Learning Outcomes
- Establish a professional learning community engaged in an investigation of Cultural Proficiency
- Develop a basic understanding of Cultural Proficiency and its application to instructional settings
- Develop an awareness of the Cultural Proficiency Continuum and the Essential Elements of Cultural Proficiency

Norms
- Used to guide team behavior and support successful collaboration.
- Designed to create a common framework to guide our practice and conversations as a group.
- Support our work as we create a common set of expectations for ourselves and our interactions.
- Frees up the group to focus on the work at hand.
### Norms

- Be willing to be surprised
- Be open to new insights
- Expect and accept non-closure
- Accept that you will not always be right
- Remember the goal - to engage in the lifelong process of becoming culturally proficient

### Session Agenda

- **Building a Common Vocabulary**
  - The Danger of a Single Story
  - The Essential Elements of Cultural Proficiency
  - Achievement Triangle

- **What is cultural proficiency? Why cultural proficiency?**

- **The Cultural Proficiency Continuum**

### Building a Common Vocabulary

- In a small group, match the terms with the appropriate definition.
- Place the cards on your table so it is easy to observe which cards have been matched.
- Gallery Walk
Building a Common Vocabulary

What did you notice as you viewed the work of all of the groups?

Are there any terms you have questions about?


“If identity and integrity are more fundamental to good teaching than technique – and if we want to grow as teachers – we must do something alien to academic culture: we must talk about our inner lives – risky stuff in a profession that fears the personal and seeks safety in the technical, the distant, the abstract.”

- Parker Palmer

What is cultural proficiency?

Why cultural proficiency?
Cultural Proficiency...

- Can be described as:
  - A way of being
  - A mind-set
  - A mental model
  - A worldview
  - A lens through which we view ourselves and others
  - A lens through which we view our organizations and the communities they serve.

Cultural Proficiency

- Allows individuals and organizations to interact effectively with people who differ from them.
- Developmental approach for addressing opportunities and challenges that emerge in diverse environments.
- An inside-out approach for responding to the environment shaped by its diversity.

Cultural Proficiency

- Building Cultural Proficiency takes time and commitment.
- The transformation to Cultural Proficiency requires time to think, reflect, decide, and act.
- Cultural Proficiency is an opportunity to engage in and model a life-long process.
Move from the 3F's to the 3R's

- Food
- Relationships
- Fabric
- Responsiveness
- Festivals
- Rigor

Achievement Triangle

- Relationships
- Knowing My Practice
- Responsiveness
- Knowing My Students
- Knowing My School
- Culturally Responsive Teaching

The Danger of a Single Story

TED Talks
Speaker Chimamanda Adichie
Danger of a Single Story
**Breakout Discussion**

In your small group, respond to the video discussion questions.

Select one response that you would like to share out with the group.

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**Telling Your Stories**

- Review the list of experiences and identify which you’ve had experience with.
- Identify your experience and the associated emotions.
- Share out with your group.
- After your discussion, review the list of experiences and identify any connections you have witnessed at your school for yourself, colleagues, students or families.

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**THE CULTURAL PROFICIENCY CONTINUUM**

This continuum represents the various levels of cultural proficiency, from the least proficient to most proficient.
The Cultural Proficiency Continuum

- Provides a context, or frame of reference, by which you can describe organizations and individuals.

- Can be used as a tool for depicting aspects of your organizational culture’s approach, as well as your personal approach, to issues of diversity.

The Cultural Proficiency Continuum

- Cultural Destructiveness: The elimination of other people’s cultures. (Genocide to Majority-conformity approach) See the difference, stomp it out.

- Cultural Incapacity: Belief in the superiority of one’s own culture and behavior that disempowers another’s culture. (Ethnocentrism, acts of discrimination, internalized inferiority) See the difference, make it wrong.

The Cultural Proficiency Continuum

- Cultural Blindness: Acting as if the cultural differences one sees do not matter or not recognizing that there are differences among and between cultures. “I don’t see color I only see another human being.” See the difference, act like you don’t.

- Cultural Pre-competence: Awareness of the limitations of one’s skills or an organization’s practices when interacting with other cultural groups. See the difference, respond inadequately.
The Cultural Proficiency Continuum

- **Cultural Competence**: Interacting and working with other cultural groups. See the difference; understand the difference that differences makes.

- **Cultural Proficiency**: Knowing how to learn about individual and organizational culture; interacting effectively in a variety of cultural environments. The ability to successfully adapt teaching and service in response to cultural diversity at individual and institutional levels. See the difference and respond effectively and affirming.

Cultural Proficiency Continuum: Case Studies

- With your group, read the provided case studies.

- Identify which stage of the Cultural Proficiency Continuum is represented in the case study.

Cultural Proficiency Continuum: Drilling Down

- Think about your classroom and about other classrooms in which you've observed, perhaps as a learner.

- List a teaching practice or behavior (or an organizational policy) that illustrates each of the six phases along the continuum.
You have 5 pieces of paper.
Identify the following as they relate to you - each on a separate piece of paper:
1. Gender
2. Religion
3. Last Name
4. Ethnicity
5. Any role of your choosing that is important to you
Final Thoughts

Color Blind or Color Brave?

Getting to Know Your Students

- You have several resources included in your folder that can provide guidance on how to approach building relationships with your students as you start the year!
- Funds of Knowledge article: What strengths do our students bring to the classroom?
- Getting to Know Your Students Better: Questions to prompt our awareness of our students
- Self-Assessment on Student, Family, and Community Engagement and Connections: Reflection on the nature of your relationships with your students and their larger community
- Student Conversation Starters: Ideas to engage your students in conversations that foster connectedness

ESSENTIAL ELEMENTS OF CULTURAL PROFICIENCY

These elements provide a standard for teaching and learning. These elements can be used for planning or evaluating change and emphasize the principle of intentionality.
Essential Elements of Cultural Proficiency

- **Assessing Culture**: aware of your own culture, aware that your culture acts on and through your instructional behaviors in the classroom.

- **Valuing Diversity**: to be clear about what you and your organization perceive to be important. Values are reflected in what one says or does. Requires observation of a person’s behaviors or an organization’s practices.

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Essential Elements of Cultural Proficiency

- **Managing the Dynamics of Difference**: Despite being a basic aspect of life, conflict is often interpreted as tension. Identify the source of conflict and the various methods to manage conflict to foster creative brainstorming, group problem solving, and collective decision making.

- **Adapting to Diversity**: making permanent changes in your values and behaviors and in your organization’s policies and practices. These changes reflect how you and the diverse people in your environment adapt to one another.

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Essential Elements of Cultural Proficiency

- **Institutionalizing Cultural Knowledge**: learning and teaching about other cultures, including the culture of your own organization, and learning and teaching about how other people experience those cultures. A culturally diverse classroom is a living laboratory.
Cultural Connections

Teachers who practice culturally relevant methods:

- Help students make connections between their local, national, racial, cultural and global identities


Social Interactions

Teachers who practice culturally relevant methods:

- Have relationships with students that are fluid and equitable and extend beyond the classroom
- Demonstrate a connectedness with all students and encourage the same connectedness between the students

Social Interactions

Teachers who practice culturally relevant methods:

- **Encourage a community of learners and encourage their students to learn collaboratively**


Expectations

Teachers who practice culturally relevant methods:

- **Believe all students can succeed rather than failure is inevitable for some**


Classroom Environment

Teachers who practice culturally relevant methods:

- **Think about ways the environment can be used to communicate respect for diversity, to reaffirm connectedness and community, and to avoid marginalizing and disparaging students**

Knowledge

Teachers who practice culturally relevant methods:

- Believe knowledge is continuously recreated, recycled, and shared by teachers and students alike
- Help students develop knowledge by building bridges and scaffolding learning
- Link classroom experiences with students’ everyday lives


Lesson Planning

Culturally Responsive Standards-Based Curriculum Planner

- Standards and Goals
- Student Centered
- Transformational
- Connected and Integrated
- Critical Thinking
- Reflection and Assessment
- Relationship and Community Building
- Teacher Knowledge

Culturally Responsive Teaching

Teaching and leading in such a way that more of our students across more of their differences achieve at a higher level and engage at a deeper level more of the time without giving up who they are

Thank you!
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