

Color Brave:
Best Practices for Improving Cultural Competence




 

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~~Plan A~~
Plan B

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The two most important days of your life are the day you are born, and the day you find out why.



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Topics

- What Does It Mean To Be Culturally Competent?
- How Leaders Can Improve Their Schools' Cultural Competence
- 5 Steps to Becoming a Culturally Responsive Teacher
- Implicit Bias
- Equity vs. Equality
- Our Mindset
- Set Your Climate
- Cultural Responsiveness



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Is it important to be culturally competent, and to acknowledge, respect and value the cultural backgrounds of our students?

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What Does It Mean To Be Culturally Competent?

- Cultural Competence addresses the *Principles of Trust, Respect for Diversity, Equity, Fairness, and Social Justice.*



- Culture is the fundamental building block of our students' identity.
- Cultural identity is essential to our students' sense of WHO they are and WHERE they belong in school/society.

Submitted by Mike R. Our Business

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What Does It Mean To Be Culturally Competent?

Cultural Competence is more than being . . .

- respectful of the different cultures in our class and community.
- knowledgeable of the cultural differences, customs and values of those different from our own.

Cultural Competence is . . .

- being aware of one's own view of the world.
- developing positive attitudes about different cultures.
- developing skills for communicating & interacting across cultures.

Submitted by Mike N. Our Business

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How Leaders Can Improve Their Schools' Cultural Competence

Cultural Competence IS about INCLUSION.

- We come to school with a sense of who WE are and how WE see the world.
- It creates "blind spots" that causes us to make assumptions about our students, our families, and our communities.
- Challenge our assumptions.



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Blind Spots: Challenge Assumptions



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How Leaders Can Improve Their Schools' Cultural Competence

Ask yourself the following questions:

- Do I listen to a diverse group of voices when making decisions about our school/classroom?
- Do I consider how policies negatively impact students and/or families from historically marginalized groups?
- Does my school staff reflect the diversity of our students and the surrounding community?



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Darkness cannot drive out darkness; only light can do that.
Hate cannot drive out hate; only love can do that.

THE REV. DR. MARTIN LUTHER KING, JR.

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How Leaders Can Improve Their Schools' Cultural Competence

- This is the heart of cultural competence.
- It is not enough to be tolerant of the diversity in our school community.
- It is not enough to be accepting of the wide range of diverse contributions of our students.
- We must truly EMBRACE diversity.
- We teach our students and colleagues to embrace, respect, and value the contributions of our diverse school environment.



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1. Assess Your Own Behavior

- Our attitude and behavior are influenced by our own culture, so be careful of **ethnocentrism**.
- The **belief** that our own culture is superior and should be the **standard** for all cultures.

Open Your Mind

- Shift your **mindset** to one that is culturally inclusive and open minded.
- This is a key step in building positive and respectful relationships with families from diverse cultural backgrounds.

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2. Get to Know Your Students

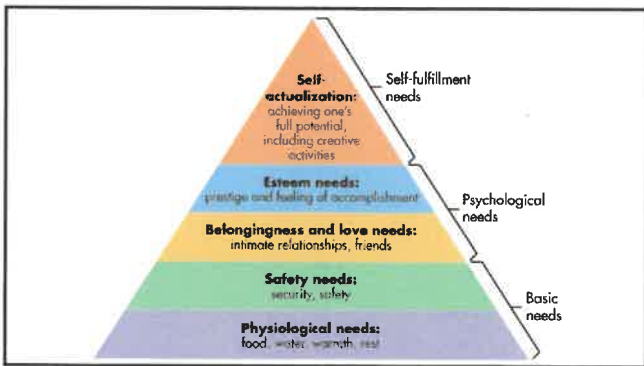


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Get To Know Your Students' Story



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3. Make Your Classroom a Judgment-free Zone

Students must be able to look at situations regarding culture with an unbiased opinion and be comfortable having uncomfortable conversations.

Shelby Dandy

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3. Make Your Classroom a Judgment-free Zone

Encourage students to ask questions and disrupt the status quo.


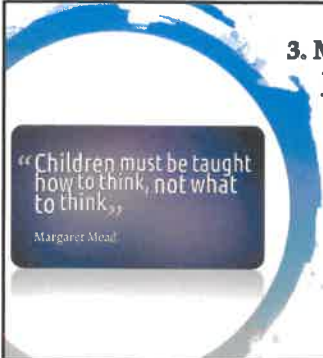
Shelby Dandy

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3. Make Your Classroom a Judgment-free Zone

“Children must be taught how to think, not what to think.”
Margaret Mead

Teach your students to value each other's differences and make critical thinking the norm.





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4. Adapt Your Teaching

- Culturally responsive teaching is student-focused.
- Differentiate your instruction to consider all students' backgrounds & learning styles.


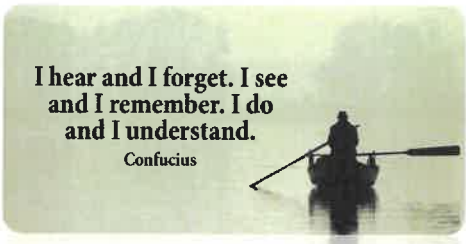
DIFFERENTIATED INSTRUCTION



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I hear and I forget. I see and I remember. I do and I understand.

Confucius



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4. Adapt Your Teaching

- Make learning as interactive and hands-on as possible.



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4. Adapt Your Teaching

- Make learning as interactive and hands-on as possible.
- Interactive and hands-on learning is fun for students, it requires active listening, and provides a greater chance for memory retention.



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5. Include ALL Cultures In Your Teaching

- Choose content that reflects the different cultures of your students.
- Students are more engaged in learning when the lessons are relevant to their OWN experiences and cultures.



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5. Include ALL Cultures In Your Teaching



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Cognitive Dissonance



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Cognitive Dissonance



Cognitive Dissonance is the internal *tug-of-war* we feel when our beliefs and/or values contradict our actions.

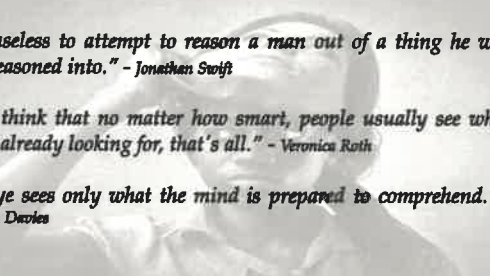
The tug-of-war is usually dealt with rationalization, denial, and minimization.

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"It is useless to attempt to reason a man out of a thing he was never reasoned into." - Jonathan Swift

"But I think that no matter how smart, people usually see what they're already looking for, that's all." - Veronica Roth

"The eye sees only what the mind is prepared to comprehend." - Robertson Davies



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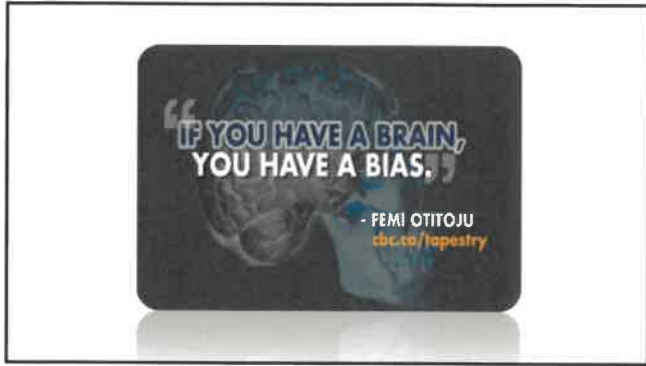


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To know the true reality of yourself, you must be aware not only of your conscious thoughts, but also of your unconscious prejudices, bias, and habits.

- Anonymous

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What is Implicit Bias?

- Attitudes and/or beliefs about the things we SEE that affect our understanding, actions & decisions.



- Both favorable or unfavorable and happens without our awareness or intentional control.

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What is Implicit Bias?

• Different from explicit bias, which is *(used to be)* deliberately concealed for political correctness.



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What is Implicit Bias?

Leads to discipline disparity & racial profiling . . .



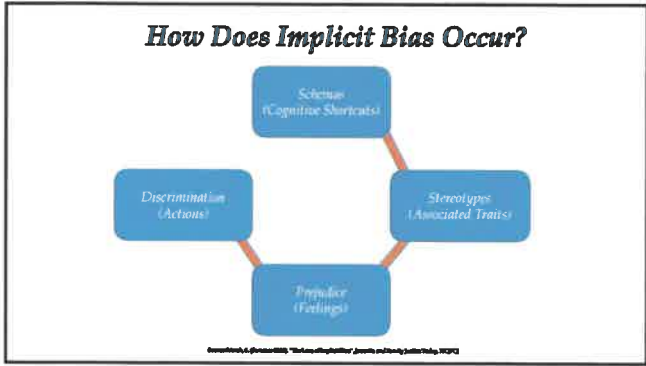
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What is Implicit Bias?

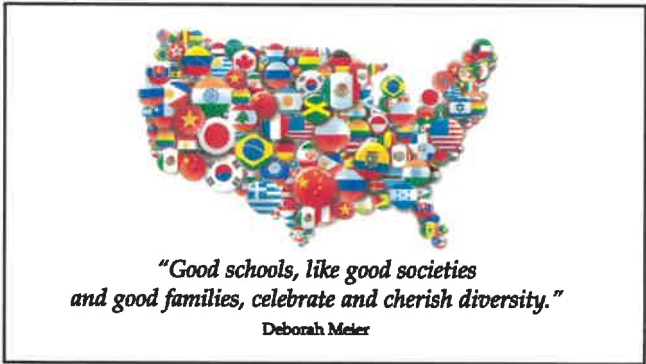
Causes us to look for wrong-doers because they "fit a description" and overlook the next person because they do not.



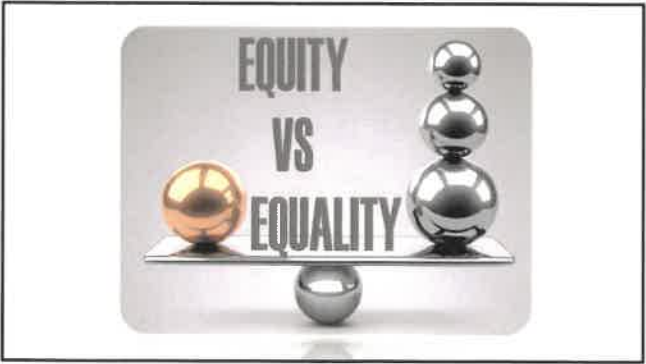
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EQUITY IN EDUCATION

EQUITY IN EDUCATION stands at the center of our nation's growing effort to reform and improve public schools and provide greater educational options to every family.

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Leading For Equity


				
Define Equity In Your School and/or Classroom	Get Familiar With Your Students' Story	Examine Data & Opportunities For Improvement	Practice Cultural Awareness & Competence	Make Sure The Student Voice Is Heard

Leading Equity - James Johnston Associates

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EQUALITY

Every student gets the same support(s), despite their individual need.



Leading Equity - James Johnston Associates

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EQUITY

Every student gets support(s), specific to their individual need.



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Get Familiar With Your Students' Story

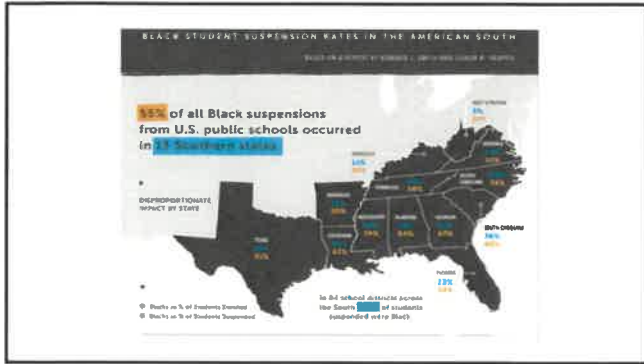


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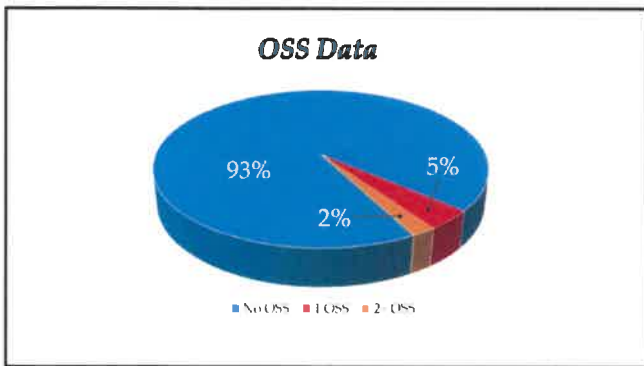
Examine Data & Opportunities For Improvement

- African-American students are suspended more than three (3) times the rate of Caucasian students.
- 1.2 million African-American students were suspended in a single academic year.

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Examine Data & Opportunities For Improvement

Criminalized Discipline: punitive-based measures like suspension, expulsion, or referral to law enforcement.

Medicalized Discipline: solution-based measures like medical attention and/or psychological intervention.

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Examine Data & Opportunities For Improvement

Violations by black and brown students are viewed as conditions that warrant *Criminalized Discipline*.

Violations by white students are viewed as conditions that warrant *Medicalized Discipline*.

School-to-Prison Pipeline - a system that pushes students out of school and into the criminal justice system.



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Make Sure Students Have a Voice

"The secret in education lies in respecting the student."

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Make Sure Students Have a Voice

- Students like to feel valued and want to have some say about what goes on in class and/or school.
- When they have ownership of their learning, it increases student engagement, and ultimately student achievement.
- Taps into their experiences & knowledge in a way that brings relevance and meaning to the lesson taught.



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Our Mindset



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Deficit thinking results in educational practices that deter some students from receiving an equal and equitable education (Ladson-Billings, 2007).

The single most important factor in the academic achievement of minority students is the explicit rejection of deficit thinking by the school-based administrator (Vogelstein & Pomeroy, 1999).

A transformative leader is rooted in moral and ethical values . . . their approach enhances equity, social change and quality of life for students who are marginalized (Astin & Astin, 2000; Stohler, 2010).

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Competing Mindsets

- *Blind vs. Aware*
- *Equality vs. Equity*
- *A-Contextual vs. Socio-Cultural*
- *Categorical vs. Inter-Sectional*
- *Deficit vs. Asset*

The Choice Is Yours

A Research of Educator Mindsets & Cognitions - Black & Diaz

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Blind vs. Aware

Blind Mindset

- Acknowledging the ethnic background of students might offend others.



- Educators blindly operate without considering how ethnically diverse students experience school.

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Blind vs. Aware

Aware Mindset

- It is important to understand how the background of students & teachers influences teaching & learning.
- Educators are able to understand the educational journey from multiple & varied perspectives.

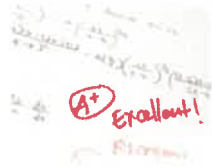


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Equality vs. Equity

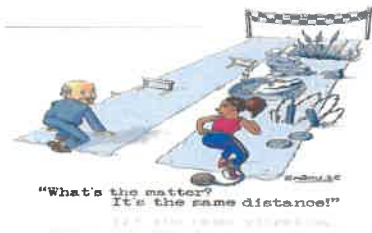
Equality Mindset (*teacher-centered environment*)

- Academic achievement is not related to broader social realities or societal arrangements.
- Educators do not consider ways that a system disadvantages some, while privileging others.



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Equality vs. Equity

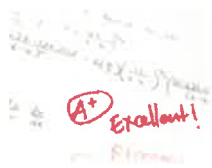


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Equality vs. Equity

Equity Mindset (*student-centered environment*)

- Academic achievement must be viewed in relation to broader social realities.
- Educators consider larger issues in society to help address low student academic performance.



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A-Contextual vs. Socio-Cultural

A-Contextual Mindset

- Educators do not need to understand parents or the community in order to educate children.



- Educators miss opportunities to build partnerships and make lessons meaningful for students.

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A-Contextual vs. Socio-Cultural

Socio-Cultural Mindset

- What happens outside of school is directly related to the learning experiences inside of school.
- Educators seek to build bridges between the school and the community in order to make content meaningful & relevant.



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Categorical vs. Inter-Sectional

Categorical Mindset

- It is easy to predict a student's academic performance once we know a little about their background.
- Educators primarily think of ethnic origin or socio-economic class, as "cultures" that impact academic achievement.



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Categorical vs. Inter-Sectional

Inter-Sectional Mindset

- Each student is complex, with a mixture of many types & layers of different cultures & influences.
- Focus on how students may resist certain educators, but not reject education in a broad sense.



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Deficit vs. Asset

Deficit Mindset

- All students must conform to traditional school culture & teaching approaches.
- Students who do not conform are excessively referred for disciplinary action and/or ExEd.



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Deficit vs. Asset

Asset Mindset

- Successful teachers find ways to draw on students' home culture & language assets.



- Reduces the number of students from marginalized groups, who are referred for disciplinary actions and/or ExEd.

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Educational Malpractice



I Sued The School System

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Set Your Climate




Thermometer or Thermostat

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Thermometer

- Reflects the temperature or climate of a room.
- Reports the temperature or climate in the room.

HOT  **COLD**

© 2010, Are You A Thermometer or Thermostat Leader?

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Thermometer

Thermometer leaders . . .

- react to their surroundings.
- lose their “cool”, become irritable, or impatient, and ultimately, destroy the climate.
- do not inspire trust and commitment with students, rather they erode it.



Andy Conley, An Ice-Cream Thermometer of a Thermometer Leader?

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Thermostat

- Regulates the temperature or climate in a room.
- Sets the desired temperature or climate, and actively works to maintain it.
- Monitors the room, and if the temperature or climate gets too HOT or too COLD, it knows what to do in order to correct the situation.



Andy Conley, An Ice-Cream Thermometer of a Thermostat Leader?

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Thermostat

Thermostat leaders . . .

- have a pulse on the morale, productivity, and stress level of their students.
- “cool” things down by acting as a calming influence with students.
- listen to their students and provide direction & support.
- have the mindset necessary to produce an equitable & welcoming learning environment.



Andy Conley, An Ice-Cream Thermometer of a Thermostat Leader?

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Cultural Responsiveness



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"As teachers of culturally diverse students, we need to educate ourselves about the realities of structural racialization in society and recognizing how colorblindness is just another a form of implicit bias."

- Zaretta Hammond in Education Week Teacher

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#DiscoverYourWhy!

C.H.A.N.G.E.S.

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C.H.A.N.G.E.S.

Cultural Competency is a Journey for All Educators

- Cultural Competency Continuum vs. Diversity Training
- Obtain Knowledge of Cultural Competent Language
- Identify Your Social Construct
- Define or Not - Race, Gender & Culture

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Cultural Competency Continuum




- Represents the various levels of cultural proficiency, from the least proficient to most proficient.
- Determines how effectively organizations and/or individuals interact within a culturally diverse environment.

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Cultural Destructiveness

See the Difference. Stomp it Out.

- Use power/position to eliminate another's culture - people who are different are viewed as abnormal, weird, or dangerous.
- "When we redistrict, we can get rid of THAT neighborhood."
- "If we could get rid of the special needs students, our scores would improve."

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Cultural Incapacity

See the Difference. Make it Wrong.

- Believe their culture is superior (*ethnocentrism*), and act in ways that enhances the inferiority of other cultures.
- Believe false & negative stereotypes about others.



- > Poor students are less intelligent than affluent students.
- > Single parents are inferior parents.
- Lower expectations or demonstrate bias because the student "lives in that part of town."

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Cultural Blindness

See the Difference. Act Like You Do Not.

- Believes that color, ethnicity, poverty, gender, etc. do not matter.
- "Just don't recognize their religion. We don't want to offend."
- "I treat all my students alike; I don't see color in my classroom."



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Cultural Pre-Competence

See the Difference. Respond to it Inappropriately.

- Recognize personal biases & inequitable practices when interacting with other cultural groups.
- Ask that events on cultural be led by those of that culture.
- "Make sure we do something for Black History month."



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Cultural Competence

*See the Difference.
Understand the Difference that Difference Makes.*

- Value diversity and understand that diverse views can be, and oftentimes are, deep & meaningful.
- Willing to change their behavior to meet the needs of others.
- *"I think it is important to look at different topics through different lenses."*



How do you see your students?

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Cultural Proficiency

See the Difference. Respond Positively. Engage & Adapt.

- Respect culture; know about organizational culture; interact effectively in a variety of cultural groups.
- Believe in & use equitable teaching practices.
- *"Thank you for calling the parents and explaining back-to-school night in Spanish."*



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C.H.A.N.G.E.S.

Cultural Competency is a Journey for All Educators

- Cultural Competency Continuum vs Diversity Training
- Obtain Knowledge of Culturally Competent Language
- Identify Your Social Construct
- Define or Not - Race, Gender & Culture

Hierarchy of Privilege & Power Requires Reflection

- Understand the Manifestations of Privilege
- Acknowledge Privilege & Power in Schools
- Address the Manifestations of Power & Privilege
- Reflect on Authority & Legitimacy in the Context of Culture



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Assessing the Impact of Bias in our Schools

- Identification of Implicit Bias
- Understand the Impact of Bias on the Brain
- Widen Your Interpretation Aperture
- Listen to and Learn from Others
- What Do I Do Now that I Know?



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C.H.A.N.G.E.S.

KNOWING Societal Factors that Impact Students

- Understand that Poverty is not a Culture
- Recognizing the Structures of Opportunity
- Acknowledge Differences due to Deficits & Assets
- Recognize the Implicit Power of Media
- What Do I Do Now that I Know?



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C.H.A.N.G.E.S.

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C.H.A.N.G.E.S.

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- Acknowledge Differences due to Disabilities & Assets
- Recognize the Implicit Power of Media
- What Do I Do Now that I Know?



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Grounding the Cultural "Know-How" to defeat Deficit Mindset

- Validate Lived Experience: Recognize & Nurture Personal Resilience
- Recognize Deficit Dialogues
- Build on their Strengths "Become Strength-Finders"
- Use Deliberate Dialogues as a Critical Tool for Change
- Use Agency as a Tool for Balancing Power

Virginia Union University



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C.H.A.N.G.E.S.

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Engaging in Culturally Responsive Teaching Practices

- Recognize the Importance of Including
- Changing Consciousness about Student Motivation
- Know the Four Conditions Necessary for Culturally Responsive Teaching
- Working in Tandem with Families to Build & Strengthen Students' Abilities



Real World Issues



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C.H.A.N.G.E.S.

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Strengthening Student Engagement is a Never-Ending Journey

- Identification of the Map for the Journey: Ethnographic Interviewing, Learning Style Assessment, Archetype Identification
- Identification of the Tools Needed to be Successful on the Journey: Differentiated Lessons, Culturally Relevant Tools & Material
- Identification of Progress on the Journey: Culturally Competent Practice Check-ins & Look-For Sheets

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