



CULTURAL competence

FACILITATOR'S HANDBOOK

INTRODUCTION TO CULTURAL COMPETENCE

Cultural Competence is a differentiated professional development course which was developed to be flexible enough to meet the needs of a diverse group of participants. The program speaks to people right where they are in a non-threatening, comfortable format.

Everything that is needed to conduct these sessions is included. The Facilitator's Guide gives the instructor all he or she needs to smoothly implement the program. All presentation materials, videos, scenarios, and activities have been developed. The topics in each segment are specific and targeted. The beginning of the course defines the terms and helps participants begin to feel more comfortable talking about **Cultural Competence**. As the course progresses, topics shift to specific strategies that can provide avenues to greater **Cultural Competence**.

The videos are available on the Fairfax Network YouTube Channel at www.youtube.com/playlist?list=PLGU615q8gq9wZhG3B_6cuLfbB5uv-UGoP.

Before You Begin

Before engaging in this training, it is critical to help learners understand WHY this topic has been chosen as a focus. Instructors need to be transparent about the rationale behind choosing this content and should consider the following questions and answers and share them with participants as they embark on this learning journey. If school culture is defined as simply "the shared practices and beliefs of our school,"

- What is the culture of our school?
- What is the culture of our community?
- Does our school culture reflect the community's culture? If so, in what ways?
- How have our school demographics changed in the last five years? Ten years? Has this affected our school culture? If so, in what ways?
- Have you had a workplace experience (shared or individual) that supports the need for learning about different cultures? If so, describe it.
- What data do we have that supports the need for learning about different cultures? What does the data tell us?

By setting the stage for this learning around beliefs and facts from your school, participants will feel more grounded in the work and better able to connect it to the school community.

Cultural Competence Facilitator's Handbook

TABLE OF CONTENTS

Program Overview & Directions for Facilitators	1
Session 1 — Defining Culture and Reflecting on Personal Experiences	2
Objectives.....	2
Participant Pages List.....	2
Outline.....	2
Segment 1 Video Clip Summary & Activities.....	2
Segment 2 Video Clip Summary & Activities.....	3
Student Workbook Pages	
Essential Questions.....	4
Agenda.....	4
Quotation Connection.....	5
Cultures to Which I Belong.....	6
Think, Write, Pair, Share.....	7
3-2-1.....	8
Session 2 — The 4 Stages of Cultural Competence	9
Objectives.....	9
Participant Pages List.....	9
Outline.....	9
Segment 3 Video Clip Summary & Activities.....	9
Segment 4 Video Clip Summary & Activities.....	10
Student Workbook Pages	
Essential Questions.....	11
Agenda.....	11
School Celebrations and Beliefs.....	12
Stages of Cultural Competence.....	13
Triangle, Square, Circle.....	14
Session 3 — Behaviors Leading to Greater Cultural Competence	15
Objectives.....	15
Participant Pages List.....	15
Outline.....	15
Segments 5 & 6 Video Clips Summary & Activities.....	15
Student Workbook Pages	
Essential Questions.....	17
Agenda.....	17
Give One, Get One.....	18
Manners Around the World.....	19
Work Plans to Strengthen Relationships.....	20
Session 4 — Where Do We Go From Here?	21
Objectives.....	21
Participant Pages List.....	21
Outline.....	21
Student Workbook Pages	
Essential Questions.....	22
Agenda.....	22
Where Do We Go from Here?.....	23
Biographical Information	24
Suggested Resources	25

OVERVIEW

Cultural Competence is the ability to interact effectively with people of different cultures. As educators, it is important to demonstrate this competency as we work with students, parents, and one another. Diversity is omnipresent, and schools provide an especially challenging environment to test one's skills. The benefit here is that by having participants better understand their own beliefs, they will be better able to address methods by which to help students respect and value one another's similarities and differences. Some issues of diversity are obvious, while others may not be so transparent. Every problem does not have a clear-cut solution, there is no specific rule or policy on which to rely, but by working under the assumption of positive intent and mutual respect, open communication will help to dissolve fears and concerns that might otherwise become wide chasms of misunderstanding.

Participants will walk away knowing what **Cultural Competence** is and the four stages associated with it. They will develop a greater awareness of the diversity in their world and the experiences that have helped them form their beliefs. Finally, they will learn strategies to use that ultimately lead to **Cultural Competence**. This course balances the need for a clear understanding of **Cultural Competence** with the experiences that each participant brings to the table. This method for teaching provides a more people-centered kind of training that participants can easily accept. For every minute of instruction, there is equal time for dialogue and reflection. A core educational philosophy behind **Cultural Competence** is that people deepen their understanding when the instructor allows them to make connections to the content. This means it will be critical to take the time to allow learners to discuss and reflect in each section.

DIRECTIONS FOR FACILITATORS

Cultural Competence views the role of the instructor as a facilitator in the learning process. The instructor's job is to lead participants to the desired goal for themselves. In doing this, the instructor takes off his or her teacher hat and becomes a facilitator. The instructor functions as a guide rather than the ultimate authority. There are times when the instructor must hand the reins of control over to the participants and other times when he or she must lead the way. Of course the instructor should make sure that the goals in the course are met, but there's a lot more he or she can do to make the training more meaningful for participants.

A very important part of the instructor's duty is to manage and direct discussion and group work in a way that benefits everyone. The instructor must use good management strategies to keep people focused throughout the training. It is strongly recommended that each participant work with one other partner throughout the course. Partners work on discussion questions and various activities.

Group-work is very effective in this training, especially if the groups are heterogeneous. Since different people view the topic of **Cultural Competence** differently, this diversity can spark good dialogue. The challenge with groups is that people usually sit next to those with whom they feel most comfortable. It might be helpful for the instructor to have people move after they are seated. One technique is to number the participants or hand out different colored cards and have participants regroup using certain combinations of numbers or colors. Groups should be limited to four people.

Cultural Competence Facilitator's Handbook

Session 1—60 Minutes

DEFINING CULTURE AND REFLECTING ON PERSONAL EXPERIENCES

OBJECTIVES

Participants will:

- Learn the meaning of culture, competence, and cultural competence.
- List cultures to which they belong.
- Consider times when culture has become the topic of conversation in the work place.

PARTICIPANT PAGES

Agenda Page

Think, Write, Pair, Share

Quotation Page

3-2-1 Reflection

Culture List Organizer

OUTLINE

Link (10 minutes): Introduce participants to the **Cultural Competence** Workbook. As a grounding activity, have participants turn to page 2 and use the “Quotation Connection” to activate prior knowledge regarding culture, competence and diversity. At tables, have groups read the quotes and select the one that resonates most with their thinking. Groups talk about their thinking at their tables. You may choose to discuss these as a whole group, hearing from each table their thoughts and connections.

Engage and Educate (10 minutes): Share that participants will be gaining a deeper understanding of **Cultural Competence**, and will be viewing a series of video segments featuring Dr. Darryle Craig, as she discusses ways to become more comfortable and effective with diversity in schools. Have learners read the “Agenda for Session 1” found on page 1 of the workbook.

PLAY SEGMENT 1 VIDEO CLIP

Summary of Segment 1: Dr. Craig introduces herself and sets the expectation and tone of this program by describing that the message within is HER truth, and not THE truth. Viewers hear that it is the experiences they have had that develop into their beliefs about different cultures. Culture is defined as, “integrated pattern of human behavior that includes thoughts, communications, actions, customs, beliefs, values and institutions of racial, ethnic, religious or social groups” (Cross et al., 1989). Participants are given directions to consider which cultures they belong to and identify beliefs and practices of that culture.

Active Learning (10 minutes): Have participants turn to page 3 and complete the graphic organizer titled “Cultures to Which I Belong”. After several minutes of independent work time, ask partners to share their work with one another. Bring the group back together and ask, “What commonalities did you discover? Who learned something unexpected about their partner?”

Engage and Educate (10 minutes): Now that participants have a better grasp of what culture is, Dr. Craig will bring clarity to the meaning behind the term **Cultural Competence**.

PLAY SEGMENT 2 VIDEO CLIP

Summary of Segment 2: In this video clip, Dr. Craig defines competence as “having the capacity to function effectively.” She determines that **Cultural Competence** is “the ability to interact effectively with people of different cultures.” Dr. Craig shares stories from friends within the military, health care, and education—suggesting that this work is critical and impacts lives across many levels and areas. At the end of the clip, she asks participants to consider when incidents involving culture have been evident in the workplace.

Active Learning (10 minutes): Use the structure, “Think, Write, Pair, Share” on page 5 of the **Cultural Competence** workbook. Give individuals several minutes to think about what they want to say and write it down. After time has been given, ask participants to discuss with their partner what they wrote. After each partner has shared, facilitate a whole group discussion. Ask “Who would like to share something they discussed?”

Reflect (10 minutes): Ask learners to turn to page 5 and complete the “3-2-1 Reflection” page. This will serve as their exit ticket. This is an opportunity for them to share with the facilitator their thoughts and feelings regarding the seminar.

Now and Then: Post this take away question: “Now that we’ve begun thinking about culture and what it means to be culturally competent, consider in what ways culture plays a role in your classroom. What can you do to ensure that students have positive experiences in your class?”

Session 1: Defining Culture and Reflecting on Personal Experiences

Essential Questions

- What is culture?
- To which cultures do you belong? In what ways do these associations help you feel part of a larger community?
- What experiences have helped to shape your beliefs about different cultures? When have cultural differences been apparent in your workplace?

Agenda

- Quotation Connection
- Cultures to Which I Belong Organizer
- Think, Write, Pair, Share
- 3-2-1 Reflection

Quotation Connection

Read the quotations below and circle the one that connects most with your thinking. Share the quote you selected with your table and why it resonates with you.

The longer we listen to one another—with real attention—the more commonality we will find in all our lives. That is, if we are careful to exchange with one another life stories and not simply opinions. Barbara Deming (U.S. author and activist, 1917-)

Normal is in the eye of the beholder. Whoopi Goldberg (U.S. actor, 1955-)

Sometimes I feel discriminated against, but it does not make me angry. It merely astonishes me. How can they deny themselves the pleasure of my company? It's beyond me. Zora Neale Hurston (U.S. writer, 1903-1960)

If we are to achieve a richer culture, rich in contrasting values, we must recognize the whole gamut of human potentialities, and so weave a less arbitrary social fabric, one in which each diverse human gift will find a fitting place. Margaret Mead (U.S. anthropologist, 1901-)

Unable to understand how or why the person we see behaves as he does, we attribute his behavior to a person we cannot see, whose behavior we cannot explain either but about whom we are not inclined to ask questions. B.F. Skinner (Behavioral psychologist, 1904-1990)

The trouble with the world is not that people know too little, but that they know so many things that ain't so. Mark Twain (U.S. writer, 1835-1910)

Cultures to Which I Belong

Consider the definition of culture provided by Dr. Craig. List the groups you participate in on the graphic organizer. Consider the practices, beliefs, and language that are associated with each culture.

Name of Culture	Shared Practices and Beliefs

3 – 2 – 1

3

things I learned:

2

things I liked:

1

thing I want to know more about:

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Session 2—60 Minutes

THE 4 STAGES OF CULTURAL COMPETENCE

OBJECTIVES

Participants will:

- Understand why there is a growing need to be culturally competent.
- Consider the impact of cultural beliefs within the workplace and specifically education.
- Learn the 4 Stages of **Cultural Competence**.
- Identify cultures within the school community and resources available for additional learning.

PARTICIPANT PAGES

Agenda Page School Celebrations and Beliefs
Triangle, Square, Circle Stages of **Cultural Competence**
Other Material: Chart Paper

OUTLINE

Link (5 minutes): In the last session, participants determined to which cultures they belong. The structure, “Like Me”, is a quick way to learn more about any given group. Invite participants to raise their hands when the description fits them and to stand up when the phrase REALLY applies.

Like Me

I am a parent.	I enjoy crafts.
I am a coach.	I go to the gym regularly.
I am retiring in the next 5 years.	I grew up on the west coast.
I am a photographer.	I belong to Generation X.
I play a musical instrument.	I have an iPhone.
I belong to a book club.	I travel outside the USA.
I play a sport.	

This structure is done to set the expectation of participation and remind learners of the cultures to which they belong. Share that this structure might also be used in the classroom to help students see how they are similar to their classmates.

Engage and Educate (10 minutes): Ask participants to turn to **Cultural Competence** workbook page 6. Instruct them to read this page to find out what they will be learning. Share with participants that you will be sharing more segments from Dr. Craig’s presentation, reminding them that these are all based on HER truth—and may not be THE truth.

PLAY SEGMENT 3 VIDEO CLIP

Summary of Segment 3: Dr. Craig continues to share reasons why it is critical that everyone become more culturally competent. She shares examples, tying the message to instruction and Dr. Ronald Ferguson’s instructional tripod. Dr. Craig also discusses how generational differences may impact the workplace. She asks individuals to consider what they celebrate in the workplace as a way to see what is valued and to reflect on beliefs.

Cultural Competence Facilitator’s Handbook

Active Learning (15 minutes): Instruct learners to turn to page 7, “School Celebrations and Beliefs”. As a table group, participants can brainstorm the current celebrations that occur at school and determine what beliefs are evident. After several minutes, bring the groups back together and invite them to share the celebrations they listed and the beliefs associated. Ask, “What school-wide values are evident within our school culture from these celebrations? Are there other things we should be celebrating? What celebrations do you have in your classroom? What beliefs are behind those celebrations?”

Engage and Educate (10 minutes): Share with participants that they are going to view another video segment. Ask them to turn to page 8, “Stages of **Cultural Competence**”. Say: “We have been thinking about our own beliefs based on our shared culture as educators. Now Dr. Craig is going to share with us the **4 Stages of Cultural Competence**. As you watch this clip, think about the different cultures represented in our school community. What are the main groups represented? What do you know about these groups? Where do you fall on the continuum of learning with each group?”

PLAY SEGMENT 4 VIDEO CLIP

Summary of Segment 4: Dr. Craig begins this segment by teaching about the four stages of **Cultural Competence**: awareness, curiosity, learning, and participation. She shares a story from her own experience in which she moves through the stages as she develops a relationship with a person who is deaf. Dr. Craig focuses on the learning stage and suggests there are many ways to learn about culture—one being a visit to ethnically-specific grocery stores. She asks participants to consider what resources are available to them in their local community.

Active Learning (10 minutes): At the conclusion of the video segment, invite table groups to talk about the notes they took during the video and work together to complete the “Stages of **Cultural Competence**” page. After allowing several minutes for small group dialogue, bring the group back together for a full group conversation. Find out what cultures were identified within the school community and chart this for the teams. Which culture was identified by every table? Were there cultural groups that only certain tables identified? [Keep this chart for Session 4.]

Reflect (5 minutes): To wrap up the session, have learners consider what they learned by completing the “Triangle, Square, Circle Organizer” on page 9. Have them leave this feedback for you so that you can gauge their comfort and understanding of the work.

Now and Then (5 minutes): Share the following take away question with teachers before they exit: As you reflect on the identified cultures within our school, what can you do to move into the next stage of **Cultural Competence**?

Session 2: The 4 Stages of *Cultural Competence*

Essential Questions

- Why is ***Cultural Competence*** important?
- How do our celebrations reflect our beliefs?
- What are the four stages of ***Cultural Competence***?
- What cultures are in our school community and at what stage of ***Cultural Competence***?

Agenda

- Like Me Structure
- Celebrations and Beliefs
- Stages of ***Cultural Competence***
- Triangle, Square, Circle

School Celebrations and Beliefs

With your table, list the times when you recognized individuals in the school community. What values are evident with each of the recognitions?

We Celebrate ...	Because We Believe ...
We celebrate academic achievement by recognizing Honor Roll students... We celebrate effort through our recognition of students who were able to Bring Up Grades (BUG list). We celebrate good behavior by giving students praise...	Because we believe learning is critical. Because we believe hard work pays off. Because we believe coming to school is important. Because we believe respectful, responsible behavior is essential.

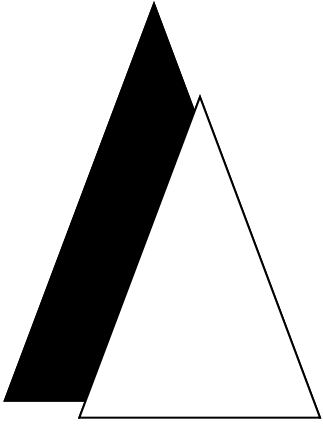
Stages of Cultural Competence

With your table, identify the most prominent cultural groups within your school community. Place them on the graphic organizer based on your perceived level of competence with each group.

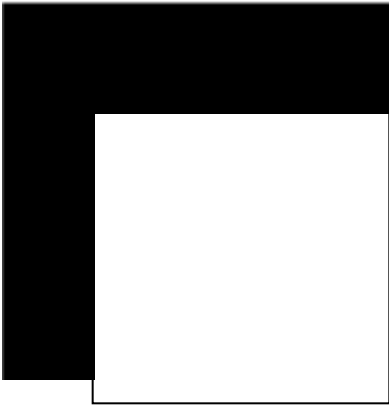
Stage 1: Awareness	Stage 2: Curiosity
Stage 3: Learning	Stage 4: Participation

Choose one of the cultural groups you'd like to learn more about. Work with your table to list resources that might help you with this goal.

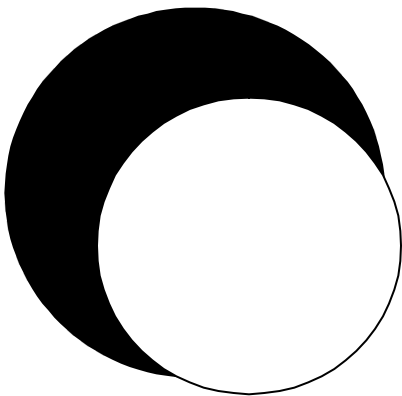
Triangle, Square, Circle



What are the main points from today's seminar?



What squares with my thinking?



What is still circling in my head?

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Session 3 — 60 Minutes

BEHAVIORS LEADING TO GREATER *CULTURAL COMPETENCE*

OBJECTIVES

Participants will:

- Discover specific behaviors that lead to stronger relationships.
- Identify where and when there are opportunities to be more culturally competent at school.
- Set goals to incorporate additional daily demonstrations of cultural competencies within the school environment to include adults and children.

PARTICIPANT PAGES

Darryle's Daily Demonstrations
Give One, Get One

Manners Around the World
Work Plans to Strengthen Relationships

OUTLINE

Link (10 Minutes): Today, participants are going to begin thinking about specific actions that lead to great cultural competence. To begin this thinking, ask learners to read page 12, "Manners Around the World". It is used to activate prior knowledge and help them begin thinking about how some actions may be misinterpreted, and wrong meanings inferred. During this activity, provide several minutes for table groups to converse and then ask for volunteers to share with the whole group their responses to the question: Which of these did you already know? What other examples can you share? Do any of these examples appear to be stereotypes or outdated? What resources are available to help you learn more?

Engage and Educate (20 minutes): In our last session teachers learned the **4 Stages of Cultural Competence** and identified areas where they may want to pursue additional learning. Today, we are going to talk about behaviors that will help teachers work better with all people. Instruct participants to read page 11 to get an overview of today's learning.

After participants have read the overview, invite them to turn to "Give One, Get One" on page 11. As they watch the video, encourage participants to consider her stories and the behaviors in them. Ask viewers, "In what ways do you already demonstrate these behaviors? How might you ingrain them in your practice?"

PLAY SEGMENTS 5 AND 6 VIDEO CLIPS

Summary of Segment 5: In this clip, Dr. Craig begins describing specific actions that lead to greater **Cultural Competence**. It is critical to learn student names and try to pronounce them correctly. She also shares the need to be aware of specific phrases or figures of speech that may hold deep-rooted feeling. Additionally, Dr. Craig shares stories about eating ethnic food respectfully and the need to keep up with world events. To facilitate conversation, she concludes this clip by asking, "In what ways do these ideas manifest themselves in your work?"

Summary of Segment 6: Dr. Craig continues describing specific behaviors in this clip. She talks about simple courtesies, such as greeting one another, holding the door, and giving way on the sidewalk as building blocks for trustful relationships. She concludes by asking participants to remember times when they have encountered simple courtesies with people from different cultures.

Active Learning (15 minutes): Give participants a minute or two after the video concludes to finish completing their graphic organizer. Share with them that they will be doing an activity, using the “Give One, Get One” on page 11. Learners will walk around and meet up with someone who has a way of doing one of Darryle’s demonstrations. They will take their idea and put it on their graphic organizer, and then they will share one of their strategies with the partner. Once both partners have written in a new idea, they will find new partners and get additional new ideas.

Reflect (5 minutes): Once the participants have filled out their graphic organizers, ask them to think about the new ideas they’ve gotten from colleagues. Have them choose one that they want to try before the next session.

Now and Then (10 minutes): Ask participants to write work plans that use specific behaviors to strengthen relationships. They can use the template on page 13. The warm-up for the next session will be to check-in with someone at their table to share when and how they changed their behavior and what outcomes occurred.

Session 3: Behaviors Leading to Greater *Cultural Competence*

Essential Questions

- What daily demonstrations lend themselves to the development of stronger relationships?
- What opportunities do I have to practice these skills with my colleagues? Students? Parents?

Agenda

- Manners Around the World
- Give One, Get One
- Work Plans to Strengthen Relationships

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Give One, Get One

Darryle's Demonstrations	Behaviors I Engage in At Work	Ideas From Others
Student Names	In this box, "I ask students how to say their names and write them phonetically in my grade book."	
Words and Phrases		
Pronunciations		
Foods		
World News and Geography		
Greetings		
Giving Way on the Sidewalk		
Acknowledging Presence		
Holding the Door		

Manners Around the World

Most of us were drilled from an early age in proper manners and etiquette. But when you participate with other cultures, things may get a bit complicated. Here are examples of how common cultures.

EATING

Sit up straight. Say please and thank you. Don't put your elbows on the table. These manners may ring especially true for those in the baby boomer's generation.

In China, Taiwan, and much of the Far East, belching is considered a compliment to the chef and a sign that you have eaten well and enjoyed your meal.

When dining in China, never force yourself to clear your plate out of politeness—it would be very bad manners for your host not to keep refilling it. Instead, you should leave some food on your plate at each course as an acknowledgment of your host's generosity.

In Japan and Korea, a tip is considered an insult, rather than a compliment, and for them, accepting tips is akin to begging. However, this tradition is beginning to change as more Westerners bring their customs with them to these countries.

Chewing gum in many parts of the world, particularly Luxembourg, Switzerland, and France, is considered vulgar. While in Singapore most types of gum have been illegal since 1992 when residents grew tired of scraping the sticky stuff off their sidewalks.

HAND GESTURES

A firm handshake is seen as admirable in the United States and the United Kingdom, but in much of the East, particularly the Philippines, it is seen as a sign of aggression.

Orthodox Jews will not shake hands with someone of the opposite sex, while a strict Muslim woman will not shake hands with a man. To confuse matters, a Muslim man will shake hands with a non-Muslim woman.

The "okay" sign (thumb and forefinger touching to make a circle) is very far from okay in much of the world. In Germany and most of South America, it is an insult, similar to giving someone the finger in the United States.

In the United Kingdom, when the two-fingered "V for victory" or "peace" salute is given with the hand turned so that the palm faces inward, it is considered extremely rude, having a meaning similar to raising the middle finger to someone in the United States.

Which of these did you already know? What other examples can you share? Do any of these perpetuate stereotypes or appear outdated?

Work Plans to Strengthen Relationships

Look at the list of ideas you collected on your “Give One, Get One” organizer. Choose one of the actions to implement and write a plan to help make it happen.

- What group will your goal address? Colleagues? CLT? Students? Parents?
- What specific behavior will you try?
- When will you do it? How often?
- What do you expect to happen from your efforts?
- What evidence might be noted?

Group	Behavior	Where	When	Expected Outcome	Evidence
Parents	Acknowledge presence while making copies	Copy Room	Monday afternoon	Build relationships, greater respect	Conversations will begin to occur with these parents
Students in 5 th period	Pronounce names correctly	In class and hallway	5 th period	Students will feel respected and valued	Students may exhibit greater effort and comfort in class

Plan to share this page at the beginning of the next session and talk about what you tried and the successes and challenges associated.

Session 4—

WHERE DO WE GO FROM HERE?

OBJECTIVES

Participants will:

- Review the **4 Stages of Cultural Competence**.
- Reflect on practice and set goals for self, team, and school.

PARTICIPANT PAGES

Work Plans to Strengthen Relationships
Essential Questions and Agenda

Stages of Cultural Competence
Where Do We Go From Here?

OUTLINE

Link (10 Minutes): Ask participants to look at “Work Plans to Strengthen Relationships”, page 13, and share with a shoulder partner the behaviors they’ve been trying. They should each share at least one idea and talk about what has worked and what has been a barrier to meeting the goal. They should also share any unintended outcomes from their change in behavior. After several minutes, reconvene the large group and ask for volunteers to share what they discussed with their partners.

Engage and Educate (25 Minutes): Invite participants to look at page 14, “Essential Questions and Agenda”, for Session 4. Tell participants that today’s work is really to identify where to go next by identifying a focus for our work. What culture or cultures have we identified—reference chart from session 2? What do we know about them? How can we learn and move toward greater participation with this group? How can we learn and participate in the culture?

Share that in order to activate thinking, we’ll be viewing Segments 7 and 8 of Dr. Craig’s presentation.

Summary of Segment 7: Dr. Craig reviews the first two stages of **Cultural Competence**. She brainstorms ideas that may fall into each stage: What are you aware of? What are you curious about?

Summary of Segment 8: Dr. Craig reviews the last two stages of **Cultural Competence**. She considers: What do you need to learn? With whom do you need to participate effectively? To conclude her presentation, she engages in dialogue with the participants, answering questions that they have based on the work that they do or the experiences in their lives.

Active Learning: Instruct participants to turn to page 15, “Where Do We Go from Here?”. Individually, have participants list their ideas on the page. Then have tables share out. The facilitator will need to know in advance whether the participants are going to all work on one goal, or whether they will be developing next steps with their tables. Debrief as appropriate.

Reflect: Ask learners: Think about what you’ve learned during this professional development. Consider where you want to be. What work will it take to get there?

Now and Then: Offer this take away question, “Consider how you felt during Session 1 of this learning. How do you feel now? How has this work impacted your team? Students? Parents?”

Session 4: Where Do We Go from Here?

Essential Questions

- What are the four stages of **Cultural Competence**?
- What **Cultural Competence** goals have I set for myself? With my team? With my school?

Agenda

- Work Plans to Strengthen Relationship
- Where Do We Go from here?

Where Do We Go from Here?

Stages of Cultural Competence

What are you **aware** of?

What are you **curious** about?

What do you want to **learn**?

With whom do you need to **participate**?

Using the information collected in Session 2, consider the questions below. Write down your ideas and then share at your table.

1. What are some priorities for us at this point?
2. What are some successes we can build upon?
3. What are some specific tools or strategies that have been effective?
4. What are some additional informational resources we can draw upon?
5. Does this information carry enough importance to be included as part of the school's long-term planning?

BIOGRAPHICAL INFORMATION

Darryle Craig was born in Furstenfeldbruck, Germany. By the age of eighteen, she had travelled the globe, spending virtually all of her middle and high school years at the International School in Ibadan, Nigeria. After earning a bachelor's degree in French and painting from Connecticut College, she joined her parents in Nairobi, Kenya where she spent two years teaching French and swimming at an all-girls Catholic school—Loreto Convent Msongari. Darryle returned to the United States, married, and was hired by Goodwill Industries to help launch a cutting edge, computer programming training course for individuals with severe disabilities—the Georgia Computer Programmer Project. While employed with Goodwill, she earned a master's degree in rehabilitation counseling from Georgia State University. When her husband was transferred to Research Triangle Park in North Carolina, she accepted a part-time counseling position with Durham Technical Community College. There, she eventually changed careers and become the director of human resources. When yet another corporate transfer brought her to Fairfax, Virginia, Darryle began a doctoral program in educational administration at George Mason University (GMU). After receiving her Ph.D. from GMU, she accepted a position in the university's Equity Office, where she was responsible for the university's compliance with the Americans with Disabilities Act (ADA). At GMU, in addition to her work with ADA compliance, Darryle taught courses in educational leadership and personnel administration for the Graduate School of Education.

In 2001, Darryle was hired by Fairfax County Public Schools (FCPS) Office of Equity and Compliance to investigate allegations of discrimination. She became the program manager of FCPS' College Success Program when five individual programs were brought together under a single organizational umbrella in 2009. The five programs are:

- AVID (Advancement Via Individual Determination)
- The Early Identification Program (EIP)
- The College Partnership Program (CPP)
- Pathway to the Baccalaureate, and
- Project Discovery

Darryle's work in cultural competence represents the culmination of decades of personal and professional experiences as a world traveler, an advocate for individuals with disabilities, and an educator.

Ellen Mukai attended Virginia Tech, where she graduated with a Bachelor of Science in Family and Childhood Development. She earned her teaching certification and became an elementary teacher with Fairfax County in 1997. As emerging technologies became available for use in education, Ellen embraced them as a useful tool for student engagement. She became a leader and proponent for incorporating technology in the classroom. She pursued further studies on the topic and obtained a Masters of Education in Educational Technology Leadership from George Washington University.

In 2005, Ellen became a School Based Technology Specialist (SBTS), where she was heavily involved in school-wide technology planning and implementation. She became a leader and mentor for other SBTS and began expanding her skills through the study of cognitive coaching and additional instructional strategies.

In 2008, Ellen moved to a more centralized role of Instructional Technology Specialist. She began planning and implementing professional development for teachers and instructional staff across the division on the use of technology in the classroom. It was in this role that she was brought on-board the Best Practices for Teaching and Learning project. She became the technology lead for the project, helping to plan and design the web page and database of resources.

In 2010, it became apparent that the Best Practices for Teaching and Learning project needed a project manager to lead the initiative. Ellen was selected for the job based on her broad range of experience with classroom strategies. Over the past two years, Ellen has led the district-wide implementation of Best Practices for Teaching and Learning, focusing on strategies associated with learning environments, student engagement, and assessment.

Ellen's participation in the development of Cultural Competence utilizes the expertise she possesses in working with adult learners, designing professional development, and employing existing frameworks to reach a broader audience.

SUGGESTED RESOURCES

Cultural Competence Resource Page. www.fcps.edu/node/32087

Books

Aguilar, Leslie. *Ouch! That Stereotype Hurts*. Walk the Talk Books. Flower Mound, TX. 2006.

Cross, T. L. et al. *Towards a Culturally Competent System of Care: A Monograph on Effective Services for Minority Children*. National Center for Cultural Competence, Georgetown University. 1989.

Davis, Bonnie M. *How to Teach Students Who Don't Look Like You*. Corwin Press, Inc. Thousand Oaks, CA. 2006.

Garmston, Robert. Wellman, Bruce. *The Adaptive School: A Sourcebook for Developing Collaborative Groups*. Christopher-Gordon. Norwood, MA. 2009.

Gladwell, Malcolm. *Outliers*. Little, Brown and Company. New York, NY. 2008.

Scott, Susan. *Fierce Conversation*. Berkley Books, New York. 2002.

Singleton, G. and Linton, C. *Courageous Conversations About Race*. Corwin Press, Inc. Thousand Oaks, CA. 2006.

Smith, Paul Chaat. *Everything You Know about Indians Is Wrong*. University of Minnesota Press, Minneapolis, MN. 2009.

Online Resources

Adichie, Chimemanda Ngozi. Interviewed on the Diane Rehm Show, WAMU 88.5 FM, American University Radio, Monday, July 6, 2009. thedianerehmshow.org/audio-player?nid=1068.

"How does Cultural Competency Differ from Cultural Sensitivity/Awareness?". Center for Effective Collaboration and Practice (CECP). cecp.air.org/cultural/q_howdifferent.htm. 2001.