

Rhode Island Teacher Education Renewal (RITER)*

Candidacy for Admission to the Education Program

Cultural Competency Assessment I

The following instrument is adapted from the Cultural Competency Assessment tool designed as part of the RITER grant's diversity initiative. As a candidate for admissions into the Salve Regina University Teacher Education Program you are to use this tool to assess your cultural competency.

The instrument is broken down into five areas or categories. These categories have been generally accepted by researchers and clinical practitioners as embodying the scope of culturally competent teaching. The term "sociocultural" is used to represent differences in ethnicity, race, gender, class, language, ability, sexual orientation, social class and religion.

This formative instrument contains a definition of each culturally competent teaching area, followed by a listing of samples of observable behaviors related to the area. These behaviors have been selected as examples of the most common ways in which candidates for admissions demonstrate their growth related to the Education Department's Goals for *Developing Culturally Responsive Teachers* – Citizenship I & II

- I. *Gaining Sociocultural Consciousness*: Every student's world view is unique, and is shaped by his or her experiences.
- II. *Develop an Affirming Attitude*: Every student appreciates the cultural background of all students, recognizing that diversity contributes to the education of all.

As a candidate for admissions to the department you are to provide evidence of your behaviors that characterize your growth in each area. Present your evidence in narrative form to the right of the goal and sample behaviors. Choose a numerical rating using the scale below:

Rubric Scale

Use the 1-4 scale below to rate each factor (competency).

Exemplary: I consistently develop and implement culturally competent work; I am self-motivated and self-directed.

2-3 Clear: I consistently meet performance expectations in competencies; I need some direction.

1 Approaching: [emerging] I occasionally meet expectations but need to work in this area.

0 NO: I did not demonstrate this.

N I had no opportunity to demonstrate such behavior.

Teacher Candidate's Name		Date
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In the right hand column provide evidence of behaviors that characterize your performance during course work and field experience	
<p><i>Area #1: Planning and Instruction</i></p> <p>[RIPTS 1, 2, 3, 4, 5, 6; INTASC 1, 2, 3, 4, 5, 7]</p> <p><i>The culturally competent candidate for admission to the Department of Education should be able to account for, and demonstrate awareness of and responsiveness to the sociocultural distinctiveness of students, families, and communities.</i></p> <p><u>Sample Behavior:</u></p> <p>sensitive to and shows awareness of his or her own life experiences and culturally shaped ways of behaving in relation to those of the students.</p> <p>Citizenship I</p>	
<p><i>Area #2: Assessment</i></p> <p>[RIPTS 9; INTASC 8]</p> <p><i>The culturally competent candidate for admission to the Department of Education should be able to use a variety of assessment techniques appropriate to diverse learners and accommodate socio-cultural differences that affect learning.</i></p> <p><u>Sample Behaviors:</u></p> <p>speaks about students in positive terms.</p> <p>Citizenship II</p>	

<i>Area #3: Professional Behavior</i>	
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<p>[RIPTS 10, 11; INTASC 9]</p> <p><i>The culturally competent candidate for admission to the Department of Education is aware of the diverse cultural groups represented in field experience classrooms, investigates the sociocultural factors which influence student learning.</i></p> <p><u>Sample Behaviors:</u></p> <ul style="list-style-type: none"> • treats all in the school community respectfully including differences in language, religion, culture, sexual orientation, gender, and socioeconomic status. <p>Citizenship II</p> <ul style="list-style-type: none"> • has same high achievement and behavior expectations for all students regardless of sociocultural and linguistic backgrounds <p>Citizenship II</p> <ul style="list-style-type: none"> • seeks to overcome discomfort and challenges their own misconceptions about varied cultural groups. <p>Citizenship I</p>	
<p><i>Area #4: Collaboration</i></p> <p>[RIPTS 7; INTASC 10]</p> <p><i>The culturally competent candidate for admission to the Department of Education understands the differences in families, the important influence of family participation in students' learning, and the benefit of collaborating with the wider school community.</i></p> <p><u>Sample Behaviors:</u></p> <ul style="list-style-type: none"> • shows respect for others; values their contributions <p>Citizenship II</p> <p>.</p>	

Area #5: Communication

[RIPTS 8; INTASC 6]

The culturally competent candidate for admission to the Department of Education communicates in ways that demonstrate sensitivity to sociocultural and linguistic differences, using a variety of verbal and non-verbal communication techniques that encourage positive social interaction and support learning in their course work and field experience.

Sample Behaviors:

- communicates in ways that demonstrate sensitivity and responsiveness to sociocultural and linguistic differences

Citizenship II

Name _____ Date _____

RHODE ISLAND PROFESSIONAL TEACHING STANDARDS SELF-ASSESSMENT

Below are the “R” RIPTS. Label each Indicator:

L = Learned about

O = Observed

P = Practiced

Be ready to discuss your answers during your Interview.

1. Teachers create learning experiences using a broad base of general knowledge that reflects an understanding of the nature of the communities and the world in which we live.

Teachers...

- reflect a variety of academic, social, and cultural experiences in their teaching. R
- use a broad content knowledge base sufficient to create interdisciplinary learning experiences designed to ensure that all students achieve state standards for content and achievement. R
- exhibit a commitment to learning about the changes in their disciplines and in our world that models a commitment to lifelong learning for students. R
- facilitate student involvement in the school and wider communities R

2. Teachers have a deep content knowledge base sufficient to create learning experiences that reflect an understanding of the central concepts, vocabulary, structures, and tools of inquiry of the disciplines/content areas they teach.

Teachers...

- know their discipline/content areas and understand how knowledge in their discipline/ content area is created, organized, linked to other disciplines and applied beyond the school setting.) (R/C for SCD program)

3. Teachers create instructional opportunities that reflect an understanding of how children learn and develop.

Teachers...

- understand how students use their prior knowledge to construct knowledge, acquire skills, develop habits of mind, and acquire positive dispositions toward learning. R
- design instruction that meets the current cognitive, social, and personal needs of their students. R

4. Teachers create instructional opportunities that reflect a respect for the diversity of learners and an understanding of how students differ in their approaches to learning.

Teachers...

- design instruction that accommodates individual differences (e.g., stage of development, learning style, English language acquisition, cultural background, learning disability) in approaches to learning. R

7. Teachers work collaboratively with all school personnel, families, and the broader community to create a professional learning community and environment that supports the improvement of teaching, learning, and student achievement.

Teachers...

- understand the role of community agencies in supporting schools and work collaboratively with them when appropriate. R/P

11. Teachers maintain professional standards guided by legal and ethical principles.

Teachers...

- maintain standards that require them to act in the best interests and needs of students. R/C/P
- follow local, state, and federal law pertaining to educational and instructional issues, including regulations related to students', parents'/guardians', and teachers' rights and responsibilities. R/P
- are guided by codes of professional conduct adopted by their professional organizations. R/C/P 7

