



SCHAUMBURG DISTRICT 54

CULTURAL COMPETENCY II

January - April 2019

LAST YEAR

Communication differs
across cultures.

Implicit bias is real and
it is in all of us.

When we work together to
recognize bias, we can reduce it.



YOUR FEEDBACK

Learn about other differences between cultures

Classroom strategies that will support our diverse student population





BOARD GOALS

Ensure the *success of the whole child* by providing comprehensive approaches and programming, grounded in the belief that each child deserves to be **Healthy, Safe, Engaged, Supported and Challenged**.

Perform in the *top 10%* of all schools in reading and math growth and proficiency as measured by state and local assessments.

Close the *achievement gap for ALL* students in reading and math as measured by state and local assessments.

OUR HERITAGE

A large, rectangular collage with a light green and yellow diamond-patterned background. It is filled with numerous small, overlapping images representing different cultures. Visible elements include national flags (Mexico, India, USA, Ukraine, Russia, Pakistan, Malaysia, Romania, etc.), traditional food dishes (samosas, rice, bread, etc.), religious symbols (Star of David, Swastika, Crescent Moon, etc.), and various cultural artifacts and people. The collage is framed by a thin orange border.

**Cultural Archetypes:
Patterns Across Cultures**

INDIVIDUALISM

Focused on independence
and individual success

Self-reliance and take care of
oneself to get ahead

Learning happens through
individual study and reading

Individual contributions and
status are important

Competitive

Technical/Analytical

COLLECTIVISM

Focused on interdependence
and group success

Group members take care of
each other to get ahead

Learning happens through
group interaction and dialogue

Group dynamics and harmony
are important

Collaborative

Relational

INDIVIDUALISM

20%

COLLECTIVISM

80%



INDIVIDUALISM

UNITED STATES 91

POLAND 60

INDIA 48

JAPAN 41

MEXICO 30

CHINA 20

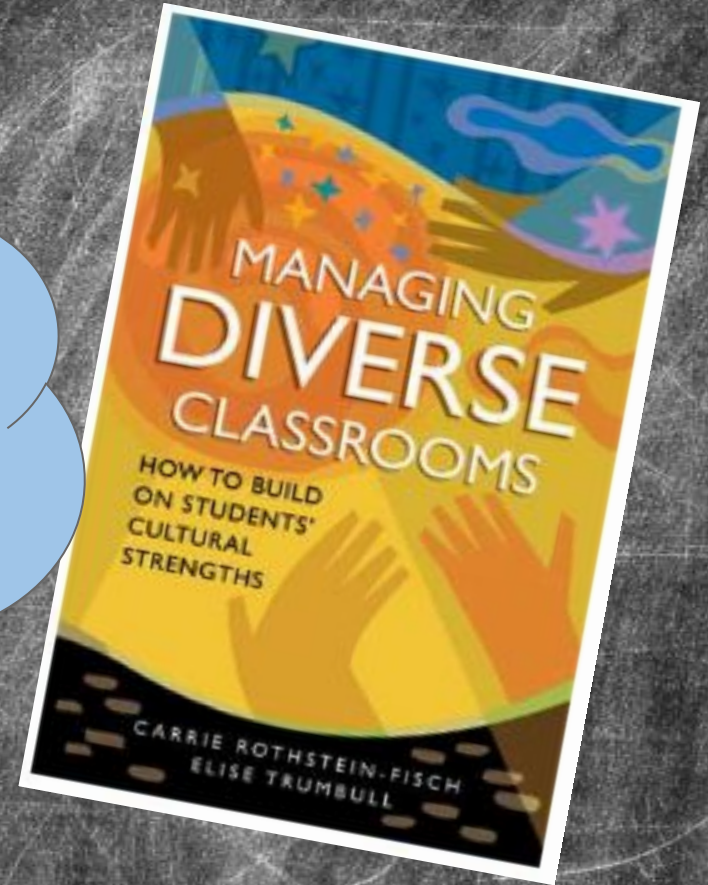
PAKISTAN 14

ECUADOR 8

COLLECTIVISM

CHALKBOARD STUDY

It is the end of the school day, and the class is cleaning up. Denise isn't feeling well, and she asks Jasmine to help her with her job for the day, which is cleaning the blackboard. Jasmine isn't sure that she will have time to do both jobs. What do you think the teacher should do?



INDIVIDUALISM

Give explicit praise and personal recognition.

Let students express themselves orally by raising their hands.

Help students develop strategies for group work to “share the burden.”

COLLECTIVISM

Create opportunities for students to learn from each other.

Offer opportunities for peer review.

Promote helpfulness and team work when students are working in groups.


BUILD A LEARNING PARTNERSHIP

I care about you.

"As educators, we think it's our job to make students of color, English learners or poor students feel good about themselves. That's a deficit view of affirmation. In reality, most parents of culturally and linguistically diverse students do a good job of helping their children develop positive self-esteem. It is when they come to school that many students of color begin to feel marginalized, unseen and silenced." - Zaretta Hammond

I am worthy of your trust.



A black and white photograph of a young boy and a baby. The boy is on the left, looking towards the baby on the right. The baby is looking back at the boy. They are both looking down at something in the baby's hands. The background is dark.

Students who are loved
at home, come to
school to learn,
and students
who aren't,
come to school
to be loved.

- Nicholas Ferroni

www.ripplekindness.org

What
message
does a tweet
like this send
about a
child's
family?

Active
Demandingness

**WARM
DEMANDER**

TECHNOCRAT

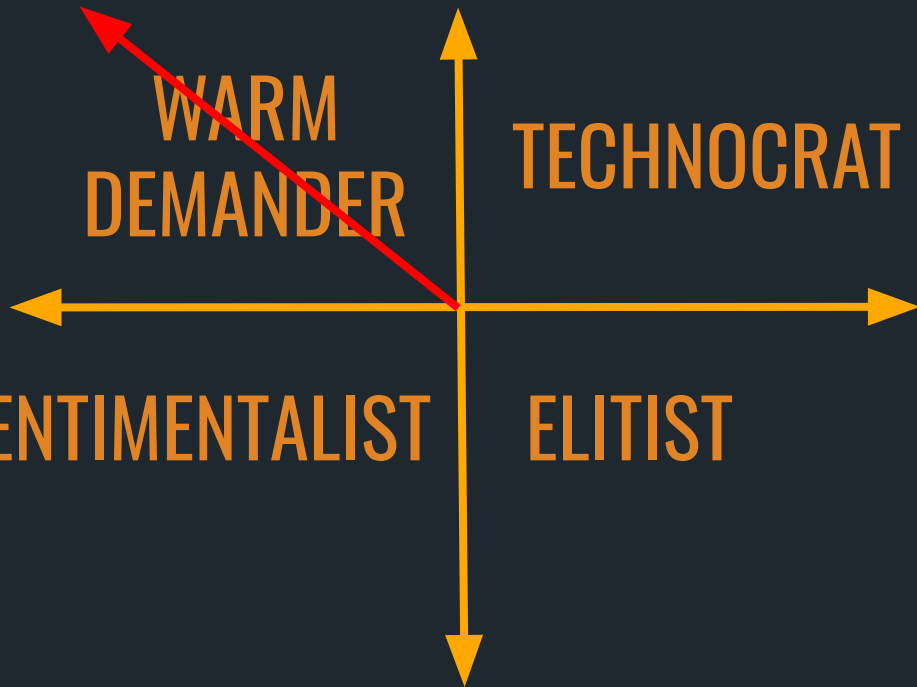
Personal Warmth

Professional
Distance

SENTIMENTALIST

ELITIST

Passive Leniency



WARM DEMANDER

Expresses warmth through smiling, warm voice, good natured teasing.

Demonstrates regard for family and important events in students' life.

Highly competent instructionally.

Has high expectations for student performance and growth.





BE A WARM DEMANDER

Use Your Face and Voice

Greet Students

Give Asset Based Feedback

THANK YOU!

"The point of culturally responsive teaching isn't just about getting along with students but to use the connection to stretch and empower them as learners." - Zaretta Hammond

