## Cultural Competence is Achievable

A Presentation for the
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Student Learning Workgroup
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## Purpose:

### **To Respond to Questions**

- Definitions
  - Cultural Relevance
  - Cultural Competence
  - Cultural Salience

Context: Assessment of student academic knowledge and skills

# Analogy: The World Is Flat

Globalization has leveled competitive fields of competition.

How?

\* technology

\* communication

Message: Flattening is

Achievable



## For Our Children, Is the World Flat?

#### **DEMOGRAPHICS**

People

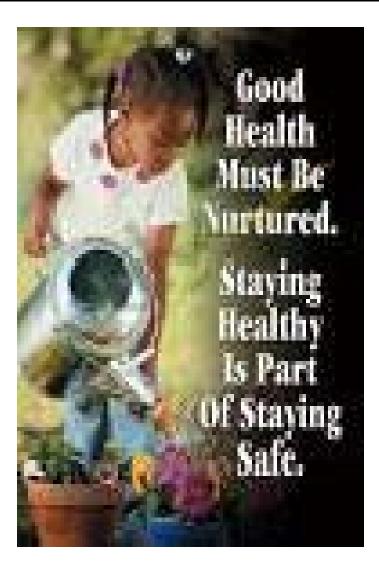
Place

Situational Considerations events in time economics issues

#### **RESOURCES**

- Opportunities
  - Learning
  - Health and Wellness
- Technology
- Relationships

## What are the strategies?



Clear understanding of:

- \* goal (vision)
- \* people
- \* situation
- \* resources

Align our practice (systemic)

Be responsive

### Twin Pillars Facilitate Cultural Competence

Culturally Relevant (what/content)

- Nine Characteristics of High Performing Schools
- Professional
   Development
- Best Practices

Culturally Responsive (how/when/who)

- Actively Listen
- Collaborate
- Identify barriers
- Identify resources
- Develop tools
- Have a plan to implement and access

### Continuum of...

Achievement	Below	Approaching	At	Exceeds
	Standard	Standard	Standard	Standard
Beliefs and	Cultural Blindness Cultural Incapacity Cultural Cultural Destructiveness	Cultural	Cultural	Cultural
Behaviors		Pre-competence	Competence	Proficiency

Adapted by C. Katayama (2008) From Lindsey, et al (2008)

# **Three Key Opportunities**

- Assessment begin with the end in mind
  - Is the WASL providing the data that will benefit our students?
- Culturally Competent Teachers are Learners
  - How do the certification requirements align with the learning needs of students and their teachers?
- Conditions for Learning
  - Are the content (curriculum), delivery (instruction), and environment (safe) culturally relevant and responsive for ALL students?

# **Cultural Competence is Achievable**

