



GENERATION  
READY

Partnering for School Success

Aug. 29, 2018

# **SPECIAL POPULATION CONFERENCE**

**Bridging Cultural Gaps Through Cultural Proficiency**



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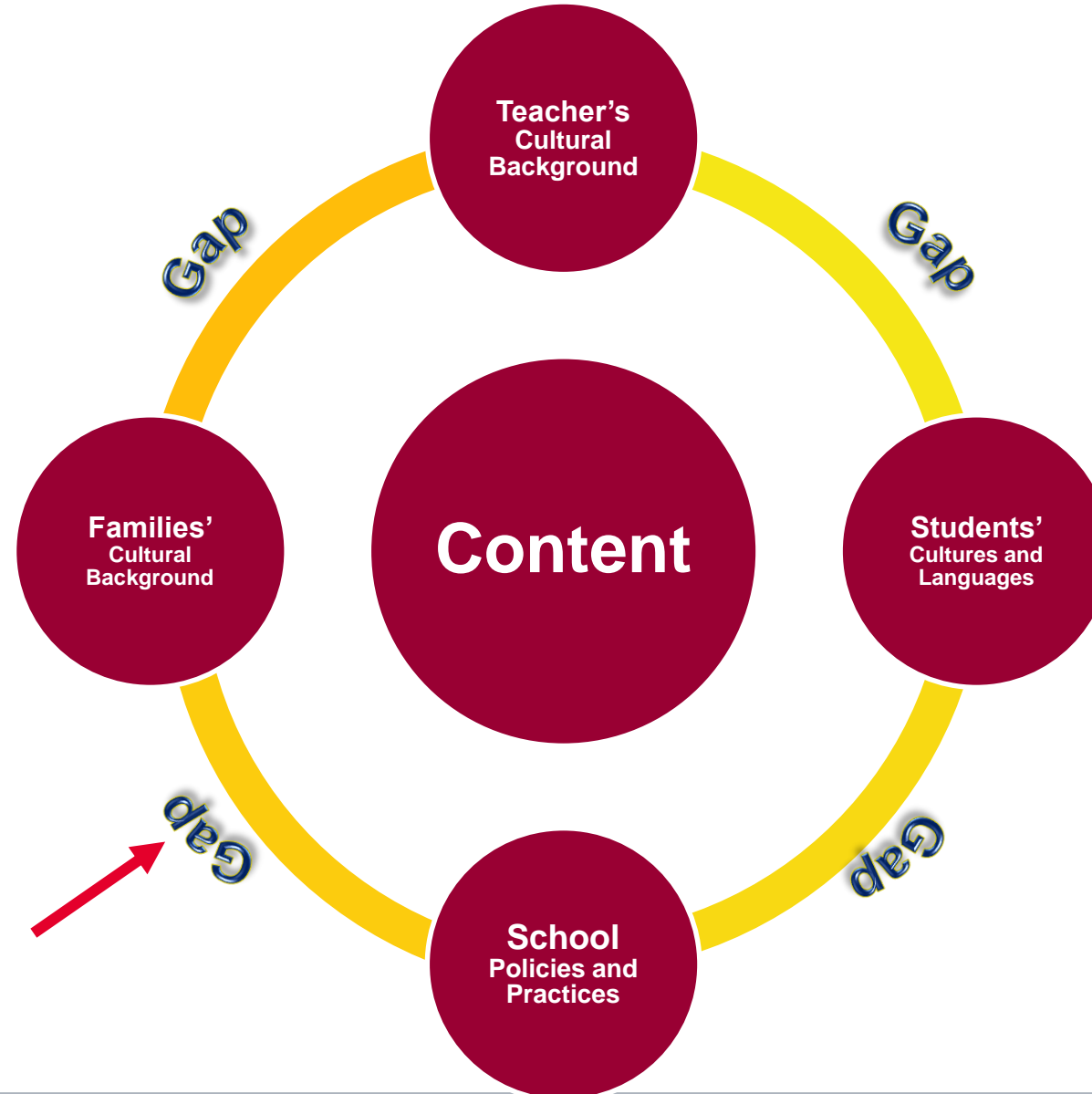
## ***What's in a Name?*** — Manual 3<sup>rd</sup> Ed., 217

An Inclusion Activity

- Find 2 discussion partners who you do not know well
- Wait for us to model activity
- **Share:**
  - Your complete name
  - Your preferred name
  - Who gave you your name
  - How you experience your name
  - How you think others experience your name



# Bridging Cultural Gaps



# BRIDGING THE DIVERSITY GAP

## Objectives

- Participants will recognize how one's individual cultural and implicit bias affects the culture of others.
- Participants will examine their attitudes and values while serving diverse communities.
- Participants will identify implicit bias behaviors through examination of the cultural proficiency continuum tool.

## ~What is Cultural Proficiency~



*Culturally proficient is defined as an **ongoing process** by which individuals and systems respond respectfully and effectively to people of all cultures.”* (NASW, 2001)

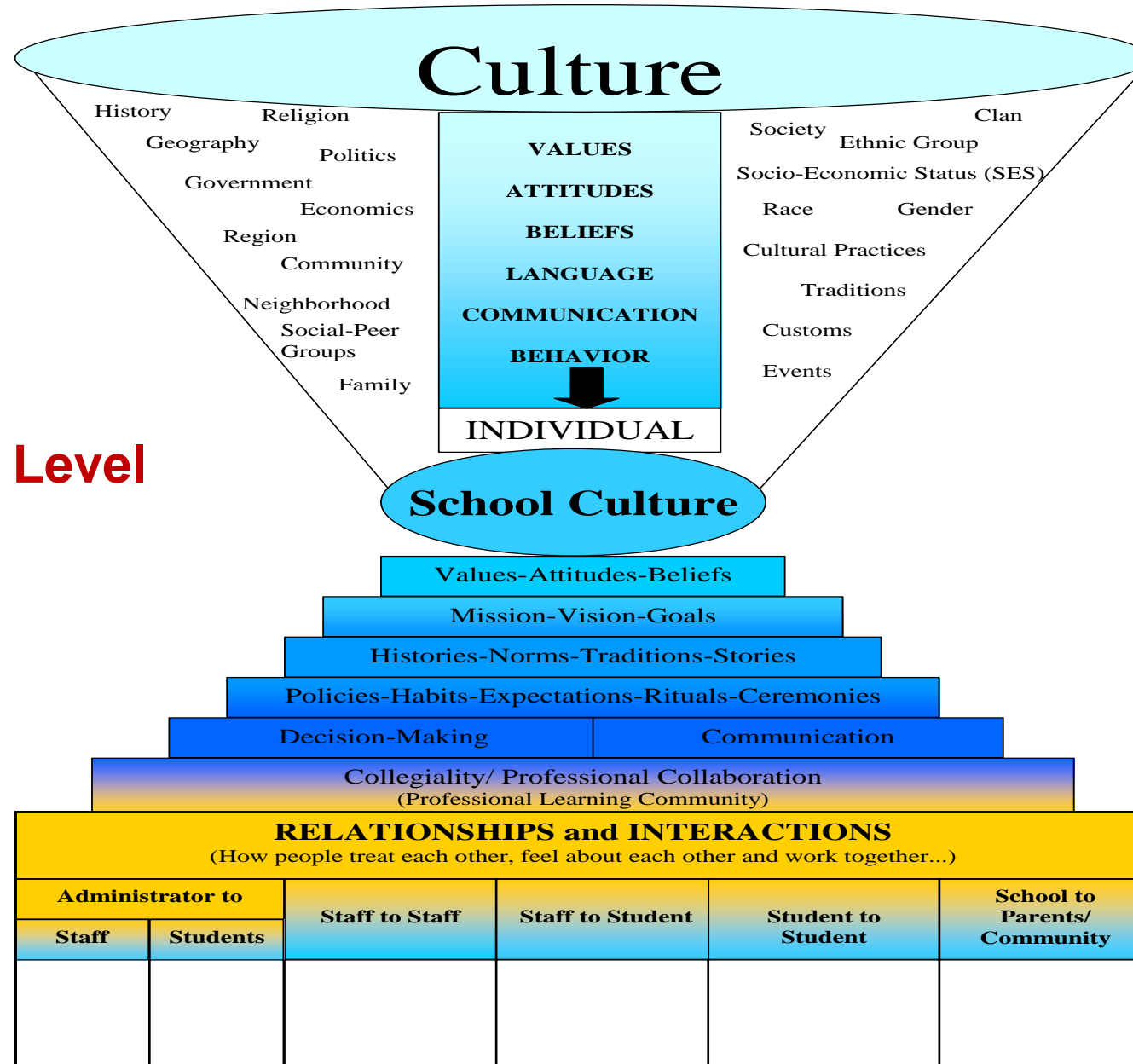
- Esteeming culture, knowing how to learn about individual and organizational culture and interacting effectively in a variety of cultural environments
- A way of being that enables both individuals and organizations to respond effectively to people who differ from them.
- Behavior is aligned with standards that move an organization or an individual toward culturally proficient interactions

1.



To what extent do you honor culture as a natural and normal part of the community you serve?

## Culture of the School Level



2.



When working with a person whose culture is different from yours, to what extent do you see the person as both an individual and as a member of a cultural group?

# *Cultural Perceptions* Manual, 3<sup>rd</sup> Ed., 214

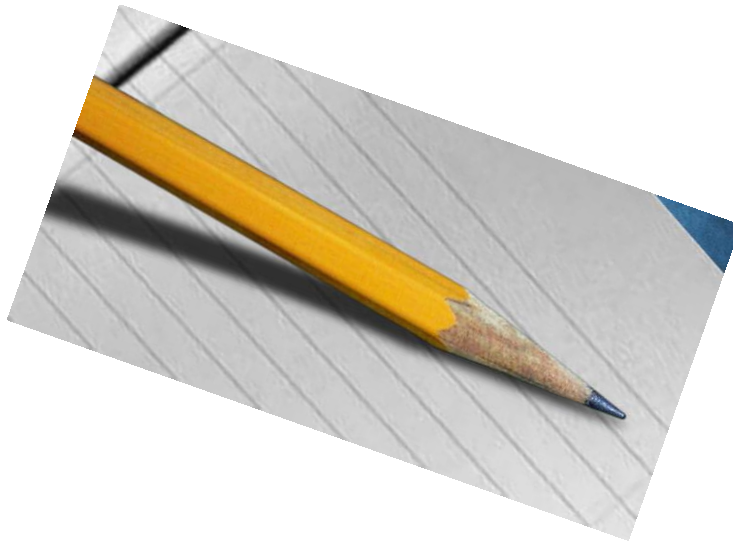
## **Implicit Bias Behaviors**

### **Engage in the activity:**

- Select a partner that you do not know well.
- A and B?
- A shares her perceptions about B (next slide)
- B responds to those perceptions
- B shares his perceptions about A
- A responds to those perceptions



## *Share your perceptions: How do you think your partner would respond?*



- ✓ Country of family origin and heritage
- ✓ Languages spoken
- ✓ Interests or hobbies
- ✓ Favorite foods
- ✓ Preferred types of movies, TV programs
- ✓ Preferred types of music
- ✓ Pets, if any, or favorite animals
- ✓ Fantasy vehicle

3.



To what extent do you recognize  
your role in acknowledging,  
adjusting to and accepting cross-  
cultural interactions as necessary  
social and communications  
dynamics?

# IMPLICIT BIAS

Implicit bias refers to the **attitudes** or **stereotypes** that affect our understanding, actions and *decisions* as an unconscious manner.

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# Look at Each Picture



# Look at Each Picture



# Look at Each Picture



# Implicit Bias



## Reflection

**Would first impressions affect interactions?**

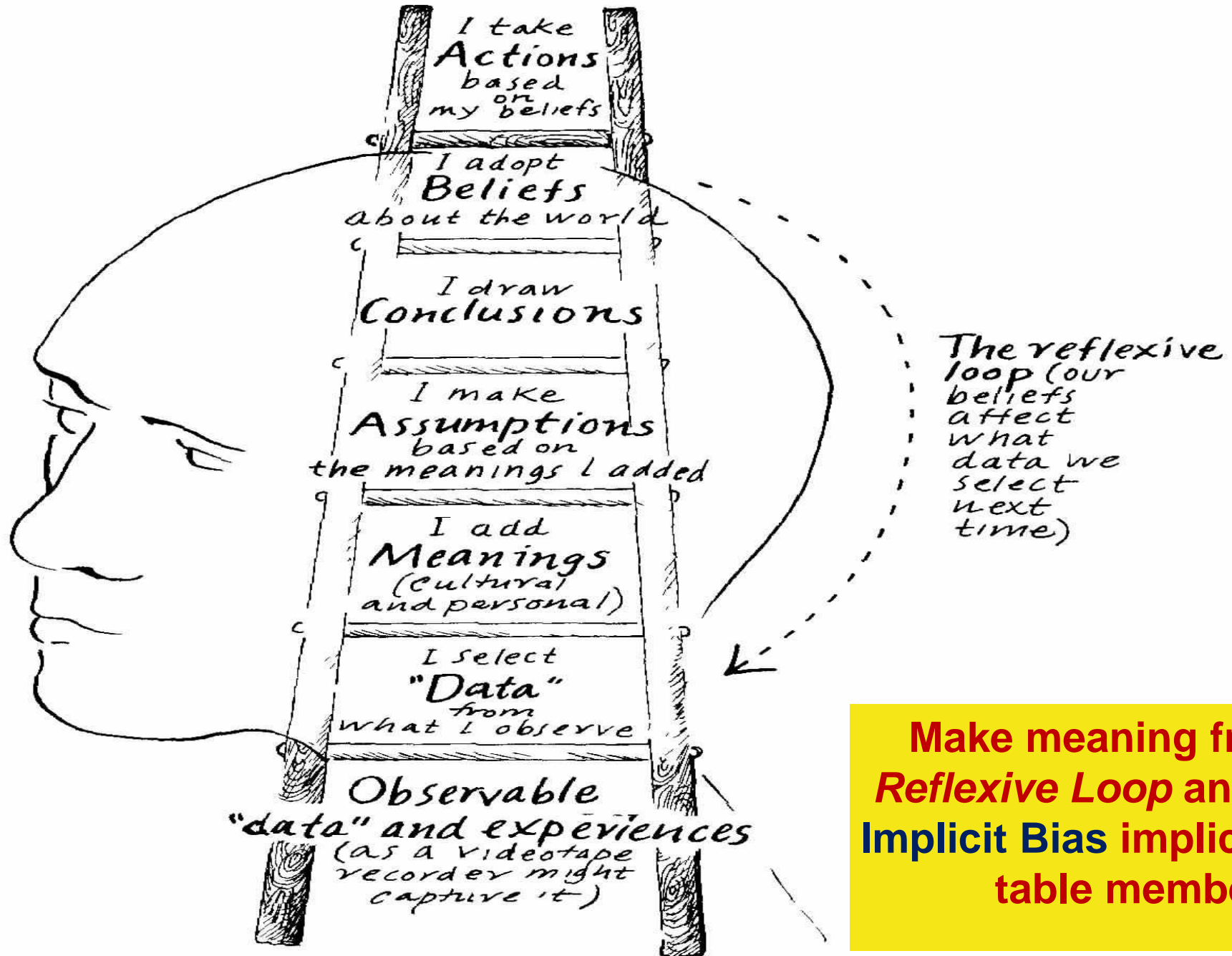
**Why or why not?**

**Do you see any specific patterns in your answers that reflect the roles and stereotypes that are part of the cultural script?**

# IMPLICIT BIAS

Implicit bias refers to the **attitudes** or **stereotypes** that affect our understanding, actions and *decisions* as an unconscious manner.

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**Make meaning from *The Reflexive Loop* and discuss Implicit Bias implication with table members.**

***“Implicit biases come from the culture. I think of them as the thumbprint of the culture on our minds. Human beings have the ability to learn to associate two things together very quickly—that is innate. What we teach ourselves, what we choose to associate is up to us.”***

Dr. Mahzarin R. Banaji, quoted in Hill, Corbett, & Rose, 2010, p. 78

4.



To what extent do you recognize  
and value the differences within the  
cultural communities you serve?

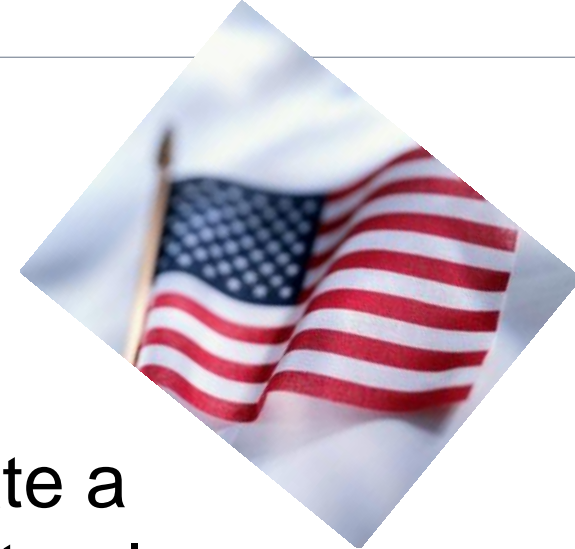
## Research Says



- 1 of 3 students is of a racial or ethnic minority
- 20% of the students in the U.S. were born to a large influx of immigrants
- 1 of 5 children in the U.S. currently live below the poverty line
- Students of color will make up 50% of the U.S. school-age population by 2020

What Successful Teachers Do In Diverse Classrooms – N. Glasgow, S. McNary, C. Hicks (2006)

## Research Says

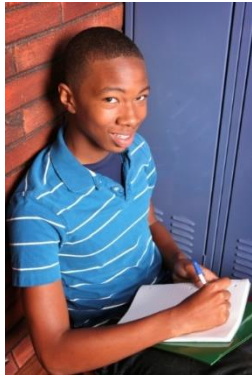


- In some cases economic and education separate a teacher's cultural context from the student's cultural context. (cultural gaps).
- Teachers need to understand the cultural context of their student to better serve them

(socio-economic, racial and ethnic affiliation, sexual orientation, home environment, etc.)



# All Teaching is Cultural



## Difference Makes a Different

**Culture = Pedagogy**



**Who you are... = ...is how you teach!**

# Why Culturally Proficient Practices?

***Not enough teachers can work successfully with students from diverse cultural, ethnic, and economic backgrounds. The challenges posed for American education require substantial teacher learning resources.***

*--(McLaughlin & Talbert, 2006, p. 1)*

5.



To what extent do you know and respect the unique needs of cultural groups in the community you serve?

# Bias Perceptions Of The Term “Parent Participation.”



## Community-centric

*Parents involved in activities that meet the basic needs of their children as going to school well fed, and clean.*

- Well fed
- Rested
- Clean

## School-centric

*Parents involved in activities that are structured and defined for parents by schools.*

- *Parent/Teacher Conference*
- *Behavior Issues*
- *Homework*

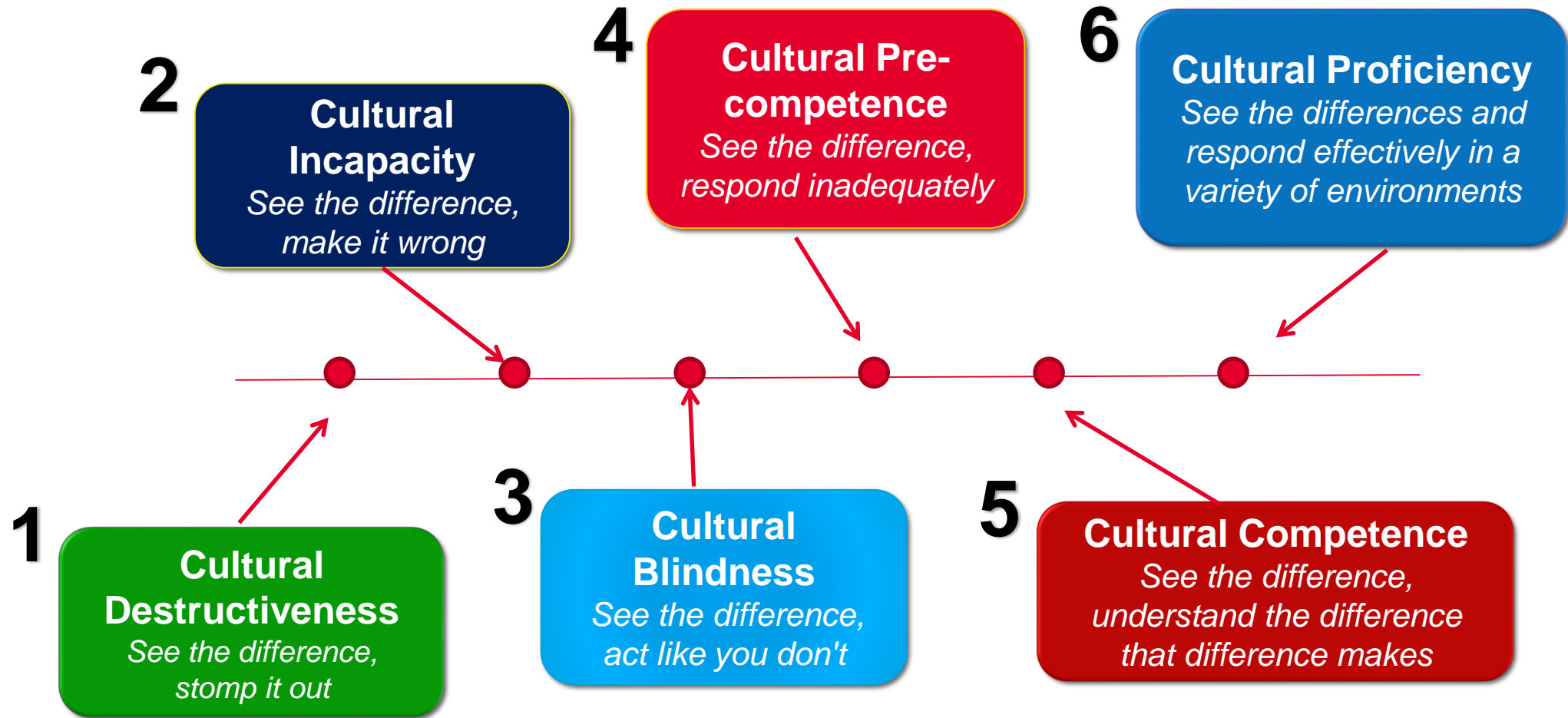
**Brainstorm Perceptions**

6.



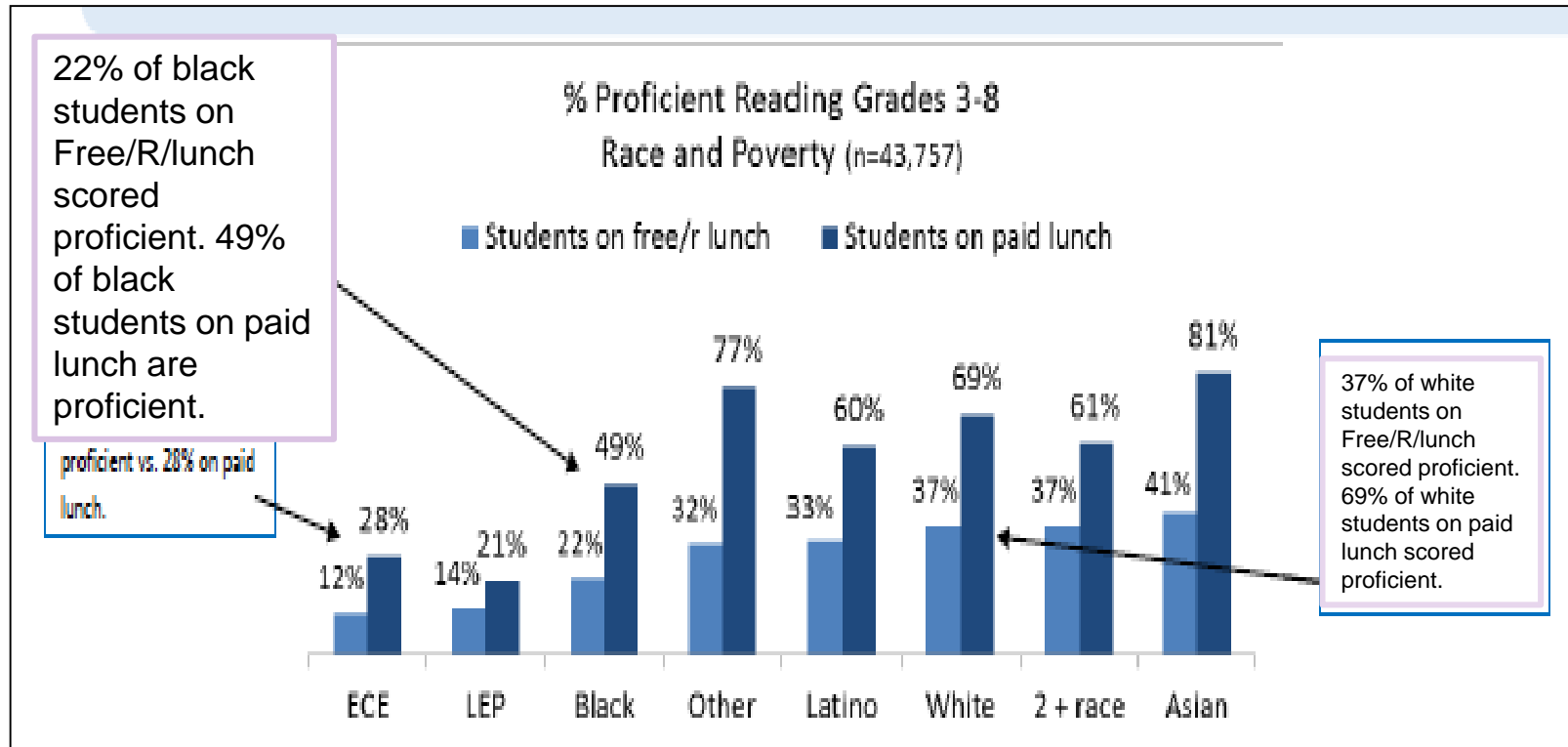
To what extent do you recognize and understand the bicultural reality for cultural groups historically not well served in our schools?

# CULTURAL PROFICIENCY CONTINUUM



Adapted from: *Cultural Proficiency* by Randall B. Lindsey, Kikanza Nuri Robins, and Raymond D. Terrell (Corwin Press, 1999, 2003), and *Culturally Proficient Instruction* by Kikanza Nuri Robins, Randall B. Lindsey, Delores B. Lindsey, and Raymond D. Terrell (Corwin Press, 2001)

LINE UP



**“Don’t tell me what you value, tell me what you do and I will tell you what you value.”**

--Malcolm X

# CULTURAL PROFICIENCY TRAINING

We implement a comprehensive approach to cultural proficiency that includes:

- **Equity Institute Coursework** –We have designed a rich program for district teams and individual leaders from all educational levels to assist in the development of deep belief systems and understanding of diversity which empowers a proactive and responsive approach to the diverse needs of the community.

## Major Themes:

Equity, culture, and community responsiveness

Cultural Proficiency

Disrupting patterns of inequity

Implicit Bias



***Please complete the  
reflection and enter the  
code.***

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***Thank you for your  
willingness to share and  
grow with us today!***

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