

Appendix 1: TEACHING ARTIST - CULTURAL COMPETENCIES

Cultural Competency

Understanding our culture is important so that we understand how we interact with individuals from cultures that are different from ours. This understanding helps us see our students and their families more clearly, and shape policies and practice in ways that will help our students to succeed.

	Teaching Artist Competencies	Instructional Strategies
Cultural Competency	<p>Valuing Diversity. Accepting and respecting differences—different cultural backgrounds and customs, different ways of communicating, and different traditions and values.</p> <p>Being Culturally Self-Aware. Culture—the sum total of an individual's experiences, knowledge, skills, beliefs, values, and interests—shapes educators' sense of who they are and where they fit in their family, school, community, and society.</p> <p>Dynamics of Difference. Knowing what can go wrong in cross-cultural communication and how to respond to these situations.</p> <p>Knowledge of Students' Culture. Educators must have some base knowledge of their students' culture so that student behaviors can be understood in their proper cultural context.</p> <p>Institutionalizing Cultural Knowledge and Adapting to Diversity. Culturally competent educators, and the institutions they work in, can take a step further by institutionalizing cultural knowledge so they can adapt to diversity and better serve diverse populations.</p>	<p>According to researchers at Brown University, culturally responsive teaching is characterized by:</p> <ul style="list-style-type: none"> • Communicating high expectations • Learning within the context of culture • Culturally-responsive curriculum • Teachers as facilitators • Student-centered instruction • Positive perspectives on parents and families.

Appendix 1: TEACHING ARTIST - CULTURAL COMPETENCIES

Race & Ethnicity

Race and ethnicity drive many debates and policies in public education. Public policies such as the U.S. Supreme Court's limitations on postsecondary institutions' use of race-conscious measures in admitting racial minorities ("affirmative action") is just one example of race and ethnicity based policies that support a system that benefits one group and disadvantages another. This systemic support of racism is often reflected at both the institutional and individual/group level.

	Teaching Artist Competencies	Instructional Strategies
Race & Ethnicity	<p>Learn more about the social construction of race and racism in the United States, including how race provides systems of advantage and disadvantage</p> <p>Reflect on your own racial identity and how it has shaped your life experiences—personal inquiry is a necessary prerequisite to facilitating inquiry among others.</p> <p>Foster a sense of safety around conversations on race by encouraging participants to take responsibility for their own learning and interactions, to respect each other, to avoid blame and snap judgments, and to allow for mistakes.</p> <p>Create a meaningful blueprint that includes sustained inquiry, examination of challenges, and a plan to meet the needs of colleagues or students as they explore the emotional territory of race.</p>	<ul style="list-style-type: none"> • Begin with low-risk activities. Learners need to feel safe in order to express and examine deep feeling. Begin with activities moving from individual reflection to discussion in pairs or small groups before engaging in whole group discussions. • Move from concrete to abstract. For students to understand the concepts of race and oppression, they must first see examples of these concepts that are rooted in concrete experiences. • Move from personal to institutional/societal. Before examining how race affects institutions or society, students should first explore the impact of race on a personal level. • Move from difference to dominance. Allow students to talk about their own experiences as members of a racial or ethnic group and listen to others talk about their experiences before introducing concepts of societal dominance, social power and privilege.

Appendix 1: TEACHING ARTIST - CULTURAL COMPETENCIES

Sexual Orientation & Gender Identity

LGLBT-related issues often arise in schools. These include bullying or harassment against students (and sometimes school personnel) who are or are perceived as GLBT; the high rates of truancy, dropout, substance abuse, homelessness and suicide among GLBT youth; controversy surrounding GLBT school events and student clubs; the right of school personnel to “come out” or identify as GLBT in school; and other issues. In many jurisdictions, GLBT school personnel still lack legal or contractual employment benefits, rights and protections against discrimination based on sexual orientation or gender identity.

	Teaching Artist Competencies	Instructional Strategies
Sexual Orientation & Gender Identity	<p>To address GLBT issues effectively, NEA members may consider taking one or more of the following steps in their schools or communities:</p> <p>Educate yourself about facts vs. myths surrounding GLBT people, especially the facts related to health and safety of GLBT students Find ways to support your GLBT students and colleagues</p> <p>Prevent bullying and harassment of GLBT students and colleagues through programs, training, and events</p> <p>Advocate for staff development on GLBT issues, diversity, safe schools and social justice in your school</p> <p>Establish policies, rights, benefits and protections that support GLBT students and employees</p> <p>Partner with parents, guardians and community organizations to address GLBT issues in schools or in the community</p> <p>Stay in close communication with your administration, your building representative, your Uniserv director, and your local and state affiliate offices</p>	

Appendix 1: TEACHING ARTIST - CULTURAL COMPETENCIES

Gender

Gender is an important issue in schools. Since 1972, Title IX (20 U.S.C. §1681) has mandated equal treatment on the basis of sex in schools receiving federal assistance. Title IX has been invoked to create parity in sports programs for girls and women and to address sex discrimination.

	Teaching Artist Competencies	Instructional Strategies
Gender	<p>Reduce sexual harassment and bullying in schools through curriculum and intervention</p> <p>Protect gender-nonconforming youth from harm</p> <p>Monitor disparities between boys and girls in academic achievement</p> <p>Encourage equal treatment of boys and girls in the classroom</p> <p>Organize to achieve equal hiring, salaries, and promotion based on sex.</p>	<p>Protect gender-nonconforming youth from harm</p> <p>Monitor disparities between boys and girls in academic achievement</p> <p>Encourage equal treatment of boys and girls in the classroom</p>

Appendix 1
Lookingglass Theatre Company
 Teaching Artist Cultural Competency Self-Assessment
DRAFT

		I DON'T DO THIS as part of my Instructional Practice	I'M NOT SURE if I Do This as part of my instructional Practice	I DO THIS as part of my Instructional Practice
Cultural Competency	Valuing Diversity. Accepting and respecting differences—different cultural backgrounds and customs, different ways of communicating, and different traditions and values.			
	Being Culturally Self-Aware. Culture—the sum total of an individual's experiences, knowledge, skills, beliefs, values, and interests—shapes educators' sense of who they are and where they fit in their family, school, community, and society			
	Dynamics of Difference. Knowing what can go wrong in cross-cultural communication and how to respond to these situations.			
	Knowledge of Students' Culture. Educators must have some base knowledge of their students' culture so that student behaviors can be understood in their proper cultural context.			
	Institutionalizing Cultural Knowledge and Adapting to Diversity. Culturally competent educators, and the institutions they work in, can take a step further by institutionalizing cultural knowledge so they can adapt to diversity and better serve diverse populations.			

Race & Ethnicity	<p>Learn more about the social construction of race and racism in the United States, including how race provides systems of advantage and disadvantage</p>			
	<p>Reflect on your own racial identity and how it has shaped your life experiences—personal inquiry is a necessary prerequisite to facilitating inquiry among others.</p>			
	<p>Foster a sense of safety around conversations on race by encouraging participants to take responsibility for their own learning and interactions, to respect each other, to avoid blame and snap judgments, and to allow for mistakes.</p>			
	<p>Create a meaningful blueprint that includes sustained inquiry, examination of challenges, and a plan to meet the needs of colleagues or students as they explore the emotional territory of race.</p>			
Sexual Orientation & Gender Identity	<p>Educate yourself about facts vs. myths surrounding GLBT people, especially the facts related to health and safety of GLBT students Find ways to support your GLBT students and colleagues</p>			
	<p>Prevent bullying and harassment of GLBT students and colleagues through programs, training, and events</p>			
	<p>Advocate for staff development on GLBT issues, diversity, safe schools and social justice in your school</p>			

	Establish policies, rights, benefits and protections that support GLBT students and employees			
	Partner with parents, guardians and community organizations to address GLBT issues in schools or in the community			
	Stay in close communication with your administration, your building representative, your Uniserv director, and your local and state affiliate offices			
Gender	Reduce sexual harassment and bullying in schools through curriculum and intervention			
	Protect gender-nonconforming youth from harm			
	Monitor disparities between boys and girls in academic achievement			
	Encourage equal treatment of boys and girls in the classroom			
	Organize to achieve equal hiring, salaries, and promotion based on sex.			