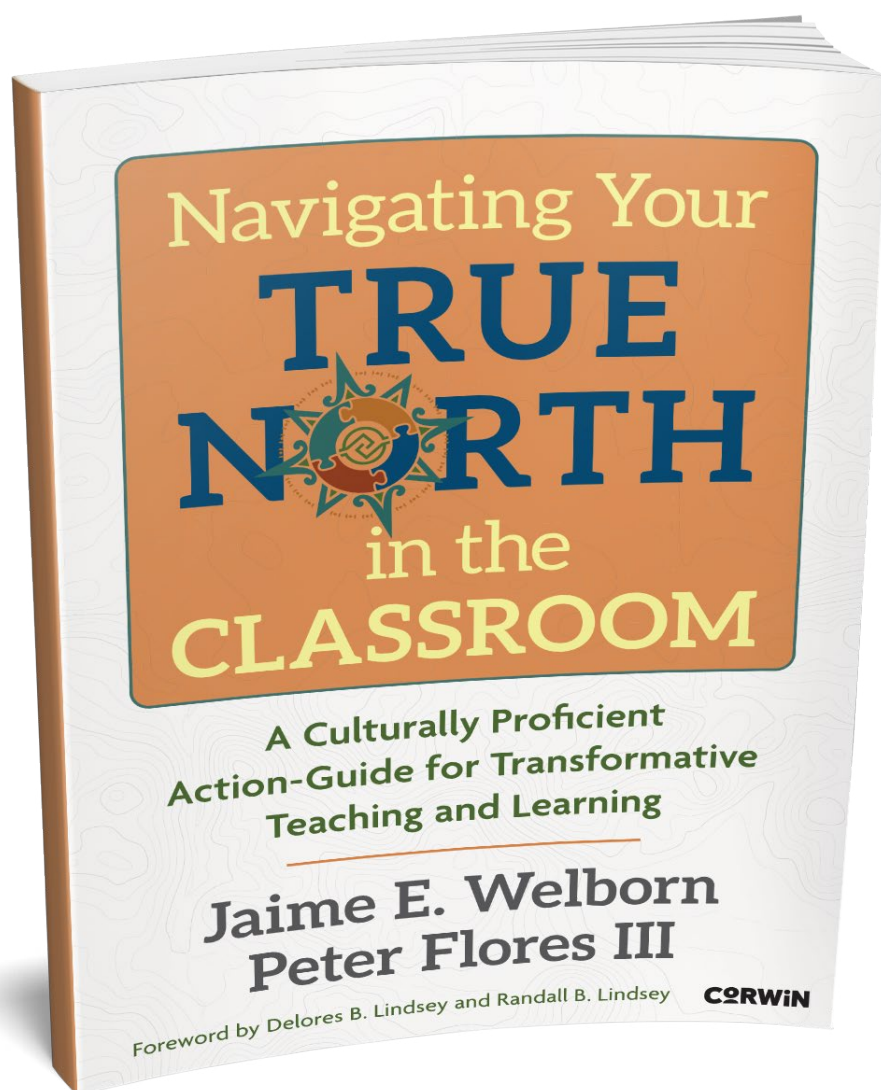


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Resource F

Navigating Your True North in the Classroom Book Study Guide

Reflection, dialogue, and action are essential processes for teachers engaged in a journey toward Cultural Proficiency (Welborn et al., 2022).

Reflection	The conversation we have with ourselves to understand our values, beliefs, and behaviors and the impact they have on our students, their families, and our colleagues.
Dialogue	The discussion we have with our students, their families, and our colleagues to understand their values, beliefs, and behaviors.
Action	The intentional changes we make to our practices and behaviors based on reflection and dialogue to open doors and improve outcomes of all cross-cultural interactions with our students, their families, and our colleagues.

The following sets of questions will support your learning as you explore this guidebook to enhance the cultural competency of your educational practice. The questions are designed for your personal use and professional use with colleagues.

CHAPTER 1: UNDERSTANDING CULTURAL PROFICIENCY

- How does your current True North (your values, beliefs, and assumptions about students, learning, and culture) show up in your daily instruction, classroom management, and engagement with families?
- What is your reaction as you read about and understand the Tools of Cultural Proficiency?
- How do your classroom norms and routines currently impact students differently across identities and experiences?
- What is one specific practice (instruction, assessment, classroom management, communication, family engagement) you are hoping to adjust based on your reflection and dialogue intentionally?

CHAPTER 2: LIVING YOUR CORE VALUES

- Which of your core values influences how you show up for students, families, and colleagues? What daily actions align with this core value? What daily actions contradict this core value?
- How do empathy, open-mindedness, and effective communication show up in your teaching practices, especially when cross-cultural conflicts arise?

- What is one intentional action you will take to live out a core value in your classroom more fully? How will you monitor the impact of your actions?

CHAPTER 3: TRANSFORMING YOUR PRACTICE WITH A GROWTH MINDSET

- Which deficit-based paradigms currently influence your beliefs about student ability, behavior, grading, or family engagement? To what degree could your mindset influence student outcomes?
- What perspectives challenge your current mindset around students? How would you describe your openness to transforming your teaching practice?
- What is one specific teaching practice or belief you hold related to instruction, assessment, classroom management, or family engagement that you are willing to redesign to move from deficit-based thinking to growth-oriented change? What is your understanding of how the Tools of Cultural Proficiency can help you navigate that change?

CHAPTER 4: CULTURALLY COMPETENT CURRICULUM

- When you examine your current curriculum and resources through the lenses of mirrors, windows, and sliding glass doors (Bishop, 1990), whose identities, histories, and ways of knowing are most visible, and whose are missing or misrepresented?
- How do your own identity, experiences, and core values influence the curriculum choices you make, and how can your professional learning community (PLC) ensure curriculum promotes equity and access for all students?
- What actions will you take to redesign a lesson, unit, or resource to demonstrate enhanced value for the diversity of your students?

CHAPTER 5: CULTURALLY DIFFERENTIATED INSTRUCTION

- When you reflect on a recent lesson you taught through a cultural lens, who experienced access through your instruction, and who may have experienced challenges due to how content, process, or product were designed?
- What beliefs and norms about fairness, rigor, time, and student needs do you hold regarding instruction? Which of these paradigms, if shifted, could help your PLC move beyond a one-size-fits-all instruction?
- What is one instructional routine you are willing to adapt to meet the cultural needs of all your students? How can the Essential Elements support that change?

CHAPTER 6: FAIR AND EQUITABLE ASSESSMENT

- When you critically examine your current assessment practices, who is most consistently able to demonstrate learning, and who may be unintentionally marginalized by the design, timing, language, or format of those assessments?
- What cross-cultural challenges related to assessment should be surfaced in your PLC?
- What is one assessment you are willing to redesign using the Tools of Cultural Proficiency to ensure all students have equitable opportunities to demonstrate their learning?

CHAPTER 7: FEEDBACK AND GRADING

- How do your personal beliefs and experiences with grading influence the way you provide feedback and assign grades to students?
- To what degree do your current feedback and grading practices affirm or disadvantage students? Who demonstrates advances in learning with your current feedback practices? How do families interpret grades and feedback?
- What is one action you can take to enhance feedback and grading practices to increase equity and access for students? How will this change help students better understand where they are, where they are going, and how to improve?

CHAPTER 8: PROACTIVE CLASSROOM MANAGEMENT

- How do your cultural identity, core values, and prior experiences with discipline (at home and school) influence the rules, routines, and behavioral expectations you establish for your classroom? In what ways might they differ from students' identities, values, and experiences?
- How can your PLC intentionally surface, challenge, and change rules, routines, and behavioral expectations that reinforce punitive approaches to classroom management and discipline?
- What actions can you take to redesign your classroom management practices to better promote psychological safety, dignity, and belonging for students?

CHAPTER 9: BEHAVIORAL INTERVENTIONS

- How do your current responses to both minor and challenging behaviors communicate a sense of belonging and psychological safety for all students? Which students thrive under your approach? Which students may be disadvantaged or marginalized as a result of your approach?
- Which behavioral intervention strategies have you seen work across culturally diverse learners, and which have unintentionally created Barriers?

- What is one specific behavioral intervention you can adapt or implement in a culturally proficient way? What steps will be necessary to proactively address the function of the student's behavior?

CHAPTER 10: CONFLICT RESOLUTION AND RESTORATIVE PRACTICE

- How do your listening skills, communication style, empathy, and use of restorative practices impact students in your classroom? Are there times when your approach may have unintentionally escalated tension or created shame for students?
- What strategies do your PLC team members use that successfully repair relationships and foster accountability for students? In what ways can you address cultural differences and biases when responding to conflict?
- What steps can you put into practice that will enhance the cultural competency of your conflict resolution or restorative practice strategies?Top of FormBottom of Form

CHAPTER 11: SOCIAL AND EMOTIONAL LEARNING AND STUDENT WELL-BEING

- How do your actions, routines, and communication support the five competencies of social and emotional learning (SEL): self-awareness, self-management, social awareness, relationship skills, and responsible decision-making?
- What strategies successfully promote students' development of SEL competencies, well-being, and engagement in the classroom? How do your colleagues address differences in culture, language, ability, or lived experiences when fostering social–emotional growth and student well-being?
- What is one specific SEL strategy or practice you can implement or enhance by using the Tools of Cultural Proficiency?

CHAPTER 12: RELATIONSHIPS WITH STUDENTS AND THEIR FAMILIES

- How would you describe your current relationships with students and their families? Which students and families feel valued? Are there students or families who might feel misunderstood or excluded from what is going on in your classroom?
- What strategies are used to develop meaningful relationships with students and families? How do your PLC colleagues handle cross-cultural conflict with students and families? How do those strategies impact the overall relationship?
- What is one intentional step you can take this week to strengthen a relationship with a student or family?

CHAPTER 13: EFFECTIVE CROSS-CULTURAL COMMUNICATION

- How would you describe your current impact of verbal and nonverbal communication with students and families? How do your words, tone, and body language support understanding and trust necessary for meaningful relationships? Are there ways your communication might unintentionally embarrass, marginalize, or confuse students or families?
- How do your PLC colleagues navigate cross-cultural communication challenges with students and families?
- What is one practical step you can take to adjust your communication to increase the effectiveness of your cross-cultural communication through understanding and trust with students and families?

CHAPTER 14: FAMILY–COMMUNITY ENGAGEMENT AND PROJECTS

- Which of your current practices for engaging families and community members in lessons and projects demonstrate value for diverse people, knowledge, and experiences? Are there some students or families being unintentionally excluded or underserved?
- How do your colleagues incorporate family and community voices into classroom lessons and projects?
- How might you increase family and community engagement in classroom lessons and projects to ensure equity and relevance for all students?

CHAPTER 15: COLLABORATIVE PROFESSIONAL PARTNERSHIPS

- How do your own values, assumptions, and cultural experiences shape the way you communicate, listen, and make decisions? Are there colleagues whose perspectives you may undervalue, and how does that impact the work and outcomes for students?
- What strategies have strengthened relationships and improved teamwork collaboration and outcomes?
- What is one step you can take to strengthen collaborative professional partnerships by ensuring diverse voices are validated and conflicts are addressed in a way that leads to shared decisions and improved student outcomes?