

Cultural Competency Survey

(Adapted from Diller & Moule, 2005)

Diller, J.V., & Moule, J. (2005). Cultural competence: A primer for educators. Belmont, CA: Thomson Wadsworth. (ISBN: 0534584160)

Preface

This survey is for your personal reflection and growth. Reflecting on educational practice and perspectives improves your competencies. Teaching others provides a continuing set of experiences and opportunities to reflect on the educational process. You will be challenged by ideas, interactions, and experiences each day in the classroom. What will you make of these challenges? How will they affect your growth as a teacher?

This survey focuses on race and ethnicity. It is, however, most useful to think of it as an index of your growth in learning about differences that reflects an ever-widening perspective. This survey asks you to assess your cross-cultural knowledge as it currently exists.

Directions

Use the following key to assess your level of competence for each of the statements below.

U	unfamiliar	The information is totally new to me.
AW	Awareness	I have heard about it, but I don't know its full scope, such as its principle components, applications, and modifications.
K	knowledge	I know enough about this to write or talk about it. I know what it is, but I'm not ready to use it. I need practice and feedback.
AP	application	I am ready to apply or have applied this information in my own work and/or life.
F	facilitation	I am ready to work with other people to help them learn this. I feel confident enough to demonstrate and/or teach this to others, yet I know that my learning is a lifelong process.

Please turn this page over.

Self-Assessment

Course: _____

Name: _____ (for instructor only)

Where I Am Now (Circle one.)	Cultural Competencies
U AW K AP F	1. I am aware of the problem of language, images, and situations that suggest that most members of a racial or ethnic group are the same (e.g. "All Asians are good at math.")
U AW K AP F	2. I substitute factual and meaningful information for ethnic clichés. For instance, I avoid using terms and adjectives that reinforce racial and ethnic stereotypes.
U AW K AP F	3. I try to address stereotypical statements when I hear them used by others.
U AW K AP F	4. I avoid patronizing and tokenism of any racial or ethnic group (e.g. "One of my best friends is Black.")
U AW K AP F	5. I understand the histories of oppressed groups (Native American, African American, Latino/Chicano, Asian/Pacific American) in the United States.
U AW K AP F	6. I thoughtfully view books and films to see if all groups are fairly represented.
U AW K AP F	7. I am aware of how my membership in different groups influences the power that I possess, and I am aware of how to constructively use that power.
U AW K AP F	8. I understand racial identity development. I know how to evaluate personal attitudes, emotions, and actions around my own racism and prejudices.

U	AW	K	AP	F	9. For White individuals: I am conscious of my racial identity development and its relationship to racial oppression in the United States. I think critically about what it means to be of Color in this country.
U	AW	K	AP	F	10. For Individuals of Color: I am conscious of my racial identity development and its relationship to racial oppression in the United States. I think critically about what it means to be of Color in this country.
U	AW	K	AP	F	11. I understand the concept of levels of curriculum reform (contributions/additive, transformation, social action. See Banks & Banks, 2001.

How I would explain my cultural identity: