

THE SCHOOL-WIDE CULTURAL COMPETENCE OBSERVATION CHECKLIST

School:
Principal:
Name:
Review Date:

Instructions: Rate on a scale of 1 to 5 (1= Never 2= Almost Never 3=Sometimes 4= Almost Always 5=Always) the extent to which you observe each of the following criteria for cultural competence. Please note or provide evidence or documentation to support your rating.

	Observation Area/Domain and Criteria	Scale	Evidence/ Documentation
School Vision/Mission			
1	There is a school Mission Statement or Vision Statement that includes a stated commitment to diversity and/or global citizenry.	1 2 3 4 5	
Curriculum			
2	Literature selections in the curriculum reflect a variety of cultural perspectives (classrooms and library).	1 2 3 4 5	
3	Global perspectives are integrated into curricula at all grade levels (world history and geography, culture studies, languages).	1 2 3 4 5	
4	Linguistic and content objectives are addressed for second language learners.	1 2 3 4 5	

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Student Interaction and Leadership			
5	Racial/ethnic representation in advanced placement classes, honors classes, and gifted programs is balanced.	1 2 3 4 5	
6	Youth “voice” is considered in decision-making by regularly meeting with randomly selected groups of students to obtain feedback.	1 2 3 4 5	
7	There is a variety of student leadership opportunities for all students.	1 2 3 4 5	
8	Students of different groups integrate socially outside of the classroom.	1 2 3 4 5	
9	There are identified support programs to promote achievement and retention of lower achieving groups.	1 2 3 4 5	
10	Students are involved in community service and service learning activities.	1 2 3 4 5	
11	There is a program in place to facilitate the adaptation of NEW students into the school and classroom.	1 2 3 4 5	

Teachers			
12	Teachers representing diverse groups are actively recruited by the principal and the district.	1 2 3 4 5	
13	New teachers are formally inducted through orientations and structured mentoring and support programs.	1 2 3 4 5	
14	Teachers team vertically and horizontally according to individual strengths, leadership abilities, and interests.	1 2 3 4 5	
15	Efforts are made to consciously integrate diverse teacher teams.	1 2 3 4 5	
16	Professional development is offered that addresses: race/ethnicity/nationality sexual orientation special needs language and dialect	1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5	
17	Informal teacher leadership roles are recognized.	1 2 3 4 5	

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18	Professional development is focused and long term.	1 2 3 4 5	
Teaching and Learning			
19	Instruction is differentiated to address students with special needs, while challenging all students.	1 2 3 4 5	
20	Researched strategies that account for various learning styles are used in classrooms.	1 2 3 4 5	
21	Connections are made to students' culture and prior knowledge.	1 2 3 4 5	
22	Teaching strategies accommodate the needs of culturally and linguistically diverse learners using a variety of grouping strategies, hands-on activities, visuals, oral language development, reading/writing workshops, etc.	1 2 3 4 5	
Parents and Outer Community			
23	Community outreach programs regularly survey the perspectives of various local community constituency and stakeholder groups, including parents.	1 2 3 4 5	

24	Parent involvement programs exist for all culture groups.	1 2 3 4 5	
25	National and global ties are established through partnerships with similar organizations.	1 2 3 4 5	
26	The electronic community is realized and utilized for relationship building and sourcing best practices.	1 2 3 4 5	
Conflict Management			
27	The inevitability of intercultural conflict is recognized by peer mediation programs and/or other proactive approaches to conflict resolution.	1 2 3 4 5	
28	Practices to ensure classroom and school safety for all are in place (e.g. including systems for addressing bullying or developing positive student relations).	1 2 3 4 5	
Assessments			
29	Authentic student assessments are used to complement standardized tests.	1 2 3 4 5	
30	Formative and summative program evaluations are conducted to ensure continual improvement.	1 2 3 4 5	

31	Teachers and administrators are evaluated by various constituency groups (other teachers, students, colleagues, self, supervisor, etc.).	1 2 3 4 5	
32	Organizational traditions are examined periodically to check for exclusive/inclusive practices.	1 2 3 4 5	
33	Celebrations reflect various cultures and introduce the community to new cultures. Representation at events and celebrations is diverse.	1 2 3 4 5	

General Observations:

Comments:



