Identity (Cultural Awareness)

1. Self Awareness
   a) Evaluates how personal background and experiences creates biases and assumptions that impact how a teacher interacts with students in creating a learning environment.
   b) Reflects on, evaluates and acknowledges own cultural identity, knowledge, experiences he or she brings to the learning environment (and how they differ from students’).
   c) Understands the power of teacher biases, attitudes, and beliefs about diversity.

2. Awareness of Students’ Cultural Identities
   a) Tries to see cultural schema from the view/perspective of a native of the culture.
   b) Sheds stereotypical views of culture and values all students.
   c) Recognizes that students from culturally and linguistically diverse backgrounds may be at different levels of acculturation and identity development.
   d) Respects that gender roles may vary among different cultures.
   e) Understands the value of linguistic differences and their role in cultural identity.
   f) Understands how chronic poverty might place poor children on life trajectories that differ from the trajectories of children not living in poverty

3. Advocacy
   a) Seeks information from a variety of sources to analyze and evaluate conditions and policies that shape communities and schools.
   b) Evaluates conditions, policies, and implementation of services related to a school environment (e.g., student characteristics, student achievement, discipline policies and actions, and resource levels).

4. Instruction
   a) Utilizes reflection and experiential learning as tools for student-centered learning.
   b) Models appropriate behaviors, speech, and attitudes that show respect for the rights and concerns of others (includes person-first terminology).
   c) Avoids imposing values that may conflict or may be inconsistent with those of others’ cultures or ethnic groups.
   d) Plans instruction around student’s experiences, interests, and cultural competencies.