



Common Ground Framework

Cultural Awareness (CA) Competencies

Competency 1: Reflect on One's Cultural Lens

Standard	Description
CA1.A	Reflect on personal life experiences and relationships within their community (race, skin color, ethnicity, gender identity, age, nationality, language, class, economic status, ability, level of education, sexual orientation, and religion).
CA1.B	Understand individuals can unintentionally adopt societal biases that can shape the nature of their interactions with groups and individuals.
CA1.C	Engage in critical conversations to be aware of conscious/unconscious biases, stereotypes, and prejudice.
CA1.D	Reflect on how to meet the needs of each learner.

Competency 2: Identify, Understand, and Take Steps to Address Cultural Bias in the System

Standard	Description
CA2.A	Identify possible cultural biases in the educational system.
CA2.B	Understand the importance of differences in marginalized learners and historically underrepresented groups (such as race, skin color, ethnicity, gender identity, age, nationality, language, class, economic status, ability, sexual orientation, and religion).
CA2.C	Identify literature and professional learning opportunities to understand the biases that can result in disadvantaging learners, educators, educational leaders, and families.
CA2.D	Identify and make efforts to remove bias in teaching materials, assignments, curriculum, and other educational services.
CA2.E	Recognize institutional biases and their consequences.
CA2.F	Identify institutional practices, policies, and norms that may be harmful by advocating and engaging in efforts to rewrite policies, change practices, and raise awareness.

Competency 3: Design and Facilitate Cultural Awareness that Brings Experiences into Educational Spaces

Standard	Description
CA3.A	Recognize the experiences of learners, educators, educational leaders, families, and caregivers and the diverse knowledge they bring into educational spaces.
CA3.B	Integrate multiple perspectives into learning experiences and interactions that capitalize on learners' experiences, identities, and heritage.
CA3.C	Recognize that learners are connected to local and global communities and events that influence and impact learning, relationships, and the understanding of institutions and society.
CA3.D	Analyze their own beliefs, attitudes, assumptions, and behaviors regarding the knowledge and backgrounds of social groups, thinking critically about the nuances of culture, identity, and other social markers, and how they manifest themselves in curricula and other educational materials.
CA3.E	Design learning experiences and spaces for learners to identify and question economic, political, and social structures that may exist in the school, community, nation, and world.
CA3.F	Provide rigorous learning experiences and relevant projects in culturally supportive spaces that integrate advocacy skills, listening and thinking, collaboration, resource gathering, and strategic actions.

Competency 4: Provide All Learners with Equitable and Differentiated Opportunities to Learn and Succeed

Standard	Description
CA4.A	Design instruction and assessments to ensure all learners have equitable access to educational resources, experiences, and opportunities.
CA4.B	Create an equitable learning environment by challenging and debunking stereotypes and biases about the intelligence, academic ability, and behavior of historically marginalized learners, educators, educational leaders, families, and caregivers (race, skin color, ethnicity, gender identity, age, nationality, language, class, economic status, ability, level of education, sexual orientation, and religion).
CA4.C	Utilize differentiated methods of communication to articulate clear expectations aligned with the ability of each learner, which allows them to demonstrate knowledge through differentiated modalities.
CA4.D	Create multiple pathways and opportunities for students to achieve academic and social success.

Competency 5: Promote Asset-based Perspectives about Differences

Standard	Description
CA5.A	Recognize and reflect on diversity as an asset to the entire learning community.
CA5.B	Recognize and acknowledge the cultural, racial, and linguistic differences of learners, educators, educational leaders, and families (race, skin color, ethnicity, gender identity, age, nationality, language, class, economic status, ability, level of education, sexual orientation, and religion).
CA5.C	Assess how learners from different backgrounds experience the environment and encourage them to reflect on their own experiences with bias.
CA5.D	Exhibit sensitivity to the ways learners, educators, educational leaders, families, and caregivers (race, skin color, ethnicity, gender identity, age, nationality, language, class, economic status, ability, level of education, sexual orientation, and religion) experience social and academic spaces.
CA5.E	Assist learners in valuing their own and others' cultures and help them develop a sense of responsibility for recognizing, responding to, and addressing bias, discrimination, injustice, and bullying.

Competency 6: Collaborate with Families and Communities through Authentic Engagement Practices

Standard	Description
CA6.A	Recognize that every family/caregiver, regardless of their differences (race, skin color, ethnicity, gender identity, age, nationality, language, class, economic status, ability, level of education, sexual orientation, and religion) want the best for their children.
CA6.B	Acknowledge the cultural aspects of the community as an extension of their teaching spaces.
CA6.C	Identify parents/caregivers as assets and resources.
CA6.D	Understand the nuances of diverse families and the wide range of factors that shape how families interact with educators and schools.
CA6.E	Identify systems, structures, practices, and policies that exclude marginalized learners and historically underrepresented groups (race, skin color, ethnicity, gender identity, age, nationality, language, class, economic status, ability, level of education, sexual orientation, and religion).
CA6.F	View family and community engagement as a priority.

Competency 7: Communicate in Linguistically and Culturally Responsive Ways that Demonstrate Respect for Learners, Educators, Educational Leaders, and Families

Standard	Description
CA7.A	Recognize the ways in which culture influences verbal and nonverbal communication.
CA7.B	Employ diverse channels to communicate with families in their first language.
CA7.C	Acknowledge the first language of learners and their families.
CA7.D	Recognize the multi-dialectical nature of language in American society and the social constructs of different dialects, including learners' natural ways of talking.
CA7.E	Understand that all learners have a choice and a right to practice the language(s) of their culture.

Competency 8: Establish High Expectations for Each Learner and Treat Them as Capable and Deserving of Achieving Success

Standard	Description
CA8.A	Understand the importance of having high expectations for all learners.
CA8.B	Communicate expectations and a clear framework for all learners, which clarify and articulate the standards to which they are being held.
CA8.C	Foster positive learning spaces that nurture creativity, build high self-esteem, support agency, and lead to self-actualization for all learners.
CA8.D	Understand that learners have the right and are capable of contributing to their own learning.
CA8.E	Develop authentic relationships with learners.
CA8.F	Recognize the integral role parents/caregivers play in their students' education and work closely with them to set mutually agreed-upon goals and devise a plan for accountability that is supported by all individuals.

Competency 9: Educate Oneself About Comments or Actions that Subtly and Often Unconsciously or Unintentionally Express a Prejudiced Attitude and their Impact on Diverse Learners, Educators, and Families

Standard	Description
CA9.A	Recognize comments or actions that subtly and often unconsciously or unintentionally express a prejudiced attitude and take steps to educate oneself about the subtle, unintentional ways in which these may be used to harm and invalidate others.
CA9.B	Identify and self-assess the impact of the various types of comments or actions that subtly and often unconsciously or unintentionally express a prejudiced attitude and the specific communities and subgroups harmed by these practices.
CA9.C	Research and reflect upon the long-term impact of unchecked comments or actions that subtly and often unconsciously or unintentionally express a prejudiced attitude on the mental and emotional health of marginalized and historically underrepresented learners, educators, educational leaders, and parents/caregivers (race, skin color, ethnicity, gender identity, age, nationality, language, class, economic status, ability, level of education, sexual orientation, and religion).
CA9.D	Understand the relationship between impact and intent.
CA9.E	Create learning communities and spaces that are inclusive and free of negative comments or actions that subtly and often unconsciously or unintentionally express a prejudiced attitude.
CA9.F	Engage in affirming and reflexive practices that validate others.

Trauma-Aware Mental Health and Wellness Competencies

Competency 1: Understanding Trauma and Prevalence Rates

Standard	Description
TA1.A	Understand that there are many types of trauma including individual, family, group, community trauma, and mass trauma.
TA1.B	Differentiate between trauma and trauma exposure and the risk factors associated with higher rates of trauma exposure in specific communities including individual and community risk and protective factors.
TA1.C	Provide relevant trauma prevalence data pertaining to adverse childhood experiences and adverse community experiences that demonstrate the impact of trauma and adversity for individuals and families.
TA1.D	Examine how ACEs related to the household, environment, and individual factors interconnect in individuals' lives, impacting families, communities, organizations, and the educational system through the lens of Social Determinates of Health (SDOH).
TA1.E	Identify common signs and symptoms of trauma in students across different age groups, considering cultural and individual variations.
TA1.F	Identify common signs and symptoms of mental health conditions and their symptoms, across different age groups, considering cultural and individual variations.
TA1.G	Explain the interconnection of trauma-informed care values and how they support students, staff, and families.

Competency 2: Understand the Impact of Trauma on the School Community

Standard	Description
TA2.A	Recognize the long-lasting consequences of trauma in the developing years including the impact on students' neurology, learning, and worldview.
TA2.B	Describe the different ways trauma can manifest academically, behaviorally, emotionally, and socially in the classroom.
TA2.C	Describe the link between adverse childhood experiences and increased rates of mental health disorders in youth and adults.
TA2.D	Analyze the connection between trauma and learning difficulties, attention problems, hyperactivity, and withdrawal.
TA2.E	Explain the potential for secondary traumatic stress or compassion fatigue among educators who work with traumatized students.
TA2.F	Identify the impact of student trauma on staff well-being, morale, and job satisfaction and the school climate.
TA2.G	Explain how student trauma behaviors can lead to a chain reaction of increased classroom disruptions, disciplinary actions, and absenteeism, ultimately impacting school climate, teacher effectiveness, and student achievement.
TA2.H	Explain the key assumptions in a trauma-informed setting (i.e. Four R's of realize, recognize, respond and resist retraumatization) and how a focus on this impacts development of policies and procedures in a school system.

Competency 3: Support Student Resiliency Development and Growth

Standard	Description
TA3.A	Develop practices that promote a sense of belonging and connection within the classroom setting.
TA3.B	Develop lesson plans and activities that build upon identified student strengths and encourage growth.
TA3.C	Select and implement age-appropriate social and emotional learning activities and strategies.
TA3.D	Integrate social and emotional learning skills (e.g. problem-solving, communication, self-awareness, relationship building) into existing curriculum.
TA3.E	Identify and model techniques for managing emotions, coping with stress, and regulating the nervous system.
TA3.F	Recognize changes in student behavior, mood, and performance that may be an early warning sign for mental health concerns.

Standard	Description
TA3.G	Understand the importance of collaborating with parents, school-based mental health professionals, and community resources to support students.
TA3.H	Recognize how cultural backgrounds can influence experiences of trauma and identify appropriate supports.
TA3.I	Demonstrate knowledge of self-care practices to manage stress and maintain professional boundaries with students and families by creating a self-care plan.

Competency 4: Promote Wellness in School Systems

Standard	Description
TA4.A	Understand dimensions of wellness, including emotional, physiological, psychological, physical, and social wellness.
TA4.B	Identify ways to create a safe and inclusive classroom atmosphere where students feel comfortable discussing mental health.
TA4.C	Demonstrate ability to teach and model stress management techniques to students (e.g. deep breathing, mindfulness, grounding, relaxation exercises).

Competency 5: Promote Trauma-Informed Classroom Practices

Standard	Description
TA5.A	Develop strategies to create a classroom environment that feels physically and psychologically safe with clear routines and expectations.
TA5.B	Identify how building trusting and supportive relationships by demonstrating empathy and compassion in interactions with students and families fosters a sense of belonging and connection.
TA5.C	Explain how creating a sense of belonging in a classroom, increases perceptions of safety and improves student and staff cognitive processing and learning.
TA5.D	Use activities and strategies that help students develop skills to manage emotions, cope with stress, and regulate their nervous system.
TA5.E	Describe how to modify instruction and assessments to be sensitive to the needs of students who have experienced trauma.
TA5.F	Discuss reasons why negative consequences and punishment are not effective approaches for changing challenging behaviors and how using these approaches impacts the relationship building process.
TA5.G	Discuss components of alternative discipline approaches and how they are effective at changing behaviors.

Competency 6: Understanding Trauma's Impact on the School System

Standard	Description
TA6.A	Explain how trauma can contribute to chronic absenteeism and negatively impact student achievement
TA6.B	Discuss the importance of addressing the root causes of absenteeism, including potential trauma experiences.
TA6.C	Explain how student trauma can create challenges for teacher effectiveness and classroom management.
TA6.D	Discuss the potential for compassion fatigue and secondary traumatic stress among educators.
TA6.E	Analyze how traditional disciplinary approaches might be ineffective for students impacted by trauma.
TA6.F	Analyze how all these factors (classroom disruptions, disciplinary issues, absenteeism, and teacher stress) contribute to decreased student achievement.

Competency 7: Self Care Practices

Standard	Description
TA7.A	Define self-care, community self-care, and organizational self-care.
TA7.B	Identify the signs of burnout and stress and understand the impact on teaching performance and personal stress.

Standard	Description
TA7.C	Create a self-care plan, utilizing a self-assessment of self-care practices, that includes specific strategies based on individually identified needs and preferences for self-care (e.g. mindfulness, exercise, work-life balance, nature).
TA7.D	Develop skills to recognize and process emotions effectively, including ways to manage stress and anxiety in work and personal life (e.g. grounding, deep breathing, neutralizing routines).
TA7.E	Explain the importance of professional relationships on the development of professional resiliency.
TA7.F	Identify signs that professional support is necessary for mental health.

Technological and Virtual Engagement

Competency 1: Professional Engagement

Standard	Description
TVE1.A	Use digital technologies to enhance organizational communication with learners, parents, and third parties.
TVE1.B	Use digital technologies to engage in collaboration with other educators and to collaboratively innovate pedagogical practices.
TVE1.C	Assess and reflect on one's own digital pedagogical practice and that of one's educational community.

Competency 2: Digital Resources

Standard	Description
TVE2.A	Identify, assess, and select digital resources for teaching and learning, considering the specific learning objective, context, pedagogical approach, and learner group when selecting digital resources and planning their use.
TVE2.B	Create or co-create new digital educational resources and/or modify and build upon existing openly-licensed resources and other resources where it is permitted.
TVE2.C	Organize digital content and make it available to learners, parents, and other educators, while effectively protecting sensitive digital content and understanding the application of privacy and copyright rules.

Competency 3: Teaching and Learning

Standard	Description
TVE3.A	Plan for and implement digital devices and resources in the teaching process to enhance the effectiveness of teaching, learning, and interventions. Experiment with and develop new formats and pedagogical methods for instruction.
TVE3.B	Use digital technologies and services to enhance interaction with learners and offer timely and targeted guidance and assistance.
TVE3.C	Use digital technologies to foster and enhance learner collaboration.

Competency 4: Assessment

Standard	Description
TVE4.A	Use digital technologies for formative and summative assessment and enhance the diversity and suitability of assessment formats and approaches. Generate, select, critically analyze, and interpret digital evidence on learner performance/ progress to inform teaching and learning.
TVE4.B	Use digital technologies to provide targeted and timely feedback to learners and adapt teaching strategies to provide targeted support.

Competency 5: Empowering Learners

Standard	Description
TVE5.A	Develop plans to ensure equitable accessibility and inclusion of learning resources and activities to all learners.
TVE5.B	Use digital technologies to address learners' diverse learning needs and allow for individual learning pathways and objectives.
TVE5.C	Use digital technologies to foster learners' active and creative engagement with subject matter.

Competency 6: Facilitating Learners' Digital Competence

Standard	Description
TVE6.A	Create learning activities, assignments, and assessments which require learners to articulate information needs; find information and resources in digital environments; organize, process, analyze and interpret information; and compare and critically evaluate the credibility and reliability of information and its sources.

Standard	Description
TVE6.B	Create learning activities, assignments, and assessments that require learners to effectively and responsibly use digital technologies for communication, collaboration, and civic participation.
TVE6.C	Design lessons to ensure learners are competent in safe, legal, and ethical practices that apply to digital content.
TVE6.D	Create learning activities, assignments, and assessments which require learners to identify and solve technical problems and/or transfer technological knowledge creatively to new situations.