

Cultural and Linguistic Competency

Definition

Being culturally and linguistically competent is the ability to successfully teach students who come from different cultures and whose first language is not English. It entails developing certain personal and interpersonal awareness and sensitivities, developing certain bodies of cultural knowledge and mastering a set of skills that—taken together—underlie effective cross-cultural teaching (Diller & Moule, 2005). Being culturally proficient enables teachers to translate the knowledge into effective instruction for all students. It also leads to more effective teaching by contextualizing or connecting to students' lives. Cultural proficiency also helps address student achievement gaps (National Education Association, 2008).

Special Notes

This survey should be used as a self-indicator by teachers to determine and evaluate their own cultural and linguistic competency in order to make self-improvements and increase personal self-awarenesses. This survey is in no way to be used as a judgement on the teacher's capabilities, rather it should be viewed as a place to start and ways to improve their cultural and linguistic competencies.

This scale was created by authors of this handbook.

Related Indicators

- Teacher Self-Efficacy
- Integration of Indigenous Culture and Language

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Please read each statement carefully, and circle your answer based on how much you agree or disagree by using the following scale from:

1 = Strongly Disagree; 2 = Disagree; 3 = Agree; 4 = Strongly Agree

1.	I am aware of and have some knowledge of the cultural backgrounds of my students.	Strongly Disagree 1	Disagree 2	Agree 3	Strongly Agree 4
2.	I try to incorporate resources and materials into my teaching practice that reflect the cultural backgrounds of my students.	Strongly Disagree 1	Disagree 2	Agree 3	Strongly Agree 4
3.	I try to provide opportunities for students and their families to share their cultures.	Strongly Disagree 1	Disagree 2	Agree 3	Strongly Agree 4
4.	I remain aware that English may be a second language for some of my students.	Strongly Disagree 1	Disagree 2	Agree 3	Strongly Agree 4
5.	I remain aware that languages other than English may be spoken in the homes of my students.	Strongly Disagree 1	Disagree 2	Agree 3	Strongly Agree 4
6.	When communicating with parents and family members of my students, I remain aware that English may not be their first language.	Strongly Disagree 1	Disagree 2	Agree 3	Strongly Agree 4
7.	I recognize that cultures may differ in regard to the emphasis placed on formal education.	Strongly Disagree 1	Disagree 2	Agree 3	Strongly Agree 4
8.	I understand that family is defined differently by different cultures (e.g., extended family members and Godparents).	Strongly Disagree 1	Disagree 2	Agree 3	Strongly Agree 4
9.	I remain aware that my cultural beliefs may differ from those of my students.	Strongly Disagree 1	Disagree 2	Agree 3	Strongly Agree 4

10.	I do not allow cultural bias to influence my teaching.	Strongly Disagree 1	Disagree 2	Agree 3	Strongly Agree 4
11.	I actively seek information about my students' cultures that I do not have knowledge of.	Strongly Disagree 1	Disagree 2	Agree 3	Strongly Agree 4