

Title of Session:	CREATING CULTURALLY PROFICIENT CLASSROOMS
Standard Professional Track Strand:	Diversity and Culture
Presenter 1:	Dianne Reed, Ed. D., Professor of Education dreed@hbu.edu Houston Baptist University College of Education and Behavioral Sciences
CSOTTE Organization Affiliations:	NONE
Presenter 2:	Charlotte Fontenot, Ed. D., Assistant Professor of Education cfontenot@hbu.edu Houston Baptist University College of Education and Behavioral Sciences
CSOTTE Organization Affiliations:	NONE
Presenter 3:	Cynthia Simpson, Dean csimpson@hbu.edu Houston Baptist University College of Education and Behavioral Sciences
CSOTTE Organization Affiliations:	NONE
Key Contact Person:	Dianne Reed (832) 606-8805 (cell) dreed@hbu.edu

ABSTRACT

The purpose of this presentation is to facilitate conversations that surface our beliefs and values that tend to influence our practices as educators. Using the model of cultural proficiency developed by (Lindsey, Robins, and Terrell, 2003) as a framework, participants will develop awareness, knowledge, and skills in assessing how school policies, programs, and practices reflect diverse groups in schools and school communities. It is imperative that school personnel become able to interact with people from a variety of cultures and initiate policies, programs, and practices that enhance school diversity in order to effectively impact student learning in twenty-first century schools.

CREATING CULTURALLY PROFICIENT CLASSROOMS

The purpose of this presentation is to facilitate conversations that surface our beliefs and values that tend to influence our practices as educators. Participants will learn that cultural proficiency is an approach to responding to the issues that emerge in a diverse environment. It provides tools and help for an increasingly diverse world with an increasing number of well-intentioned and fearful people. It is not a theory, nor is it an off-the-shelf program that you add to your agenda. It is a way of being that involves the use of tools for both individual and organizational development.

Lindsey, et.al. (2003) presented a six stage model for cultural proficiency. In order from worse stage to best stage, the authors began with Cultural Destruction- elimination or denial of other cultures; Cultural Incapacity- belief in the superiority of one culture over another along with disempowering behavior; Cultural Blindness- no recognition of cultural differences among and between cultures or behaving as if they do not matter; Cultural Pre-competence- awareness of the limitations of an organization's practices in interacting with various cultural groups; Cultural Competence - standards for individual and organizational practices reflect attention to the dynamics of cultural differences and the adaptation of values, behaviors, policies, and practices; and Cultural Proficiency- respond positively and affirming to differences; esteeming culture, knowing how to learn about individual and organizational culture, and interacting effectively in a variety of cultural environments.

Participants will be introduced to elements of culturally proficient classrooms as they relate to teaching styles, selections of materials for instruction, and classroom climate; the impact of stereotypes as they relate to various groups of people; elements that influence the levels of cultural proficiency in the classroom; common assumptions about students' learning capacities and behavior; and the importance of creating a culturally proficient classroom.

The participants will leave the session with tools to begin the assessment of cultural proficiency in their classrooms. They will receive instructions for how to complete the cultural proficiency check list; how to conduct a demographic study; and how to write a cultural proficiency action plan.