



EXPERIENCE IS THE BEST TEACHER

Cultural Competency

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- Experience as a teacher, coach, principal, superintendent, professor, and higher education administration.
- Won the University of South Dakota School of Education Teacher of the Year Award.
- Won the University of South Dakota School of Education Researcher of the Year Award.
- More than 15 peer-reviewed publications with a research agenda that includes simulations, school superintendency, and mentoring.
- Elected Executive Board Member of the International Council of Professors in Educational Leadership (ICPEL).
- Facilitated hundreds of simulations to thousands of school leaders in cities including Toronto, New York City, Washington DC, Charlotte, San Juan, San Antonio, Houston, Dallas, Phoenix, Tucson, Sedona, San Francisco, San Diego, Oakland, and Denver.



- Introduction
- Cultural Competency
- A Few Key Points
- Let's Experience the Cultural Competency Simulation!



- **Cultural competency** comprises **five** components:
 - (a) Awareness of one's own **cultural** worldview,
 - (b) Attitude towards **cultural** differences,
 - (c) Knowledge of different **cultural** practices and worldviews,
 - (d) cross-**cultural** skills, and
 - (e) handling encounters of **cultural** differences well.

This simulation addresses each of these five components!

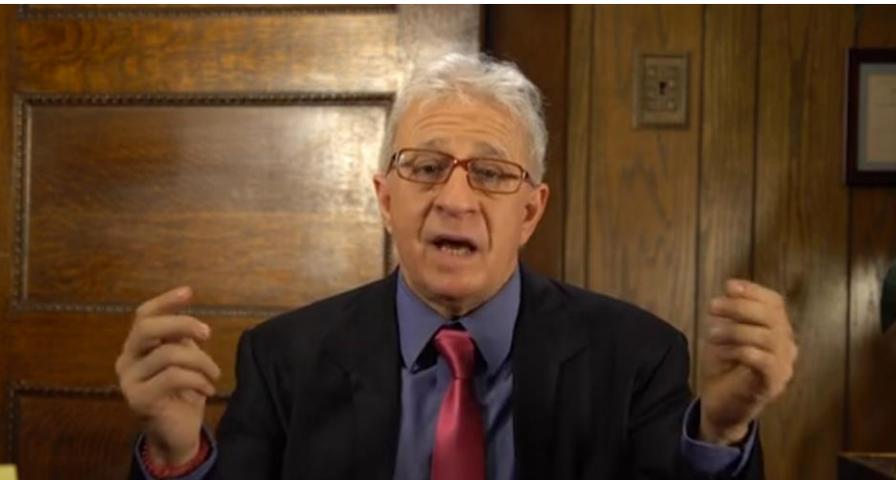
Stubbe, D. E. (2020). Practicing Cultural Competence and Cultural Humility in the Care of Diverse Patients. *Focus*, 18(1), 49-51.



A Few Key Points

- Simulations are designed to provide a risk-free environment to try different approaches. There is tremendous value for school districts when the participants bring their *experiential learning* back to their job in your district.
- Different Facilitation Methods
 - Large group of participants (group of five – 100+)
 - Small group of participants (groups of two – five)
 - Synchronously (together in the same room)
 - Asynchronously (experience the simulation on your own)
 - Via technology such as GoToMeeting or Zoom, especially in today's environment
- You'll notice...
 - All simulations begin with a few minutes of context
 - We will use GoToMeeting polls at each decision point
 - There is value in discussing good and bad choices

Cultural Competency



Cultural Competency Simulation

0:45:12

Feedback Report

The feedback report that follows is intended to stimulate thought and discussion; it should not be regarded as an indicator of right or wrong. Remember that every leadership dilemma is shaped by context and every decision entails tradeoffs; although the choices you practiced here are critical to growing cultural competency among staff members, there is no single formula for applying them.

Note that you will also see the free-form responses you typed into text fields. For each response, you'll be provided with "Considerations" to take into account when reflecting on your answer.

Click Next to view your detailed feedback report.





Questions Asked

Question Asked
With colleges and universities in an online only format, is there a way to use a simulation with real-time facilitation?
Will you be sending out the slides or other materials after the presentation today?
I want to hear from the parent with specifics first.
3 because it takes me right to the information I need to know prior to meeting with the teacher
I would want to gather some data (referrals) first and then meet with the parent
I would like to follow up with the teacher so that I could get a grip of what is going on then meet with the parent
I think that the principal already knows that he is going to have a major issue with Mr. Henton. He is going to need to build a case so he needs to first address the parent, then go find out discipline referral information, follow up with Mr. Henton on information that is forthcoming.
I would like to hear from the students to get data about what's happening in classroom
I would start with my teacher before meeting with the parent. This would include reviewing the referrals.
Where do we submit our thoughts?
I chose 3 because that only takes a few seconds. Assuming he answers no, then I would go to choice 2.
Since I am not that familiar with Mr Henton, I didn't want to encourage Mr Turner to talk to him directly for fear of what Mr Turner might say.
I like to talk to people and investigate before making decisions.
2
I chose number 3 because the parent didn't appear to be too unreasonable. Sometimes just talking to the teacher misconceptions can be clarified
ok
I still don't see chat but delegate seems like the worse option when you are trying to determine the scope of the problem
I was torn between 2 and 3 but ultimately went with two bc in the previous poll I wanted to look into the referrals to get an idea of what's going on in classroom
Whatever you do do not make assumptions
Although that is a good thought about knowing Mr. Henton
I would like to find out what Mr. Henton procedures are in his class.
Better to get your own understanding of the situation and make no assumptions
Since I am new I would be leary of sendingparent nto Mr. Henton first.
We need to work with parents to always go to teachers first before I get involved. A lot of times issues can be handled beforehand without the need to get admin involved.

Questions
Asked
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I don't like 3 because I don't want to encourage parents confronting teachers
Sometimes we don't want parents to go to certain teachers
Do teachers know that this is the protocol?
During the simualtions does the facilitator comment on each action.
A teacher's responsibility is to have high standards but be culturally competent in helping students meet those standards.
Teacher already is assuming he is not the problem or has the responsibility
Good ol' days...red flag!
I've lost video. The control panel and audio is still on, but no picture.
Yes, please.
tgevans@towson.edu
Wanting to teach the students of yesterday today does not work.
Especially if the student demographic has changed.
I would share school demographic trend data.
Teachers need to evolve or change the lens through which they see their students
Purpose of Rich Learning Opportunities for ALL students
Something positive and add that we want to continue to challenge our students
I would present the demographics of the student population as well as the free and reduced lunch percentages and types of classes offered.
School demographics is changing. Therefore, our instructional pratices will have to change.
That the mission of the school hasn't changed, just the demographics.
we need to embrace the diversity because it is symbolic of our community
Opportunities within increasing diversity
We are prioritizing creating a culture of inclusivity and educational opportunity for all students to meet high academic goals
Ask if the vision and mission has not changed, then what has?
I don't understand what the concern is? Are we inferring that the school demographics were a majority of one ethnicity and now these parents are concerned that the school's demographics are becoming less majority?
Diversity is an asset not a deficit

Questions
Asked
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Build on the Strengths that has helped our school and how it will continue to develop with the changes necessary for all student needs
She's talking about the "model" student as seen by the teacher
Need to be careful not to treat teacher unfairly. He needs to be given a chance to change. Cultural competence also requires us to understand why they might have the views they do.
Talk to Mr. Henton without pre-conceived notions and bias.
Do not ignore for the time being.
5
I thoguht you said not to select five.
Not 4 because it is too early. I need to speak with Mr. Henson before taking other action.
I would not continue to give this to the A.P. because this is going to be a major issue and as the leader of the school, you need to take charge.
Two parent compalints, a facebook post, and anecdotal evidence from observation, AP and teachers indicate it is time to talk to Mr. Henton
I would talk with Mr. Henton and get a hold of his attitude creating a negative vibe
At this point you cannot ignore and you must speak with mr. Hinton to completely understand where his thinking is.
It feels like ignoring this could make for a HUGE blowup. Since I'm new, I need to nip this in the bud so people don't see me as weak and avoiding issues
This is becoming an instructional issue and as the leader of instruction as well as the superintendents direction, I need to know what's going on in the classrooms instrcutinally
Ignoring the issue would be detreimental to students and Mr. Hinton.
Talk to Henton.
Good opportunity to "train" the AP
I would do my homework and collect documentation and talk to Mr. Henton concurrently. I would have the AP in the meeting as a witness/participant.
I would take back from AP because Mr. Henton will not respond well to anyone below the Principal level
I need to get more information from firsthand account which means I need to be in classrooms, gather data on what is happening in the classroom
I would also get with my H.R. department and give them a heads up of this major issue coming up. They can also help you devise a plan of action for this scenario.
This simulation helps leaders see the whole issue.
I wonder about the demographics of the students who feel "cheated"
Deflection once again from the teacher.
The teachers cultural competency and their instructional/teaching pedagogy and classroom management are separate issues.

Questions
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Is the simulation following the selected response of talking with Mr. Henson now?
Even though there are disparities exist in referrals, need to not assume he is racist or a bigot. He just might have a "blindspot".
Taking the poll is difficult if you did not have time to review the options.
I think addressing all together demonstrates how they are all intertwined.
I said 3 - The goal of any initial disciplinary conversation should be about coaching toward the outcome we want to see. To do that, like any teacher you have to asses what he know first then fill in gaps
.com
Always start the approach allowing the teacher to reflect on their own instruction and allow them to provide their insight. Then, provide the data that you collected and what you saw
Can you show the chat? i would love to see others responses :(
Okay. Thanks.
Start with listening first.
I would start with the hard data as a launching point to delve into the larger issue of equity and cultural competence
I think he will undermine any conversation on cultural competency. He will say that is a cop out
I chose 2 because it puts it on Mr. Henton to think through his approach to ALL students. He may not be able to respond to cultural competency directly as in 3 and 4.
The goal would be to address how all three promote equity for all students.
I believe its an opportunity for all 3 issues.
That would be awesome! Thank you :)
Mr. Henton really needs to understand the school's policy and it must be followed. Then you could coach specific areas of non-negotiables. Mr. Henton appears to me that he is set in his ways and not very open
The students need to be first
I am not sure if separating these issues is even possible since they are so intertwined. He may not even understand the intricate differences between the different terms.
Cultural competency is not an additional "tool" once you have the lens it cannot be separated.
If you approach Mr. Henton with the topics of discipline, he will become defensive right off the bat. If you ask him a reflective question like number three, you will disarm him and then you can weave in examples of what cultural proficiency is.
Agree with David!
Use breakthrough questions with him.
Breakthrough questions and paraphrasing will help in this situation.
This approach can help those with blindspots to "listen" to their thinking.



Questions
Asked
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<p>So do we believe Mr. Henton actually believes that?</p>
<p>He will be back with his union rep!</p>
<p>This last video does show what can happen with the right approach.</p>
<p>Suggestion - what could be helpful is a pre-/post questionnaire. One does exist to get people to reflect on their leadership perspectives, beliefs, and values.</p>
<p>Yes, but it would be about using this in a synchronous situation in an online environment.</p>
<p>Also, he didn't use the common question of "is there something else that you would do that isn't listed as a choice?"</p>
<p>Question to Dr. De Jong - what theoretical or conceptual framework/tools do you use to implement culturally proficiency practices?</p>
<p>Do you have simulations for superintendents?</p>
<p>Keep doing great work for equity and access!</p>
<p>Thank you so much as a Title I Division Coach an aspiring administrator this webinar was excellent to see from an admin. perspective.</p>
<p>Superintendents tend to be some of the most institutionalized...and their leadership is so important.</p>