



# WA Cultural Competence Matrix & the AWSP Leadership Framework Alignment

<b>Cultural Competence Framework</b>	<b>AWSP Leadership Framework:</b> <i>The components of the Cultural Competence Framework are enacted within these responsibilities of school principals -</i>
<p><b>Component 1.0: Professional Ethics within a Global and Multicultural Society</b>  <i>Ethical and moral concepts and practices that undergird Equity, Civil Rights and Cultural Competence for education professionals and systems.</i></p> <ul style="list-style-type: none"> <li>• Human Rights</li> <li>• Social Justice</li> </ul>	<p><b>Criterion 1: Creating a Culture</b>            1.2 Engages in essential conversations for ongoing improvement            1.3 Facilitates collaborative processes leading toward continuous improvement</p> <p><b>Criterion 6: Managing Resources</b>            6.1 Managing human resources (assignment, hiring)            6.2 Managing human resources (ongoing professional development)            6.3 Managing fiscal resources</p> <p><b>Criterion 8: Closing the Gap</b>            8.1 Identifies barriers to achievement and knows how to close resulting gaps            8.2 Demonstrates a commitment to close the achievement gap            8.3 Provides evidence of growth in student learning</p>
<p><b>Component 2.0 Civil Rights and Nondiscrimination Law</b>  <i>An understanding of State and Federal Civil Rights and Non-discrimination laws.</i></p> <ul style="list-style-type: none"> <li>• Civil Rights Law</li> <li>• Safe Schools</li> </ul>	<p><b>Criterion 2: Ensuring School Safety</b>            2.1 Provides for Physical Safety            2.2 Provides for social, emotional and intellectual safety</p> <p><b>Criterion 6: Managing Resources</b>            6.4 Fulfilling legal responsibilities</p> <p><b>Criterion 8: Closing the Gap</b>            8.1 Identifies barriers to achievement and knows how to close resulting gaps            8.2 Demonstrates a commitment to close the achievement gap</p>
<p><b>Component 3.0 Reflective Practice, Self-Awareness &amp; Anti-Bias</b>  <i>Awareness of one’s own cultural background and how it influences perception, values and practices. Understanding of structural benefits and privileges and how they mold educational practices and organizations. Ability to find and use tools, processes and programs that promote professional &amp; organizational self-examination and assessment in order to mitigate behaviors and practices (e.g.: racism, sexism, homophobia, unearned-privilege, euro-centrism, etc) that undermine inclusion, equity and Cultural Competence in education.</i></p> <ul style="list-style-type: none"> <li>• Societal advantages</li> <li>• Cosmology, Spirituality, Creed, and Religion</li> <li>• Understanding Culture and Identity</li> </ul>	<p><b>Criterion 1: Creating a Culture</b>            1.2 Engages in essential conversations for ongoing improvement</p> <p><b>Criterion 2: Ensuring School Safety</b>            2.2 Provides for social, emotional and intellectual safety</p> <p><b>Criterion 4: Aligning Curriculum</b>            4.2 Alignment of best instructional practices to state and district learning goals            4.3 Alignment of assessment practices to best instructional practices</p> <p><b>Criterion 6: Managing Resources</b>            6.1 Managing human resources (assignment, hiring)            6.2 Managing human resources (ongoing professional development)            6.3 Managing fiscal resources</p> <p><b>Criterion 8: Closing the Gap</b>            8.1 Identifies barriers to achievement and knows how to close resulting gaps            8.2 Demonstrates a commitment to close the achievement gap            8.3 Provides evidence of growth in student learning</p>



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<p><b>Component 4.0 Repertoires of Practice for Teaching Effectiveness for Culturally Diverse Populations</b></p> <p><i>An understanding of the broad range of experiences and groups that students bring to the classroom and how those experiences impact learning. The ability of individuals and systems to work effectively with students and the communities they are from.</i></p> <ul style="list-style-type: none"> <li>• Culturally Responsive School/Classroom</li> <li>• Curriculum, Instruction, and Assessment: Equity Pedagogy</li> <li>• Language</li> <li>• Partnerships with Families and Communities</li> </ul>	<p><b>Criterion 1: Creating a Culture</b></p> <p>1.2 Engages in essential conversations for ongoing improvement</p> <p><b>Criterion 4: Aligning Curriculum</b></p> <p>4.1 Alignment of curricula to state and local district learning goals</p> <p>4.2 Alignment of best instructional practices to state and district learning goals</p> <p>4.3 Alignment of assessment practices to best instructional practices</p> <p><b>Criterion 5: Improving Instruction</b></p> <p>5.1 Monitors instruction and assessment practices</p> <p>5.2 Assists staff in developing required student growth plan and identifying valid, reliable sources of evidence of effectiveness</p> <p>5.3 Assists staff in implementing effective instruction and assessment practices</p> <p>5.4 Evaluates staff in effective instruction and assessment practices</p> <p>5.5 Provides evidence of student growth of selected teachers</p> <p><b>Criterion 7: Engaging Communities</b></p> <p>7.1 Communicates with community to promote learning</p> <p>7.2 Partners with families and school community</p> <p><b>Criterion 8: Closing the Gap</b></p> <p>8.1 Identifies barriers to achievement and knows how to close resulting gaps</p> <p>8.2 Demonstrates a commitment to close the achievement gap</p> <p>8.3 Provides evidence of growth in student learning</p>
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Washington's Cultural Competence Framework is available at: <https://drive.google.com/file/d/0ByGlqpe9SoFGSUd3NEliU2NxRGM/edit>

Analysis completed by principals and assistant principals of the Association of Washington School Principals' [Diversity & Equity Committee](#), May 2015.