# Cultural Proficiency

## Current Level of Performance

In September 2016 school principals were asked to complete the "Assessing Cultural Knowledge" rubric with their staff to determine areas for growth in culturally responsive curricula and interactions. The data indicates the following:

| Five Essential Elements | Cultural Destructiveness | Cultural Incapacity | Cultural Blindness | Cultural Precompetence | Cultural Competence | Cultural Proficiency |
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| **Assessing Cultural Knowledge** Extent to which curriculum provides opportunities for educators and students to learn about self and others. | **0.00%** Limit or prohibit sharing of cultural knowledge and developing cultural identity. | **0.00%** Promote assimilation to the dominant culture and dominant learning styles and language. | **8.33%** Ignore aspects of culture (staff or students) that connect culture and learning. | **41.67%** Recognizing that the curriculum does not include students' cultural perspectives. Incorporate into the curriculum information and resources that may reflect students' perspectives. | **50.00%** Regularly provide opportunities for students to contribute their knowledge and perspectives about a lesson's topic(s) and use the knowledge to plan and sequence the lesson. | **0.00%** Assess the gap between the teacher's culture, the culture of the curriculum, and the culture of the students and seek ongoing opportunities to learn about and use culturally responsive curriculum. |
| **Valuing Diversity** Extent to which curriculum reflects diversity. | **0.00%** Select and implement curriculum and use resources that denigrate specific perspectives or groups, and/or provide incomplete or inaccurate portrayals of events, individuals, or groups. | **0.00%** Select and implement curriculum and use resources that reflect dominant group values, perspectives, and language. | **16.67%** Implement curriculum and use resources and languages recommended by state educational agencies and publishers, thereby providing limited cultural perspectives. | **41.67%** Recognize that curriculum may provide limited cultural perspectives. Select and develop supplemental curriculum and resources that provide information about contributions of diverse groups. | **41.67%** Select, develop, and implement curricula that reflect diverse perspectives and languages and provide inclusive, accurate portrayal of historical events and cultural groups. | **0.00%** Promote and develop students' advocacy for social justice. |

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| **Managing the Dynamics of Difference** Extent to which curriculum promotes multiple perspectives. | **0.00%** Ignore, seek, or alter data to validate the placement of students into rigid, limiting curricular paths that provide negative educational consequences for all students. | **0.00%** View the core program as meeting the needs of all students. Underperforming students are tracked into rigid curricular paths judged to be the most effective approach to assimilate and advance students. | **8.33%** Implement only mandated state and federal curriculum and interventions determined to be of maximum benefit to underperforming students. | **16.67%** Recognizing that the curriculum may not be accessible to all students, teachers may differentiate instruction, at times inappropriately providing less challenging lessons for underperforming students. | **66.67%** Provide students curriculum options that are challenging and incorporate inquiry and higher order thinking skills that personalize connections and evoke multiple perspectives. Underperforming students receive ongoing, timely, and personalized support from peers, teachers, and parents. | **8.33%** Provide students opportunities to *learn how to learn*—develop academic ability, intellective competence, and advocacy for social justice. |
| **Adapting to Diversity** Extent to which cultural knowledge is integrated into the curriculum. | **0.00%** Select and use curriculum that perpetuates inaccurate and/or negative portrayal of diverse groups and historical events. Curriculum denigrates culturally different groups and events through omissions, distortions, and fallacious assumptions. | **0.00%** Use curriculum that portrays values and behaviors of the dominant group to promote the assimilation of diverse groups. Staff believes that assimilation is integral to success. | **8.33%** Embrace standards, standardized curriculum, resources, textbooks, and standardized tests to ensure equality across the curriculum for all student groups without regard for cultural differences. | **33.33%** Recognizing students' cultural differences, curriculum may be supplemented with information about cultural contributions or events without integrating such into the curriculum. | **50.00%** Integrate and infuse into existing curriculum culturally relevant content and differentiated instructional approaches/resources to meet the needs of all students. | **8.33%** Promote multiple perspectives in the curriculum to model and develop advocacy practices for social justice. |
| **Institutionalizing** Extent to which values and policies support culturally responsive curriculum. | **0.00%** Create policies and practices that ensure a curriculum that excludes, denigrates, and misrepresents diverse groups and historical events. Actively pursue the | **0.00%** Create policies and practices that protect agency-sanctioned curriculum and instructional approaches while justifying them as beneficial for assimilating culturally different groups. | **8.33%** Standardize agency-sanctioned curriculum and instructional resources to meet the needs of all student groups. | **58.33%** Recognizing the limitation of the existing curriculum to be culturally responsive, staff may integrate culturally responsive approaches and materials. | **33.33%** Create policies and practices to ensure that agency-sanctioned curriculum is enhanced with information, instructional approaches, and resources to maximize the learning of all students. Strategies to ensure student success is articulated vertically and horizontally | **0.00%** Enthusiastically embrace a districtwide responsibility for closing learning and achievement gaps. |

| | | | | across grade levels and departments within schools and between feeder schools. Students, staff, and parents regularly collaborate to examine data leading to continuous improvement of the curriculum program. | |
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| identification and elimination of perspectives that threaten the *desired* perspective. | | | | | |

## Goals

1. By June 2021, all schools will report progress toward cultural proficiency in the five elements of a culturally responsive curriculum to cause equitable outcomes for FNMI Learners.
2. Incorporate First Nations, Metis, Inuit (FNMI) content and ways of knowing in curriculum so all learners (both Aboriginal and general populations) have knowledge and appreciation of the unique contributions of FNMI peoples in Canada.
3. Based in the 5 elements of cultural proficiency, provide a culturally responsive curriculum to cause equitable outcomes for FNMI learners.
4. Increase the percentage of students of Aboriginal ancestry who enroll in and complete post- secondary transition programs in career development programs such as career exploration, work experience and apprenticeship programs.
5. Increase the percentage of students of Aboriginal ancestry graduating in grade 12 with one of Applied Mathematics, Pre-Calculus and one of Physics, Chemistry, Biology.
6. Track Aboriginal student participation in extra-curricular and leadership programs to inform planning and practices.

## Performance Targets

Focusing on elements for cultural proficiency, the trajectory for all schools will be towards cultural competence in all 5 elements identified on the cultural proficiency rubric (and provided above in the Current Level of Performance).

**Strategies -** *Year 1 Strategies to be implemented by June 2017 to achieve performance targets in 2021.*

| School Division Strategies: | School Based Strategies:  Examples |
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| • Provide professional development to teachers to improve their | • Involve FNMI youth, family, traditional knowledge keepers, and community (as |

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| commitment and capacity to integrate FNMI ways of knowing. | appropriate) to support learning and ways of knowing. |
| • Provide media literacy PD so educators can inform students on the impacts of popular culture on the integration and identity of our FNMI population. | • Media Literacy Integration into the content areas so students understand the effects of popular cultural on integration and identity of our indigenous population. |
| • Develop a data tracking system to report on FNMI equitable achievement, graduation rates, and transition to post-secondary education/employment. | • Support learning by acknowledging learning styles, experiences, knowledge, and ways of knowing for FNMI learners (metacognition). |
| • Use disaggregated data for division wide planning and decision making. | • Use teacher formative assessment to raise student achievement. |
| • Routinely review the status and progress of every student and intervene as soon as there are signs of difficulties. | • Routinely review the status and progress of every student and intervene as soon as there are signs of difficulties. |
| • Systemic development and implementation of Response to Intervention (RTI) framework to create positive school environments. Attention is focused on creating and sustaining Tier 1 supports (universal), Tier 2 supports (targeted group), and Tier 3 supports (individual) systems of support that improve lifestyle results (academic, personal, health, social, family, work, recreation) for all children and youth. The RTI framework allows educators to respond consistently and effectively to academic and behavioral needs. | • Systemic development and implementation of Response to Intervention (RTI) framework to create positive school environments. Attention is focused on creating and sustaining Tier 1 supports (universal), Tier 2 supports (targeted group), and Tier 3 supports (individual) systems of support that improve lifestyle results (academic, personal, health, social, family, work, recreation) for all children and youth. The RTI framework allows educators to respond consistently and effectively to academic and behavioral needs. |

## Student Achievement Measures

- Report card data
- Tell Them From Me Survey Data
- Cultural Proficiency Rubric completed by school staff September 20, 2016.

**Indicators**

- FNMI content, perspectives, and ways of knowing integrated into curriculum.
- Increase in the number of FNMI achieving "good understanding and application of concepts and skills in literacy" on the provincial report card.
- Increase in the number of FNMI achieving "good understanding and application of concepts and skills in numeracy" on the provincial report card.
- PD opportunities are provided for teachers and students.

- TTFM survey data indicates a supportive welcoming school environment.
- TTFM student responses indicate they are being taught aboriginal content and ways of knowing.