RIVERSIDE CITY COLLEGE

Cultural Proficiency Introduction

Fall 2017 FLEX Day

Cultural Proficiency

o An ***inside-out*** approach that is about...

- o Being aware of how we - as individuals and as schools - work with others
- o Being aware of how we respond to those different from us
- o Visible and not so visible differences
- o Preparing to live in a world of differences

o Is a worldview, a mindset; it is the manner in which we lead our lives

o Can NOT be mandated, but can be nurtured

Perception vs Reality

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PERCEPTION VS. REALITY

- Perception ➡️ **Reality**

- We often assume the way we personally see things are… ➡️ **the actual way things are.**

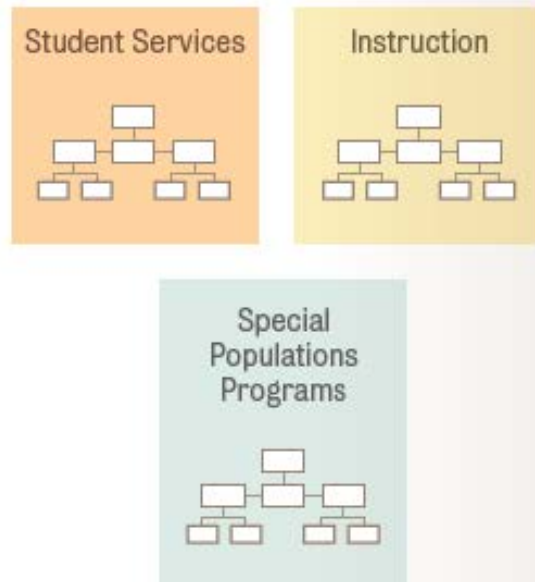- We assume that "what we know" is based on what… ➡️ **we see and understand.**
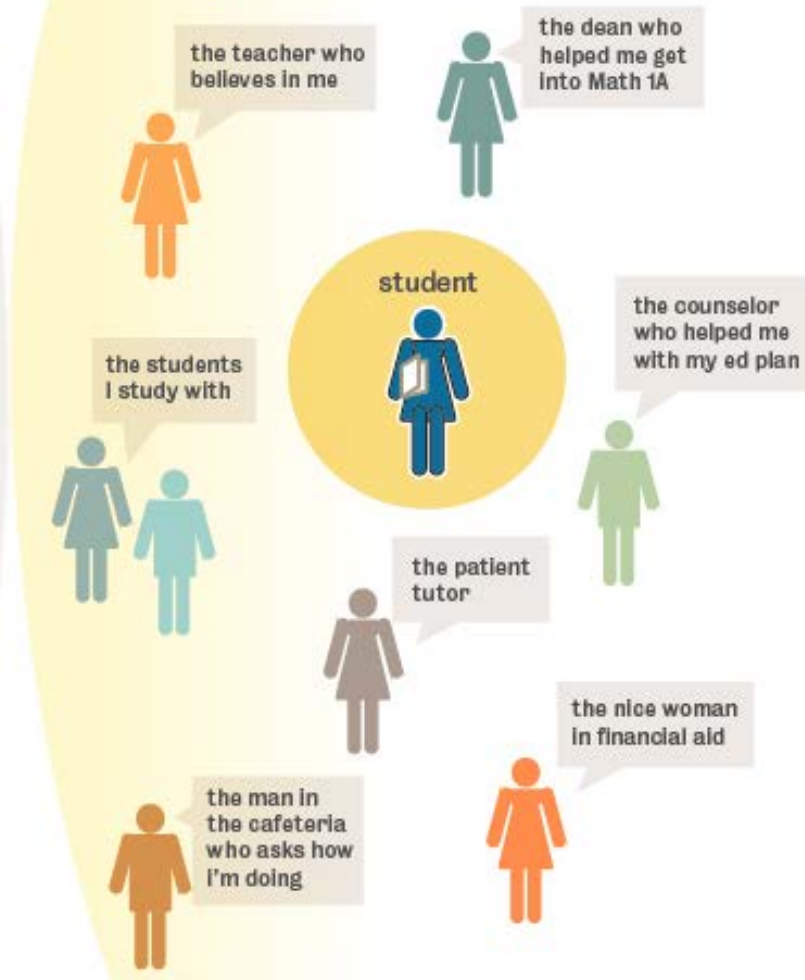
- What we think we know, is based on what… ➡️ **we think we see.**

Differing Perspectives

Cultural Proficiency Framework Uses Four Unique Tools

O *The Barriers*

Caveats that assist in responding effectively to resistance to change

O *The Guiding Principles*

Underlying values of the approach

O *The Continuum*

Language for describing both healthy and non-productive policies, practices and individual behaviors

O *The Essential Elements*

Five behavioral standards for measuring, and planning for growth toward cultural proficiency

Examining the Conceptual Framework

Table 4.2 The Conceptual Framework for Culturally Proficient Practices

The Five Essential Elements of Cultural Competence

Serve as standards for personal, professional values and behaviors, as well as organizational policies and practices:

- Assessing cultural knowledge
- Valuing diversity
- Managing the dynamics of difference
- Adapting to diversity
- Institutionalizing cultural knowledge

The Cultural Proficiency Continuum portrays people and organizations who possess the knowledge, skills, and moral bearing to distinguish among healthy and unhealthy practices as represented by different worldviews:

Informs

Unhealthy Practices:	Differing Worldviews	*Healthy Practices:*
• Cultural destructiveness		• Cultural precompetence
• Cultural incapacity		• Cultural competence
• Cultural blindness		• Cultural proficiency

Informs

Resolving the tension to do what is socially just within our diverse society leads people and organizations to view selves along the Unhealthy and Healthy.

Barriers to Cultural Proficiency

Serve as personal, professional, and institutional impediments to moral and just service to a diverse society by:

- being resistant to change,
- being unaware of the need to adapt,
- not acknowledging systemic oppression, and
- benefiting from a sense of privilege and entitlement.

Guiding Principles of Cultural Proficiency

Provide a moral framework for conducting one's self and organizations in an ethical fashion by believing the following:

- Culture is a predominant force in society.
- People are served in varying degrees by the dominant culture.
- People have individual and group identities.
- Diversity within cultures is vast and significant.
- Each cultural group has unique cultural needs.
- The best of both worlds enhances the capacity of all.
- The family, as defined by each culture, is the primary system of support in the education of children.
- School systems must recognize that marginalized populations have to be at least bicultural and that this status creates a distinct set of issues to which the system must be equipped to respond.
- Inherent in cross-cultural interactions are dynamics that must be acknowledged, adjusted to, and accepted.

Ethical Tension

Reflection and Dialogue

Reflection and Dialogue are essential processes for individuals and organizations engaged in a journey toward Cultural Proficiency:

- *Reflection* is the discussion we have with ourselves to understand our values and behaviors
- *Dialogue* is the discussion we have with others to understand their values and behaviors

Reflection and Dialogue are fundamental to probing and understanding organizations' policies and practices

Questions that Guide Our Work

o What **barriers** to student learning exist within the district, our college, and us?

o What are your, your school's, and the district's **core values** that support equitable learning outcomes for students?

o What examples do you have for **unhealthy and healthy language, behaviors, policies and practices** used by you and your district and school colleagues?

o What **standards** do you, district/school use to ensure equitable learning outcomes for students?

o To what extent are you satisfied **with student learning outcome**s in your school and in your district?

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Tool #1 – Overcoming Barriers to Cultural Proficiency

o The presumption of entitlement

o Systems of oppression

o Unawareness of the need to adapt

o Resistance to change

The barriers to cultural proficiency are systemic privilege, oppression, and resistance to change

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Tool #3 - The Continuum

➢ Cultural destructiveness
➢ Cultural incapacity
➢ Cultural blindness
➢ Cultural pre-competence
➢ Cultural competence
➢ Cultural proficiency

There are six points along the cultural proficiency continuum that indicate unique ways of perceiving and responding to differences.

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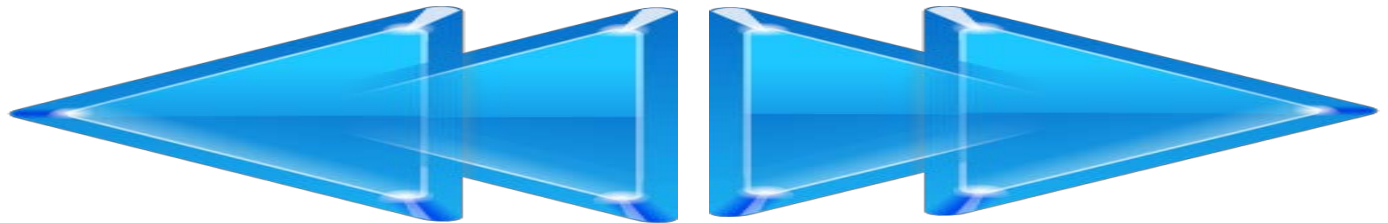
Cultural Destructiveness

Hostility/Negativity

o *I don't want those students in my class/school*

o *No such thing as autism*

o *Physical abuse*

o *'They' don't value education*

o *They are 'illegals' and do not belong here*

Cultural Destructiveness
"Hostility / Negativity"

April 22nd, 2016

Cultural Incapacity

Dismissive/Blaming

○ Questioning qualifications

○ Mispronouncing unfamiliar names; making fun of

○ *With an accent like that, they couldn't be very smart*

○ *I'm very successful when working with 'normal, non-disabled students'*

Cultural Incapacity
"Dismissiveness / Blaming"
April 22nd, 2016

Cultural Blindness

Pretending/Unable to see Culture

o   Diversity/equity training separate from other PD
o   Ignoring access/completion gaps
o   *Really, I don't see color; I treat all students alike*
o   *What's wrong with what we are doing; most are doing well*
o   *Don't be so sensitive; I was 'just kidding'*

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Cultural Blindness
"Pretending / Unable to see Culture"
April 22nd, 2016

Cultural Precompetence

Begin to know what we don't know; becoming aware of culture

o Short-term professional learning is event based
o Long-term PD is data driven; what is needed to be learned
o *We are trying to teach the students who were enrolled a generation ago*

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Cultural Precompetence
"Becoming Aware of Culture"
April 22nd, 2016

Cultural Competence

Doing/Speaking Up

- Students and community visitors can see images like and different from them
- College is using disaggregated data to drive decision making
- Access and completion data gathered and analyzed for developing strategies for inclusion
- College functions as a learning community
- Multiple perspectives invite speaking out against unfairness

Cultural Competence
"Doing / Speaking Up"
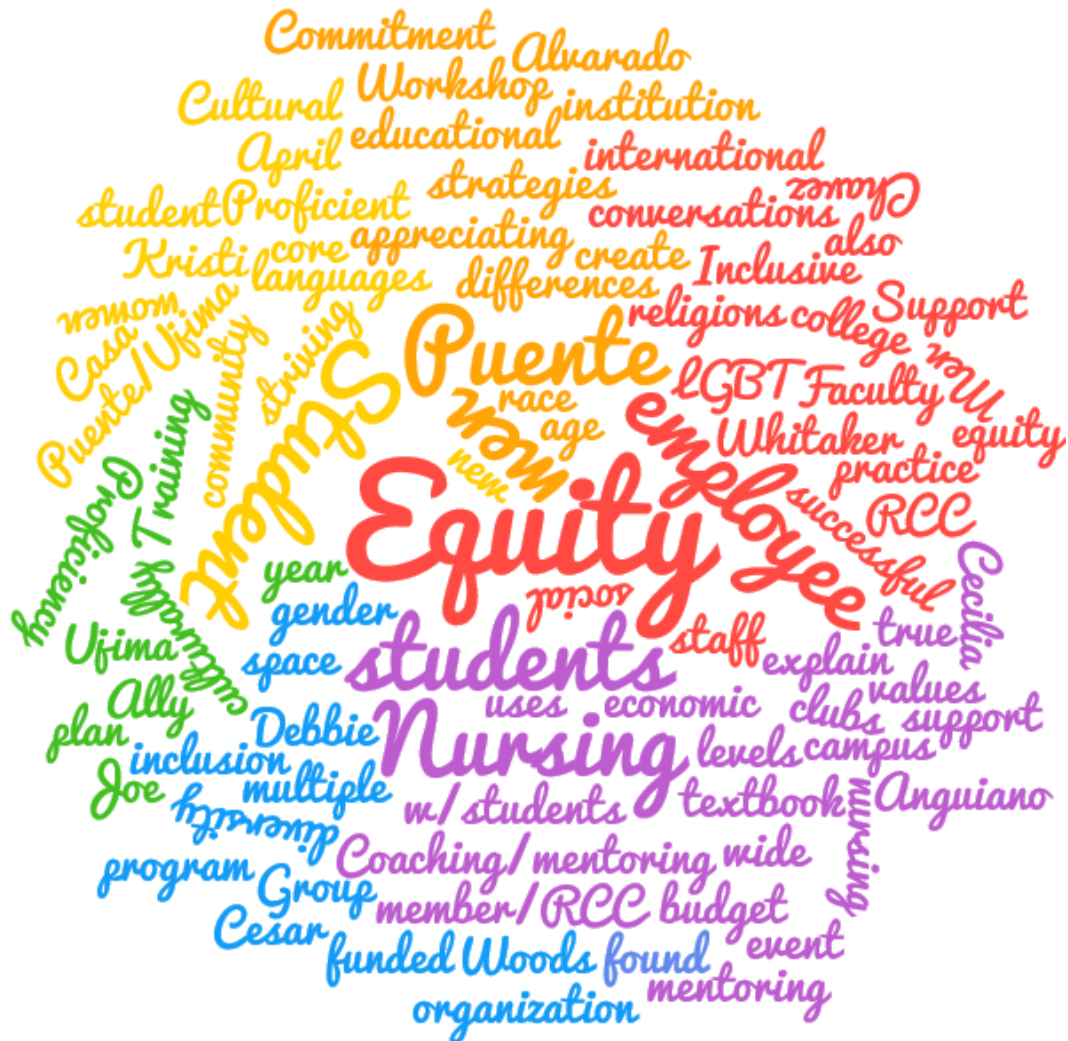### April 22nd, 2016

Cultural Proficiency

Advocacy for social justice

- Lived commitments to
  - Advocacy
  - Social justice; doing what's right for students
  - Life-long learning
- Realization that Cultural Proficiency is a 'process'
- Commitment to mentoring at 2 levels

Cultural Proficiency
"Advocating"
April 22nd, 2016

REFLECTION

Workshop's Intended Outcomes

o   Participants to view Cultural Proficiency as a shared priority

o   Participants to experience Cultural Proficiency as personal and professional work

o   Participants to use the lens of Cultural Proficiency as a guide with colleagues in addressing access and achievement gap issues

o   Participants to use Tools of Cultural Proficiency to build professional capital for changing conversations.

Cultural Proficiency Workshop

- Begins September 7th

- Contact: Marc Sanchez
  Marc.Sanchez@rcc.edu

Two Views

o Windows

o Mirrors

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