

Cultural Standards for Educators	Skills and Abilities	AGSD Teacher Standards
Standard 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 systems	2.a.1.2, 2.b.1.2, 2.b.3.1, 2.b.3.2, 2.b.3.3, 3.a.1.3, 3.a.3.3, 3.a.4.1, 3.b.1.2
	A.2: Utilize the Elders' expertise in multiple ways in their teaching	2.a.1.2, 2.a.3.1, 2.b.1.2, 2.b.2.1, 2.b.3.1, 2.b.3.2, 2.b.3.3, 2.b.4.1, 2.d.1.1, 2.d.2.1, 2.d.2.2, 3.a.3.3, 3.a.4.1
	A.3: Provide opportunities and time for students to learn in settings where local cultural knowledge and skills are naturally relevant	2.a.1.2, 2.a.2.2, 2.a.3.1, 2.b.3.1, 2.b.3.2, 2.b.3.3, 2.b.4.1, 2.c.2.1, 2.d.1.1, 2.d.2.1, 2.d.2.2, 3.a.3.3, 3.a.4.1
	A.4: Provide opportunities for students to learn through observation and hands-on demonstration of cultural knowledge and skills	2.a.1.2, 2.a.2.2, 2.a.3.1, 2.b.3.2, 2.b.3.3, 2.b.4.1, 2.c.2.1, 2.d.1.1, 2.d.2.1, 2.d.2.2, 3.a.3.3, 3.a.4.1
	A.5: Adhere to the cultural and intellectual property rights that pertain to all aspects of the local knowledge they are addressing	2.a.1.2, 2.a.3.1, 2.b.1.2, 2.b.3.2, 2.b.3.3, 3.a.1.3, 3.a.3.3, 3.a.4.1
	A.6: Continually involve themselves in learning about the local culture	2.a.1.2, 2.a.3.1, 2.b.1.2, 2.b.3.1, 2.b.3.2, 2.b.3.3, 3.a.3.3, 3.a.4.1, 3.b.1.1
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.	B.1: Regularly engage students in appropriate projects and experiential learning activities in the surrounding environment	2.a.1.2, 2.b.2.1, 2.b.3.1, 2.b.3.2, 2.b.3.3, 2.b.4.1, 2.c.2.1, 2.d.1.1, 2.d.2.1, 2.d.2.2, 3.a.3.3, 3.a.4.1
	B.2: Utilize traditional settings such as camps as learning environments for transmitting both cultural and academic knowledge and skills	2.a.1.2, 2.b.1.2, 2.b.2.1, 2.b.3.1, 2.b.3.2, 2.b.3.3, 2.b.4.1, 2.d.1.1, 2.d.2.1, 2.d.2.2, 3.a.3.3, 3.a.4.1
	B.3: Provide integrated learning activities organized around themes of local significance and across subject areas	2.a.1.2, 2.a.3.1, 2.b.1.2, 2.b.2.1, 2.b.3.1, 2.b.3.2, 2.b.3.3, 2.b.4.1, 2.d.1.1, 2.d.2.1, 2.d.2.2, 3.a.3.3, 3.a.4.1
	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	2.a.1.2, 2.b.1.2, 2.b.3.1, 2.b.3.2, 2.b.3.3, 3.a.1.3, 3.a.3.3, 3.a.4.1, 3.b.1.1, 3.b.1.2, 3.b.1.3
	B.5: Seek to ground all teaching in a constructive process built on a local cultural foundation	2.a.1.2, 2.a.3.1, 2.b.1.2, 2.b.3.1, 2.b.3.2, 2.b.3.3, 2.b.4.1, 3.a.1.3, 3.a.3.3, 3.a.4.1, 3.b.1.1, 3.b.1.2, 3.b.1.3
Standard 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	2.b.1.2, 2.b.3.1, 2.b.3.2, 2.b.3.3, 3.a.3.3, 3.a.4.1
	C.2: Exercise professional responsibilities in the context of local cultural traditions and expectations	2.b.3.1, 2.b.3.2, 2.b.3.3, 3.a.1.1, 3.a.1.3, 3.a.3.3, 3.a.4.1, 3.b.1.1, 3.b.1.3, 3.b.2.1, 3.c.1.2
	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	2.b.2.1, 2.b.3.1, 2.b.3.2, 2.b.3.3, 3.a.1.3, 3.a.3.3, 3.a.4.1, 3.c.1.1

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Standard 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	2.b.3.1, 2.b.3.2, 2.b.3.3, 2.c.3.1, 3.a.1.1, 3.a.3.1, 3.a.3.2, 3.a.3.3, 3.a.4.1, 3.a.4.2
	D.2: Involve Elders, parents, and local leaders in all aspects of instructional planning and implementation	2.a.3.1, 2.b.3.1, 2.b.3.2, 2.b.3.3, 2.c.1.1, 2.c.3.1, 3.a.3.1, 3.a.3.2, 3.a.3.3, 3.a.4.1, 3.a.4.2
	D.3: Seek to continually learn about and build upon the cultural knowledge that students bring with them from their homes and communities	1.b.2.2, 2.a.2.2, 2.b.1.2, 2.b.1.3, 2.b.3.1, 2.b.3.2, 2.b.3.3, 3.a.1.1, 3.a.1.3, 3.a.3.3, 3.a.4.1, 3.b.1.1, 3.b.1.3
	D.4: Seek to learn the local heritage language and promote its use in their teaching	2.a.3.1, 2.b.1.2, 2.b.2.1, 2.b.3.1, 2.b.3.2, 2.b.3.3, 3.a.3.3, 3.a.4.1, 3.b.1.1, 3.b.1.3
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.	E.1: Recognize cultural differences as positive attributes around which to build appropriate educational experiences	1.b.2.3, 2.b.3.2, 2.b.3.3, 2.c.1.2, 3.a.1.3, 3.a.3.3, 3.a.4.1, 3.b.1.2
	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	1.b.2.3, 2.b.3.2, 2.b.3.3, 2.d.1.1, 2.d.2.1, 2.d.2.2, 3.a.1.3, 3.a.3.3, 3.a.4.1
	E.3: Reinforce the student's sense of cultural identity and place in the world	1.b.2.3, 2.b.3.2, 2.b.3.3, 3.a.1.1, 3.a.3.3, 3.a.4.1
	E.4: Acquaint students with the world beyond their home community in ways that expand their horizons while strengthening their own identities	2.b.3.2, 2.b.3.3, 2.d.2.1, 2.d.2.2, 3.a.3.3, 3.a.4.1
	E.5: Recognize the need for all people to understand the importance of learning about other cultures and appreciating what each has to offer	1.b.2.3, 2.b.1.2, 2.b.3.2, 2.b.3.3, 3.a.1.3, 3.a.3.3, 3.a.4.1, 3.b.1.2