

CULTURALLY RESPONSIVE TEACHING AND LEADING STANDARDS

SCHOOL SOCIAL WORK



SUBMITTED TO ILLINOIS STATE BOARD OF EDUCATION
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Governors State University CRTL Design Matrix



Program:	School Social Work	
Standards	Assessment/ Methods	Strategy
Standard a	Self-Awareness and Relationships to Others	
Self-Awareness and Relationships to Others – Culturally Responsive Teachers and Leaders are reflective and gain a deeper understanding of themselves and how they impact others, leading to more cohesive and productive student development as it relates to academic and social-emotional development for all students. The culturally responsive teacher and leader will		
Standards	Assessment/ Methods	Strategy
1) Understand and value the notion that multiple lived experiences exist, that there is often not one "correct" way of doing or understanding something, and that what is seen as "correct" is most often based on our lived experiences. 2) Approach their work and students	SOCW 8601 Field Practicum III - Integrative Seminar Positive Or Negative Frames/Strengths-Based Perspectives - In class activity (2, 5)	Brief objective associated with the standard and or changes that the program made to implement this new activity if it is a change. Objective: Students explore and discuss the “valuing” and “devaluing” of certain behaviors of clients within the field education agency and how these can conflict with dominant group/mainstream values.

with an asset-based mindset, affirming the validity of the students' backgrounds and identities.

3) Know about their students and their lives outside of school, using this knowledge to build instruction that leverages prior knowledge and skills.

4) Include representative, familiar content in the curriculum to legitimize students' backgrounds, while also exposing them to new ideas and worldviews different from their own.

5) Engage in self-reflection about their own actions and interactions and what ideas and biases motivated those actions.

6) Explore their own intersecting identities, how they were developed, and how they impact daily experience of the world.

7) Recognize how their identity (race/ethnicity, national origin, language, sex and gender, gender identity, sexual orientation, physical/developmental/emotional ability, socioeconomic class, religion, etc.) affects their perspectives and beliefs about pedagogy and students. 8) Educate themselves about students' communities, cultures, and histories. 9) Critically think

<p>SOCW 8601 Field Practicum III - Integrative Seminar</p> <p>Working with Marginalized and Oppressed Children and Families - In class activity (1, 10)</p>	<p>Objective: Students review case studies focused on traditionally marginalized and oppressed populations. Students explore the history behind such oppression and approaches to advocate for human rights and social/economic justice in practice within the field education agency.</p>
<p>SOCW 8601 Field Practicum III - Integrative Seminar</p> <p>Self-Reflection Bi-Weekly Journal - Homework Assignment (5, 7, 10)</p>	<p>Objective: Students engage in self-reflection and evaluation through development of guided journal entries</p>
<p>SOCW 8601 Field Practicum III - Integrative Seminar</p> <p>Circle of Multicultural Self - Assignment (5, 6, 7)</p> <p>Ladder of Assumptions - In class activity (10)</p>	<p>Objective: Students complete a self-assessment activity focused on identifying their various roles and social/cultural/political/religious group memberships as well as recollections of being stereotyped, marginalized, oppressed, emotionally affected based on their group memberships.</p> <p>Objective: Students explore and discuss the practice of making assumptions based on physical appearance and first impressions. Students learn how to identify and challenge assumptions as they arise in engagement and assessment of field education clients.</p>

<p>about the institutions in which they find themselves, working to reform these institutions whenever and wherever necessary. 10) Assess how their biases and perceptions affect their teaching practice and how they access tools to mitigate their own behavior (racism, sexism, homophobia, unearned privilege, Eurocentrism, etc.).</p>	<p>SOCW 8210 School Social Work Practice Needs Assessment Assignment - Conduct a needs assessment of the school setting (considering the cultural context of students, families, and communities). (1, 8)</p>	<p>Objective: Students explore the needs of students within the school setting and make recommendations for needed services by assessing the environment.</p>
<p>Standard b</p>	<p>Systems of Oppression</p>	
<p>Culturally responsive teachers and leaders understand that there are systems in our society, especially, but not limited to, our school system that create and reinforce inequities, thereby creating oppressive conditions. Educators work actively against these systems in their everyday roles in educational institutions. The culturally responsive teacher and leader will:</p>		
<p>Standards</p>	<p>Assessment/ Methods</p>	<p>Strategy</p>
<p>1) Understand the difference between prejudice, discrimination, and racism, and how to operate at the interpersonal, intergroup, and institutional levels. 2) Collaborate with colleagues to determine how students from different backgrounds experience the classroom, school, or district. 3) Know and understand how the system of inequity has impacted them as an educator. 4) Understand how current curriculum</p>	<p>SOCW 8210 School Social Work Practice</p> <p>Readings (New textbook) and in-class activities - Homework and in class discussion. (1, 2, 3, 5, 6)</p> <p>Review the National Association of Social Workers (NASW) Anti-Racism Statement for the profession and discuss in class - Homework and In class activity. (2, 6, 7)</p>	<p>Objective: Students explore systems of oppression both historical and current and the impact it has on student populations.</p> <p>Objective: Students explore racism, discrimination, and anti-racist practices to combat oppression and the marginalization of students in their broader contexts.</p>

<p>and approaches to teaching impact students who are not a part of the dominant culture.</p> <p>5) Be aware of the effects of power and privilege and the need for social advocacy and social action to better empower diverse students and communities.</p> <p>6) Understand how a system of inequity creates rules regarding student punishment that negatively impact students of color.</p> <p>7) Understand how a system of inequity reinforces certain suppositions as the norm.</p>		
Standard c	Students as Individuals	
Culturally responsive teachers and leaders view and value their students as individuals within the context of their families and communities.		
Standards	Assessment/ Methods	Strategy
<p>1) Learn from and about their students' culture, language, and learning styles to make instruction more meaningful and relevant to their students' lives.</p> <p>2) Engage with students' families and community members outside of the</p>	<p>SOCW 8600 Field Practicum III</p> <p>SOCW 8700 Field Practicum IV Internship Placement - (part 1) semester long experience/hands-on real world experience (1, 2, 3)</p>	<p>Objective: Provides direct practice experience in a field placement setting at the advanced curriculum level in the concentration and develops skills as critical practitioners in preparation for their professional roles in various work settings</p>

<p>classroom to develop a more holistic understanding of the students' lived experiences.</p> <p>3) Develop positive, strength-based partnerships with students and their families by learning about them, soliciting their opinions, and valuing their expectations, especially with those marginalized by schools in the past.</p> <p>4) Provide parents with information about what their child is expected to learn, know, and do at his or her grade level and ways to reinforce concepts at home.</p> <p>5) Share the classroom systems and policies (expectations, agreements, recognition and incentive practices, etc.) used in the classroom with students' families and align them to the values and cultural norms of those families.</p> <p>6) Provide multiple opportunities for parents to communicate in their language and method of preference, to the greatest extent possible.</p> <p>7) Set holistic goals for students that accommodate multiple ways of demonstrating strengths and success (e.g., alternate academic achievement metrics, growth indicators, leadership, character development, social-emotional learning competencies, and school values).</p>	<p>Internship Placement - (part 2) semester long experience/hands-on real world experience (1, 2, 3)</p>	
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Standard d	Students as Co-Creators	
<p>Culturally responsive teachers and leaders (who fundamentally believe all students are capable) center learning around students' experiences and position them as co-creators, with emphasis on prioritizing historically marginalized students. The culturally responsive teacher and leader will:</p>		
Standards	Assessment/ Methods	Strategy
<p>1) Encourage and affirm the personal experiences (family, community, culture, etc.) students share in the classroom.</p> <p>2) Make authentic connections between academic learning and students' prior knowledge, native language, culture, and values.</p> <p>3) Consistently solicit students' input on the curriculum (e.g., interests, people, or concepts).</p> <p>4) Co-create, with students, the collective expectations and agreements regarding the physical space and social-emotional culture of the classroom and school.</p> <p>5) Create and embed student leadership opportunities into the student experience (e.g., peer-led discussion, student-led workshops, and student-run schoolwide initiatives).</p> <p>6) Persistently solicit student feedback, value that feedback (resist defensiveness), and adjust based on that feedback.</p>	<p>SOCW 8510 Policy for School Social Workers</p> <p>Student-led facilitation of special topics (LGBTQ, School Bullying, Discipline, & School Mental Health)</p> <p>- In class activity/assignment (5)</p>	<p>Objective: Students gain experience researching and examining best-practices related to a special topical area for school social work policy.</p>

Standard e	Leveraging Student Advocacy	
Culturally responsive teachers and leaders will support and create opportunities for student advocacy and representation in the content and classroom. The culturally responsive teacher and leader will:		
Standards	Assessment/ Methods	Strategy
<ol style="list-style-type: none"> 1) Emphasize and connect with students about their identities, advocacies, and self-interest. 2) Offer guidance to students on how to develop a self-advocacy plan to inform decisions and choices. 3) Include students in the creation of an inclusive learning community with more opportunities for student expression. 4) Help students identify actions that can be taken to apply learning to develop opportunities and relationships for alliances. 5) Create a risk-taking space that promotes student advocacy. 6) Research and offer student advocacy content with real world implications. 7) Communicate high expectations to which all students can be held and urge students to lead as student advocates appropriate to the students' age and development. 8) Give students space to solve their own problems, negotiate their advocacy needs, and present their perspectives. 	<p>SOCW 8210 School Social Work Practice</p> <p>Elevating Youth Voice & Critical Service Learning - In class discussion (3, 4, 5)</p>	<p>Objective: Students learn facilitation skills necessary for creating a safe environment where youth voice may be elevated.</p>

Standard f	Family and Community Collaboration	
Culturally responsive teachers and leaders will partner with families and communities to build rapport, form collaborative and mutual relationships, and engage in effective cross-cultural communication. The culturally responsive teacher and leader will:		
Standards	Assessment/ Methods	Strategy
<p>1) Regularly interact with students, families, and communities in both English and home language through methods of their preference.</p> <p>2) Actively seek multiple perspectives and contribution from families and the community and invite them to actively share their opinions, feedback, and concerns that impact the school community.</p> <p>3) Forge ongoing participation with families and community members to meet the diverse needs and interests of students.</p> <p>4) Continuously learn and build cultural knowledge that families and the community bring to the school community to nurture and foster relationships and inform student learning experiences.</p> <p>5) Use best practices that are culturally responsive to value students and their families' cultural traditions when recognizing, motivating, encouraging, and supporting student success and growth.</p>	<p>SOCW 8600 Field Practicum III</p> <p>SOCW 8700 Field Practicum IV Internship Placement - (part 1) semester long experience/hands-on real world experience- activities (IEP family interviews and meetings) (2, 3, 4, 5, 7)</p> <p>Internship Placement - (part 2) semester long experience/hands-on real world experience- (IEP family interviews and meetings) (2, 3, 4, 5, 7)</p>	<p>Objective: Provides direct practice experience in a field placement setting at the advanced curriculum level in the concentration and develops skills as critical practitioners in preparation for their professional roles in various work settings</p>

<p>6) Develop relationships with families and the community outside of the classroom setting.</p> <p>7) Foster students' cultural understanding and connection to the surrounding community.</p> <p>8) Invite family and community members to teach about topics that are culturally specific and aligned to the classroom curriculum or content area.</p> <p>9) Welcome communication from parents and reply in a timely manner. 10) Communicate and provide appropriate techniques and materials to support and enrich student learning at home.</p> <p>11) Collaborate effectively over time with the local community and community agencies, when and where appropriate, to promote a positive environment for student learning.</p>		
Standard g	Content Selections in All Curricula	
Culturally responsive teachers and leaders intentionally embrace student identities and prioritize representation in the curriculum. In turn, students are not only given a chance to identify with the curriculum, they become exposed to other cultures within their schools and both their local and global communities. The culturally responsive teacher and leader will:		
Standards	Assessment/ Methods	Strategy

<ol style="list-style-type: none">1) Curate the curriculum.2) Identify and articulate the purposeful ways in which marginalized communities are represented in curriculum, including print, digital media, and other classroom resources.3) Employ authentic and modern technology usage inspiring digital literacy through an equity lens.4) Ensure assessments reflect the enriched curriculum that has embedded student identities.5) Embrace and encourage a balance of viewpoints and perspectives that leverage asset thinking toward traditionally marginalized populations.6) Assess one's story through multiple vantage points to gain a whole narrative that includes all sides of parties involved.7) Implement and integrate the wide spectrum and fluidity of identities in	<p>SOCW 8210 School Social Work Practice</p> <p>Reading Interventions and Strategies - In class discussion (after guest speaker) (3, 4, 5)</p>	<p>Objective: Students learn how reading literacy affects student behavior and academic progress.</p>
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the curriculum.

8) Ensure text selections reflect students' classroom, community, and family culture.

9) Ensure teacher and students co- create content that encourages critical thinking about culture and includes counternarratives to dominant culture.

10) Use a resource tool to assess the curriculum and assessments for biases.

11) Promote robust discussion with the intent of raising consciousness that reflects modern society and the ways in which cultures and communities intersect.

12) Consider a broader modality of student assessments, such as performance portfolios, essays, multiple choice, State exams, oral examination, community assessments, work experiences, social justice work, action research projects, and recognition beyond academia.

SOCW 8701

Integrative Field Practicum

Epistemological Stance - Activity in which students discuss their own epistemological stance for social work practice. Students draw on their wide range of perspectives and experiences that influenced their practice beliefs.

Knowing what one believes as a practitioner aids professional growth (i.e., identify current beliefs and suppositions about practice with children, families, groups and communities). Students answer guided questions over several weeks in field seminars and gain exposure to their peer's perspectives as well.

(6, 7, 8)

Objective: Students will interrogate the perspectives, values, and beliefs about the human condition that shapes their epistemological stance.

Standard h	Student Representation in the Learning Environment	
<p>Culturally responsive teachers and leaders ensure the diversity of their student population is equally represented within the learning environment. In turn, all members of the student population feel seen, heard, and affirmed. Exceptionally well-versed culturally responsive teachers and leaders provide exposure to under or misrepresented minority groups even when they are not present within the population of their school and community at large. The culturally responsive teacher and leader will:</p>		
Standards	Assessment/ Methods	Strategy
<p>1) Uphold systems of support that create, promote, and sustain a welcoming and inclusive community. 2) Ensure linguistic diversity is represented throughout the building and seek ways to reflect representation of world languages. 3) Verify that course materials are representative of all students, including materials for centers, stations, labs, classroom libraries, etc. 4) Ensure classroom and building decorations are inclusive of all students throughout the building or within the community or city at large.</p>	<p>SOCW 8210 School Social Work Practice</p> <p>Invited speakers on special education practice and speech pathology in schools and literacy. (1,2,3)</p>	<p>Objective: Students learn skills necessary for creating a safe environment where students with disabilities can thrive and learn ways to enhance literacy.</p>
	<p>SOCW 8510 Policy for School Social Work</p> <p>Readings: McKinney-Vento Act -- provides rights and services to children/youth who are experiencing homelessness so they are not prevented from registering/enrolling in school. This group is no longer marginalized by the school district.</p>	<p>Objective: Students learn about school policies that have paved the way for groups that would have otherwise been excluded from the educational process.</p>