

Cultural Competence is Achievable

A Presentation for the
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Student Learning Workgroup
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Purpose:

To Respond to Questions

- Definitions
 - Cultural Relevance
 - Cultural Competence
 - Cultural Salience

Context: Assessment of student academic knowledge and skills

Analogy: The World Is Flat

Globalization has leveled competitive fields of competition.

How?

- * technology
- * communication

Message: Flattening is Achievable



For Our Children, Is the World Flat?

DEMOGRAPHICS

People

Place

Situational Considerations
events in time
economics
issues

RESOURCES

- Opportunities
 - Learning
 - Health and Wellness
- Technology
- Relationships

What are the strategies?



Clear understanding of:

- * goal (vision)
- * people
- * situation
- * resources

Align our practice
(systemic)

Be responsive

Twin Pillars Facilitate Cultural Competence

Culturally Relevant (what/content)

- Nine Characteristics of High Performing Schools
- Professional Development
- Best Practices

Culturally Responsive (how/when/who)

- Actively Listen
- Collaborate
- Identify barriers
- Identify resources
- Develop tools
- Have a plan to implement and access

Continuum of...

Achievement	Below Standard	Approaching Standard	At Standard	Exceeds Standard
Beliefs and Behaviors	Cultural Blindness ↑ Cultural Incapacity ↑ Cultural Destructiveness	Cultural Pre-competence	Cultural Competence	Cultural Proficiency

Adapted by C. Katayama (2008)
From Lindsey, et al (2008)

Three Key Opportunities

- Assessment – begin with the end in mind
 - Is the WASL providing the data that will benefit our students?
- Culturally Competent Teachers are Learners
 - How do the certification requirements align with the learning needs of students and their teachers?
- Conditions for Learning
 - Are the content (curriculum), delivery (instruction), and environment (safe) culturally relevant and responsive for ALL students?

Cultural Competence is Achievable

