Culturally and Linguistically Sustaining Practices (C.L.S.P.) Continuum

Definition: Culturally and Linguistically Sustaining Practices draw upon, infuse and evoke students' existing schema, experiences, funds of knowledge, and perspectives to optimally facilitate learning. C.L.S.P. also intentionally seek racial and cultural equity and pluralism in order to deliberately tailor district-wide norms, policies and practices to affirm the identities of and expand opportunities for historically marginalized students. C.L.S.P. heavily relies upon the scholarship and research of its preceding models, namely culturally relevant, culturally responsive and culturally sustaining pedagogies (Gay, 2010; Ladson-Billings, 1995; Paris, 2012). – *Dr. Colin Rose & Hayden Frederick-Clarke*

Cultural Pre-Competence → Cultural Proficiency (CP)

COMPETENCY 1:
Awareness: Understanding One's Lens and Bias

Sufficient analysis of one's own culture to understand the lens that onebrings to his/her role; familiarity with one's cultural and racial biases along with knowledge of where to find compensatory resources; ability to recognize and disrupt the effects of his/her personal bias(es).

ATTRIBUTES

- **Recognizes** and considers one's own surface, shallow and deep cultural influences and social location and how these impact his/her personal communication style, performance expectations, pedagogy, etc.

- **Acknowledges** and values culture as fundamental to relationships and learning.

- **Understands** that culture can be used to empower or enervate, especially in contacts with marginalized cultures.

- **Understands** the power dynamics between dominant and marginalized cultures and/or persons from different social locations as well as the historical and sociological contexts of these dynamics.

- **Is willing** and able to recognize and intentionally disrupts personal biases by reflecting on his or her cultural frame and/or social location, widening interpretations, and recognizing triggers.

COMPETENCY 2:
Cultural Learning/Relationship Building

Ability to build authentic relationships with students, families, and communities to create a learning partnership. Rigorous inquiry and investigation into students' backgrounds.

ATTRIBUTES

- **Proactively examines cultures** in order to build relationships with students, families, and communities through communication that refrains from making assumptions about class, race, ethnicity, ability, age, home life, language etc.

- **Builds strong, working relationships with students and families** employing a two-way communication style that proactively engages them beyond problem issues or concerns and acknowledges differing degrees of comfort with traditional schooling from different families/subgroups.

- **Uses rapport and alliance building techniques** to create the trust needed for deep learning in the classroom.

COMPETENCY 3:
Culturally and Linguistically Sustaining Practices

Utilizes the cultural knowledge of students, families, and communities to adapt practices, materials and environments to engage, motivate, and facilitate deep learning. Is culturally and linguistically sustaining, both validating and connecting to cultural schema to maximize learning opportunities through rigorous instruction and the use of data to reflect and adjust practices.

ATTRIBUTES

- **Empowers students** by setting high academic goals and expectations for all students. Refrains from deficit-based thinking and provides students with appropriate academic and social/emotional supports and encouragement.

- **Provides learning opportunities and experiences** that prepare students to persevere and become independent and critical learners.

- **Prepares students for standardized assessments** but more importantly gives opportunities to learn through authentic assessments.

- **Uses quantitative and qualitative data** to inform practices and necessary adjustments.

- **Challenges traditional curricula** that excludes the contributions and perspectives of traditionally underrepresented racial and ethnic groups;allows students to "see" themselves reflected in the curricula in positive and substantial ways.

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Cultural Pre-Competence → → → **Cultural Proficiency (CP)**

COMPETENCY 1:
OBSERVABLE BEHAVIORS:
Individuals:

- Evidence of **reflective behavior** (e.g. journaling, regular meetings)

- Evidence of **positive offsets** for cultural safety, informed by self reflection (e.g. positive proximity and visibility techniques, trigger control, etc.)

- Evidence of **closing disparities** such as those regularly found in disciplinary/punitive tools

- Evidence of **reading texts,** especially those assigned, relevant to Race, class, gender and culturally proficient instruction

Open to feedback
Educator Rubric Elements:
IV- A-1: Reflective Practices
IV- B-1: Professional Learning and Growth

LEADERS/ORGANIZATION:

- Scheduling and/or administration of O.O.A.G. professional development sessions

- Intentional scheduled time for reflective exercises for staff

- Evidence of collective assessment of organizational structure, policies and school-wide practices for bias(es)

- Routine implementation of the "7 Forms of Bias Protocol" to vet instructional materials

- Evidence of text-based discussions with staff

AVID CP examples
Individual Classroom Tool
7 forms of Bias Tool Kit

COMPETENCY 2:
OBSERVABLE BEHAVIORS:
Individuals:

- Evidence of **proactive and positive contact** with students and parents with regular and timely communication

- Evidence of **soliciting feedback/suggestions** from students, parents, and community when possible

- Evidence of **rapport and alliance building techniques** (e.g. knowledge of student's interests, affirming language), especially for triggering students/that trigger the instructor

- **Instruction that is void of destructive actions** such as microaggressions

- **Provides timely asset-based feedback** that holds high standards and specific actionable steps that conveys assurance of capability

- Evidence that **students are involved** in setting learning goals

Educator Rubric Elements:
I-C-3: Sharing Conclusions
II-B-1: Safe learning environment
II-B-2: Collaborative environment
II-B-3: Student motivation
III-B- Family Collaboration
III-C-1: Two-way communication
III-C-2: Culturally Proficient Communication

LEADERS/ORGANIZATION:

- Parents and community members on decision making bodies

- Structures for feedback from students, families, and communities

- Events and structures at school and in communal locations to increase the engagement of all families with flexibility for those who cannot meet at traditional times

COMPETENCY 3:
OBSERVABLE BEHAVIORS:
Individuals:

- Evidence that **social/emotional needs of students** are responded to appropriately

- Curriculum and instruction is **culturally relevant** and rigorous for all

- Teacher **provides appropriate scaffolds** for students to progress and become independent learners on grade level tasks

- Employs **cooperative grouping and co-construction** of knowledge, representing different modalities

- Explicitly **teaches norms** of school

Open to feedback
Educator Rubric Elements:
I-B-2: Adjustment of Practice
II-A-1: Quality of Effort and Work
II-A-2: Student Engagement
II-A-3: Meeting Diverse Needs

LEADERS/ORGANIZATION:

- Welcoming school/classroom environments that celebrate diversity and accomplishments of students
- On-going professional learning that develops staff's instructional and relational abilities and allows for collaboration and reflection
- Provides opportunities for students, parents/ community to learn/construct curriculum
- School-wide disaggregation of data including educational and social measures (e.g. discipline measures) to monitor for gaps
- Systemize CLSP (e.g. Monitoring for CLSP for all staff and structures for the work to be ongoing)

OFFICE OF OPPORTUNITY GAPS

BOSTON Public Schools Focus on Children