Institution Level
Scenario 1: Cultural Competency Standards Introduction

Directions: Read the following statement and use the See. Think. Wonder. Act. Questions to analyze the cultural competency introduction.

At TAJ School we are committed to creating a learning environment that respects the diverse identities and lived experiences of our students and our colleagues. This is manifested in the design of all programs at the school - from community events to curricular choices, athletic events to classrooms, individual conversations to community work. While we recognize that developing wisdom and skill with regard to diversity, equity, and inclusion is a lifelong journey, we commit to these principles and practices in our daily work. This commitment is grounded in our belief that an inclusive and equitable learning environment is essential to fulfilling our school’s mission and our mandate as educators in a diverse and changing world.

➢ What do you SEE as instances of white normative thought?
➢ What do you THINK about the white normative instances within the introduction?
➢ What do you WONDER about white normative instances in relation to your own institution’s diversity, equity, and inclusion mission OR cultural competency standards?
➢ How you can either ACT as an ally, accomplice, or bystander in critiquing your institution’s diversity, equity, and inclusion mission OR cultural competency standards?
Institution Level
Scenario 2: Cultural Competency Standards

Directions: Read the following standards and use the See. Think. Wonder. Act. Questions to analyze the cultural competency standards.

1. Student and faculty exploration of content and topics is humanizing and deepens our understanding of diversity, equity, and inclusivity (DEI). We intervene constructively when dehumanizing language or ideas are put forth in the school community and beyond.

2. We include diverse representations of people of color and other marginalized groups in the curriculum and avoid aggression/microaggressions - including spotlighting - in all school settings.

3. We understand that DEI work demands a student-centered classroom and is essential for manifesting our School Mission.

4. We understand that building a respectful classroom community and faculty culture requires recognition of how implicit bias and system of privilege may affect our interactions with students, parents, and colleagues.

5. We avoid statements and curricular framing which assume particular positionalities are shared by everyone in the classroom.

➢ What do you SEE as instances of white normative thought?

➢ What do you THINK about the white normative instances within the standards?

➢ What do you WONDER about white normative instances in relation to your own institution’s cultural competency standards?

➢ How you can either ACT as an ally, accomplice, or bystander in critiquing your institution’s diversity, equity, and inclusion mission OR cultural competency standards?