertise in multiple ways in their teaching
A.3: Provide opportunities and time for students to learn in settings where local cultural knowledge and skills are naturally relevant
A.4: Provide opportunities for students to learn through observation and hands-on demonstration of cultural knowledge and skills
A.5: Adhere to the cultural and intellectual property rights that pertain to all aspects of the local knowledge they are addressing
A.6: Continually involve themselves in learning about the local culture

Before making ratings for the indicators for each standard, it is important for team members to pool their knowledge and come to a common understanding about the standard as a whole. This will help ensure that all team members are talking about the same thing. Review the performance examples provided for each of the ratings. This may also be a good time to review important terms used throughout the rubric (see the Glossary of General Education Terms and Acronyms for key definitions).

Standard A: Culturally-responsive educators incorporate local ways of knowing and teaching in their work

	Performance Indicator Ratings			
	Emerging: Emerging understanding/ beginning to recognize	**Developing:** Understanding with limited development or partial implementation	**Proficient:** Functional and operational level of development and implementation	**Exemplary:** Fully and fluently engaged in implementing, mentoring, collaborating
Educators who meet this cultural standard:	1 Emerging	2 Developing	3 Proficient	4 Exemplary
A1. Recognize the validity and integrity of the traditional knowledge system	Educator acknowledges simple cultural activities	Educator includes students' prior knowledge and skills through cultural activities	Educator links students' prior knowledge and skills through cultural activities, language, ways of life, the arts, and traditional knowledge system	Educator integrates students' prior knowledge and skills through cultural activities, language, ways of life, the arts, and traditional knowledge system
RATING	EXAMPLES OF PERFORMANCE—Include examples from your school			
1 2 3 4 Comments:	• Educator recognizes local cultural values by displaying cultural posters on classroom walls • Educator participates with parents, Elders, and students in developing school rules and curriculum	• Educator includes cultural and traditional knowledge in curriculum to promote learning • Educator explains how school and classroom rules reflect and illustrate local cultural values • Educator provides opportunities to learn local cultural values through observation and hands-on activities	• Educator designs lesson plans that routinely refer to traditional knowledge systems • Educator routinely is involved in learning about the local culture	• Educator routinely greets and addresses students in a similar manner as do parents and older community members • Educator delivers all classroom activities, both behavior and content, through local, traditional values

Standard A: Culturally-responsive educators incorporate local ways of knowing and teaching in their work

	Performance Indicator Ratings			
	Emerging: Emerging understanding/ beginning to recognize	**Developing:** Understanding with limited development or partial implementation	**Proficient:** Functional and operational level of development and implementation	**Exemplary:** Fully and fluently engaged in implementing, mentoring, collaborating
Educators who meet this cultural standard:	1 Emerging	2 Developing	3 Proficient	4 Exemplary
A2. Utilize Elders' expertise in multiple ways in their teaching	Educator recognizes value of Elders sharing expertise as guest speakers in the classroom	Educator asks Elders to share expertise as guest speakers in the classroom and connects Elders' expertise with academic learning	Educator facilitates Elder interactions with students drawing upon the Elders' individual areas of expertise as a bridge to academic learning	Educator co-constructs academic learning with Elders based on Elders' expertise
RATING	EXAMPLES OF PERFORMANCE—Include examples from your school			
1 2 3 4 Comments:	• Educator prepares the students to be respectful of Elder visitors • Educator remains attentive while Elder teaches	• Educator understands and adheres to local protocol for inviting Elders into the classroom • Educator commits to professional development and continuous education about traditional culture of school community	• Educator's lesson plans demonstrate collaboration with Elders to teach traditional knowledge in the classroom • Educator uses information gained from Elders and Culture Bearers to provide developmentally appropriate cultural activities	• Educator confers with and involves Elders and Culture Bearers when developing and implementing lessons in all curricular areas • Educator shares knowledge gained from Elders and Culture Bearers

Standard A: Culturally-responsive educators incorporate local ways of knowing and teaching in their work

	Performance Indicator Ratings			
	Emerging: Emerging understanding/ beginning to recognize	**Developing:** Understanding with limited development or partial implementation	**Proficient:** Functional and operational level of development and implementation	**Exemplary:** Fully and fluently engaged in implementing, mentoring, collaborating
Educators who meet this cultural standard:	1 Emerging	2 Developing	3 Proficient	4 Exemplary
A3. Provide opportunities and time for students to learn in settings where local cultural knowledge and skills are naturally relevant	Educator recognizes and acknowledges local community events in the classroom	Educator describes local community events and identifies classroom lessons and activities that intersect with these events	Educator incorporates local community events and relevant community members into classroom lessons and activities	Educator integrates student learning in the community's natural cycle of people, ceremonies, and place into classroom lessons and activities
RATING	EXAMPLES OF PERFORMANCE—Include examples from your school			
1 2 3 4 Comments:	• Educator acknowledges traditional knowledge that students bring with them • Educator identifies a list of cultural activities with students • Educator participates with students in local harvesting activities such as berry picking	• Educator uses "Place" as a laboratory (e.g., tundra, rainforest, wetlands, community events, and culture camps) • Educator displays student work that reflects local cultural knowledge and ways of life	• Educator develops and/or adapts curriculum that incorporates the values of the culture of the community • Educator ties lessons to relevant, seasonal cultural events and implements them in cooperation with the community	• Educator takes students to seasonal camps in fall, winter, and summer with community members and Elders and creates lesson plans that reflect their experiences • Educator takes students out into the field and engages in cultural activities that are embedded with academic content and are meaningful to the local community

Standard A: Culturally-responsive educators incorporate local ways of knowing and teaching in their work

	Performance Indicator Ratings			
	Emerging: Emerging understanding/ beginning to recognize	**Developing:** Understanding with limited development or partial implementation	**Proficient:** Functional and operational level of development and implementation	**Exemplary:** Fully and fluently engaged in implementing, mentoring, collaborating
Educators who meet this cultural standard:	1 Emerging	2 Developing	3 Proficient	4 Exemplary
A4. Provide opportunities for students to learn through observation and hands-on demonstration of cultural knowledge and skills	Educator occasionally provides opportunities for students to observe Elders and other local residents demonstrate their cultural knowledge	Educator provides several opportunities for students to observe Elders and other local residents demonstrate their cultural knowledge	Educator regularly utilizes Elders and other local residents in and outside the classroom to demonstrate cultural knowledge for students	Educator consistently integrates Elders and other local residents into classroom activities to demonstrate cultural knowledge for students
RATING	EXAMPLES OF PERFORMANCE—Include examples from your school			
1 2 3 4 Comments:	• Educator and students identify Elders or local experts to be guest speakers for lessons in the content areas of math, science, social studies, and writing • Educator incorporates traditional knowledge in present-day contexts	• Educator invites Elders or other local experts to share their cultural expertise • Educator uses traditional practices as an integral part of the day (e.g., in morning meetings, traditional greetings, and departures)	• Educator integrates indigenous language throughout the curriculum • Educator provides experiences and materials that encourage learners to adapt and use cultural and traditional knowledge	• Educator provides engaging and stimulating culturally-relevant learning opportunities both in and out of the classroom

Standard A: Culturally-responsive educators incorporate local ways of knowing and teaching in their work

	Performance Indicator Ratings			
	Emerging: Emerging understanding/ beginning to recognize	**Developing:** Understanding with limited development or partial implementation	**Proficient:** Functional and operational level of development and implementation	**Exemplary:** Fully and fluently engaged in implementing, mentoring, collaborating
Educators who meet this cultural standard:	1 Emerging	2 Developing	3 Proficient	4 Exemplary
A5. Adhere to the cultural and intellectual property rights that pertain to all aspects of the local knowledge they are addressing	Educator recognizes that the local community and members have cultural and intellectual property rights	Educator acts in accordance with the cultural and intellectual property rights of the community and its members	Educator actively teaches students about cultural and intellectual property rights that exist in the community	Educator integrates the concepts of cultural and intellectual property rights into classroom activities
RATING	EXAMPLES OF PERFORMANCE—Include examples from your school			
1 2 3 4 Comments:	• Educator works with local Elders and Culture Bearers to learn about the traditional practices and artifacts • Educator cites original works by various Native artists	• Educator is aware that traditional stories and ceremonies belong to members of the community • Educator finds information through the Alaska Native Knowledge Network website (e.g., HAIL book reviews listed by Alaska Natives on Alaska Children's Literature)	• Educator requests permission and guidance to include traditional songs, stories, and dances in the curriculum • Educator uses traditional stories as the basis for student-written stories about their cultural experiences	• Educator uses skills gained from Elders and Culture Bearers only for personal use, recognizing that the sale of traditional arts may be their only source of income • Educator develops curriculum that reinforces the integrity of local culture

Standard A: Culturally-responsive educators incorporate local ways of knowing and teaching in their work

	Performance Indicator Ratings			
	Emerging: Emerging understanding/ beginning to recognize	**Developing:** Understanding with limited development or partial implementation	**Proficient:** Functional and operational level of development and implementation	**Exemplary:** Fully and fluently engaged in implementing, mentoring, collaborating
Educators who meet this cultural standard:	1 Emerging	2 Developing	3 Proficient	4 Exemplary
A6. Continually involve themselves in learning about the local culture	Educator identifies the important aspects of the local culture	Educator demonstrates knowledge of the local culture by participating in community events	Educator participates in community events and incorporates learning about the values, norms, and perspectives of the local culture into classroom activities	Educator is fully integrated in the community and is seen by the community as a valued and contributing member
RATING	EXAMPLES OF PERFORMANCE—Include examples from your school			
1 2 3 4 Comments:	• Educator participates in local events and cultural activities • Educator displays local cultural resources (e.g., seasonal calendars, Native values posters, cultural standards posters, etc.)	• Educator takes appropriate classes in cultural values and participates in local cultural activities • Educator identifies cultural activities and values that can be integrated into the curriculum	• Educator incorporates local culture and heritage and regularly refers to them in lessons throughout the school year • Educator applies cultural values and integrates examples and activities through student assignments	• Educator is "adopted" into the community • Educator gives back to the community through participation in local activities and groups

Standard A: Rating Summary

A. Culturally-responsive educators incorporate local ways of knowing and teaching in their work.				
A.1 Recognize the validity and integrity of the traditional knowledge system	4	3	2	1
A.2 Utilize Elders' expertise in multiple ways in their teaching	4	3	2	1
A.3 Provide opportunities and time for students to learn in settings where local cultural knowledge and skills are naturally relevant	4	3	2	1
A.4 Provide opportunities for students to learn through observation and hands-on demonstration of cultural knowledge and skills	4	3	2	1
A.5 Adhere to the cultural and intellectual property rights that pertain to all aspects of the local knowledge they are addressing	4	3	2	1
A.6 Continually involve themselves in learning about the local culture	4	3	2	1

Analysis of Standard A

Top 2–3 strengths within this standard:

Top 2–3 limitations/areas needing improvement:

How we will further develop this standard:

Introduction to Standard B

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.

Discuss these guiding questions:

- How will cultural standards enhance engagement with communities?
- How will incorporating local knowledge enrich the curriculum?
- How will incorporating cultural standards improve student outcomes?

Educators who meet this cultural standard:

B.1: Regularly engage students in appropriate projects and experiential learning activities in the surrounding environment
B.2: Utilize traditional settings such as camps as learning environments for transmitting both cultural and academic knowledge and skills
B.3: Provide integrated learning activities organized around themes of local significance and across subject areas
B.4: Are knowledgeable in all the areas of local history and cultural tradition that may have bearing on their work as a teacher, including the appropriate times for certain knowledge to be taught
B.5: Seek to ground all teaching in a constructive process built on a local cultural foundation

Before making ratings for the indicators for each standard, it is important for the team members to pool their knowledge and come to a common understanding about the standard as a whole. This will help ensure that all team members are talking about the same thing. Review the performance examples provided for each of the ratings. This may also be a good time to review important terms used throughout the rubric (see the Glossary of General Education Terms and Acronyms for key definitions).

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

	Performance Indicator Ratings			
	Emerging: Emerging understanding/ beginning to recognize	**Developing:** Understanding with limited development or partial implementation	**Proficient:** Functional and operational level of development and implementation	**Exemplary:** Fully and fluently engaged in implementing, mentoring, collaborating
Educators who meet this cultural standard:	1 Emerging	2 Developing	3 Proficient	4 Exemplary
B1. Regularly engage students in appropriate projects and experiential learning activities in the surrounding environment	Educator observes the surrounding environment and local culture through community interaction	Educator asks students, families, paraprofessionals, and other community members about seasonal activities and discusses these in class	Educator links seasonal activities in and out of the classroom to content-area requirements	Educator integrates seasonal cultural projects and experiential learning activities across content areas on a daily basis
RATING	EXAMPLES OF PERFORMANCE—Include examples from your school			
1 2 3 4 Comments:	• Educator names local cultural festivals celebrated in the surrounding environment • Educator attends community events (e.g., visiting, berry picking, fishing, and walk around) • Educator is aware of the seasonal hunts in the environment	• Educator learns about the upcoming harvesting and gathering season and uses it to prompt students to write a story of their experiences • Educator accesses or creates a seasonal activities time line for the community	• Educator relates field trips to seasonal activities such as the blueberry harvest in fall and follows up with activities integrated into reading, writing, math, science, social studies, health, etc. • Educator designs an elementary science unit on food and nutrition to include information about native plants, their uses, gathering location, and seasons	• Educator creates a holistic learning cycle to teach science that combines cultural context and history with observing, measuring, interpreting, experimenting, model building, and predicting • Educator designs classroom projects and activities to promote an understanding of place; connecting with nature and climate change issues; revitalizing traditional and indigenous knowledge; and learning from Elders

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

	Performance Indicator Ratings			
	Emerging: Emerging understanding/ beginning to recognize	**Developing:** Understanding with limited development or partial implementation	**Proficient:** Functional and operational level of development and implementation	**Exemplary:** Fully and fluently engaged in implementing, mentoring, collaborating
Educators who meet this cultural standard:	1 Emerging	2 Developing	3 Proficient	4 Exemplary
B2. Utilize traditional settings such as camps as learning environments for transmitting both cultural and academic knowledge and skills	Educator observes traditional settings and cultural activities where knowledge and skills are learned	Educator acquires the knowledge and skills that are learned in traditional seasonal and cultural activities that are practiced by the community	Educator links traditional settings and/or creates replicas, practicing activities for cultural and academic learning	Educator integrates curriculum for seasonal traditional activities, bridging cultural and academic components
RATING	EXAMPLES OF PERFORMANCE—Include examples from your school			
1 2 3 4 Comments:	• Educator participates in local orientation course as available • Educator displays posters and artwork in the classroom related to traditional cultural activities	• Educator uses artifacts such as traditional and contemporary tools, foods, etc., related to traditional cultural activities in the classroom	• Educators asks clarifying questions about traditional seasonal and cultural activities • Educator invites students to share their own stories and is heard retelling a story accurately • Educator links respect for nature to recycling and finds ways to recycle	• Educator fully incorporates indigenous science principles (flora and fauna, meteorology, physics, chemistry, earth science, astronomy, botany, pharmacology, psychology, and the sacred) when in camp • Educator has students bring in the seasonal catch to the classroom to be used for dissecting, identifying organs, using medical/scientific terms, local language terms, and common English terms

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

	Performance Indicator Ratings			
	Emerging: Emerging understanding/ beginning to recognize	**Developing:** Understanding with limited development or partial implementation	**Proficient:** Functional and operational level of development and implementation	**Exemplary:** Fully and fluently engaged in implementing, mentoring, collaborating
Educators who meet this cultural standard:	1 Emerging	2 Developing	3 Proficient	4 Exemplary
B3. Provide integrated learning activities organized around themes of local significance and across subject areas	Educator observes themes of local significance to the community	Educator inquires about local themes in the classroom organized thematically by seasonal activities	Educator supports student participation in local cultural activities, and applies those activities to content learning areas	Educator integrates local cultural knowledge across the subject areas
RATING	EXAMPLES OF PERFORMANCE—Include examples from your school			
1 2 3 4 Comments:	• Educator observes seasonal activities time line when planning units of study • Educator prominently displays cultural calendar highlighting the themes for the current month • Educator uses indigenous calendar reflecting themes of seasonal activities • Educator displays student art and writing that highlight themes for current month	• Educator utilizes the seasonal activities time line to plan yearlong thematic units of study • Educator creates cultural time line for the year with the class by adding highlighted monthly cultural events	• Educator designs lessons that reflect the sea-sonal activities as content learning opportunities (e.g., harvesting, AFN, traditional dance perfor-mances, etc.)	• Educator develops place-based science projects in cooperation with Culture Bearers • Educator integrates nutrition of local food into study of food pyramid

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

	Performance Indicator Ratings			
	Emerging: Emerging understanding/ beginning to recognize	**Developing:** Understanding with limited development or partial implementation	**Proficient:** Functional and operational level of development and implementation	**Exemplary:** Fully and fluently engaged in implementing, mentoring, collaborating
Educators who meet this cultural standard:	1 Emerging	2 Developing	3 Proficient	4 Exemplary
B4. Are knowledge-able in those areas of local history and cultural traditions that may have bearing on their work, including the appropriate times for certain knowledge to be taught	Educator learns significant local history and cultural traditions from Culture Bearer	Educator inquires about local history and cultural traditions guided by Culture Bearer	Educator links the history of the local community, including historical time lines and stories of the people	Educator mentors other educators on local history and cultural traditions, and utilizes the expertise of the Culture Bearers
RATING	EXAMPLES OF PERFORMANCE—Include examples from your school			
1 2 3 4 Comments:	• Educator visits local community members, participates in community-wide activities • Educator is present in the community	• Educator points to posters, artwork, and artifacts to explain local history, traditions, and ceremonies • Educator partners with a Culture Bearer to complete a cultural activity	• Educator integrates Elders and other local experts as a regular part of the classroom or school community	• Educator shares what has been learned from Culture Bearers and experience and gives credit to those sources • Educator invites Culture Bearers to share their knowledge about local history, (e.g., "how our village came to be")

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

	Performance Indicator Ratings			
	Emerging: Emerging understanding/ beginning to recognize	**Developing:** Understanding with limited development or partial implementation	**Proficient:** Functional and operational level of development and implementation	**Exemplary:** Fully and fluently engaged in implementing, mentoring, collaborating
Educators who meet this cultural standard:	1 Emerging	2 Developing	3 Proficient	4 Exemplary
B5. Seek to ground all teaching in a constructive process built on a local cultural foundation	Educator learns about the cultural values of the community	Educator describes and lists the local cultural values and illustrates how they apply to everyday living	Educator links teaching and learning to local values	Educator integrates cultural values into the curriculum
RATING	EXAMPLES OF PERFORMANCE—Include examples from your school			
1 2 3 4 Comments:	• Educator brings cultural values into the classroom through prominently displayed posters, artifacts, and books • Educator displays pictures of families and community life in the classroom	• Educator chooses a value as a theme for a day, a week, or a month and has students illustrate examples of values in action in their community	• Educator includes a reflection/study of a cultural value in a daily journal • Educator utilizes local resources in a discussion of values	• Educator integrates values into daily behavior, attitudes, perspectives, teaching and lesson planning • Educator shares what has been learned from Culture Bearers and experience and gives credit to those sources • Educator invites Culture Bearers to share their knowledge about traditional values

Standard B: Rating Summary

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.

B.1 Regularly engage students in appropriate projects and experiential learning activities in the surrounding environment	4	3	2	1
B.2 Utilize traditional settings such as camps as learning environments for transmitting both cultural and academic knowledge and skills	4	3	2	1
B.3 Provide integrated learning activities organized around themes of local significance and across subject areas	4	3	2	1
B.4 Are knowledgeable in those areas of local history and cultural traditions that may have bearing on their work, including the appropriate times for certain knowledge to be taught	4	3	2	1
B.5 Seek to ground all teaching in a constructive process built on a local cultural foundation	4	3	2	1

Analysis of Standard B

Top 2–3 strengths within this standard:

Top 2–3 limitations/areas needing improvement:

How we will further develop this standard:

Introduction to Standard C

Standard C: Culturally-responsive educators participate in community events and activities in appropriate and supportive ways.

Discuss these guiding questions:

- How will cultural standards enhance engagement with communities?
- How will incorporating local knowledge enrich the curriculum?
- How will incorporating cultural standards improve student outcomes?

Educators who meet this cultural standard:

C.1: Become active members of the community in which they teach and make positive and culturally-appropriate contributions to the well-being of that community
C.2: Exercise professional responsibilities in the context of local cultural traditions and expectations
C.3: Maintain a close working relationship with and make appropriate use of the cultural and professional expertise of their co-workers from the local community

Before making ratings for the indicators for each standard, it is important for the team members to pool their knowledge and come to a common understanding about the standard as a whole. This will help ensure that all team members are talking about the same thing. Review the performance examples provided for each of the ratings. This may also be a good time to review important terms used throughout the rubric (see the Glossary of General Education Terms and Acronyms for key definitions).

Standard C: Culturally-responsive educators participate in community events and activities in appropriate and supportive ways

	Performance Indicator Ratings			
	Emerging: Emerging understanding/ beginning to recognize	**Developing:** Understanding with limited development or partial implementation	**Proficient:** Functional and operational level of development and implementation	**Exemplary:** Fully and fluently engaged in implementing, mentoring, collaborating
Educators who meet this cultural standard:	1 Emerging	2 Developing	3 Proficient	4 Exemplary
C1. Become active members of the community in which they teach and make positive and culturally-appropriate contributions to the well-being of that community	Educator observes and participates in the local community with guidance	Educator identifies local activities and participates in multiple, cultural events	Educator regularly participates in a variety of community activities and is seen as an active, contributing, and valued member of his or her community	Educator routinely mentors new educators to make positive and culturally-appropriate contributions to the well-being of the community
RATING	EXAMPLES OF PERFORMANCE—Include examples from your school			
1 2 3 4 Comments:	• Educator actively seeks a local member of the community to explore cultural activities • Educator is an observer at local community events/activities (e.g., feasts, local dances, festivals, church services, etc.)	• Educator is a participant at local community events/activities, (e.g., feasts, local dances, festivals, church services, etc.)	• Educator hosts community members for celebrations such as birthdays, etc. • Educator actively participates in and contributes to community events	• Educator mentors new school personnel towards greater awareness of cultural values

Standard C: Culturally-responsive educators participate in community events and activities in appropriate and supportive ways

	Performance Indicator Ratings			
	Emerging: Emerging understanding/ beginning to recognize	**Developing:** Understanding with limited development or partial implementation	**Proficient:** Functional and operational level of development and implementation	**Exemplary:** Fully and fluently engaged in implementing, mentoring, collaborating
Educators who meet this cultural standard:	1 Emerging	2 Developing	3 Proficient	4 Exemplary
C2. Exercise professional responsibilities in the context of local cultural traditions and expectations (see *Alaska Standards for Culturally-Responsive Schools)*	Educator recognizes professional responsibilities regarding content related to the local cultural context	Educator identifies strengths and areas for improvement in his or her professional practice	Educator routinely reflects on the effectiveness of his or her practice as related to the local cultural traditions and expectations, and seeks out learning opportunities to improve practice	Educator actively applies local cultural traditions and expectations to content lessons, and integrates new cultural knowledge in his or her practice
RATING	EXAMPLES OF PERFORMANCE—Include examples from your school			
1 2 3 4 Comments:	• Educator participates in classes or training related to local culture	• Educator utilizes the cultural and professional expertise of co-workers	• Educator consistently collaborates with cultural and professional co-workers regarding appropriate cultural activities in and out of the classroom (e.g., for field trips)	• Educator uses varied learning styles, (e.g., project based, place based, etc., as a tool)

Standard C: Culturally-responsive educators participate in community events and activities in appropriate and supportive ways

	Performance Indicator Ratings			
	Emerging: Emerging understanding/ beginning to recognize	**Developing:** Understanding with limited development or partial implementation	**Proficient:** Functional and operational level of development and implementation	**Exemplary:** Fully and fluently engaged in implementing, mentoring, collaborating
Educators who meet this cultural standard:	1 Emerging	2 Developing	3 Proficient	4 Exemplary
C3. Maintain a close working relationship with and make appropriate use of the cultural and professional expertise of their co-workers from the local community	Educator recognizes and names local cultural and professional expertise of co-workers	Educator identifies and utilizes the cultural and professional expertise of co-workers	Educator consistently collaborates with identified co-workers who have cultural and professional expertise on culturally-appropriate activities in the classroom	Educator develops documentation of the cultural and professional expertise of co-workers and utilizes it to mentor co-workers new to the community
RATING	EXAMPLES OF PERFORMANCE—Include examples from your school			
1 2 3 4 Comments:	• Educator has professional conversations with co-workers to discuss cultural activities • Educator identifies the cultural expertise among co-workers	• Educator includes the expertise of co-workers in a content area	• Co-workers are a regular part of designing lessons and activities • Co-workers feel valued by the educator	• Educator facilitates collaborative cultural activities with co-workers • Educator develops and expands a new list of cultural expertise in the local community

Standard C: Rating Summary

C. Culturally-responsive educators participate in community events and activities in appropriate and supportive ways.				
C.1 Become active members of the community in which they teach and make positive and culturally-appropriate contributions to the well-being of that community	4	3	2	1
C.2 Exercise professional responsibilities in the context of local cultural traditions and expectations (see *Alaska Standards for Culturally-Responsive Schools)*	4	3	2	1
C.3 Maintain a close working relationship with and make appropriate use of the cultural and professional expertise of their co-workers from the local community	4	3	2	1

Analysis of Standard C

Top 2–3 strengths within this standard:

Top 2–3 limitations/areas needing improvement:

How we will further develop this standard:

Introduction to Standard D

Standard D: Culturally-responsive educators work closely with parents to achieve a high level of complementary educational expectations between home and school.

Discuss these guiding questions:

- How will cultural standards enhance engagement with communities?
- How will incorporating local knowledge enrich the curriculum?
- How will incorporating cultural standards improve student outcomes?

Educators who meet this cultural standard:

D.1: Promote extensive community and parental interaction and involvement in their children's education
D.2: Involve Elders, parents, and local leaders in all aspects of instructional planning and implementation
D.3: Seek to continually learn about and build upon the cultural knowledge that students bring with them from their homes and communities
D.4: Seek to learn the local heritage language and promote its use in their teaching

Before making ratings for the indicators for each standard, it is important for the team members to pool their knowledge and come to a common understanding about the standard as a whole. This will help ensure that all team members are talking about the same thing. Review the performance examples provided for each of the ratings. This may also be a good time to review important terms used throughout the rubric (see the Glossary of General Education Terms and Acronyms for key definitions).

Standard D: Culturally-responsive educators work closely with parents to achieve a high level of complementary educational expectations between home and school

	Performance Indicator Ratings			
	Emerging: Emerging understanding/ beginning to recognize	**Developing:** Understanding with limited development or partial implementation	**Proficient:** Functional and operational level of development and implementation	**Exemplary:** Fully and fluently engaged in implementing, mentoring, collaborating
Educators who meet this cultural standard:	1 Emerging	2 Developing	3 Proficient	4 Exemplary
D1. Promote extensive community and parental interaction and involvement in their children's education	Educator acknowledges the value of communicating with students' parents/guardians	Educator establishes direct contact with the parents/ guardians of all their students	Educator supports ongoing contact with the parents/ guardians of all their students to build and foster collaborative relationships	Educator routinely integrates multiple opportunities to engage parents/ guardians in planning and implementation of educational programs
RATING	EXAMPLES OF PERFORMANCE—Include examples from your school			
1 2 3 4 Comments:	• Educator uses a variety of written communications to inform parents about student, classroom, and school news • Educator writes and distributes a newsletter to announce upcoming classroom and school community events	• Educator uses phone calls to open positive and pro-active channels of communication with parents/ guardians • Educator makes home visits to establish direct contact with parents/guardians	• Educator uses multiple ways to get input from families and community about academic plans • Educator uses conversation and dialogue to build collaborative relationships and foster involvement of families and community	• Educator uses his or her community participation as a means to engage families and community members in the planning of educational programs in and out of the school setting • Educator integrates families and community members in the implementation of educational programs in and out of the school setting

Standard D: Culturally-responsive educators work closely with parents to achieve a high level of complementary educational expectations between home and school

	Performance Indicator Ratings			
	Emerging: Emerging understanding/ beginning to recognize	**Developing:** Understanding with limited development or partial implementation	**Proficient:** Functional and operational level of development and implementation	**Exemplary:** Fully and fluently engaged in implementing, mentoring, collaborating
Educators who meet this cultural standard:	1 Emerging	2 Developing	3 Proficient	4 Exemplary
D2. Involve Elders, parents, and local leaders in all aspects of instructional planning and implementation	Educator recognizes that there are local cultural protocols for connecting with diverse community members	Educator identifies diverse community members and uses local cultural protocols to establish relationships with them	Educator actively promotes involvement of local Elders, Culture Bearers, and parents in planning and implementation of curriculum and instruction	Educator routinely mentors other educators in use of local cultural protocols to integrate entire school community in all aspects of curriculum, instructional planning, and implementation
RATING	EXAMPLES OF PERFORMANCE—Include examples from your school			
1 2 3 4 Comments:	• Educator identifies the appropriate protocols for connecting with diverse community members	• Educator identifies appropriate community members to be involved in instructional planning and implementation • Educator uses local protocols to invite diverse community members to discuss potential involvement in instructional planning and implementation	• Educator meets with Elders, parents, and local leaders to collaborate in planning classroom lessons or activities	• Educator embeds curriculum designed by Elders, parents, and local leaders into daily lesson plans • Educator incorporates Elders, parents, and local leaders as educators in the classroom or school

Standard D: Culturally-responsive educators work closely with parents to achieve a high level of complementary educational expectations between home and school

	Performance Indicator Ratings			
	Emerging: Emerging understanding/ beginning to recognize	**Developing:** Understanding with limited development or partial implementation	**Proficient:** Functional and operational level of development and implementation	**Exemplary:** Fully and fluently engaged in implementing, mentoring, collaborating
Educators who meet this cultural standard:	1 Emerging	2 Developing	3 Proficient	4 Exemplary
D3. Seek to continuously learn about and build upon the cultural knowledge that students bring with them from their homes and community	Educator identifies appropriate resources for comparing and contrasting own personal cultural identity and community with that of the school community	Educator utilizes appropriate resources to establish relationships with community members, and begins to enrich the curriculum with cultural knowledge	Educator actively participates in multiple traditional seasonal activities throughout the year to build upon cultural knowledge	Educator routinely mentors educators new to the community in local cultural knowledge
RATING	EXAMPLES OF PERFORMANCE—Include examples from your school			
1 2 3 4 Comments:	• Educator meets with cultural specialist, bilingual educator, community member, media, or other appropriate resources to recognize similarities and differences between his/her own culture and that of the school community	• Educator actively engages with community members to learn from Elders or other local experts the appropriate cultural knowledge to integrate into the curriculum	• Educator actively learns the cultural knowledge by engaging with students, parents, and family members in traditional seasonal activities such as fishing, hunting, gathering, community events, sports, and camps	• Educator uses the curriculum to learn about the lives of the students through such activities as a family stories project, exploring local myths and storytelling

Standard D: Culturally-responsive educators work closely with parents to achieve a high level of complementary educational expectations between home and school

	Performance Indicator Ratings			
	Emerging: Emerging understanding/ beginning to recognize	**Developing:** Understanding with limited development or partial implementation	**Proficient:** Functional and operational level of development and implementation	**Exemplary:** Fully and fluently engaged in implementing, mentoring, collaborating
Educators who meet this cultural standard:	1 Emerging	2 Developing	3 Proficient	4 Exemplary
D4. Seek to learn the local heritage language and promote its use in their teaching	Educator recognizes the local heritage language(s) represented in the classroom	Educator demonstrates awareness of local heritage language(s) in the classroom to raise awareness of the students	Educator builds partnership(s) with heritage language speaker(s) to enrich curriculum with cultural knowledge and heritage language(s)	Educator engages in conversational heritage language, and mentors students' uses of heritage language(s) in the classroom
RATING	EXAMPLES OF PERFORMANCE—Include examples from your school			
1 2 3 4 Comments:	• Educator names the local heritage language(s) represented in the classroom	• Educator includes basic vocabulary from the local heritage language(s) in classroom interactions • Educator displays vocabulary from the local heritage language(s) throughout the classroom	• Educator incorporates common expressions from heritage language(s) and cultural knowledge in lessons • Educator co-teaches lessons with heritage language speakers • Educator integrates heritage language(s) into class discussion and cultural knowledge into curriculum	• Educator mentors students in their use of heritage language and sharing of cultural knowledge in academic projects

Standard D: Rating Summary

D. Culturally-responsive educators work closely with parents to achieve a high level of complementary educational expectations between home and school.				
D.1 Promote extensive community and parental interaction and involvement in their children's education	4	3	2	1
D.2 Involve Elders, parents, and local leaders in all aspects of instructional planning and implementation	4	3	2	1
D.3 Seek to continuously learn about and build upon the cultural knowledge that students bring with them from their homes and community	4	3	2	1
D.4 Seek to learn the local heritage language and promote its use in their teaching	4	3	2	1

Analysis of Standard D

Top 2–3 strengths within this standard:

Top 2–3 limitations/areas needing improvement:

How we will further develop this standard:

Introduction to Standard E

Standard E: Culturally-responsive educators recognize the full educational potential of each student and provide the challenges necessary for each of them to achieve that potential.

Discuss these guiding questions:

- How will cultural standards enhance engagement with communities?
- How will incorporating local knowledge enrich the curriculum?
- How will incorporating cultural standards improve student outcomes?

Educators who meet this cultural standard:

E.1: Recognize cultural differences as positive attributes around which to build appropriate educational experiences
E.2: Provide learning opportunities that help students recognize the integrity of the knowledge they bring with them and use that knowledge as a springboard to new understandings
E.3: Reinforce the student's sense of cultural identity and place in the world
E.4: Acquaint students with the world beyond their home community in ways that expand their horizons while strengthening their own identities
E.5: Recognize the need for all people to understand the importance of learning about other cultures and appreciating what each has to offer

Before making ratings for the indicators for each standard, it is important for the team members to pool their knowledge and come to a common understanding about the standard as a whole. This will help ensure that all team members are talking about the same thing. Review the performance examples provided for each of the ratings. This may also be a good time to review important terms used throughout the rubric (see the Glossary of General Education Terms and Acronyms for key definitions).

Standard E: Culturally-responsive educators recognize the full educational potential of each student and provide the challenges necessary for them to achieve that potential

	Performance Indicator Ratings			
	Emerging: Emerging understanding/ beginning to recognize	**Developing:** Understanding with limited development or partial implementation	**Proficient:** Functional and operational level of development and implementation	**Exemplary:** Fully and fluently engaged in implementing, mentoring, collaborating
Educators who meet this cultural standard:	1 Emerging	2 Developing	3 Proficient	4 Exemplary
E1. Recognize cultural differences as positive attributes around which to build appropriate educational experiences	Educator recognizes that each student in the classroom has a cultural identity and that each identified culture is valuable and important	Educator explores the various cultural identities of students in the classroom and identifies the positive attributes of those cultural groups	Educator actively teaches that cultural differences bring value to the classroom	Educator integrates students' home, family, and community culture into the curriculum to celebrate diversity and promote community building
RATING	EXAMPLES OF PERFORMANCE—Include examples from your school			
1 2 3 4 Comments:	• Educator introduces and discusses why cultural identity is valuable and important • Educator identifies knowledgeable resources from within the school or community to learn about the cultures within the classroom • Educator sponsors a community potluck event to celebrate diversity	• Educator learns the cultural identities of students in the classroom • Educator calls on all students, using simple command forms of the local language to address the class	• Educator is attentive to the learning style of each student, asks questions clearly, and allows for proper response time • Educator expands community understanding by connecting curriculum to students' ties to family and community	• Educator mentors students to understand and value their cultural identity so they can build their learning of who they are and where they come from • Educator identifies the positive attributes of the cultural heritage of students in the classroom

Standard E: Culturally-responsive educators recognize the full educational potential of each student and provide the challenges necessary for them to achieve that potential

	Performance Indicator Ratings			
	Emerging: Emerging understanding/ beginning to recognize	**Developing:** Understanding with limited development or partial implementation	**Proficient:** Functional and operational level of development and implementation	**Exemplary:** Fully and fluently engaged in implementing, mentoring, collaborating
Educators who meet this cultural standard:	1 Emerging	2 Developing	3 Proficient	4 Exemplary
E2. Provide learning opportunities that help students recognize the integrity of the knowledge they bring with them and use that knowledge as a springboard to new understandings	Educator recognizes that students have significant indigenous cultural knowledge already in place	Educator appreciates student indigenous cultural knowledge and asks students to draw on it in the context of new learning opportunities	Educator builds upon significant student indigenous cultural knowledge and facilitates using it as a springboard to new understandings	Educator consistently integrates student indigenous cultural knowledge and applies it to new knowledge
RATING	EXAMPLES OF PERFORMANCE—Include examples from your school			
1 2 3 4 Comments:	• Educator surveys students' indigenous cultural knowledge to find out what they know • Educator provides opportunities for students to write about their experiences	• Educator has students teach one another about their indigenous knowledge	• Educator attends culture camps and utilizes knowledge gained from these experiences in the classroom	• Educator applies student indigenous cultural knowledge to concepts in content areas (e.g., in math, apply geometry to seal gut sewing)

Standard E: Culturally-responsive educators recognize the full educational potential of each student and provide the challenges necessary for them to achieve that potential

	Performance Indicator Ratings			
	Emerging: Emerging understanding/ beginning to recognize	**Developing:** Understanding with limited development or partial implementation	**Proficient:** Functional and operational level of development and implementation	**Exemplary:** Fully and fluently engaged in implementing, mentoring, collaborating
Educators who meet this cultural standard:	1 Emerging	2 Developing	3 Proficient	4 Exemplary
E3. Reinforce the student's sense of cultural identity and place in the world	Educator recognizes that each student's culture is unique	Educator validates student's own culture as one of many indigenous cultures through classroom lessons and activities	Educator links student's own culture within a world of cultures	Educator consistently supports, in and out of school, student cultural identity within a world of cultures
RATING	EXAMPLES OF PERFORMANCE—Include examples from your school			
1 2 3 4 Comments:	• Educator develops lesson plans around kinship charts • Educator posts unique student artwork on classroom walls and throughout the school	• Educator uses student indigenous personal names • Educator directs Internet research to compare and contrast indigenous cultures	• Educator connects the different ethnic and cultural groups in the world with student's own culture • Educator develops a project around comparing and contrasting leadership styles in his or her own culture with other cultures	• Educator invites community members on a consistent basis to recount stories of who they are and where they come from, offering constant reinforcement of cultural knowledge • Educator invites community members from all classroom-represented cultural groups to visit, so students can make connections from one culture to another

Standard E: Culturally-responsive educators recognize the full educational potential of each student and provide the challenges necessary for them to achieve that potential

	Performance Indicator Ratings			
	Emerging: Emerging understanding/ beginning to recognize	**Developing:** Understanding with limited development or partial implementation	**Proficient:** Functional and operational level of development and implementation	**Exemplary:** Fully and fluently engaged in implementing, mentoring, collaborating
Educators who meet this cultural standard:	1 Emerging	2 Developing	3 Proficient	4 Exemplary
E4. Acquaint students with the world beyond their home community in ways that expand their horizons while strengthening their own identities	Educator acknowledges the students' own home/community culture(s)	Educator describes and illustrates other state, regional, and world cultures	Educator compares and contrasts students' culture(s) with other state, regional, and world cultures	Educator uses consistent, deliberate lesson plan design and implementation to routinely engage students so they can integrate themselves firmly within a larger world
RATING	EXAMPLES OF PERFORMANCE—Include examples from your school			
1 2 3 4 Comments:	• Educator asks students to share aspects of their culture through stories, songs, and historical facts	• Educator shares stories, songs, and historical facts from other state and regional cultures	• Educator incorporates Internet research to help students build multicultural vocabulary • Educator supports cross-cultural studies of such aspects of culture as dance or clothing	• Educator invites community members representing various cultures to expand students' awareness and place themselves and their own culture within a global scale

Standard E: Culturally-responsive educators recognize the full educational potential of each student and provide the challenges necessary for them to achieve that potential

	Performance Indicator Ratings			
	Emerging: Emerging understanding/ beginning to recognize	**Developing:** Understanding with limited development or partial implementation	**Proficient:** Functional and operational level of development and implementation	**Exemplary:** Fully and fluently engaged in implementing, mentoring, collaborating
Educators who meet this cultural standard:	1 Emerging	2 Developing	3 Proficient	4 Exemplary
E5. Recognize the need for all people to understand the importance of learning about other cultures and appreciate what each has to offer	Educator recognizes the importance of learning about other world cultures	Educator explains and illustrates the importance of learning about other cultures to students	Educator actively teaches about other cultures and designs activities that engage students in learning about them and appreciating their unique contributions	Educator mentors other educators to promote learning about and appreciating the value of other cultures
RATING	EXAMPLES OF PERFORMANCE—Include examples from your school			
1 2 3 4 Comments:	• Educator identifies with cultural activities that support multicultural appreciation	• Educator introduces students to pen pals from different cultural groups • Educator prepares potluck for classroom or school, serving food from different cultures	• Educator incorporates activities based around themes of commonalities among different cultures • Educator hosts community nights with different cultures	• Educator models and practices cultural values and beliefs of the local culture

Standard E: Rating Summary

E. Culturally-responsive educators recognize the full educational potential of each student and provide the challenges necessary for them to achieve that potential.

E.1 Recognize cultural differences as positive attributes around which to build appropriate educational experiences	4	3	2	1
E.2 Provide learning opportunities that help students recognize the integrity of the knowledge they bring with them and use that knowledge as a springboard to new understandings	4	3	2	1
E.3 Reinforce the student's sense of cultural identity and place in the world	4	3	2	1
E.4 Acquaint students with the world beyond their home community in ways that expand their horizons while strengthening their own identities	4	3	2	1
E.5 Recognize the need for all people to understand the importance of learning about other cultures and appreciating what each has to offer	4	3	2	1

Analysis of Standard E

Top 2–3 strengths within this standard:

Top 2–3 limitations/areas needing improvement:

How we will further develop this standard:

Glossary of General Education Terms and Acronyms

ACC—Southeast Regional Resource Center, in partnership with Education Northwest, developed and managed the Alaska Comprehensive Center (ACC), a part of a national network of Comprehensive Centers. ACC supported EED's efforts to meet the needs of all Alaska students from 2005–2012 and in this capacity sponsored the team that created the rubric guidelines.

Alaska content standards—Broad statements of what students should know and be able to do as a result of their public school experience.

Alaska Native Knowledge Network (ANKN)—Designed to serve as a resource for compiling and exchanging information related to Alaska Native knowledge systems and ways of knowing.

Alaska professional teacher standards—Standards clearly defining the skills and abilities Alaska teachers and administrators must possess to prepare effectively today's students for successful lives and productive careers.

AKRSI/ARSI—Alaska Rural Systemic Initiative, a project funded from 1995 to 2005 by the National Science Foundation and the Annenberg Foundation. ARSI's members created the *Alaska Standards for Culturally-Responsive Schools.*

ANE—Alaska Native Educators are stakeholders in the Native educational process.

ANEA—Alaska Native Educators Association, an organization of Native educators formed during the Alaska Rural Systemic Initiative that represents five culturally-diverse regions of the state.

EED (DEED)—Department of Education and Early Development: Alaska's state education agency (SEA).

LEA—Local education agency. The local agency responsible for the implementation of program services to students. In Alaska, this is usually the school district.

Proficient—Acceptable status of student mastery in a content area expressed as a score at or above a certain boundary on the commensurate standards-based assessment (SBA).

REAA—A regional educational attendance area is an educational area that was established in 1975 in an unorganized borough of the state of Alaska.

Scientifically based research—The term "scientifically based research" means research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs.

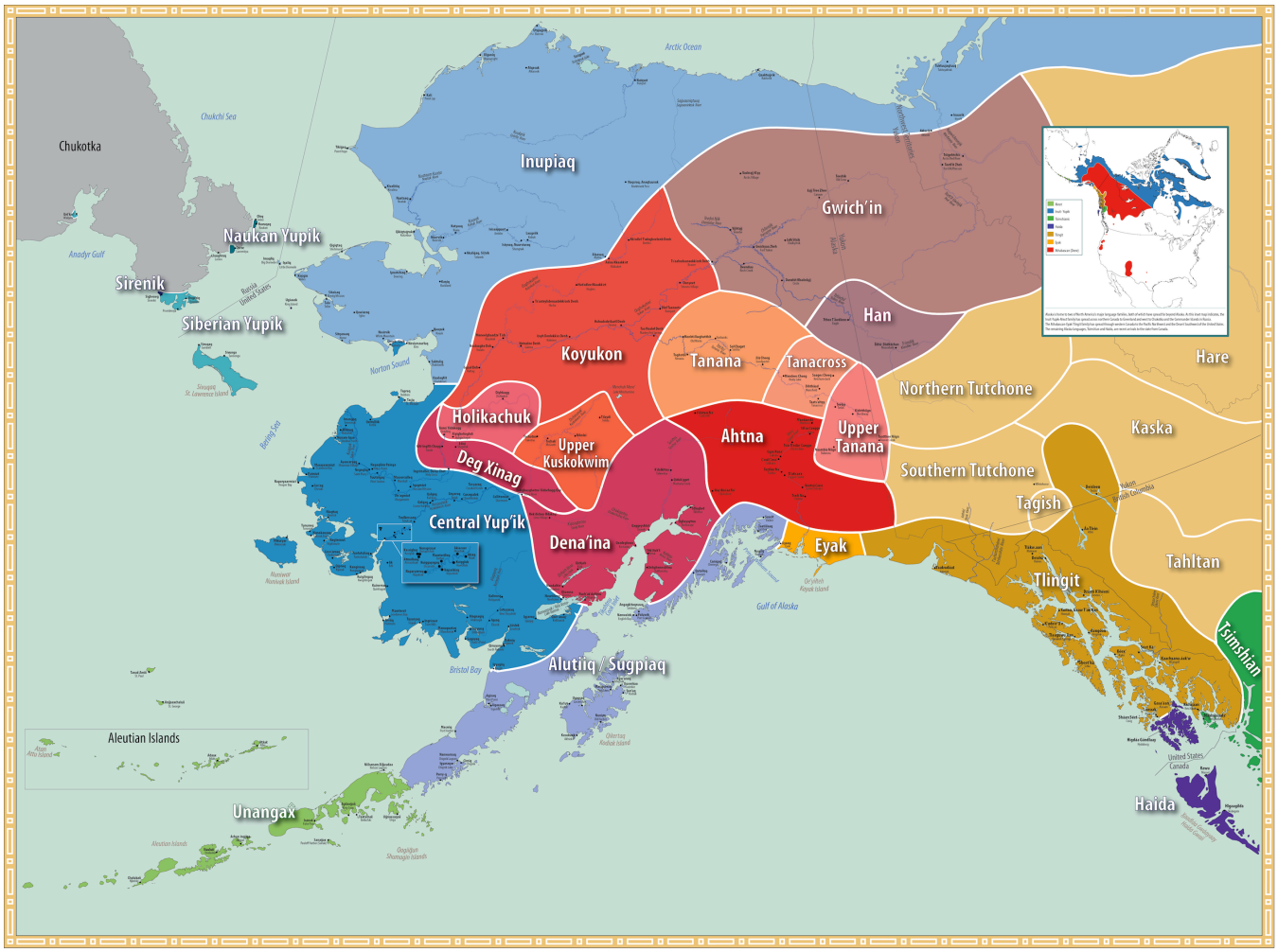
SEA—State education agency. This is the government agency responsible for statewide education program supervision and administration. In Alaska, the SEA is the Department of Education and Early Development (EED), which is recognized by the U.S. Department of Education as the governing agency.

Appendix A:
Indigenous Peoples and Languages of Alaska

This map shows the indigenous language regions of Alaska. Related languages of neighboring Canada and Russia are also shown. The language boundaries represent traditional territories at approximately 1900, though some shifts in language boundaries have occurred since that time.

The colors of the individual languages reflect their classification into language families, each of which share a common ancestral language. Eighteen of the twenty indigenous Alaska languages on this map belong to either the Inuit-Yupik-Aleut or the Athabascan-Eyak-Tlingit families. Tsimshian is a member of the small Tsimshianic family, while Haida is an isolate, not demonstrably related to any other language in the world.

As of 2010, few indigenous languages in Alaska are still spoken by children, but significant revitalization programs exist for some languages.



Source

Kraus, M., Holton, G., Kerr, J., & West, C.T. (2011). *Indigenous peoples and languages of Alaska.* Retrieved from University of Alaska Fairbanks, Alaska Native Language Center website: http://www.uaf.edu/anla/collections/map/

Appendix B: Research Brief

Research has shown the benefits of instruction that incorporates students' heritage languages and cultural traditions. To meet the challenge of maintaining indigenous cultural and linguistic distinctiveness requires sustained community-based consciousness-raising about the success of immersion programs and commitment to the value of indigenous linguistic and cultural expression (Arviso & Holm, 2001, p. 211).

In the most extensive longitudinal study of language minority student achievement to date (1982–1996), Thomas and Collier (1997) found that for 700,000 students representing 15 languages in five participating school systems, "the most powerful predictor of academic success" was schooling for at least four to seven years in the native/heritage language. Researchers defined academic success as "English learners reaching … full parity with native-English speakers in all school content subjects (not just English proficiency) after a period of at least 5–6 years" (p. 7). What is especially important about the Thomas and Collier study is that these findings held true for children who entered school with no English background, children raised bilingually from birth, and children dominant in English who [were] losing their heritage language.

The benefits to students of heritage language schooling correspond directly to the development and use of curricula grounded in local languages and knowledge, and to the cultivation of a critical mass of Native educational practitioners. These processes can be described as "bottom-up" language planning and when they emanate from within indigenous communities, these initiatives create a means of empowerment for Native teachers, children, and communities. Hornberger (1996) notes that such empowerment "importantly … is one that confirms indigenous identity, language, and culture, while simultaneously promoting development and modernization for the indigenous peoples" (p. 361).

In their work on indigenous knowledge systems in Alaska, Barnhardt and Kawagley (2005) highlighted the importance of cross-generational communication by noting how Elders help renew and carry forward knowledge on the basic interconnections between natural and human relationships. They emphasized how Elders play a vital role in holding together a sense of cultural identity and spiritual centeredness that tends to be diluted and ignored by the more extreme forces of modernization.

Even when schools as a whole do not embrace indigenous knowledge, indigenous students can benefit from efforts to incorporate knowledge keepers into school settings. In one Yup'ik village in Alaska, Wyman et al. (2010) found that adults working outside the school resisted the commoditization of the relationship between youth and Elders. Adults encouraged youth to work for Elders without pay to learn from the Elders about their extensive knowledge of subsistence and the local ecosystem, which would assist youth in carrying out local day-to-day practices.

This is an example of Yuuyaraq (the way to be a good human), which is a system of beliefs and practices specific to the Yup'ik way of life. Older youth described their relationships to Elders in general as a key component of how they valued the local community, and as a factor in their decision to stay in the community as young adults to raise their children. The local public school, on the other hand, proved to be one of the least stable village institutions within which to incorporate Elders' knowledge, due to the rapid turnover of primarily non-Native outside educators and administrators who made up the majority of the local teaching force. Even as the school overall struggled with instability, when Elders were brought into the school, consecutive groups of youth responded positively to their inclusion in formal schooling efforts. At one point, when an esteemed Elder was employed as a counselor in the school, many students commented on how his presence and teachings positively impacted their overall learning.

Alaska Native students are not a homogeneous cluster of learners, but a collection of different types of learners who share the characteristic of having identity and linguistic needs that relate to their family background. Frequently, these needs arise from not having had sufficient exposure to their heritage language and heritage culture during their formative years. Satisfying these needs provides a primary impetus for pursuing heritage language learning.

Any instructional agenda expected to successfully teach heritage language learners must be based on these five foundational steps (Wright, 2010):

1. Validate identity and linguistic needs.
2. Select materials and instructional strategies that address these needs.
3. Adjust curricular goals and instructional approaches according to students' sociolinguistic and family background.
4. Infuse all language studies with a heritage language focus.
5. Fit the content to the student, rather than the student to the content.

Cross-discipline research in the fields of education, linguistics, anthropology, and cognitive psychology points to the fact that students who enter school with a primary language other than the national or dominant language perform significantly better on academic tasks when they receive consistent and cumulative academic support in their native/heritage language. Although few studies have been published, the positive effects of well-implemented bilingual education programs are well documented and several conditions have been identified that underlie positive outcomes. First and foremost is the presence of a stable core of bilingual educators with shared values and aspirations for their students. Second, teachers receive long-term support from the building principal and from outside experts. Third, the program receives consistent funding over several years, unfortunately a rare occurrence in many indigenous language schools. These conditions were found to promote a school culture that values local expertise and encourages teachers to reflect critically on their teaching, to take risks in enacting instructional reform, and to act as agents of positive change. As these conditions become normalized within the elementary school, Native teachers are able to create parallel conditions in their classrooms whereby students can act as critical agents and inquirers in both their heritage language and English (Lipka & McCarty, 1994).

Lipka (1998) documented the process of involving Native teacher, student, and community empowerment for the Yup'ik of southwestern Alaska, where Native teacher-leaders (the Cuilistet) worked in apprentice relationships with Elders to bring indigenous knowledge into science and mathematics instruction. In Yup'ik, educators chose methods that provided insight into the processes that can reverse cultural and linguistic loss (Lipka & McCarty, 1994).

Supporters and practitioners of indigenous education must address several issues: First, they must go far beyond superficially adding isolated pieces of cultural practices onto the existing structure of schools. If educators want students to progress beyond a tourist-level appreciation of cultural difference they need to reconceptualize the form and content of public schooling, including the introduction of indigenous languages as a main vehicle of communication. Such a rethinking offers important opportunities for improving the educational achievement of indigenous students (Lomawaima & McCarty, 2006).

Second, proponents of indigenous education need to be cautious to avoid "essentializing" indigenous cultures and believing those cultures remain static over time. This is problematic because minority cultures (like all cultures) are fluid and experience change, both in urban, multicultural settings, as well as in rural, ethnically homogenous ones. New hybrid-cultural forms tend to emerge that bring some observers to suggest that "indigenous" and "modern" need not be oppositional terms (McCarty, 2003).

The likelihood that a child will do well will depend on a host of factors related to the larger context of schooling, including the degree of the cultural mismatch between home life and school life; students' and families' oppositional relationships to schools; racism and discrimination; financial inequities suffered by poor schools; and particular interactions between teacher and child.

Schools can play a role in reversing cultural loss, but educators must be mindful of the imperative to continuously re-invent indigenous education to ensure that it honors the basic cultural tenets of the ethnic groups it serves, recognizes the hybrid nature of many indigenous practices, and uses learning as a springboard to foster social and environmental well-being.

Based on available research, the Assembly of Alaska Native Educators (1998) suggests the following classroom, school, and community context for culturally-responsive schools in Alaska:

- Native language and home culture are recognized as strengths
- Bilingual education, primary language support, and English language support must all be offered
- Genuine emphasis is placed on multicultural respect
- Interactive and experiential methods are used to expand the literacy spectrum, including gradual release of responsibility, integrated studies, and process writing
- Students' prior knowledge and experiences are incorporated into the instruction
- Students are actively enlisted in setting their learning goals
- Family and school are active partners in the educational process
- Authentic assessment is used to determine appropriate instruction

Educators are responsible for providing a supportive learning environment that reinforces the wishes of parents and community for the language learning of the students in their care (Assembly of Alaska Native Educators, 2001). Teachers who expect to be effective with language-diverse learners must constantly self-evaluate and assess their own professional practice to make continual modifications and improvements, especially if they intend to provide culturally-responsive instruction. To benefit from content-area instruction, students whose first language is not English require alternative, research-based instructional approaches and assessment procedures.

Certain teaching strategies and instructional practices that most teachers already know have been found effective with all students, regardless of their native language or culture. These strategies and practices are most effective when they are used at developmentally appropriate levels, when students' language proficiencies and cognitive levels are considered, and when instructional materials are culturally-responsive and relevant (Haynes, 2007):

- **Scaffolding:** The teacher provides meaningful support and guidance to guide learning growth toward each learning objective. The teacher uses questioning techniques that elicit experiences related to the student's native culture. The teacher uses rephrasing with words the student understands and uses pictures to adapt the questioning techniques.
- **Shelter:** The teacher introduces new content by using visual aids, music, or other supports, and then carefully observes each student to identify which topics come easily and which will require more support.
- **Total Physical Response (TPR):** As much as possible, the teacher links language learning to enable the student to make a physical response. Using this technique ties in to various learning styles and is fun for the student.
- **Reciprocal Teaching:** To help students complete a task, the teacher presents an interactive lesson, assesses student responses for comprehension, and then restructures the lesson to guide corrections. Doing this consistently for students demonstrates how to learn. Giving students tools to control their own learning situation enhances student self-esteem.
- **Critical Thinking Questions:** Students are encouraged to ask and answer "why" and "how" questions.
- **Hands-on Experiences:** Students are given opportunities to complete activities that can be demonstrated and described orally.
- **Teaching Techniques:** Teachers simplify instructions, connect the instruction to the student's native culture, and use graphic organizers to allow access of information. Some examples of these techniques are controlled language, labeling, vocabulary word banks, flash cards, and discussions.

Teachers can use cooperative learning groups or teams to provide students with varying language and learning style experiences, pairing peer partners or buddies in a variety of ways. More proficient students help their less proficient peers. Community members working within the content classroom greatly enhance the students' learning, reinforcing lessons both during and after school, co-teaching the content in the native language, or creating cultural context for understanding the content.

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