



Grow your  
Cultural  
Competency

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# Ensuring Student Success

- Students who have attended District 54 schools for at least one year will be **at grade level** in reading and math upon entering third grade as measured by Measures of Academic Progress (MAP).
- Each school will **close the achievement gap** for all students in reading and math as measured by both district and state assessments.
- Each school will perform **at or above the 90th percentile (top 10% nationally)** in meeting individual student growth targets in reading and math as measured by Measures of Academic Progress (MAP).

## Purpose HB3869

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Each school board shall require in-service training for school personnel to include training to develop cultural competency, including understanding and reducing implicit racial bias.

The background of the slide features a person from behind, looking at a wall densely covered with various diagrams, flowcharts, and handwritten notes. The image is overlaid with a semi-transparent blue filter. The person's head and shoulders are visible in the lower center, looking towards the wall. The wall itself is a collage of educational or professional content, including circular diagrams, rectangular boxes with text, and various lines and arrows connecting different elements. The overall tone is professional and academic.

# Agenda

What is Cultural Competency?

How does communication differ across cultures?

What is Implicit Bias?

What can I do to reduce bias in myself and my classroom?

# The Cultural Proficiency Continuum

Individual Reflection:  
How would you rate yourself 1-6?  
How would you rate your school?

1. Cultural Destructiveness. See the difference, stomp it out. Negating, disparaging or purging cultures that are different from your own.
2. Cultural Incapacity. See the difference, make it wrong. Elevating the superiority of your own cultural values and beliefs and suppressing those of cultures that are different from your own.
3. Cultural Blindness. See the difference, act as if you don't. Acting as if the cultural differences you see do not matter, or not recognizing that there are differences among and between cultures.
4. Cultural Pre-competence. See the differences, respond inadequately. Recognizing that lack of knowledge, experience and understanding of other cultures limits your ability to effectively interact with them.
5. Cultural Competence. See the difference, understand the difference that difference makes. Interacting with other cultural groups in ways that recognize and value their differences.
6. Cultural Proficiency. See the difference and respond. Honoring the differences among cultures, viewing diversity as a benefit, and interacting knowledgeably and respectfully among a variety of cultural groups.

What is wrong with  
this message?

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we **All** smile in the same language



## The Feedback Sandwich



← **Positive Feedback**

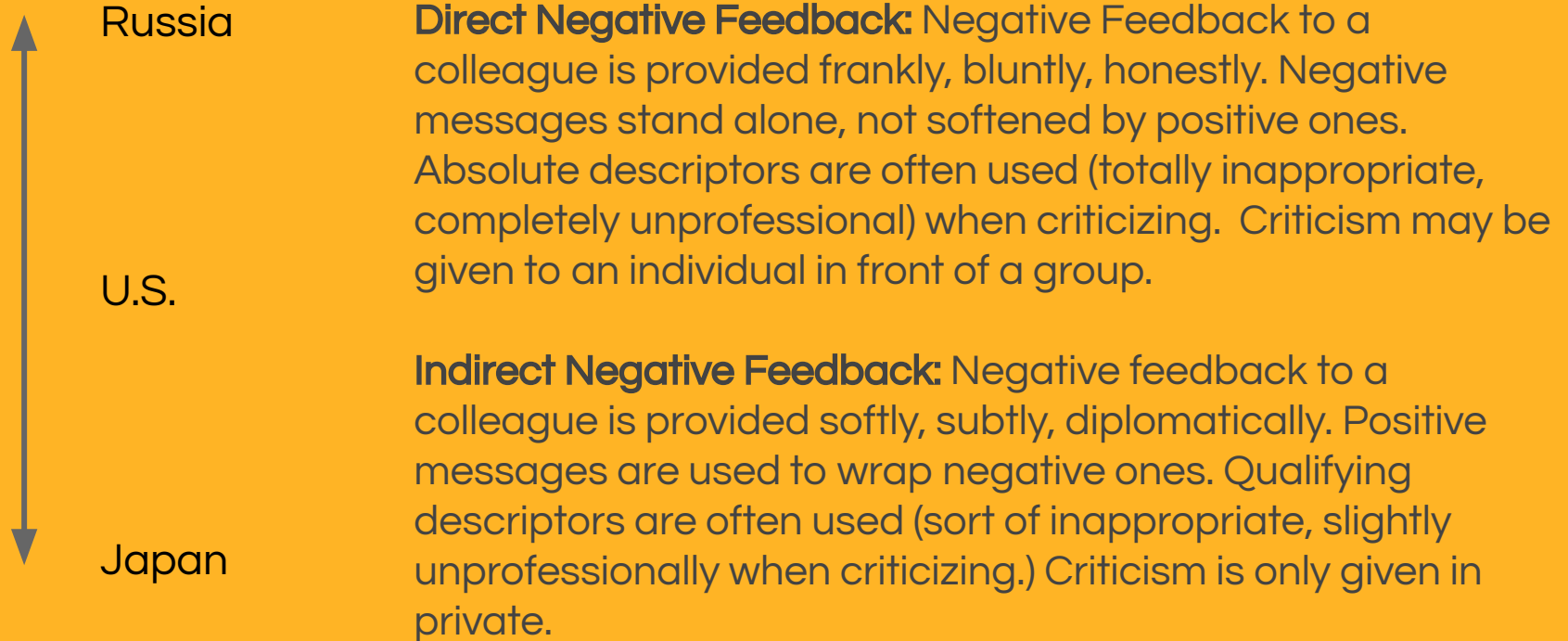
← **Constructive Feedback**

← **Positive Feedback**

Is this a comfortable way for you to give or receive feedback?

Is this culturally universal?

# The many faces of polite





# Make the unwritten rules explicit.

## *Understanding Teacher Feedback*

### The Feedback Sandwich



Positive Feedback

Constructive Feedback

Positive Feedback

Your child is doing well in ....  
An area of strength is....

An area for growth....  
You may want to work on...

Your child is doing well in...  
Your child's overall strengths  
are...



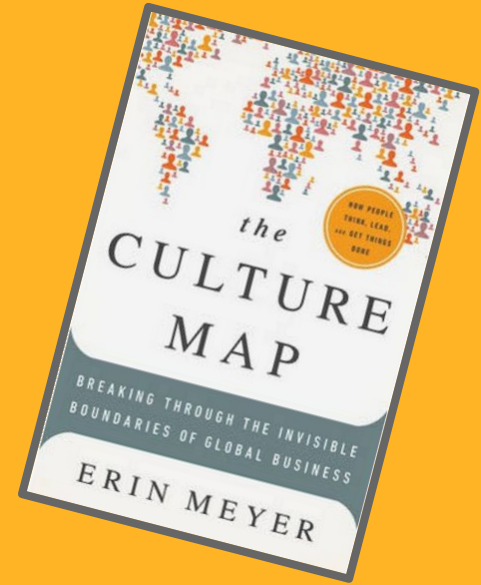
Have you ever had to communicate with a parent who has a very different communication style than yours?

How was it challenging?

How did you feel?

Was there any evidence of how the parent felt?

What could you do to make **unwritten rules explicit**? How can you check for understanding?



## Implicit Bias:

“

“Stereotypes against groups of people that may be in our heads even though we don't want them to be.”

These are attitudes or ideas that are inside of us. We may not even know they are there and we may not want them there.

“



**OK, Jake?**  
What's up with Arrieta's leg after he left game early?  
— Sports

# Daily Herald

Northwest Suburbs

**Guest column**

**Kids win**  
with school funding bill, Rauner says  
— Page 8



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## The challenge of implicit bias

*Suburban police take training to counteract unwitting prejudice*

BY ELENA FERRARIN  
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St. Charles police officer John Losurdo admits he didn't have the best attitude going into what he expected to be more training about diversity.

"I was not at all looking forward to it. I thought it was going to be kind of like a political response to what's happening now, where people say all officers are racist," Losurdo

said.

But the training from Fair & Impartial Policing exceeded his expectations — and not because it opens with a video of Scottish singer Susan Boyle performing on the TV program "Britain's Got Talent."

The training, provided by a Florida-based company, focuses on "implicit bias" and how it can interfere with effective policing. The goal is to make officers aware of such

bias — which everyone has in some form — and ensure it doesn't dictate their actions.

"It's not accusatory at all," Losurdo said. "It gave me more self-awareness, and opened my eyes to these implicit biases everybody has. If you understand them and you don't let them dictate what you do, that's how you benefit."

Suburban officers — including those in Elgin, Gurnee,

St. Charles and Naperville — who've taken the training the last few months said they found it useful and enlightening. Those officers typically train the rest of their police force.

An explicit bias is a conscious, verbalized animus toward a certain group of people, while implicit biases unconsciously influence their

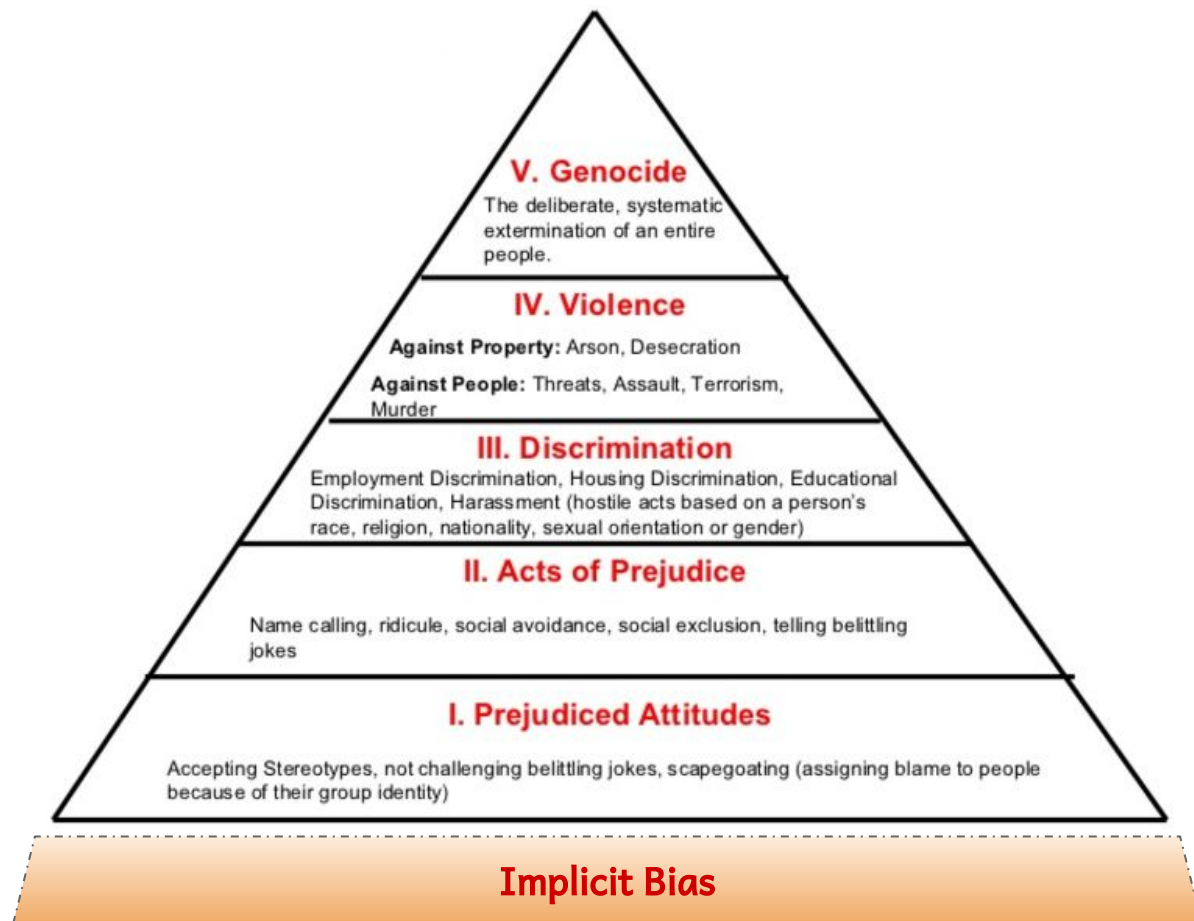


JOHN STARKS/jstarks@dailyherald.com

Suburban police departments from Elgin, Naperville, Gurnee and St. Charles have had officers undergo training that deals with implicit bias from Florida-based Fair & Impartial Policing.

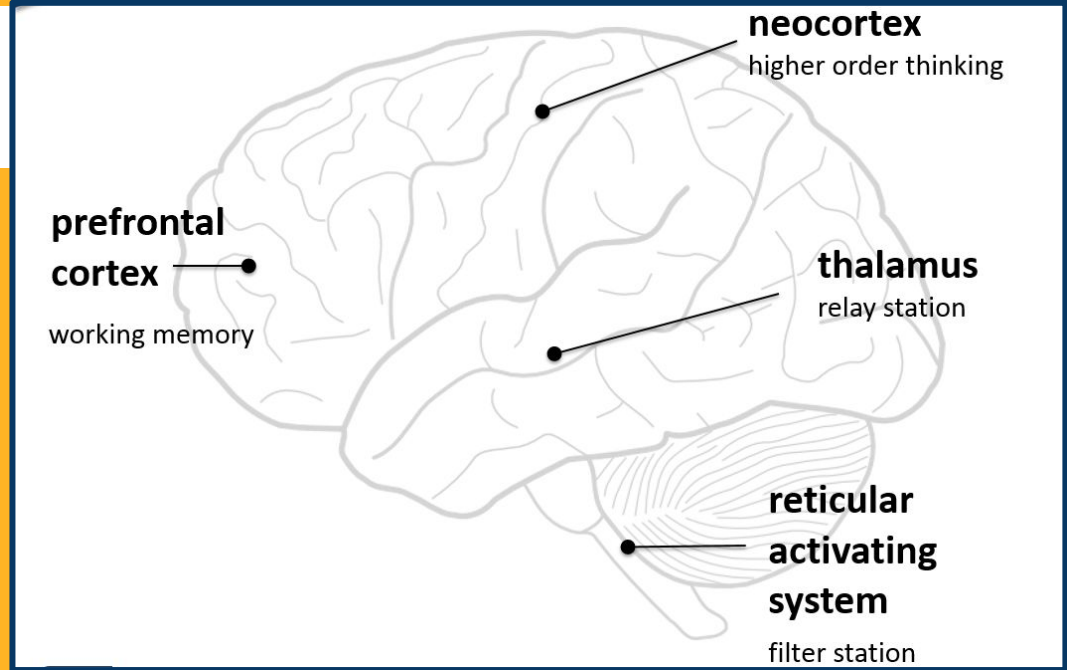
See **BIAS** on **PAGE 9**

Where does implicit bias sit when we think about racism?



## Are we wired to be racist?

While the brain isn't wired to be racist, it uses biases as unconscious defensive shortcuts.

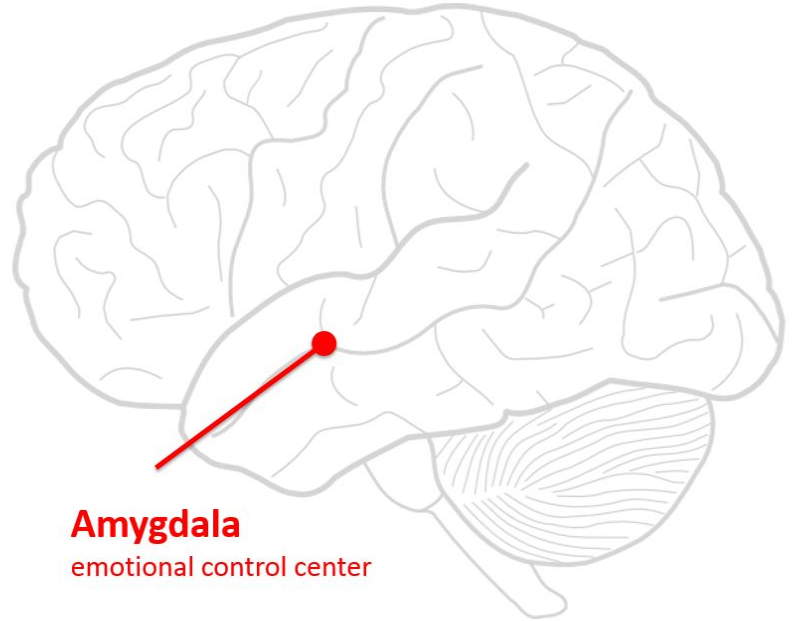


Can we tell if someone is acting  
with bias?

The brain uses the nervous  
system to sniff out implicit bias

**but**

trust calms the brain's  
watchdog.





# How does implicit bias impact student learning?

Overidentification of problematic behavior by certain groups.

- classroom management
- behavioral expectations
- sense of belonging



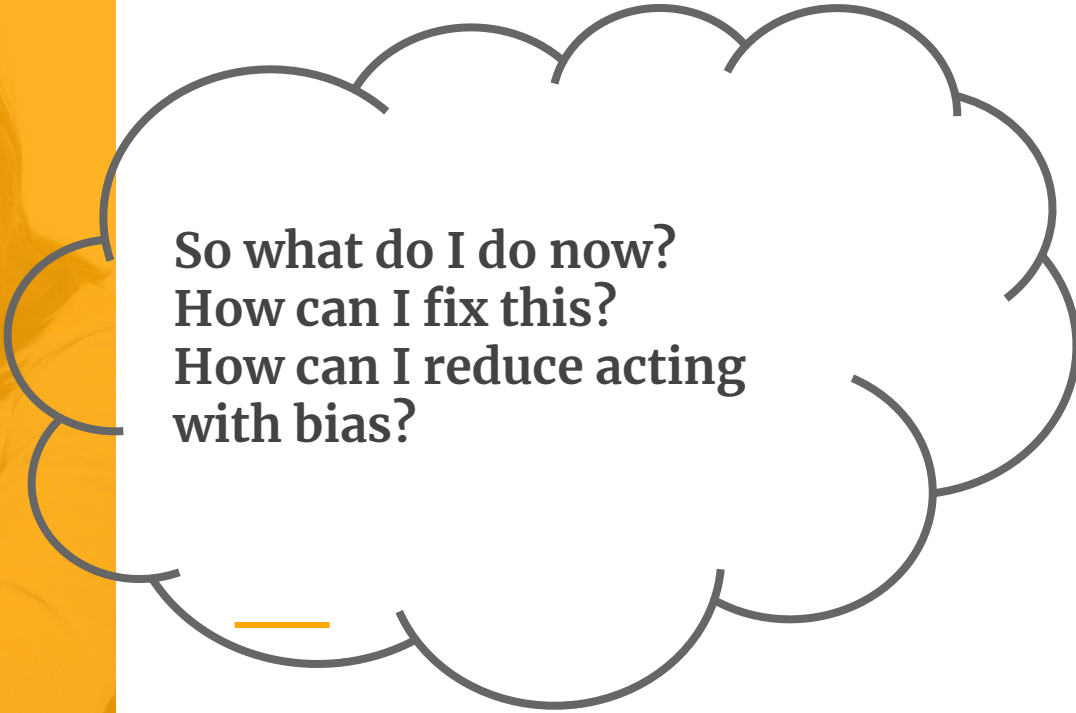


*Do Early Educators' Implicit Biases Regarding Sex and Race Relate to Behavior Expectations and Recommendations of Preschool Expulsions and Suspensions?*



# How does implicit bias impact students learning?

## Lowered Expectations

*"When we look at the educational experiences of many groups marginalized by race, language or socioeconomic status, we see that they often get a **watered-down curriculum** that doesn't require higher-order thinking. Consequently they don't build the capacity to do higher-order thinking on their own. To empower dependent learners and help them become independent learners, **the brain needs to be challenged and stretched** beyond its comfort zone with cognitive routines and strategy." - Zaretta Hammond*



**So what do I do now?  
How can I fix this?  
How can I reduce acting  
with bias?**

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“

“Racism is the day-to-day  
wearing down of the spirit.  
Anti-racism is the day-to-day  
goin’ after the little things.”

– Oprah Winfrey

# Strategies to get started

1. Examine your own implicit bias.

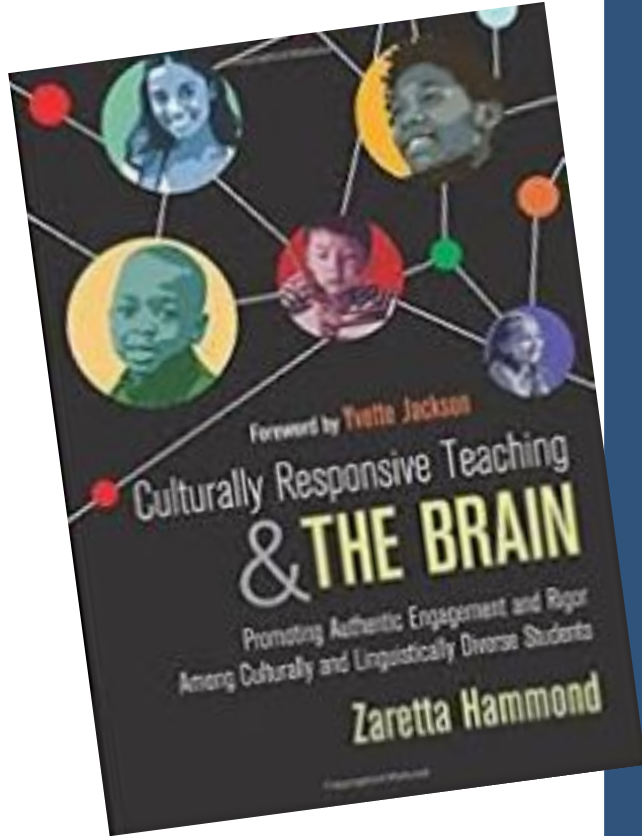
Teaching Tolerance: Webinars, articles  
[www.tolerance.org](http://www.tolerance.org)



# Strategies to get started

## 2. Track your interaction with students and parents

- Track your interaction with students as positive, negative or neutral (didn't talk to them at any point in the day).
- Are you pointing out off-task behavior?
- Are you providing affirmation and validation?
- Are you acknowledging students' potential for rigorous learning?
- Are you making negative statements sugar-coated with a "happy" tone of voice.



### 3. Challenge the myth of “culture of poverty”

1. The “culture of poverty” reinforces stereotypes of poor families as unmotivated, not caring about education or involved in illegal activities as a lifestyle choice.
2. Ignores structural racism.
3. Most poor families hold down at least one full-time job.
4. There is a cycle of poverty but poor people do not normalize or glorify negative aspects of living in poverty.

*The idea of a culture of poverty is incompatible with Culturally Responsive Teaching because it promotes deficit thinking.*

# You don't need to change your personality.

“He made me feel seen, heard and cared for as a learner. He was able to support us because he was comfortable in his own cultural skin. He didn't try to be hip or 'down' with us. Whatever his implicit biases might have been, he managed them internally and didn't allow them to direct how he responded to us.”





*Discovering the properties of magnets*

# Most importantly!

Develop positive, caring relationships with students and foster a community of communication, collaboration and high expectations.



## Takeaways and questions

What resonated with you from this discussion?

What next step could you take in your growth as an educator in a highly diverse district?