

**CONFERENCE NOTES:
INDICATORS OF CULTURAL COMPETENCE**

<p><u>Creating a Respectful Climate where Students are Safe and Valued</u></p> <ul style="list-style-type: none"> • Respect and value me; Not tolerate • Establish a trusting environment and build relationships • Be welcoming, open, hospitable; show you care • Ability to maintain and ensure the safety of those who are vulnerable both physically, socially and emotionally • Maintains openness to learning, growing, sharing; acts in nonjudgmental/sensitive ways; values critique, correction from others • Effective forms of communication • Openness to learning how to navigate the unknowns with the goal of students' safety and success in learning • Address stereotypical statements and language to take action • Respectful communication style that puts people at ease • <u>Respect</u> as a default, observable constant • Listening and speaking in ways that are respectful and promote two-way communication • Communicates in a respectful way • Creates a welcoming, safe, respectful, collaborative environment • Respectfully engages all families into the life and learning in and out of school 	<p><u>Create Culturally Inclusive Classroom/School Environment</u></p> <ul style="list-style-type: none"> • Continuously adapt the learning community to be inclusive of all groups • Identify cultural assets (strengths) represented in room/school • Capitalizes on cultural strengths in order to promote new learning • Visibly open acceptance of difference that is readily evident in others • Acts on the expectation that everyone has something valuable to communicate • Evidence of affirming dignity and worth of <u>all</u> (students/families) • Ability to hold multiple perspectives and model it for others • Acknowledges the legitimacy of others opinions and ways • Ability to communicate with parents • Works collaboratively/effectively with other adults (parents, community, staff, families, etc) • Be able to learn from students and parents • Affirm dignity and worth of all • Be aware of possibilities for making connections (reaching out) • Valuing parent/community perspectives and involvement • Assess/facilitate inclusive learning climate
<p><u>Eagerly Gain Knowledge of Diverse Multiple Cultural Perspectives</u></p> <ul style="list-style-type: none"> • Continuous education, experience, and exposure • Open to new experiences in a non-judgmental way • Trans-cultural cross-cultural "world traveling" • Able to receive and integrate new information about your cultural competency from other sources • Demonstrate skill of working with diverse populations • Develops knowledge about other cultures (general/specific) • Knowledge on how to access information • Suspend assumptions • Willingness to learn and change your mind • Teachers should be life-long learners 	<p><u>Educator Self-Awareness, Self-Knowledge and Self-Responsibility</u></p> <ul style="list-style-type: none"> • Ability to self-reflect and question • Makes choice to challenge one's own fear and expectations about cultural difference • Engage in personal self-awareness in race, class, privilege, etc issues • People correcting their own behaviors • Self-reflection to examine bias • Willingness to move out of comfort zone • Recognition of own culture and how it influences your actions/thinking and how it influences others' perceptions of you • Awareness of one's own cultural identity, bias, and beliefs • Ability to self-reflect on barriers I create for others different from me • Self-assessment of cultural identity (biases and perceptions) • Define your own values and understand others; engage in self-assessment of values • Taking action to address cultural issues

INDICATORS OF CULTURAL COMPETENCE CONTINUED

<p><u>Promote Equitable Access with Vigor</u></p> <ul style="list-style-type: none"> • Encouraging/nurturing capacity to advocate social justice • Ability to advocate for all learners • Questioning the status quo and taking action • Willingness to take action in response to potentially hurtful comments or behaviors • Sensitivity and responsiveness to comments and behaviors that could hurt. • Courage • Takes responsibility for own actions, for speaking up about others' actions, for the organizations' actions. 	<p><u>Demonstrate Respectful and welcoming verbal and non-verbal Interaction Skills</u></p> <ul style="list-style-type: none"> • Ability to forge relationships of quality with someone from a different culture • Willingness to apologize • Empathy • Ability to bridge differences and build community • Empathy; ability to see other's perspective • Active listener • Cross-cultural, interpersonal skills • Ask questions when you don't know • Ability to ask questions • Ability to listen deeply • Sensitivity and flexibility to reflect on personal biases while demonstrating exceptional listening skills.
<p><u>Curriculum and Teaching</u></p> <ul style="list-style-type: none"> • Value and knowledge of "whole" learners • High expectations of learner and educators • Celebrating and including cultures and histories • Mastering bodies of cultural knowledge • Implement multicultural curriculum • Culturally specific programming (funds) • Critical evaluation of class content and teaching strategies – use data as a tool • Demonstrates knowledge of effective classroom teaching strategies (professional development provided by the system) • Be able to teach students to value and respect diversity in the classroom • Use research-based best practices • Build knowledge of different cultures • Infuses knowledge about diverse cultural perspectives into everyday life • Educator knows how to embed culture in curriculum and instruction • Mastery of multiple cultural points of view • Understand history of oppressed groups • Ability to transform the curriculum to enable students to learn new concepts, issues, events, and themes from the perspectives of diverse racial and cultural groups • Knowledge of issues (content) • Differentiated instruction/assessment • Differentiating instruction to reach all learners (students and adults) • Adapt assessment to reflect the knowledge and skills of the students 	<p><u>Organizational/Institutional Indicators</u></p> <ul style="list-style-type: none"> • Everyone should be able to promote cultural competence • Measurable accountability • Recognize the level and limits of your/organizations' ability to address culture • Cultural competence is part of a mission that we see on campus daily • Awareness of laws and policies affecting learners • Improvement goals for the institution around multicultural issues • Ongoing training and education and ongoing staff development • Reduces achievement gap; ensures the success for all students • Open to formative assessment/evaluation of equity • Mechanism for feedback from diverse stakeholders <p>Conduct community dialogue around values.</p>

INDICATORS OF CULTURAL COMPETENCE CONTINUED

<p><u>Recruits/Supports the Success of a Diverse Staff</u></p> <ul style="list-style-type: none"> • Recruitment/retention of bilingual/bicultural staff at all levels • Knowledge of flexibility in hiring • Uses resources targeted for diverse student for their benefit; identifies and attracts resources (communities, families, etc) • Creates welcoming, safe, respectful, collaborative environment; recruits and supports diverse staff 	<p><u>High Expectations for All</u></p> <ul style="list-style-type: none"> • Establish high expectations • Expect the best • Being able to “really teach” • Be prepared for anything • Multiple approaches • Knowledge of demographics of students, staff, and community • Know who they are serving
<p><u>Be Aware of Key Concepts: Privilege, Affirmative Action, Assimilation vs. Pluralism</u></p> <ul style="list-style-type: none"> • Proactively address institutional bias in curriculum • Institutional material review for bias • Be able to address issues of cultural bias • Acknowledge institutionalized racism 	<p><u>Multi-Lingual Communication</u></p> <ul style="list-style-type: none"> • Be bicultural and bilingual • Understand language differences [?] subtleties
<p><u>Cross-Cultural Conflict Resolution</u></p> <ul style="list-style-type: none"> • Be able to manage conflict and turn it into a “teachable moment” 	

