This book is divided into three sections: what it means to be culturally competent, how to become culturally competent in the classroom and community, and how to work with diverse student populations. Defining cultural competence as “the ability to successfully teach students who come from cultures other than one’s own,” Moule outlines her purpose as helping teachers who work with culturally different students to address the biases and experiences that inadvertently hampers students’ success. Moule outlines culturally competent behavior as:

- Being aware of one’s own prejudices and how they are communicated to students
- Being able to understand students’ communication styles and patterns
- Being able to meet students where they are culturally in order to communicate effectively with them
- Being aware that many of the theories that guide how we teach are based on a Eurocentric framework that does not consider other ways of seeing and knowing
- Being aware of different cultural learning styles and definitions of success
- Being aware of the need to match our teaching style to how students learn

In short, cultural competency is capitalizing on differences and using those differences as leverage in the classroom.

Part 2 of the book, how to become culturally competent in the classroom and community, focuses on the psychological impact of being a student of color and how teachers may use this understanding to address student needs.

The final part of the book addresses the unique backgrounds and challenges that culturally diverse students face both in and outside the classroom. Special consideration is given to Latino/as, American Indians, African Americans, Asian Pacific Americans, Arabs and Muslims, and European Americans. Educators are provided teaching strategies to use with each distinct population.