



**TERY J. MEDINA, ASSOCIATE DIRECTOR
THE SOUTHEASTERN EQUITY CENTER**

1401 E. Broward Boulevard, Suite 304

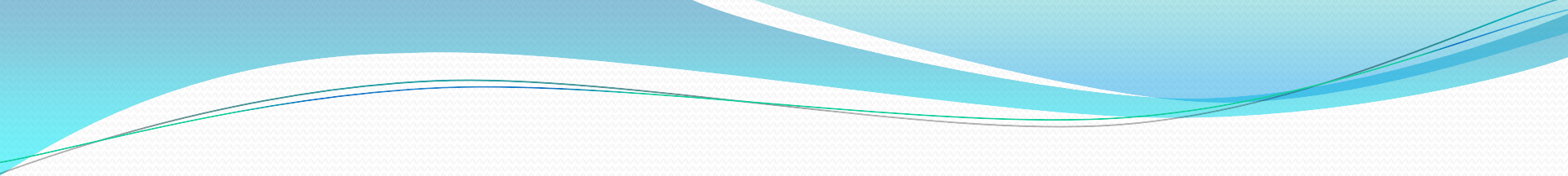
Fort Lauderdale, FL 33301

Telephone: (954) 765-3553

Fax: (954) 523-3340

Email: TJMedina@se-equity.org

Website: www.se-equity.org



It is the mission of the *Southeastern Equity Center* to assist the states, school districts, and schools of Region IV in the preparation, adoption, and implementation of policies, practices, and procedures which result in equal access to high quality education for all students.

Region IV:

1 – AL

2 - FL

3 – GA

4 – KY

5 - MS

6 - NC

7 - SC

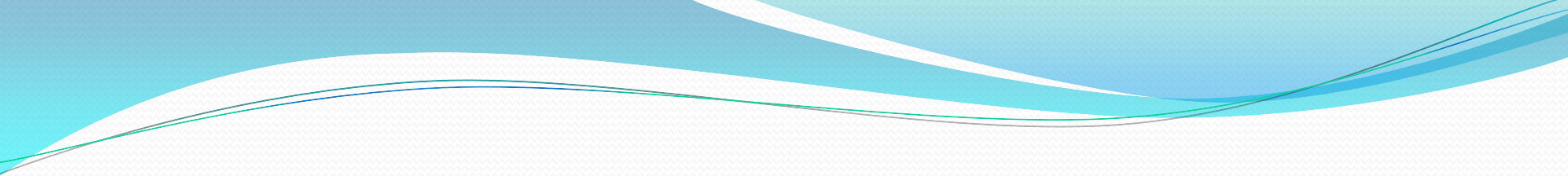
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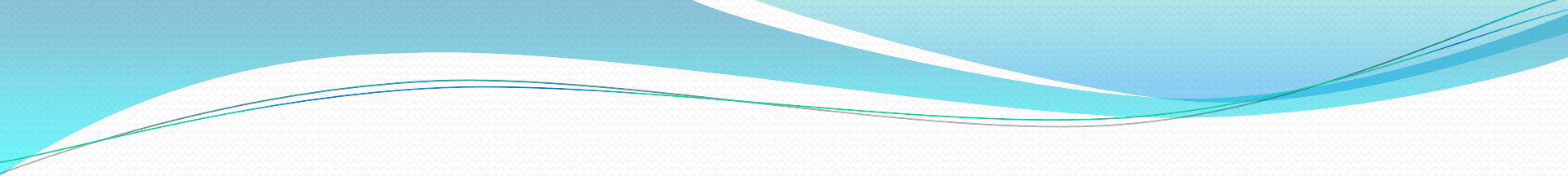
CULTURAL COMPETENCY WITHIN SCHOOL DISTRICTS

What is Cultural Competence?

Cultural competence is the ability to successfully teach students who come from a culture or cultures other than our own.



It entails developing certain personal and interpersonal awareness and sensitivities, understanding certain bodies of cultural knowledge,

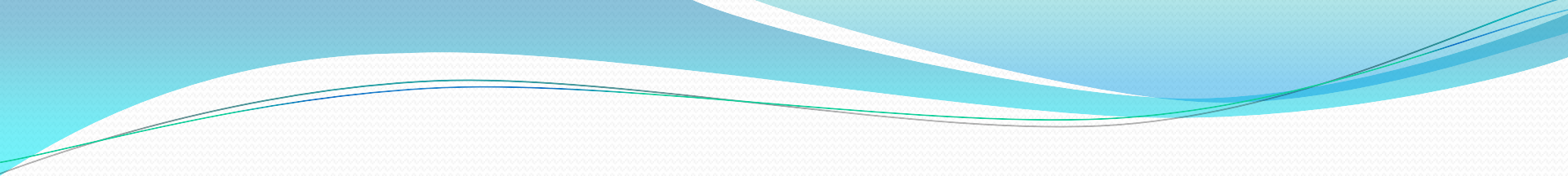


and mastering a set of skills
that, taken together, underlie
effective cross-cultural
teaching and culturally
responsive teaching.

National Education Association (NEA)

What is Cultural Competence? (cont'd)

Cultural competence emphasizes the idea of **effectively** working / operating in different cultural contexts.



Villegas and Lucas (2002)...
articulate six characteristics that
define the culturally responsive
educator. These characteristics
include:

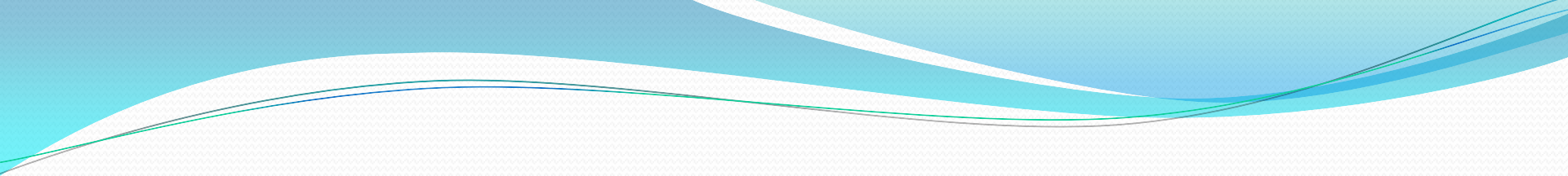
- ❑ Socio-cultural consciousness (i.e., understanding that people's ways of thinking, behaving, and being are deeply influenced by such factors as race, ethnicity, social class and language)

- ❑ Culturally responsive educators have affirming views of students from diverse backgrounds.

- ❑ An affirming attitude toward students from culturally diverse backgrounds (i.e., students who differ from the dominant culture)

- ❑ Culturally responsive educators see themselves as responsible for, and capable of, bringing about change to make schools more equitable.

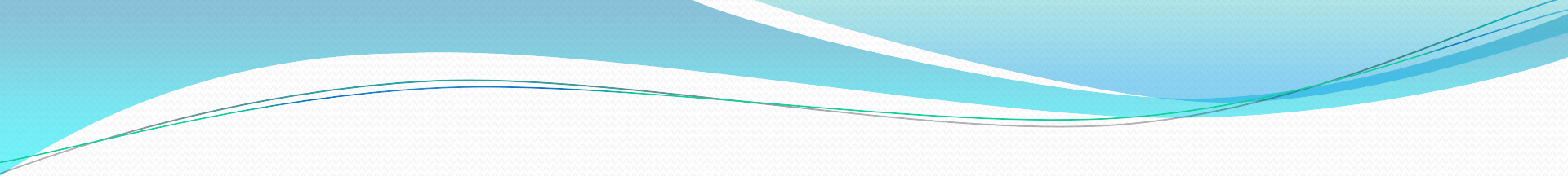
- ❑ The commitment and skills to act as agents of change (i.e., recognition that schools have served to maintain social inequities and the willingness to take action to change this)

- 
- ❑ Culturally responsive educators understand how learners construct knowledge and are capable of promoting knowledge construction.

- 
- ❑ Constructivist views of learning (i.e., use and build on learner's prior knowledge and beliefs)

- 
- ❑ Culturally responsive educators know about the lives of their students.

- ❑ Learned knowledge about their students (i.e., student's background, experiences, lives, communities)

- 
- ❑ Culturally responsive educators design instruction that builds on what their students already know while stretching them beyond the familiar.

- Culturally responsive practices (i.e., involving all students in construction of knowledge, building on student's personal and cultural strengths, teaching students to examine the curriculum from multiple perspectives, making classroom cultures inclusive of all students)

- ❑ People navigate social worlds with cultural frames, and negotiate meaning, roles, and rules. Consequences of such interpretivist processes are that individuals create new meanings, may learn cultural practices, and acquire novel means to interpret social events.

- ❑ Educators should be familiar with the beliefs, values, cultural practices, discourse styles, and other features of students' lives that may have an impact on classroom participation and success and be prepared to use this information in designing instruction.

- ❑ Instruction that fails to accommodate student's native language and culture limits essential opportunities for cognitive, language, and skill development.

- For School personnel to be both culturally responsive and collaborative, however, we must develop ways of working with families in educational decision-making that do not require them to adopt language or espouse values that conflict with their beliefs about childrearing, education and disability.

- ❑ In general, a culturally responsive school climate builds on students' culture, language, and life experience: recognizes and gives respect to the funds of knowledge in all families; and demonstrates that educators understand how the deeper layers of culture influence teaching and learning.

Lau v Nichols (1974)


“UNDER THESE STATE-IMPOSED STANDARDS THERE IS NO EQUALITY OF TREATMENT MERELY BY PROVIDING THE SAME FACILITIES, TEXTBOOKS, TEACHERS, AND CURRICULUM FOR STUDENTS WHO DO NOT UNDERSTAND ENGLISH EFFECTIVELY.”

Castañeda vs. Pickard (1981)

- ▶ The program must be based on sound educational theory, or at least a legitimate experimental strategy
- ▶ The school must effectively implement the program
- ▶ The program results must demonstrate the program's effectiveness

Guidance from the Departments of Education and Justice on Equitable Educational Access for English Learner Students

<http://www2.ed.gov/about/offices/list/ocr/letters/colleague-el-201501.pdf>



The Departments issued joint guidance to assist SEAs school districts, and all public schools in meeting their legal obligations to ensure that EL students can participate meaningfully and equally in educational programs and services. The guidance provides an outline of the legal obligations of SEAs and school districts to EL students under the civil rights laws.



OF PARTICULAR INTEREST

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3. Ensuring Meaningful Communication with Limited English Proficient Parents.....37

The guidance also discusses:

- > compliance issues that frequently arise in OCR and DOJ investigations under Title VI and the EEOA
- > approaches that SEAs and school districts may use to meet their Federal obligations to EL students

The guidance also discusses: (cont'd)

how SEAs and school districts can implement their Title III grants and subgrants in a manner consistent with these civil rights obligations

the Federal obligation to ensure that LEP parents and guardians have meaningful access to district and school-related information.

This is the value of the teacher, who looks at a face and says there's something behind that and I want to reach that person, I want to influence that person, I want to encourage that person, I want to enrich, I want to call out that person who is behind that face, behind that color, behind that language, behind that tradition, behind that culture. I believe you can do it. I know what was done for me.



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