

# THE SCHOOL-WIDE CULTURAL COMPETENCE OBSERVATION CHECKLIST

<b>School District:</b>	
<b>School:</b>	
<b>Principal:</b>	
<b>Researcher(s):</b>	
<b>Review Date:</b>	

**Instructions:** Rate on a scale of 1 to 5 (1= Never 2= Almost Never 3=Sometimes 4= Almost Always 5=Always) the extent to which you observe each of the following criteria for cultural competence. Circle the number which represents your perceptions. Please note or provide evidence or documentation to support your rating.

	Observation Area/Domain and Criteria	Scale	Evidence/Documentation
<b>School Vision/Mission</b>			
1	There is a school Mission Statement or Vision Statement that includes a stated commitment to diversity and/or global citizenry.	1 2 3 4 5	
<b>Curriculum</b>			
2	Literature selections in the curriculum reflect a variety of cultural perspectives (classrooms and library).	1 2 3 4 5	
3	Global perspectives are integrated into curricula at all grade levels (world history and geography, culture studies, languages).	1 2 3 4 5	
4	Linguistic and content objectives are addressed for second language learners.	1 2 3 4 5	

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<b>Student Interaction and Leadership</b>			
5	Racial/ethnic representation in advanced placement classes, honors classes, and gifted programs is balanced.	<b>1 2 3 4 5</b>	
6	Youth “voice” is considered in decision-making by regularly meeting with randomly selected groups of students to obtain feedback.	<b>1 2 3 4 5</b>	
7	There is a variety of student leadership opportunities for all students.	<b>1 2 3 4 5</b>	
8	Students of different groups integrate socially outside of the classroom.	<b>1 2 3 4 5</b>	
9	There are identified support programs to promote achievement and retention of lower achieving groups.	<b>1 2 3 4 5</b>	
10	Students are involved in community service and service learning activities.	<b>1 2 3 4 5</b>	
11	There is a program in place to facilitate the adaptation of NEW students into the school and classroom.	<b>1 2 3 4 5</b>	

<b>Teachers</b>			
12	Teachers representing diverse groups are actively recruited by the principal and the district.	<b>1 2 3 4 5</b>	
13	New teachers are formally inducted through orientations and structured mentoring and support programs.	<b>1 2 3 4 5</b>	
14	Teachers team vertically and horizontally according to individual strengths, leadership abilities, and interests.	<b>1 2 3 4 5</b>	
15	Efforts are made to consciously integrate diverse teacher teams.	<b>1 2 3 4 5</b>	
16	Professional development is offered that addresses: <ul style="list-style-type: none"> <li>a) race/ethnicity/nationality</li> <li>b) sexual orientation</li> <li>c) special needs</li> <li>d) language and dialect</li> </ul>	<b>1 2 3 4 5</b> <b>1 2 3 4 5</b> <b>1 2 3 4 5</b> <b>1 2 3 4 5</b>	
17	Informal teacher leadership roles are recognized.	<b>1 2 3 4 5</b>	

18	Professional development is focused and long term.	1 2 3 4 5	
<b>Teaching and Learning</b>			
19	Instruction is differentiated to address students with special needs, while challenging all students.	1 2 3 4 5	
20	Researched strategies that account for various learning styles are used in classrooms.	1 2 3 4 5	
21	Connections are made to students' culture and prior knowledge.	1 2 3 4 5	
22	Teaching strategies accommodate the needs of culturally and linguistically diverse learners using a variety of grouping strategies, hands-on activities, visuals, oral language development, reading/writing workshops, etc.	1 2 3 4 5	
<b>Parents and Community</b>			
23	Community outreach programs regularly survey the perspectives of various local community constituency and stakeholder groups, including parents.	1 2 3 4 5	

24	Parent involvement programs exist for all culture groups.	1 2 3 4 5	
25	National and global ties are established through partnerships with similar organizations.	1 2 3 4 5	
26	The electronic community is realized and utilized for relationship building and sourcing best practices.	1 2 3 4 5	
<b>Conflict Management</b>			
27	The inevitability of intercultural conflict is recognized by peer mediation programs and/or other proactive approaches to conflict resolution.	1 2 3 4 5	
28	Practices to ensure classroom and school safety for all are in place (e.g. including systems for addressing bullying or developing positive student relations).	1 2 3 4 5	
<b>Assessments</b>			
29	Authentic student assessments are used to complement standardized tests.	1 2 3 4 5	
30	Formative and summative program evaluations are conducted to ensure continual improvement.	1 2 3 4 5	

31	Teachers and administrators are evaluated by various constituency groups (other teachers, students, colleagues, self, supervisor, etc.).	<b>1 2 3 4 5</b>	
32	Organizational traditions are examined periodically to check for exclusive/inclusive practices.	<b>1 2 3 4 5</b>	
33	Celebrations reflect various cultures and introduce the community to new cultures. Representation at events and celebrations is diverse.	<b>1 2 3 4 5</b>	

**General Observations:**

**Comments:**