

REINVENTION SOLUTIONS

PRESENTS



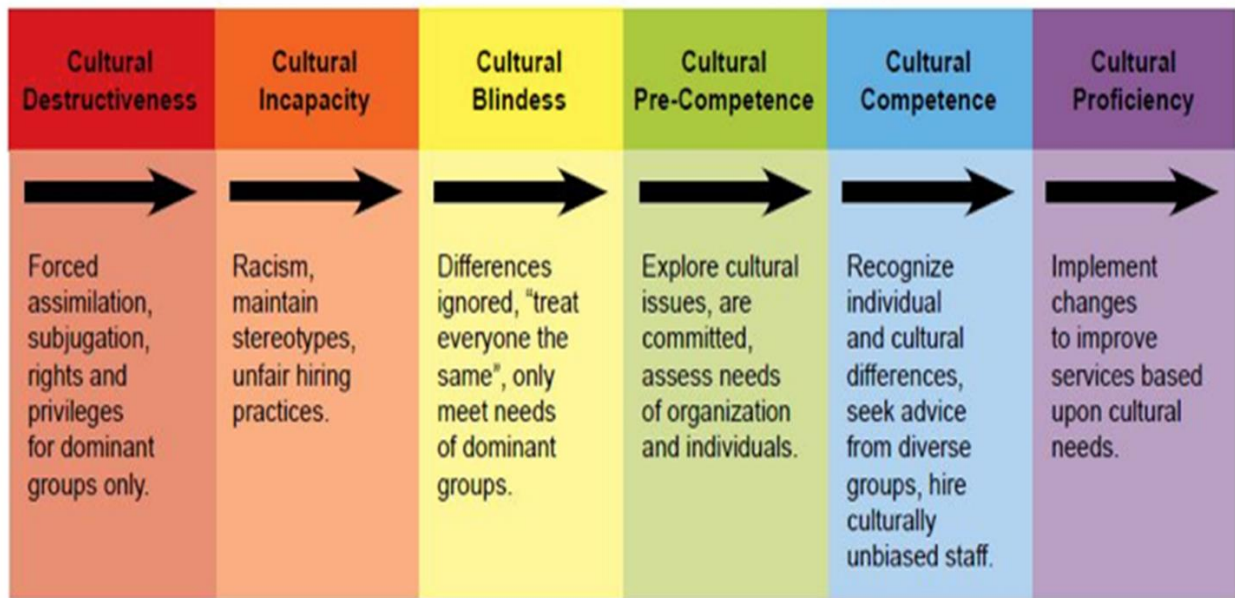
NAF CULTURAL CONSCIOUSNESS AND COMPETENCE SERIES

CULTURALLY COMPETENT CLASSROOMS

REINVENTION
SOLUTIONS

CONTINUUM OF CULTURAL COMPETENCY

Continuum of Cultural Competency



Terry Gross

Cultural destructiveness – the most negative end of the continuum. This is the stage represented by destructive behaviors, attitudes, policies toward other cultures and races. Strict or inflexible White-centered practices, standards, and norms. They may disregard those for others races and cultures, and thus devalue and diminish their contributions.

Cultural incapacity – do not intentionally mean to harm others different from them, but they do lack the capacity to help other minorities. Person has limited understanding of their own prejudices. They believe false and unkind information about others. Racism, extreme bias, and

prejudices against others. May discriminate based on color or language. Good example is unfair disciplining practices.

Cultural blindness – midpoint of continuum. Differences are ignored and are characterized by the belief that helping approaches traditionally used by the dominant culture are universally applicable; if the system worked as it should, all people—regardless of race or culture—would be served with equal effectiveness. Ignore cultural strengths, encourage assimilation, and blame the victim for their problems.

Cultural pre-competence – movement toward the positive end of the scale. These people value diversity and culture. They see culture as important. However, they find it difficult to understand. They recognize that culture is more than just preferences and try not to use it as a crutch to support their biases. They understand there may be differences in values and core beliefs.

- **Pre-competence** is characterized by the desire to deliver quality services and a commitment to civil rights, but the educator or school does not have the appropriate information and resources. An example is hiring minority educators.

Cultural competency – those that accept and respect differences. They continue to self-assess regarding different cultures and beliefs. They understand that diverse beliefs can be, and oftentimes are deep and intense. They can easily describe why diversity is valuable. They understand why it is personally valuable to them. They understand why it is professionally valuable. Those who are unbiased seek advice from other people of diverse cultures.

ASSESS YOUR CULTURAL COMPETENCE

(be honest with yourself, and as you notice something add it to your notes)

Stereotypes

Microaggressions

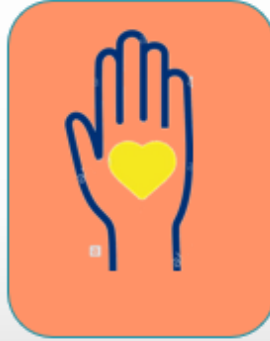
Micro-insults

Microinvalidations

4 ELEMENTS OF A CULTURALLY RESPONSIVE CLASSROOM



Culturally Responsive-Sustaining Mindsets



Welcoming and affirming environment



Inclusive curriculum and assessment



Ongoing professional learning



Culturally Responsive Mindset



Welcoming and Affirming Environment



Inclusive Curriculum and Assessment



Ongoing Professional Learning

HOMework

(answer honestly)

Ask yourself how issues of sameness, difference, and power affect interactions- with students, peers, and administrators

Explore how your life experiences and narratives can help build relationships or stunt them with students.

Think about what you still need to learn about cultural competency, and how you can engage in relevant development

Pick two changes you can make that can help bridge cultural differences.

What changes would you like made to your lesson plans, school wide initiatives, and assessment tools?

What have you learned about the culture/interests of your students?

Where did you learn it from? Television? Reading? Your community and family? Conversations with the students themselves? Going into their communities?

Do you talk to the students about what is relevant to them?

How often do you ask your students what they want to read, do, study, create, or build?

Have you encouraged your students to understand more about their culture— race, community, country?