

Table 4.1

The Five Essential Elements as Leverage Points for Change

<p style="text-align: center;"><i>FROM:</i></p> <p style="text-align: center;">TOLERANCE FOR DIVERSITY <i>Destructiveness, Incapacity & Blindness</i></p> <p style="text-align: center;">The focus is on <i>them</i></p>	<p style="text-align: center;"><i>TO:</i></p> <p style="text-align: center;">TRANSFORMATION FOR EQUITY <i>Precompetence, Competence & Proficiency</i></p> <p style="text-align: center;">The focus on <i>our practices</i></p>
<p>4.2: Assessing One’s Own Cultural Knowledge - Demographics are viewed as a challenge</p>	<p>Assessing One’s Own Cultural Knowledge -Demographics are used to inform policy and practice</p>
<p>4.3: Valuing Diversity – Tolerate, assimilate, acculturate</p>	<p>Valuing Diversity - Esteem, respect, adapt</p>
<p>4.4: Dealing with Conflict- Prevent, mitigate, avoid</p>	<p>Dealing with Conflict - Manage, leverage, facilitate</p>
<p>4.5: Integrating Cultural Knowledge - Information contributed or added to existing policies, procedures, practices</p>	<p>Integrating Cultural Knowledge - Information integrated into system, provoking significant changes to policies, procedures, practices</p>
<p>4.6: Adapting to Diversity - System-wide accountability to meet changing needs of a diverse community and reduce cultural dissonance and conflict.</p>	<p>Adapting to Diversity - System-wide accountability for continuous improvement and responsiveness to community. Staff understands, operates and perseveres on the edge of often rapid and continuous change.</p>

Table 4.2

Leadership Behaviors for Assessing One’s Own Culture

<p style="text-align: center;"><i>FROM:</i></p> <p style="text-align: center;">TOLERANCE FOR DIVERSITY <i>Destructiveness, Incapacity & Blindness</i></p> <p style="text-align: center;">The focus is on <i>them</i></p>	<p style="text-align: center;"><i>TO:</i></p> <p style="text-align: center;">TRANSFORMATION FOR EQUITY <i>Precompetence, Competence & Proficiency</i></p> <p style="text-align: center;">The focus on <i>our practices</i></p>
<p>When assessing one’s and the school’s culture, the leader views changing demographics as a challenge. He</p> <ul style="list-style-type: none"> • upholds practices that present changing demographics to be barriers/obstacles to current educational practice, organization, funding, governance, system-wide effectiveness and accountability. • implements policies that maintains that students, their families, languages, class, race/ethnicity, and neighborhoods are academic, social and economic deficits and in need of intervention and remediation. • presents reform as driven by external audits, compliance reviews, litigation or threat of sanctions from funding or oversight agencies (state departments of education, United States Department of Education, Office of Civil Rights, U.S. Department of Justice, American Civil Liberties Union, etc. 	<p>When assessing one’s own and the school’s culture, the leaders studies demographics to inform policy and practice. She</p> <ul style="list-style-type: none"> • analyzes demographic data to assess their cultural knowledge and to examine the mismatch between the intent of the system and the outcomes for clients served. • implements policies in which students, their families, languages, race/ethnicity, and neighborhoods are used as resources to enhance the way the school provides resources to ensure high expectations and the attainment of rigorous standards for all. • initiates transformative change driven by higher moral purpose-to make a democracy possible; to make a positive difference in the lives of students; to teach individuals how they can function effectively and together in a diverse society.

Table 4.3

Leadership Behaviors for Valuing Diversity

<p style="text-align: center;"><i>FROM:</i></p> <p style="text-align: center;">TOLERANCE FOR DIVERSITY <i>Destructiveness, Incapacity & Blindness</i> The focus is on <i>them</i></p>	<p style="text-align: center;"><i>TO:</i></p> <p style="text-align: center;">TRANSFORMATION FOR EQUITY <i>Precompetence, Competence & Proficiency</i> The focus on <i>our practices</i></p>
<p>When the leader encounters cultures different from hers, her approach to is to tolerate, assimilate, and acculturate . She</p> <ul style="list-style-type: none"> • states that <i>others</i> are the products of an educational, socio-economic, or cultural deficit and she focuses the school system in helping them to assimilate, while she leads the effort to maintain the cultural/educational status quo. • employs standards-based accountability systems that discounts knowledge from non-dominant groups; that excludes some learning and communication styles; and, which may be have punitive effects on under-performing students. • uses professional development training to focus on understanding <i>others</i> and improving communication with <i>them</i>. 	<p>When encountering cultures different from his, the leader’s approach to diversity is to value, esteem, respect, and adapt. He</p> <ul style="list-style-type: none"> • sponsors an <i>inside-out</i> systemic approach that leads the system, and individuals within it, to examine how well student/community needs are being met and then adapts so multiple voices are heard and integrated into the formulation of policy and practice. • uses standards to ensure high expectations for all, differentiated instruction, multiple assessment and resources to ensure success of under-performing students. • sponsors professional development training that focuses on understanding of self and how to identify and remove existing barriers to equity and education.

Table 4.4

Leadership Behaviors for Managing the Dynamics of Difference

<p style="text-align: center;"><i>FROM:</i></p> <p style="text-align: center;">TOLERANCE FOR DIVERSITY <i>Destructiveness, Incapacity & Blindness</i> The focus is on <i>them</i></p>	<p style="text-align: center;"><i>TO:</i></p> <p style="text-align: center;">TRANSFORMATION FOR EQUITY <i>Precompetence, Competence & Proficiency</i> The focus on <i>our practices</i></p>
<p>When dealing with conflict that arises from cross-cultural contact, the leader’s response is to prevent, mitigate and avoid. He</p> <ul style="list-style-type: none"> • avoids dissonant, controversial topics and issues. • seeks commonalities through early agreement and consensus to unite divided/diverse groups. Difference is viewed as threatening, risky and divisive. • expresses the assumption that the system is fair for everyone if the rules are followed. He calls attention to the good intentions of individuals in the system. He assumes those who are different are judged and treated fairly (race, gender, sexual orientation, socio-economic class, religion, age, etc.) • states that populations not expressing conflict do not need training or development for cultural proficiency. • recruits, hires and promotes individuals who are like-minded. 	<p>When dealing with conflict that arises from cross-cultural contact, the leader’s response is to manage, leverage and facilitate. She</p> <ul style="list-style-type: none"> • facilitates, challenges, and provokes positive conflict and discussion about difficult topics and issues. • seeks difference over commonality by helping the group to learn from dissonance and to forge new, more complex agreements and capabilities that transform the organization to be able to respond to multiple perspectives and voices. • acknowledges historical inequity for some groups. She openly recognizes one’s own agency as a beneficiary of race, gender, orientation, class, religion or age privilege. • states that homogeneous populations need training and development for cultural proficiency to ensure that silence or passivity does not mask repressed conflict. • recruits, hires, and promotes people who think and act differently from those already in the system.

Table 4.5

Leadership Behaviors for Institutionalizing Cultural Knowledge

<p style="text-align: center;"><i>FROM:</i></p> <p style="text-align: center;">TOLERANCE FOR DIVERSITY <i>Destructiveness, Incapacity & Blindness</i></p> <p style="text-align: center;">The focus is on <i>them</i></p>	<p style="text-align: center;"><i>TO:</i></p> <p style="text-align: center;">TRANSFORMATION FOR EQUITY <i>Precompetence, Competence & Proficiency</i></p> <p style="text-align: center;">The focus on <i>our practices</i></p>
<p>Information is added to existing policies, procedures, and practices.</p> <p>A. Curriculum and Instruction - The leader adds to current practice, in that she</p> <ul style="list-style-type: none"> • employs the use of rigorous standards to drive curriculum. Alternate curriculum/curricular paths or remedial interventions are provided for under-performing students. • adds multicultural content, activities, resources to the curriculum and/or she sponsors school programs to acknowledge the contributions of racial, ethnic and cultural groups. • schedules multicultural/diversity programs for students and/or staff that focus on understanding others, conflict resolution, behavior management tolerance, character education. <p>B. Assessment - The leader adds to current practice, in that she</p> <ul style="list-style-type: none"> • uses only assessment procedures and methods that are tightly controlled by nationally normed tests. • schedules instructional time to be spent on <i>tes-prep</i> for tests that have high-stakes consequences for some students. • requires teachers to provide alternate intervention/remediation, often in pullout programs, for students not making progress toward standards. 	<p>Information is integrated into the system, provoking significant changes to policies, procedures, and practices.</p> <p>A. Curriculum and Instruction – The leader fosters change in the system, in that he</p> <ul style="list-style-type: none"> • uses a rigorous standards-driven curriculum in which teachers use scaffolding and research-based strategies to ensure all student progress toward standards. • integrates multiple perspectives about topics, issues, themes, events into the curriculum. Textbooks and other resources accurately and positively portray cultural/ethnic/racial/gender groups. • focuses multicultural/diversity programs for students and staff on one’s own cultural proficiency in order to help the organization identify and remove barriers to achievement for all students. <p>B. Assessment - The leader fosters change in the system, in that he</p> <ul style="list-style-type: none"> • uses school/classroom assessment procedures that are openly shared, flexible and do not dominate the curriculum • insures that students have multiple, varied opportunities to demonstrate progress. Assessment strategies support students in demonstrating what they know and guide them to improve and expand their learning. • disaggregates data and frequently uses formative assessments with teachers to plan, monitor and adjust instruction and to provide specific feedback about progress toward clear learning

<ul style="list-style-type: none"> • confines primary users of assessment to be teachers and school/district staff. • uses rubrics to ensure consistent, fair assessment of student work. • has special-need students waived out of many school-wide assessments. <p>C. Training and Professional Development - The leader adds to current practice, in that she</p> <ul style="list-style-type: none"> • sponsors professional development that is compliance driven. Participation is often mandatory. • promotes multicultural education designed to heighten feelings of inclusion for minority students, to help all students understand each other better, and to reduce conflict and violence on school campuses. Those closest to the students (teachers and support staff) are the primary audience for multicultural education/diversity training. • designs and implements professional development outcomes that result in the addition of multicultural units to the curriculum, the addition of multicultural artifacts on display in classrooms and the school, and the addition of multicultural celebrations and assemblies to the extra-curricular program. <p>D. Parent Communication/Community Outreach - The leader adds to current practice, in that she</p> <ul style="list-style-type: none"> • encourages parents to share cultural information, artifacts, traditions to enrich school programs. 	<p>targets which support grade-level content standards.</p> <ul style="list-style-type: none"> • involves students and parents in assessing student achievement. • shares and uses rubrics as instructional tools to articulate learning targets and standards to all. • makes accommodations to maximize success for special-need students. <p>C. Training and Professional Development - The leader fosters change in the system, in that he</p> <ul style="list-style-type: none"> • sponsors professional development that is driven by the desire to transform the self, first, in order to develop the organization's Cultural Proficiency. • uses long-term, system-wide <i>Equity-Based Diversity Training</i> to identify and remove barriers to achievement and that requires all staff and stakeholders to be trained via processes that provoke dialogue, challenge assumptions, catalyze change for individuals and the organization. Those responsible for facilitating changes at all levels of the system are the primary audience for training. • designs and implements training outcomes to result in the creation of curriculum in which students value other cultural groups. Individual and organizational changes result in closing the gaps in achievement, performance and success experienced disproportionately by members of some student groups. <p>D. Parent Communication/Community Outreach - The leader fosters change in the system, in that he</p> <ul style="list-style-type: none"> • involves parents from multiple cultural groups as active, collaborators in school/district decision-making. The school communicates in the language of the parents/community, providing interpreters, child care, food, transportation, etc. Alternate meeting times and locations meet the needs of the community. Meeting agendas address community issues and concerns. • involves parents as partners in important decisions that affect their children's education.
---	---

<ul style="list-style-type: none"> • solicits parents to participate on school advisory committees, especially those committees that address concerns of specific cultural groups. • seeks information for educators and staff that promotes understanding about community cultures via multiple information resources and school/district orientations and training sessions. 	<ul style="list-style-type: none"> • has all staff interact with families at school events and in local community settings to gain authentic information and understanding about community cultures.
--	---

Table 4.6

Leadership Behaviors for Adapting to Diversity

<p style="text-align: center;"><i>FROM:</i></p> <p style="text-align: center;">TOLERANCE FOR DIVERSITY <i>Destructiveness, Incapacity & Blindness</i> The focus is on <i>them</i></p>	<p style="text-align: center;"><i>TO:</i></p> <p style="text-align: center;">TRANSFORMATION FOR EQUITY <i>Precompetence, Competence & Proficiency</i> The focus on <i>our practices</i></p>
<p>Leaders respond to system-wide accountability and to meet the changing needs of a diverse community and to reduce cultural dissonance and conflict. As the leader, he</p> <ul style="list-style-type: none"> • develops and uses multiple programs to meet multiple goals. System monitors resource allocation and accountability to funding source. • invests in recruiting and hiring new staff that is competent, committed and caring. • has a laser-like focus on high expectations and achievement and an orientation for timely <i>intervention</i> and <i>remediation</i> for students not making progress. • holds teachers accountable for high standards for all students and high quality instruction based on standards. 	<p>Leaders use system-wide accountability for continuous improvement and responsiveness to community. Staff understands, operates and perseveres on the edge of often rapid and continuous change. As the leader, she</p> <ul style="list-style-type: none"> • integrates important themes, programs and goals. Resources are combined and allocated equitably to students and communities most in-need. • Invests, at the district level, in capacity-building of staff that is competent, committed and caring. • has a laser-like focus on high expectations and achievement and an orientation for <i>prevention</i> of student learning gaps. • holds teachers, administrator, staff, parents and students accountable for high standards and quality instruction. Stakeholders ensure that standards-based instruction and accountability for test scores do not result in diminished educational quality or negative educational consequences for any student/student groups.

Table 4.7

Template – Strategic Planning for Cultural Competence

Essential Element	What Leadership Action is to be taken?	Who will do it?	By when?
Assessing Cultural Knowledge			
Valuing Diversity			
Managing the Dynamics of Difference			
Institutionalizing Cultural Knowledge: <ul style="list-style-type: none"> • Curriculum & Instruction • Assessment • Training & Professional Development • Parent & Community Outreach 			
Adapting To Diversity			