



CULTURAL competence

PARTICIPANT'S WORKBOOK

INTRODUCTION TO CULTURAL COMPETENCE

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.

You will walk away knowing what **Cultural Competence** is and the four stages associated with it. You will develop a greater awareness of the diversity in their world and the experiences that have helped them form their beliefs. Finally, you will learn strategies to use that ultimately lead to **Cultural Competence**.

The Facilitator's Handbook and Participant's Workbook was written and compiled by

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Best Practices for Teaching and Learning

Fairfax County Public Schools



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Cultural Competence Participant's Workbook

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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:

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 make up our school community and at what level of **Cultural Competence** are we demonstrating with each group?

•

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 ... |
|--|--|
| <p>We celebrate academic achievement by recognizing Honor Roll students..</p> <p>We celebrate effort through our recognition of students who were able to Bring Up Grades (BUG list).</p> <p>We celebrate good behavior by giving students praise...</p> | <p>Because we believe learning is critical.</p> <p>Because we believe hard work pays off.</p> <p>Because we believe respectful, responsible behavior is essential.</p> |
| | |
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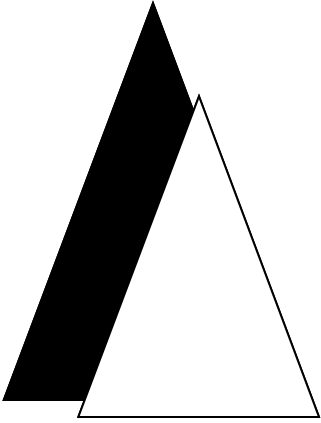
Stages of Cultural Competence

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.

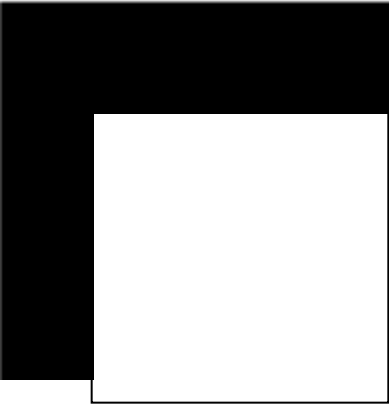
| | |
|----------------------------------|--------------------------------------|
| <p>Stage 1: Awareness</p> | <p>Stage 2: Curiosity</p> |
| <p>Stage 3: Learning</p> | <p>Stage 4: Participation</p> |

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.

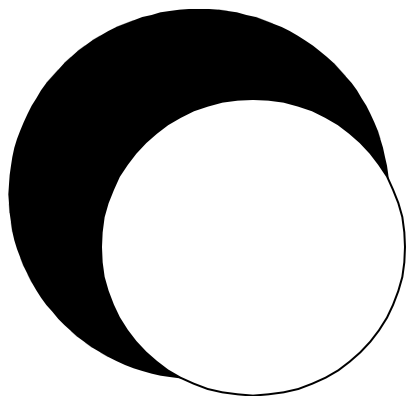
Triangle, Square, Circle



What are the main points from today's seminar?



What squares with my thinking?



What is still circling in my head?

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
- Darryle's Daily Demonstrations
- Work Plans to Strengthen Relationships

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Give One, Get One

As you watch video segments 5 and 6, fill in the graphic organizer. In what ways could you incorporate these actions into your daily routine?

| Darryle's Demonstrations | Behaviors I Engage in At Work | Ideas From Others |
|---------------------------------|--|--------------------------|
| Student | 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 common cultural norms you may have encountered. Do any of these perpetuate stereotypes or appear outdated? Which of these did you already know? What other examples can you share?

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.

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?

Essential Questions

- What are the four stages of ***Cultural Competence***?
- How can I be more effective while communicating in uncomfortable situations?
- What ***Cultural Competence*** goals have I set for myself? With my team? With my school?

Agenda

- Warm-up: Respond to the Quote
- Find Someone Who
- Describing an event that happened to you around culture (need Structure)
- Circle, Square, Triangle

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 traveled 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:

- 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.

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Resources

Cultural Competence. https://www.youtube.com/playlist?list=PLGU615q8gq9wZhG3B_6cuLfbB5uv-UGoP

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.



**CULTURAL
competence**

With ever increasing cultural diversity in our schools, how do educators establish and maintain effective relationships with those whose experiences and beliefs differ from their own?

Dr. Darryle Craig, program manager for Fairfax County Public Schools College Success Program, presents her ideas and strategies for becoming

"Culturally Competent." According to Dr. Craig-cultural competency is "the ability to interact effectively with people from different cultures."

During the program, Dr. Craig defines and examines the importance of cultural competence. Using first-hand examples and questions from the studio audience, Craig advises how to use this important skill to help close the achievement gap, and promote best practices that create success among diverse learners.

Cultural Competence [Dup# 12-024]

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