Navigating Cultural Competence in Grades K-5: A Compass for Teachers
By Nancy P. Gallavan

Presenters: Amanda Mix and Jared Blanche
What is Cultural Competence?

**Culture:**
“The set of shared patterns of human activity (values, beliefs, goals) that characterize an individual, institution, or organization with the structures that give selected activities importance” (pg. 10).

**Competence:**
“Identified required qualities and abilities necessary for exhibiting the responsibility within given context” (pg. 10).

So, **cultural competence**...

“Entails the knowledge, skills, dispositions, and expressions (what we know, do, believe, and respect) about ourselves, others, and society demonstrated through our thoughts, words, actions, and interactions” (pgs. 10, 11).
Navigating Cultural Competence Involves Four Critical Elements:

1. **Concepts**: Significant information and initiatives about cultural competence based on theory (research and practice).

2. **Awareness**: Honest inquiries and insights about oneself, one another, and society that occur frequently and easily.

3. **Reflection**: Clear evidence and impressions generated by watching, listening, and reading to assess and record processes thoroughly.

4. **Education**: Meaningful inspirations and influences to ensure that cultural competence is natural, authentic, and holistic.
To Explore Cultural Competence, We Need to:

- Examine fairness
- Delve into definitions
- Establish firm foundations
- Understand the purpose of cultural competence
- Set your goals
- Ensure respect (the ultimate goal)
- Acquaint yourself with the vocabulary
- Link cultural competence to learning
- Develop your self-efficacy
Examine Fairness:

Fairness guides our...

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<tr>
<th>Cognitive Thoughts</th>
<th>Physical Existence</th>
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<td>Affective Emotions</td>
<td>Social Interactions</td>
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Fairness impacts all four learning domains and influences everything we believe, think, say, and do. To be fair is to understand cultural competence.
Six Major Influences on One’s Meaning of Fairness (Figure 2.2 on pg. 30):

- Messages from society
- Modeling from teachers
- Methods from professors
- Mentoring from colleagues
- Mandates from institutions
- Mission from/for oneself
Establish Firm Foundations (pgs. 11-12):

1. Being different does not describe everyone else; everyone is different and from a different culture.
2. Every person is a combination of many different cultural characteristics.
3. One person’s cultural characteristics are a combination of both static and dynamic cultural characteristics (Static-stay the same: race, gender, etc. Dynamic-constantly change: age, education level).
4. A person can interact effectively with other people when a person understands his or her own individual culture and cultural characteristics (honest self-assessments, increase awareness).
5. It is not bad to be different. We are all “different cultures.”
Establish Firm Foundations (continued):

6. Each person should understand the categories and criteria used to describe one’s self and thus understand and accept different cultures.

7. Each person should be aware of inward reactions toward various other people.

8. Each person should be aware of outward acts toward various other people.

9. Each person, and especially teachers, should be aware of effective interactions to communicate and accomplish tasks.

10. Each person needs to be aware of one’s beliefs, thoughts, words, actions, and interactions expressed in private, as well as those expressed in public—both with specific individuals and about specific individuals (who we are when we think no one is watching).
The Purpose of Cultural Competence:

1. **Democratic (based on democracy) principles**: Valuing each individual’s culture and cultural characteristics, ensuring full participation in activities and decision-making procedures.

2. **Educational equity**: Students are provided information, access, and opportunity with the necessary tools, equipment, and materials in order to learn and achieve equally to all other students (human rights protected).

3. **Human rights**: The rights and freedoms that all individuals and all groups are entitled to receive and become equal participants.

4. **Social justice**: All individuals and members of groups are respected and protected for their individual beliefs and choices (antiracist and antibiased).
Set Your Goals:

- **Information**: to know and understand
- **Respect**: to believe and value
- **Opportunity**: to do and participate
- **Access**: to go and enter
Acquaint Yourself with the Vocabulary:

When denied information, access, opportunities, and respect, students may encounter...

- **Bias** - tendency or the inclination toward having or expressing unreasoned beliefs, thoughts, words, actions, and interactions (preference for or against a particular person or group of people).

- **Prejudice** - advances bias through preconceived or unreasoned beliefs, thoughts, words, actions, and interactions (opinion or outcome prior to interacting with the recipient(s) involved).

- **Stereotyping** - Stronger than prejudice and serves primarily to enhance a person’s power/privileges by denying a group information, access, opportunities, and respect (simplified mindset by making overgeneralizations).
Acquaint Yourself with the Vocab. (cont’d.):

- **Discrimination** - to distinguish prejudicially (the resulting outcomes or treatments are inappropriate, unreasonable, or unkind).
- **Marginalization** - relegating a person or a group of people to a position of less or no power (little to no participation) where they are assigned to the areas of little or no consequence or importance.
- **Disenfranchisement** - deprivation or revocation of participation, position, power, or privilege that prevent a person or group of people from a right (produces a stronger and lasting effect than marginalization).
Develop Your Self Efficacy:

“Achieving efficacy means it is YOUR responsibility to ensure that every student learns everything the student is expected to learn and to the best of that student’s abilities” (pg. 9).

- Through your thoughts, actions, feelings, and choices, you increase your understanding and appreciation of achievement.
- **Social learning theory** is the basis of reciprocity, or the exchange of learning and support between people.
- Identify and model reciprocity in your classroom with your students so they understand that you are learning as much from them as they are learning from you.
- Extension Activities, Scenario (pgs. 19-22), and Star Activity
To Begin Your Transformation You Need to:

- Appreciate the change process
- Be yourself and stay open
- Frame your questions
- Cope with disequilibrium
- Demystify “dealing with diversity”
- Rethink being PC
- Meet Norma/Norman and Abby/Abner
- Follow the Gallavan Cultural Competence Compass
- Connect with Culturally Responsive Pedagogy
- ACT Now (next slide)

To be PC: Instead of being “politically correct” we should be “personally conscientious, professionally competent, and pedagogically constructive” (pg. 28).

1. Speak the language(s) of your students.
2. Engage students in their own learning.
3. Place all learning through examples and stories (shared and individual).
4. Organize projects so students work in cooperative learning groups.
5. Extend the learning through individually selected reading and projects.
6. Develop thematic units of learning so learning is natural, authentic, and holistic.
ACT Now Means:

- Acknowledge the past.
- Confront the present.
- Transform the future.
- Navigate the scene.
- Own the situation.
- Work the solution.
The Gallavan Cultural Competence Compass (pg. 136)
Cultural Characteristics Iceberg (pg. 47)
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<thead>
<tr>
<th>MIND</th>
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<tbody>
<tr>
<td>Motivation</td>
<td>Implementation</td>
<td>Negotiation</td>
<td>Dispositions</td>
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<tr>
<td>Establishing and promoting reasons</td>
<td>Guiding and guaranteeing that all students feel safe and wanted, engage and participate fully, express learning and outcomes individually, and are taught in developmentally appropriate ways.</td>
<td>Modeling and reinforcing the practices of cooperation, compromise, and connection, empowering all students to have voice, choice, and ownership.</td>
<td>Assessing and evaluating outcomes that are cognitive, affective, and social outcomes and attitudes related to advancement, interactions, and results.</td>
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<tr>
<th>Matter</th>
<th>Success</th>
<th>Satisfaction</th>
<th>Significance</th>
<th>Sustainability</th>
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<td>Achieving to the best of one’s ability.</td>
<td>Finding personal pleasure and reward.</td>
<td>Comprehending the most important knowledge, skills, dispositions, and contexts with personal connections.</td>
<td>Continuing the procedures while in school and throughout life.</td>
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Aligning Curriculum with Instruction/Assessments (pgs. 59, 61):

1. Look at the content and processes (categorize).
2. Look at the expectations. These are your endpoints. Sequence your content and processes beginning at the end and work backwards in four steps (assessment, instruction, curriculum, purpose).
3. Look at your students. To align your curriculum, instruction, and assessment you have to place everything into a context. Thoroughly answer the questions.
Watch for Biases and Hidden Agendas:

- Where do you stand in your classroom when you teach?
- Where is your desk located?
- What students sit near where you teach and the location of your desk?
- What is your path for walking around your classroom?
- How much time do you spend with each student?
- Is the time spent equitable for all students? Why or why not?

- Are there any patterns associated with the students who sit near where you teach, where your desk is located, and where you walk around and stop most frequently and for longer periods of time?
- Whom do you call on, for what kinds of questions or tasks, and how often?
- What kinds of follow-up questions and feedback do you provide each student? Are the questions equitable and fair?
- What types and amount of information, access, and opportunities do you provide each student, and why?
To Establish Community and Context We Need to:

- Create a sense of place
- Initiate cultural competence from day one
- Emphasize classroom appearance and movement
- Ensure that the classroom reflects everyone
- Welcome and get to know your students

- Help your students know one another
- Avoid unintended consequences
- Connect fairness with learning
- Feature classroom meetings
- Become a reflective decision maker
- Share the space
Initiate Cultural Competence from Day One:

- Make the classroom physically accessible.
- Make the classroom socially welcoming.
- Make the classroom emotionally safe.
- Make the classroom personally reflective.
- Make the classroom mentally achievable.

Infuse Cultural Competence:

- Do the textbooks show pictures that represent all people equitably?
- Do the pictures communicate the context in an unbiased manner?
- Do the texts communicate desired content?
- Does the content of the texts infuse equitable representations of all people?
- Is the language in the texts gender neutral and culturally respectful?
- Do supplementary materials communicate the content/context equitably?
- Have you selected a variety of strategies that allow each student to understand, connect with, and express learning within each student’s cultural background and academic strength?
- Have you selected a variety of assessment techniques that does this?
- Have you incorporated opportunities for your students to participate?
- Have you allowed students to collaborate with other students (alike and different) to achieve a variety of learning outcomes?
Cultural Competence Knowledge, Skills, and Dispositions (pg. 99)
To Spark Conversation and Climate (S) and Strengthen and Weave Together Complexities and Controversies (SW) We Need To:

- Assess expectations
- Recognize content
- Establish boundaries
- Accept complexities as opportunities
- Integrate complexities into content
- Include controversy into management
- Seize the teachable moment
- Encourage higher-order critical thinking
- Practice problem solving and decision making
- Examine rationality
- Practice conscientization (what is most critical or important to various groups and individuals in the past, present, and future)
Assess Expectations (Teachers Tend to Fall in One of Three Groups):

1. Teachers who want to engage their students in issues and actions related to democratic principles, human rights, educational equity, and social justice at every chance.
2. Teachers who view complexities and controversies as conflict and avoid all three at all costs.
3. Teachers who capture the teachable moments when cultural competence fits into the curricular content, pedagogical practice, and sociocultural context.

“Know yourself and your multiple audiences so you can enjoy your teaching today and for many days into the future” (pg. 109).
Waken Compassion and Commitment (W) and Nurture and Welcome Challenges and Changes (NW):

- Understand the concept of care
- Feature compassion in your classroom
- Examine challenges in education
- Connect with cultural competence
- Overcome resistance
- Teach democratic (democracy-based) principles
- Ensure educational equity
- Champion human rights
- Promote social justice
- Commit to commitment
Feature Compassion in Your Classroom:

“Compassion is not pity and should not result in charitable acts contributed without feeling” (pg. 124).

- Create fictitious situations for your students to role-play so they can practice the words and actions that will help them with acceptable and unacceptable interactions.
- Find children’s literature or movie clips with examples of care and compassion.
- Reference famous people in every content area who showed care and compassion to help your students identify with these various individuals.
- Write quotations about care and compassion, organize projects at school and in the community that involve acts of care and compassion.
- Teach students to show appreciation by saying “thank you” and writing thank-you notes. This act should become a habit of mind.
In the End, Becoming Culturally Competent Will Help You as an Educator:

1. Ask the right questions for determining culturally appropriate lessons, strategies, and curriculum.
2. Engage students in cultural discussions that build confidence and celebrate differences.
3. Include cultural sensitivity across all content areas and within the school and classroom.
Resources (pgs. 136-153):

1. Resource A: The Gallavan Cultural Competence Compass (pg. 136)
2. Resource B: Cultural Competence Review Checklist (pgs. 137-142)
3. Resource C: A List of Websites (pgs. 143-153)
Questions?

Please fill out a Post-It Note with the following information:

1. Please write one thing you liked or learned from today’s training (+).
2. Please write one question, if any, you still have from today’s training (?)

(If you do not have a question, you do not need to put your name on the Post-It Note.)
Contact Information:

Amanda Mix

(District RtI Math/Science Specialist)

E-mail: Amanda_Mix@isd31.net

Website: amandamix.weebly.com

Phone: 218-333-3100 Ext. 44211

Jared Blanche

(American Indian Culture and Curriculum Specialist)

E-mail: Jared_Blanche@isd31.net

Website: bemidjiindianeducation.weebly.com

Phone: 218-333-3215 Ext. 56154