

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

Definition: Culturally and Linguistically Sustaining Practices use the cultural knowledge, prior experiences, frames of reference and performance styles of diverse students to make learning encounters more relevant and effective in promoting academic achievements; it teaches to and through the strengths of students. It is culturally validating and affirming. – G. Gay

Cultural Pre-Competence

COMPETENCY 1:

Awareness: Understanding One's Lens and Bias

Sufficient analysis of one's own culture to understand the lens that one brings 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.

Cultural Proficiency (CP)

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.

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)