**Online Only Material**

Appendix A: Relational Competency Table

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| **Relational Competency** | **Definition** | **Supporting Scholarship** |
| Knowledge of Self | An understanding of one’s personal history, thoughts, behavior, culture, identity, and social position. | Gomez & Lachuk, 2015; Milner, 2003; Villegas & Lucas, 2002 |
| Knowledge of Students | Seeking out information about students (their interests, needs, dreams, family life, cultural background) from a variety of sources | Ladson-Billings, 2009; [Martin & Dowson, 2009](#_ENREF_36); Moll, Amanti, Neff, 7 Gonzales, 1992  |
| Knowledge of Society | Understanding of social & political forces that shape society, education, personal experiences (including racism, classism, homophobia, etc.) | Ladson-Billings, 2009; Sleeter, 2008; Valenzuela, 2016; Villegas & Lucas, 2002 |
| Authenticity | How a teacher brings self-knowledge and sense of personal identity to bear in classroom practice | Kreber, Klampfleitner, McCune, Bayne, & Knottenbelt, 2007 |
| Empathy | Cognitive and affective understanding of students mental and emotional experiences, as well as behavior that responds to students accordingly | Jolliffe & Farrington, 2006; McAllister & Irvine, 2002 |
| Racial Competence | Knowledge, attitudes, and experience required to understand and confront institutional and individual racism and connect with people across lines of race | Michael, 2015; Milner, 2003 |
| Care for Students | A genuine concern for and an approach to the fulfillment of students’ academic and personal needs. Includes advocating for students’ interests with other adults. | [Cooper, 2013](#_ENREF_9); [Noddings, 1984](#_ENREF_41); [Valenzuela, 1999](#_ENREF_55) |
| Connecting with Families | Working with parents/guardians to better understand and support students personally and academically | [Lightfoot, 2004](#_ENREF_35); Mapp & Kuttner, 2013; Moll, Amanti, Neff & Gonzales, 1992 |
| Designing Responsive Curricula & Instruction | Designing curriculum and instruction that intentionally responds to student interests, cultural experiences, and needs | Cooper, 2013; Gay, 2000; Paris & Alim, 2014; Villegas & Lucas, 2002 |
| Establishing Safe & Trusting Class Communities | Includes classroom management, but also involves establishing trust between and among students as an extension of interpersonal relationships | [Gay, 2006](#_ENREF_21); [Martin & Dowson, 2009](#_ENREF_36); Wubbels, Brekelmans, Den Brok, Wijsman, Mainhard, Van Tartwijk, 2015 |