

BECOMING A CULTURALLY COMPETENT EDUCATOR FOR SOCIAL JUSTICE

*Facilitated by:
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OUR PURPOSE

Goal for Our Time Together:

- To introduce participants to the concept of cultural competence, and to explore how it can be used as an approach to pursuing social justice.

Intended Learning Outcomes:

- Develop a common knowledge as it relates to their collective knowledge and understanding of Cultural Competency and Social Justice.
- Become aware of their own social identities, and the impact their identities have on their teaching practices, and the schooling experiences of their students.
- Engage in honest conversations about race and social justice, and the impact these issues have on educators and the schooling experiences of students (i.e. the disproportionate suspension and expulsion rate of African American males.)

OUR AGREEMENTS FOR TODAY!

During our time together, I humbly ask that we agree to...

- Welcome and value the contributions of ALL participants
 - Be open to, and respect divergent perspectives...agree to disagree
- Limit distractions, stay focused and engaged, and take responsibility for your own learning today
- Challenge the idea, not the person
- Assume positive intentions
- Step up, Step back
- Maintain confidentiality
- Speak from your own experience instead of generalizing

Have fun, and participate to your fullest ability...we need you and your voice!!! 😊

COMMUNITY BUILDER: *PAIRED VERBAL FLUENCY*

1. What does cultural competence mean to you?
2. What does social justice mean to you?
3. What is the connection between cultural competence and social justice?

Round One: 60 seconds each

Round Two: 60 seconds each

Round Three: 60 seconds each

AN INTRODUCTION TO CULTURAL COMPETENCE

CULTURAL COMPETENCE IS...

the ability to successfully teach students who come from cultures other than your own.

Ethnicity

Physical

Emotional

Age
Religion
Spiritual Affiliation

Socio-economic Class

First Language

Gender

Race

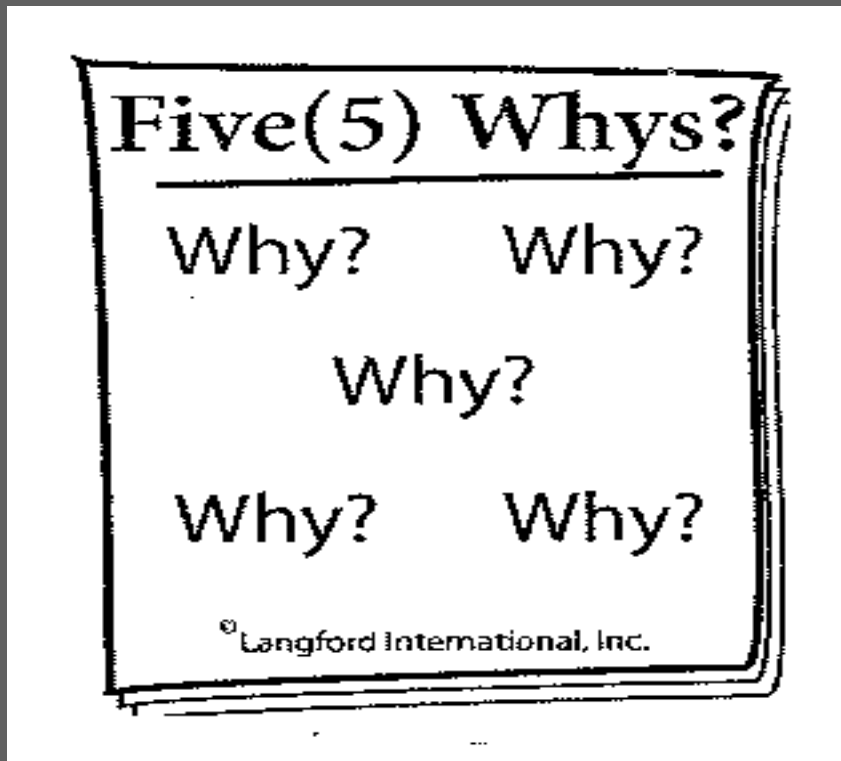
National Origin

Sexual Orientation

Developmental

FIVE (5) WHYS?????

Purpose: Used to create a deeper understanding



- *Reflect* – individually on the following question

Why is it important for educators to be culturally competent?

- *Write* – your response on a sheet of paper
- *Reflect* – on your answer and ask yourself “Why?”
- *Write* – your response on the paper provided
- *Repeat* – the process 4 more times. When you’re done, you should have five responses

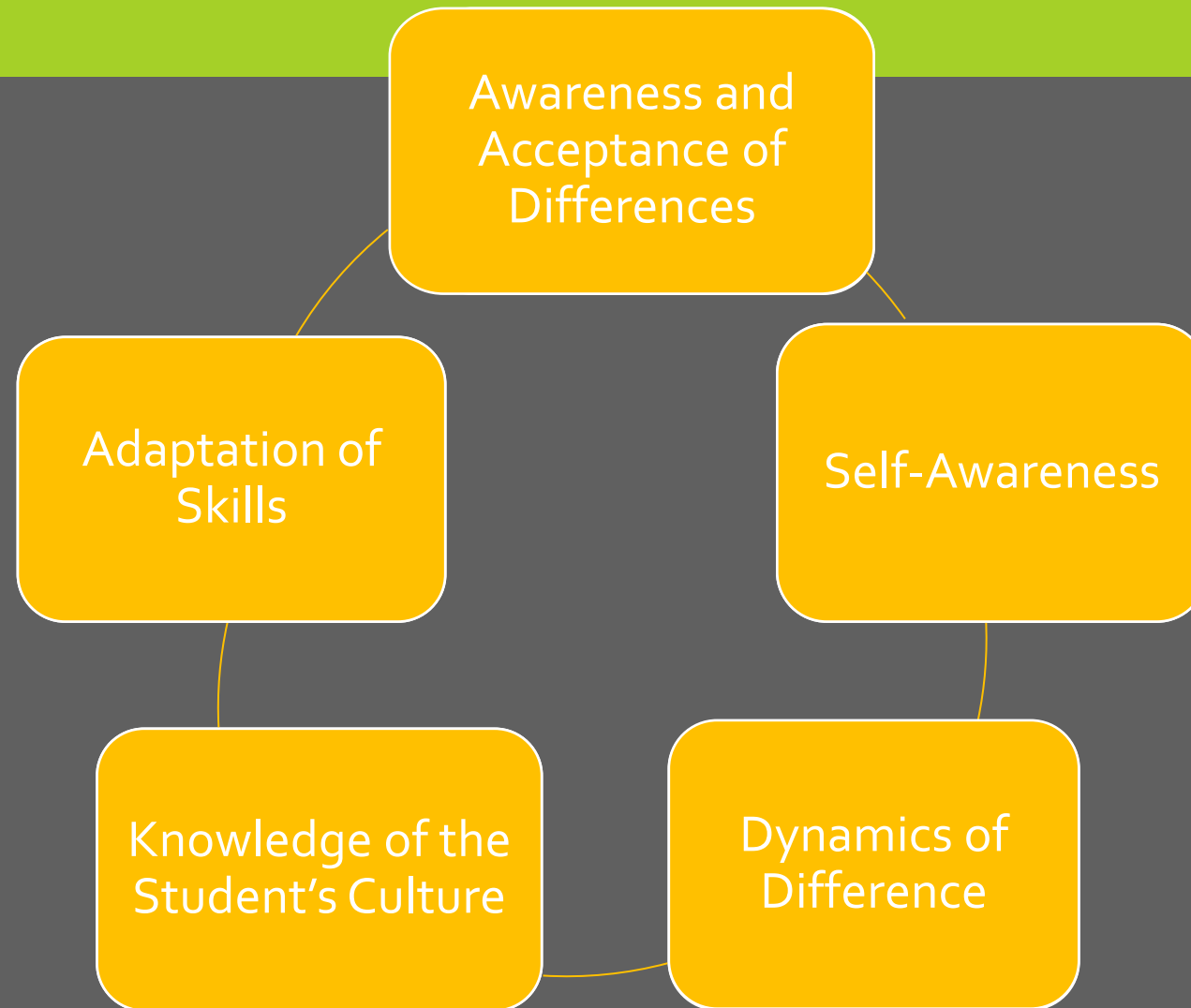
QUICK READ: *WORDS, PHRASES, SENTENCES*

- ❖ Read the article, *Promoting Educators' Cultural Competence... (5 Minutes)*
- ❖ As you read, highlight key *words, phrases, and sentences* from the text that capture important or interesting ideas.
- ❖ At your tables, take turns sharing one *key word, phrase, and sentence* with colleagues.
- ❖ Share with the whole group.

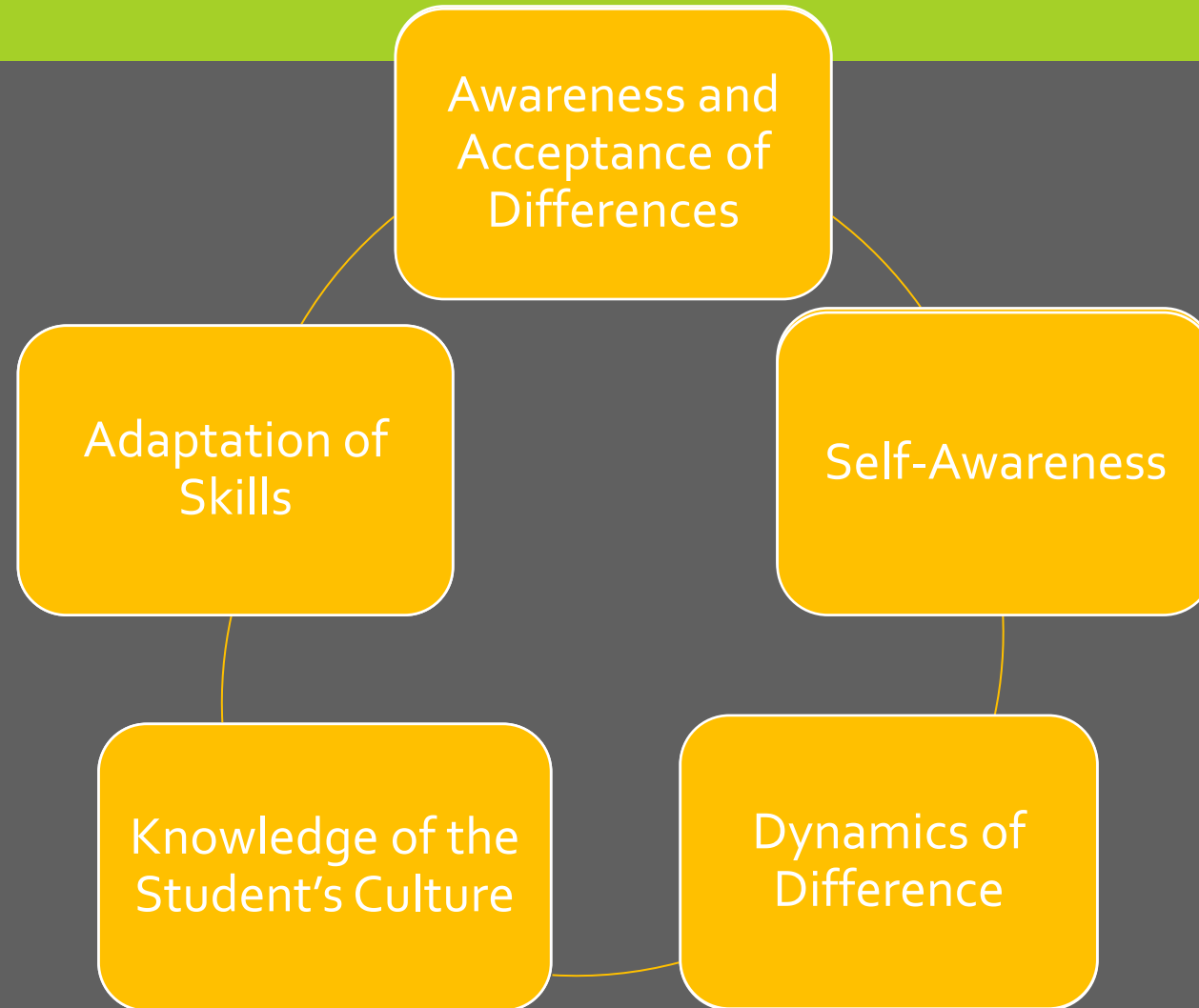
WHY IS IT IMPORTANT?

- ❖ Students are more diverse than ever before.
- ❖ Culture plays a critical role in learning.
- ❖ Cultural competence leads to more effective teaching.
- ❖ Culturally competent educators are better equipped to reach out to students' families.
- ❖ Cultural competence helps address student achievement gaps.
- ❖ Cultural competence reinforces American and democratic "ideals".
- ❖ Cultural competence helps educators meet accountability requirements.

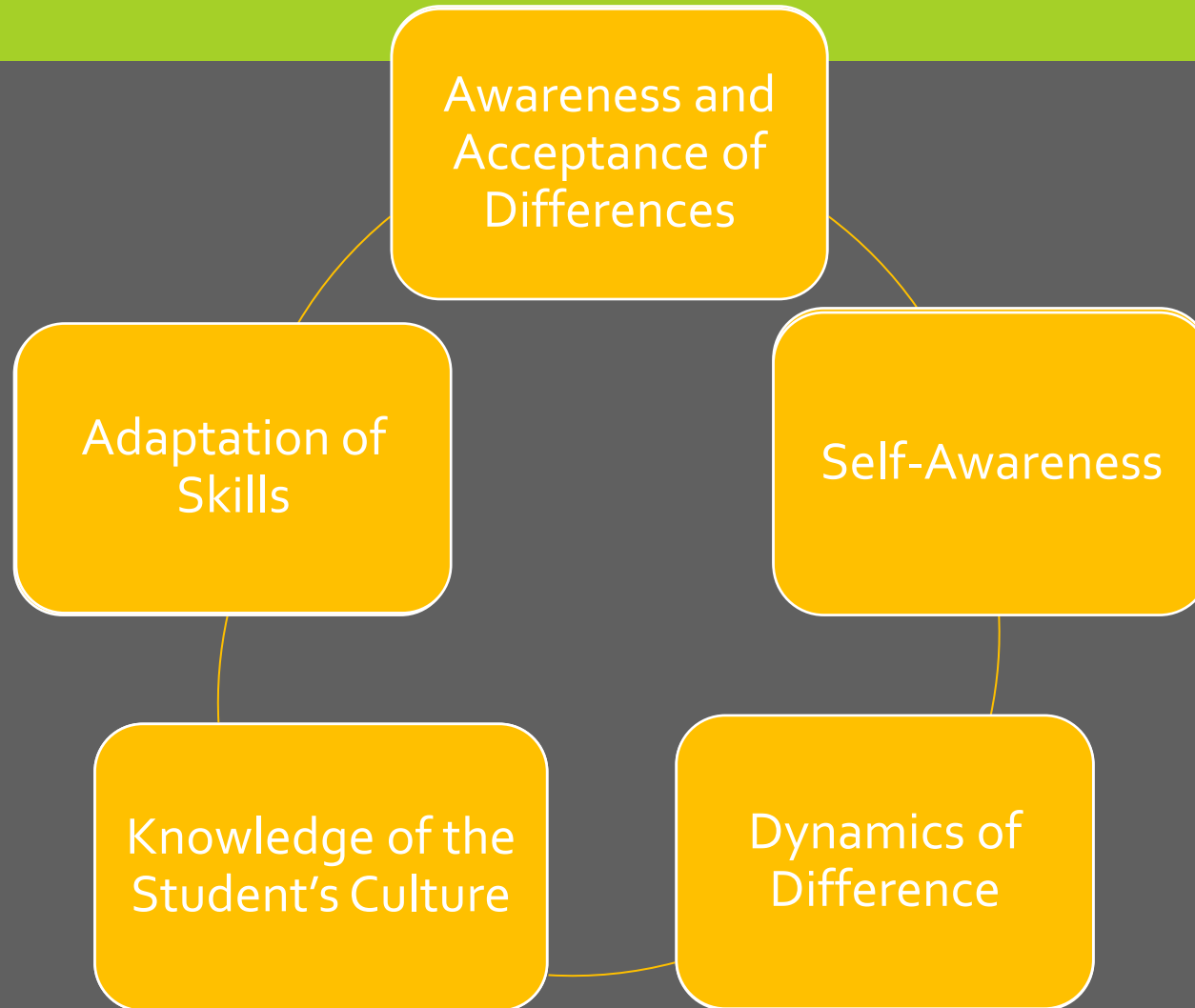
5 BASIC SKILL AREAS FOR CULTURALLY COMPETENT EDUCATORS



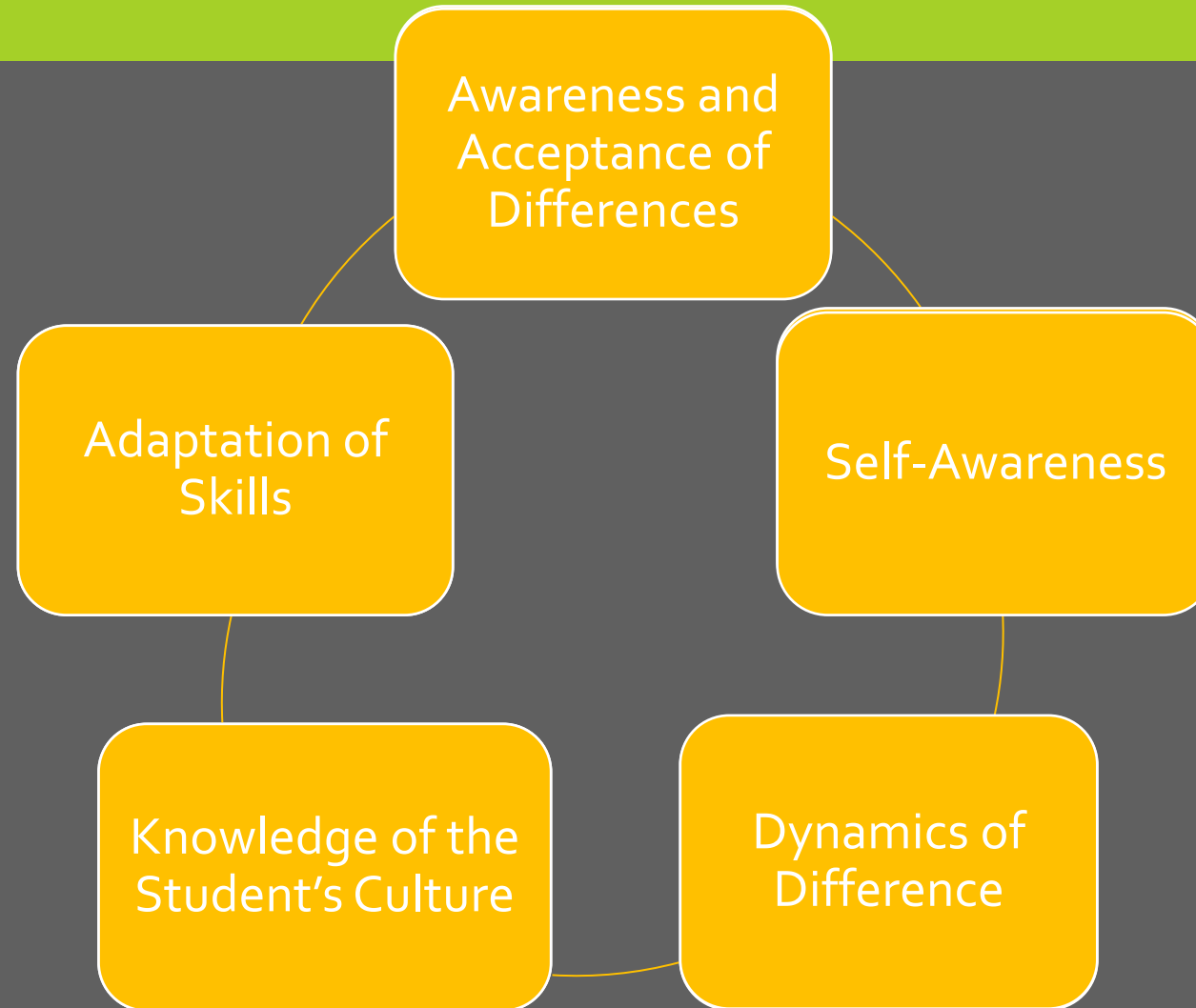
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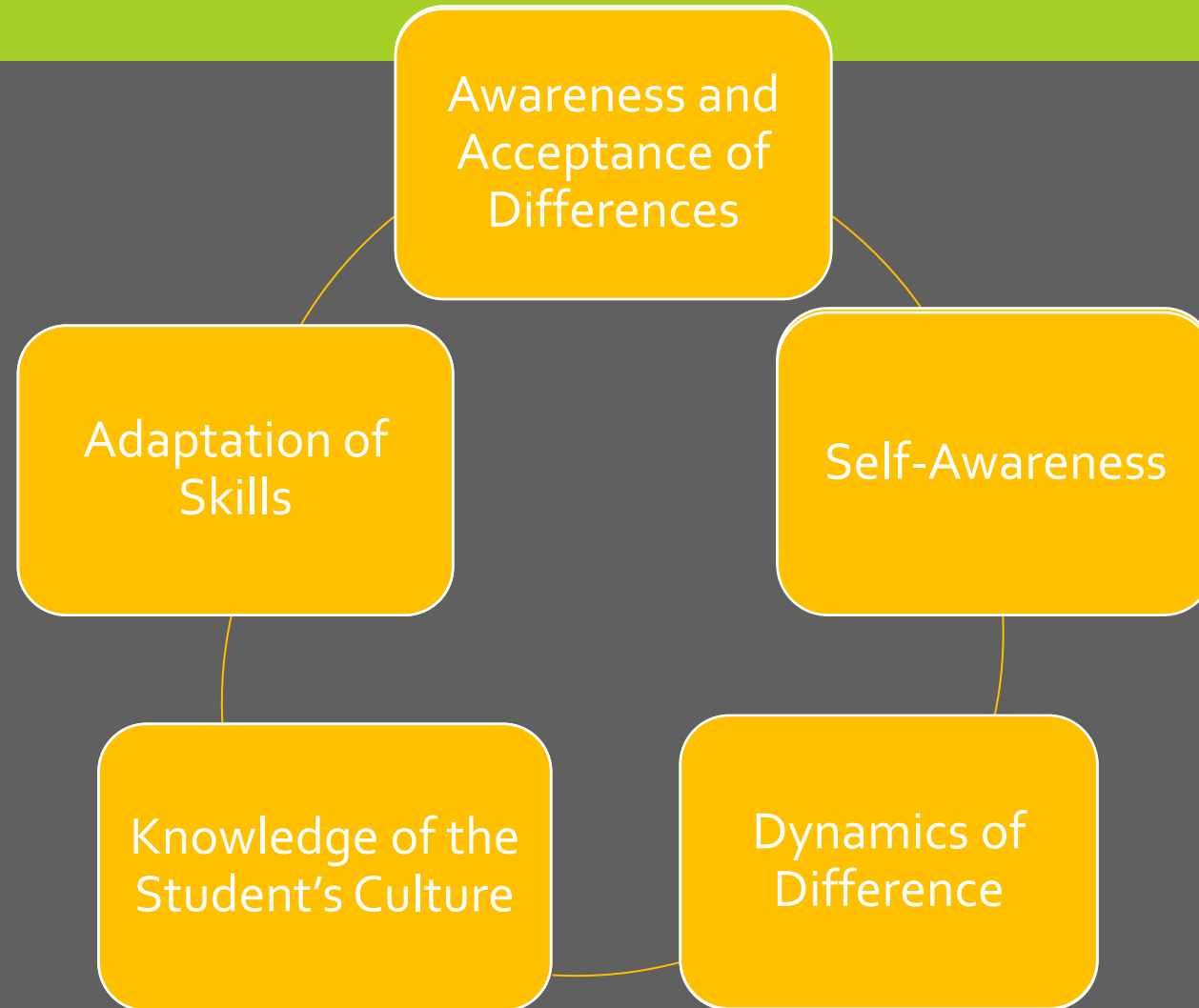
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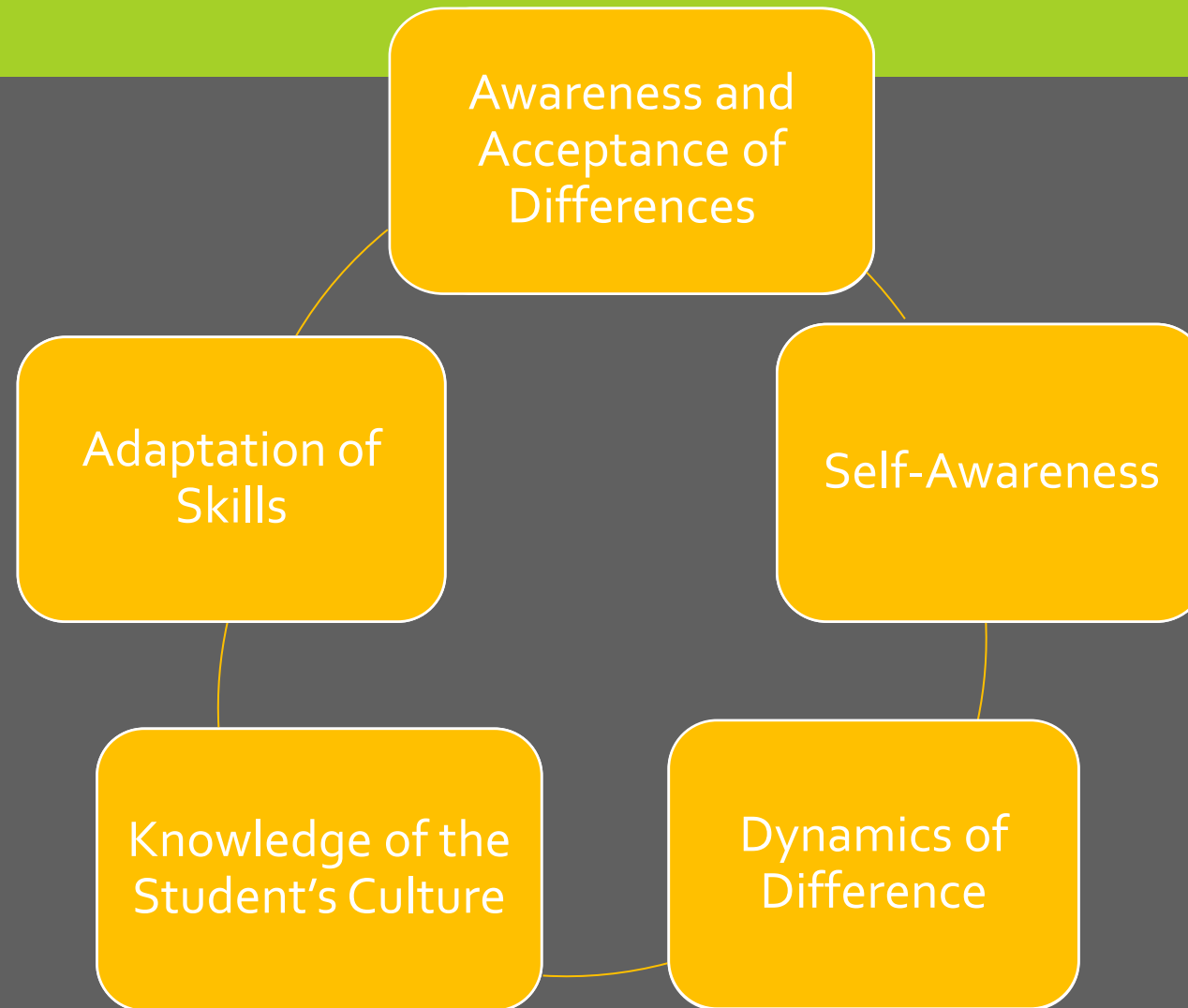
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EXPLORING OUR SOCIAL IDENTITIES

SOCIAL IDENTITY WHEEL

1. Complete the outer circle of the Social Identity Wheel for yourself...where you feel comfortable!
2. Answer the four questions in the center of the circle
3. Working in dyads, share your responses with a partner using the following guidelines: (3 minutes each person)
 - Listen intentionally and carefully to what your partner is saying by giving them your undivided attention
 - Do not interpret, paraphrase, analyze, give advice, or break in while your partner is talking...*just listen!!!*
 - Maintain confidentiality, and follow our agreed upon norms
 - The speaker must speak from his or her own personal experience ONLY! This activity is about YOU, and your social identity.

CONSTRUCTIVE LISTENING DYADS

- When and how did you become aware of your identities?
- How have these identities shaped your perception of others?
- Why do you value some identities over others?
- Which of these identities are dominant for you at work? In society?
- Which of these identities give you privilege in society? Which of these identities have you been oppressed by in society?
- Which of your identities have the greatest impact on your ability to build relationships with people from different cultures than yourself? Serves as a barrier in developing relationships with people from different cultures than yourself?

WHOLE GROUP DISCUSSION

- Why is it important for educators to be aware of their own identities?
- Is it important for educators to be aware of their students identities?
- Which of these identities make you the most uncomfortable to discuss with students? Why?
- What is the correlation between our identities, the teaching and learning process, and student achievement?

DEBRIEFING

- How was it for you doing this activity?
- Were there any identifiers missing for you?
- Were there any aspects of your identity you were nervous about sharing?
- How are your social identities connected to your role as an educator?

VIDEO: *CONNECT-EXTEND-CHALLENGE*

Race, identity, and Importance of Discussion
(Linda Darling-Hammond)

<http://www.youtube.com/watch?v=vhY5DGLIpL8>

1. How do the ideas presented in the video *connect* to your current practice??
2. How do the ideas presented in the video *extend* your thinking about your current practice?
3. How do the ideas presented in the video *challenge* your thinking about your current practice?

LUNCH TIME...LET'S EAT!!!



RE-CONNECTOR: *MINUTE PAPERS*

Take *one minute* to respond to the prompt below. Please write for the entire minute! 😊

What's resonating with your thinking about what we've discussed thus far?

EXAMINING RACE AND SOCIAL JUSTICE

DEFINING RACE AND SOCIAL JUSTICE

Race is...

A socially constructed category of people, grouped on the basis of physical characteristics, including skin color, hair, and facial features. Color terms, such as Red, Yellow, White, and Black have often been used to denote racial groups.

Social Justice is...

When an institution – such as a school or school district – or a society that tries to expand equality opportunities and outcomes for all members of society, that challenges inequities and discrimination, promotes participation of all people.

FOUR CORNERS

I don't think of my students in terms of their race or ethnicity. I am colorblind when it comes to my teaching/practice.

VIDEO: *SEE/HEAR-THINK-WONDER*

Should We Be Colorblind?

<http://www.youtube.com/watch?v=wEZJ5rDXg-E>

As you view the video, take notes using the following prompts:

- What did you **see/hear**?
- What do you **think** about what you saw/heard?
- What does what you saw/heard make you **wonder**?

10-MINUTE QUICK READ: A-B EACH TEACH

1. Pair with a partner in the room, and letter off A and B.
2. From the article, *You Can't Fix What You Don't Look At...*
 - Both partners will read the beginning of the article (pg. 1-2) before moving on to their designated sections.
 - Partner A will read Part I of the text (pg. 2-5)
 - Partner B will read Part II of the text (pg. 5-8)
3. As you read, highlight words or short phrases from the text that capture important or interesting ideas. (10 minutes)
4. After your reading, teach your section to your partner by providing:
 - **A Summary statement**
 - **Key points**
 - **Examples/Applications**
5. Whole group sharing

VIDEO: *THE 4C'S PROTOCOL*

Cracking the Codes: Personal Bias

<http://crackingthecodes.org/all-films/>

As you view the video look for...

- 1. *Connections*:** What *connections* do you draw between the video, and your personal experiences and/or professional practice?
- 2. *Challenge*:** What ideas, positions, or assumptions do you want to *challenge* or argue with in the video?
- 3. *Concepts*:** What key *concepts* or ideas do you think are important and worth holding on to from the video?
- 4. *Changes*:** What *changes* in attitudes, thinking, or action are suggested by the video, either for you or others?

LET'S TALK ABOUT RACE: ASSESS YOUR COMFORT LEVEL

Consider the following statements and select the **one** that best describes how you feel when it comes to talking about race/racism:

- I would rather not talk about race/racism.
- I am very uncomfortable talking about race/racism.
- I am usually uncomfortable talking about race/racism.
- I am sometimes uncomfortable talking about race/racism.
- I am usually comfortable talking about race/racism.
- I am very comfortable talking about race/racism.

LET'S TALK ABOUT RACE: ASSESS YOUR COMFORT LEVEL

- I would rather not talk about race/racism.
- I am very uncomfortable talking about race/racism.
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- I am sometimes uncomfortable talking about race/racism.
- I am usually comfortable talking about race/racism.
- I am very comfortable talking about race/racism.

Reflect on your comfort level by responding to one of the following prompts:

- *The hard part of talking about race/racism is ...*
- *The beneficial part of talking about race/racism is ...*
- *My own experiences of race taught me ...*
- *My students' experiences of race are different from mine because ...*

THINGS TO REMEMBER: STAYING ENGAGED IN THE CONVERSATION

- Do you worry about your ability to answer students' questions about race and racism?
 - If so, commit to accepting that you don't have all the answers , and embrace the opportunity to learn with your students.
- Do you feel ill-prepared to talk about race and racism?
 - If so, commit to learning more about the issues by studying history, following current events and brushing up on anti-racism work.
- Do you reroute classroom discussions when you sense resistance or anger in the room?
 - If so, commit to riding out the discussion next time.
- Do you feel isolated in your experience of race and racism?
 - If so, commit to identifying a colleague with whom you can co-teach, plan or debrief.

HANDOUTS

- Cultural Competence Survey
- Racial and Ethnic Awareness
- Ten Things Everyone Should Know about Race
- Five Ways to Advocate for Justice in Education
- Twenty Things I Can Do...



FINAL REFLECTION: *HERE'S WHAT!/SO WHAT?/NOW WHAT?*

HERE'S WHAT!

- *What's one thing I learned, or my one takeaway from today?*

SO WHAT?

- *What does this learning or takeaway mean for my practice?*

NOW WHAT?

- *What will I do differently moving forward in my teaching practice?*

STRATEGY HARVEST

Brainstorm with me for a moment!!!

What strategies have we used today that can be used in your practice with students, colleagues, parents, etc.?

CONTACT INFORMATION



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