

## The Five Essential Elements Self-Assessment

Read each of the essential elements, presented in italics, and the indicators that follow. Place a mark in the column that best describes your ability to describe how culture is regarded. As with the previous instruments, please treat this instrument as a needs assessment, not a test to be passed. For the instrument to have value for you, it must provide you with a profile of what you already know and what you have yet to learn.

Marking *Yes* indicates that you can provide most of the requested descriptions. Marking *No* indicates that you do not have sufficient knowledge to make any of the descriptions. Marking *Not Sure* indicates that you may be struggling with the description of that essential element and are not certain of your own base of knowledge. Place only one mark per element, not a mark for each of the indicators.

## Score Sheet

As with the previous activities, there is no score sheet in the traditional sense. The purpose of the exercise is for you to have the

**Table 3.3** The Five Essential Elements of Cultural Competence

Essential Elements and Indicators	Yes	No	Not Sure
<p><b>Assessing Cultural Knowledge</b>—<i>I can describe how difference is positive by:</i></p> <ul style="list-style-type: none"> <li>• describing the cultural groups to which I belong.</li> <li>• describing the cultural norms of my school, grade level, and/or department.</li> <li>• describing how my culture and the culture of my school affects those with different cultures.</li> </ul>			
<p><b>Valuing Diversity</b>—<i>I can describe how valuing is a higher value than tolerance by:</i></p> <ul style="list-style-type: none"> <li>• describing how tolerance and respect can be steps on the way to valuing.</li> <li>• describing how inviting ‘various voices to the table’ maximizes perspective.</li> <li>• describing how norms in schools are culturally based.</li> </ul>			
<p><b>Managing the Dynamics of Difference</b>—<i>I can describe how managing conflict is a natural and normal process by:</i></p> <ul style="list-style-type: none"> <li>• describing effective strategies for resolving conflict.</li> <li>• describing the effect of historic distrust on current day interactions.</li> <li>• describing how learned expectations of others are culturally based and lead to misjudgments.</li> </ul>			
<p><b>Adapting to Diversity</b>—<i>I can describe how to promote continuous learning to mitigate issues arising from differences in experiences and perspectives by:</i></p> <ul style="list-style-type: none"> <li>• describing how a change in thinking in our school to acknowledge differences among faculty, students, staff, and community members.</li> <li>• describing how one develops skills for intercultural communication.</li> <li>• describing systemic ways for intervening with conflicts and confusion arising from the dynamics of difference.</li> </ul>			
<p><b>Institutionalizing Cultural Knowledge</b>—<i>I can describe how to use information about school and community cultures to honor and challenge continuous learning by:</i></p> <ul style="list-style-type: none"> <li>• describing the origins of stereotypes and prejudices.</li> <li>• describing how to include cultural knowledge into the ongoing professional development of the school.</li> <li>• describing knowledge and skills for interacting effectively in diverse school settings.</li> </ul>			

opportunity to reflect on what you know and value prior to coaching others. Please accept our invitation to reflect on the marks and comments you entered into the *Yes*, *No*, and *Not Sure* columns.

### Reflection

Please review the five essential elements, the indicators, and how you marked your ability to provide the descriptions. How do you react to the activity? What do you view as the strengths you bring to the activity? What is it you want to learn? What are the opportunities for you working in diverse communities? The challenges you face?

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