

*CULTURAL COMPETENCE AND CULTURALLY RESPONSIVE PRACTICE:
WORKING TOGETHER FOR INCLUSION, EQUITY, AND EXCELLENCE*



Gary Howard Equity Institutes

An Interactive Workshop

with

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Materials in this packet may be copied only for MAS/FAS Institute Participants.



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Key Concepts

► **Inclusion:**

Students and employees feel welcomed, seen, respected, understood, cared for, and safe.

► **Equity:**

Educational disparities based on race, economics, and other dimensions of difference are reduced and eliminated. Positive school outcomes are distributed equitably across all demographic and identity groups. Negative outcomes are reduced for all groups.

► **Excellence:**

We keep the bar high in all we do. We educate students for life and for reflective citizenship. We empower students and employees in the preservation of their identity and culture. Substance, depth, and critical thinking are more important than either compliance or test scores.



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Creating a Culture of Inclusion, Equity, and Excellence

PHASES AND OBJECTIVES OF THE WORK

1. Tone and Trust

- Forming a community of learners among the participants
- Modeling activities that can be used in classrooms and faculty meetings
- Building a climate of constructive collaboration
- Transcending the rhetoric of shame and blame

2. Personal Culture and Personal Journey

- Acknowledging each person's unique cultural narrative
- Deepening our understanding of cross-cultural dynamics
- Providing a functional definition of cultural competence
- Clarifying the process of personal growth toward cultural competence

3. From Social Dominance to Social Justice

- Exploring issues of privilege, power, and difference
- Describing the dynamics of social dominance
- Linking issues of dominance to current educational inequities
- Providing a working model for moving from dominance to social justice

4. Classroom Implications and Applications

- Connecting each of the above discussions with classroom realities
- Sharing classroom successes and challenges
- Working with the Seven Principles for Culturally Responsive Teaching
- Implementing action-research for achieving equity and inclusion

5. Systemic Transformation and Planning for Change

- Identifying institutional barriers to equity and social justice
- Working with a three-phase model for institutional transformation
- Action-planning for staff development and systemic change
- Assessing strategic outcomes related to cultural responsiveness



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Culture Toss

Race / Ethnicity	Religion / Spirituality
Language	Life Value
Vocation	Possession



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Key Concepts for Effective Schools

▶ ***Cultural Competence***

The will and the ability to form authentic and effective relationships across difference.

▶ ***Culturally Responsive Teaching***

Teaching and leading in such a way that...

- more of our students
- across more of their differences
- achieve at a higher level and
- engage at a deeper level
- more of the time

▶ ***Without giving up who they are.***



¿Quiénes Somos? *Who Are We?*

CHOOSE A PARTNER AND INTERVIEW HIM/HER WITH THE FOLLOWING QUESTIONS:

- ▶ Who is a cultural competence role model for you (someone who knows how to be respectful and inclusive with people from a broad range of different cultures and backgrounds)?

- ▶ What personal qualities and behaviors are demonstrated by your role model?

- ▶ Remember your partner's responses to these questions and ask permission to share them in the large group discussion.



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School Outcomes Assessment

► **PRE-THINK**

1. In our school we are doing a great/good job with _____% of our students.

Characteristics of these students

2. We are not engaging or missing the mark with _____% of our students.

Characteristics of these students

► **SMALL GROUP DISCUSSION**

- Share your answers with your colleagues.
- How similar or different were your perceptions?
- How do the characteristics of students in the first group differ from those in the second?

What did you learn from this discussion?



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Equity Environments That Work

► **SMALL GROUP DISCUSSION**

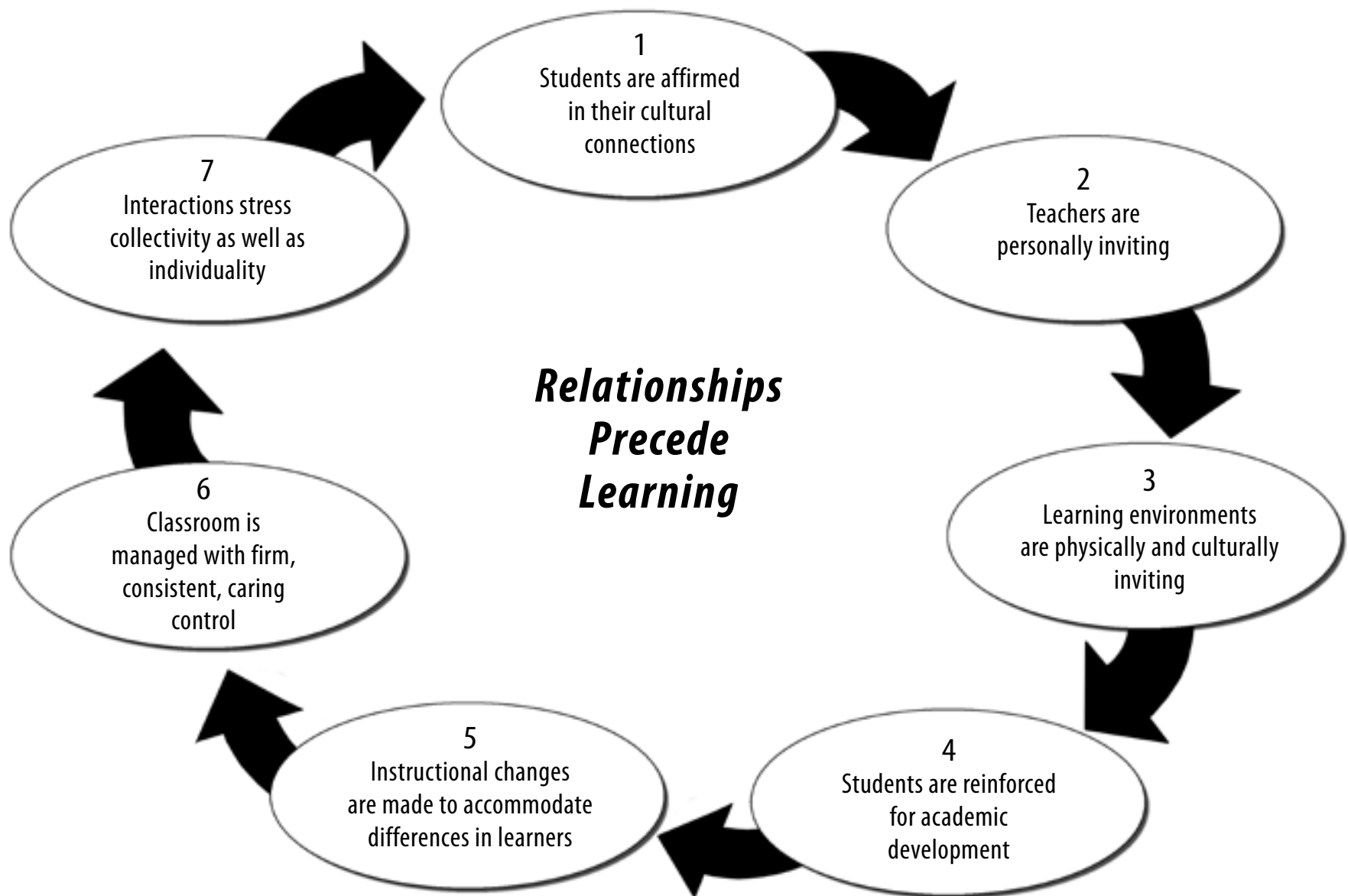
Think of a situation this past year when the environment you created in your classroom and your interventions made a positive difference in the life and success of a student or colleague who faced particular challenges related to diversity, inclusion, or equity. This is a time when things came together – when the effort you put into relationships and your classroom environment had a real and positive impact. Give yourself the gift of appreciating what you do. Share your story with the other people in your small group.

► **REFLECTION**

After you have all shared your stories, think about what you learned from this discussion. What did we learn about the important aspects of our work? What were the key behaviors that made a real difference in each of your stories?

Be ready to share the key teacher behaviors that made a difference in each of your stories.

7 Principles for Culturally Responsive Teaching



Creating Culturally Responsive Classrooms, 1997, Shade, Kelly, and Oberg. Order from: APA Order Department, PO Box 92984, Washington, DC 20090-2984



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CRT Study Groups #2

Note: Use this version of CRT Study Groups for large groups, putting 7 people into each small group.

Each person in your group selects a different Principle. For your Principle do the following:

1. Meet with a few people from neighboring tables who have the same Principle as you.
2. Look over the Sample Observations for your Principle. Elementary and Secondary.

On the Note Taking-Sheet:

3. Restate your Principle in your own words.
4. Describe 3 doorways for this Principle that are being created by you or other people in your building.
5. Suggest 2 possible barriers or missed opportunities that you or others may be creating.

Back in your small group, each person takes 2 minutes to share his/her responses to #3-5 above.

Reflective Conversation:

What lessons or generalizations about Culturally Responsive Teaching can you draw from this activity?



CRT Study Groups Note-Taking Sheet

▶ Restate your Principle in your own words:

▶ Doorways for this Principle that are being created by you or other people in your building:

1.

2.

3.

▶ Possible barriers or missed opportunities that you or others may be creating:

1.

2.

▶ Be ready to share a 2-minute summary of your work with your colleagues back in your small group.



Stereotype Threat Research Summary

▶ The interpersonal and cultural context of learning has a profound impact students' motivation and performance.

▶ If the students feel:

1. a lack of belonging
2. a low level of trust in the people around them, or
3. a sense that teachers do not value their intelligence,

▶ Then their feelings of competence, their motivation, and their performance will be lessened.

▶ Steele and Aronson

Steele, C. M. (2004). A threat in the air: How stereotypes shape intellectual identity and performance. In J.A. Banks & C.A.M. Banks (Eds.), Handbook of research on multicultural education (682-698). San Francisco: Jossey-Bass.

Aronson, J., & Steele, C. M. (2005). Stereotypes and the fragility of human competence, motivation, and self-concept. In C. Dweck & E. Elliot (Eds.), Handbook of competence and motivation. New York: Guilford.

▶ The Bottom Line

The more culturally competent we are as educators, the less our students have to play "give it up" in our schools. The less pressure they feel not to be who they are, the more energy they have available to engage and learn.

"No person should ever live under a cloud of suspicion just because of what they look like."

▶ Barack Obama



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The Achievement Triangle



For a complete discussion and graphics of the Achievement Triangle, see Chapter 7, pp. 126-134 in *We Can't Teach What We Don't Know*, Second Edition (2006), by Gary Howard.



As Diversity Grows, So Must We

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Schools that experience rapid demographic shifts can meet the challenge by implementing five phases of professional development.

*** Originally published in: Educational Leadership, March 2007, Volume 64, Number 6, Responding to Changing Demographics, p. 16-22 .**

Many school districts nationwide are experiencing rapid growth in the number of students of color, culturally and linguistically diverse students, and students from low-income families. From my work with education leaders in some of these diversity-enhanced school districts, I know they are places of vibrant opportunity – places that call us to meaningful and exciting work. In these "welcome-to-America" schools, the global community shows up in our classrooms every day, inviting us – even requiring us – to grow as we learn from and with our students and their families.

THE NEED FOR GROWTH

All is not well, however, in these rapidly transitioning schools. Some teachers, administrators, and parents view their schools' increasing diversity as a problem rather than an opportunity. For example, in a school district on the West Coast where the number of Latino students has quadrupled in the past 10 years, a teacher recently asked me, "Why are they sending these kids to our school?" In another district outside New York City – where the student population was once predominantly rich, white, and Jewish but is now about 90 percent low-income kids of color, mostly from the Caribbean and Latin America – a principal remarked in one workshop, "These kids don't value education, and their parents aren't helping either. They don't seem to care about their children's future." In a school district near Minneapolis with a rapidly increasing black population, a white parent remarked, "Students who are coming here now don't have much respect for authority. That's why we have so many discipline problems."

Other educators and parents, although less negative, still feel uneasy about their schools' new demographics. In a high school outside Washington, D.C., where the Latino immigrant population is increasing rapidly, a teacher told me that he was disappointed in himself for not feeling comfortable engaging his students in a discussion on immigration issues, a hot topic in the community in Spring 2006. "I knew the kids needed to talk, but I just couldn't go there." And a black teacher who taught French successfully for many years in predominantly white suburban schools told me recently, "When I first found myself teaching classes of mostly black kids, I went home frustrated every night because I knew I wasn't getting through to them, and they were giving me a hard time. It only started getting better when I finally figured out that I had to reexamine everything I was doing."

This teacher has it right. As educators in rapidly transitioning schools, we need to reexamine everything we're doing. Continuing with business as usual will mean failure or mediocrity for too many of our students, as the data related to racial, cultural, linguistic, and economic achievement gaps demonstrate (National Center for Education Statistics, 2005). Rapidly changing demographics demand that we engage in a vigorous, ongoing, and systemic process of professional development to prepare all educators in the school to function effectively in a highly diverse environment.

Many education leaders in diversity-enhanced schools are moving beyond blame and befuddlement and working to transform themselves and their schools to serve all their students well. From observing and collaborating with them, I have learned that this transformative work proceeds best in five phases: (1) building trust, (2) engaging personal

culture, (3) confronting issues of social dominance and social justice, (4) transforming instructional practices, and (5) engaging the entire school community.

PHASE 1: BUILDING TRUST

Ninety percent of U.S. public school teachers are white; most grew up and attended school in middle-class, English-speaking, predominantly white communities and received their teacher preparation in predominantly white colleges and universities (Gay, Dingus, & Jackson, 2003). Thus, many white educators simply have not acquired the experiential and education background that would prepare them for the growing diversity of their students (Ladson-Billings, 2002; Vavrus, 2002).

The first priority in the trust phase is to acknowledge this challenge in a positive, inclusive, and honest way. School leaders should base initial discussions on the following assumptions:

- Inequities in diverse schools are not, for the most part, a function of intentional discrimination.
- Educators of *all* racial and cultural groups need to develop new competencies and pedagogies to successfully engage our changing populations.
- White teachers have their own cultural connections and unique personal narratives that are legitimate aspects of the overall mix of school diversity.

School leaders should also model for their colleagues inclusive and nonjudgmental discussion, reflection, and engagement strategies that teachers can use to establish positive learning communities in their classrooms.

For example, school leaders in the Apple Valley Unified School District in Southern California, where racial, cultural, and linguistic diversity is rapidly increasing, have invested considerable time and resources in creating a climate of openness and trust. They recently implemented four days of intensive work with teams from each school, including principals, teacher leaders, union representatives, parents, clergy, business leaders, and community activists from the NAACP and other organizations.

One essential outcome in this initial phase of the conversation is to establish that racial, cultural, and economic differences are real – and that they make a difference in education outcomes. Said one Apple Valley participant, "I have become aware that the issue of race needs to be dealt with, not minimized." Said another, "I need to move beyond being color-blind." A second key outcome is to establish the need for a personal and professional journey toward greater awareness. As an Apple Valley educator noted, "There were a lot of different stories and viewpoints shared at this inservice, but the one thing we can agree on is that everyone needs to improve in certain areas." A third key outcome in the trust phase is to demonstrate that difficult topics can be discussed in an environment that is honest, safe, and productive. One Apple Valley teacher commented, "We were able to talk about all of the issues and not worry about being politically correct."

Through this work, Apple Valley educators and community leaders established a climate of constructive collaboration that can be directed toward addressing the district's new challenges. From the perspective of the school superintendent, "This is a conversation our community is not used to having, so we had to build a positive climate before moving to the harder questions of action."

PHASE 2: ENGAGING PERSONAL CULTURE

Change has to start with educators before it can realistically begin to take place with students. The central aim of the second phase of the work is building educators' *cultural competence* – their ability to form authentic and effective relationships across differences.

Young people, particularly those from historically marginalized groups, have sensitive antennae for authenticity. I recently asked a group of racially and culturally diverse high school students to name the teachers in their school who really cared about them, respected them, and enjoyed getting to know them as people. Forty students pooling their answers could name only 10 teachers from a faculty of 120, which may be one reason this high school has a 50 percent dropout rate for students of color.

Aronson and Steele's (2005) work on stereotype threat demonstrates that intellectual performance, rather than being a fixed and constant quality, is quite fragile and can vary greatly depending on the social and interpersonal context of learning. In repeated studies, these researchers found that three factors have a major effect on students' motivation and performance: their feelings of belonging, their trust in the people around them, and their belief that teachers value their intellectual competence. This research suggests that the capacity of adults in the school to form trusting relationships with and supportive learning environments for their students can greatly influence achievement outcomes.

Leaders in the Metropolitan school District of Lawrence Township, outside of Indianapolis, have taken this perspective seriously. Clear data showed gaps among ethnic groups in achievement, participation in higher-level courses, discipline referrals, and dropout rates. In response, district teachers and administrators engaged in a vigorous and ongoing process of self-examination and personal growth related to cultural competence.

Central-office and building administrators started with themselves. Along with selected teachers from each school, they engaged in a multi-year program of shared reading, reflective conversations, professional development activities, and joint planning to increase their own and their colleagues' levels of cultural competence.

As this work among leaders began to be applied in various school buildings, one principal observed, "We are talking about things that we were afraid to talk about before – like our own prejudices and the biases in some of our curriculum materials." In another school, educators' discussions led to a decision to move parent-teacher conferences out of the school building and into the apartment complexes where their black and Latino students live.

PHASE 3: CONFRONTING SOCIAL DOMINANCE AND SOCIAL JUSTICE

When we look at school outcome data, the history of racism, classism, and exclusion in the United States stares us in the face. Systems of privilege and preference often create enclaves of exclusivity in schools, in which certain demographic groups are served well while others languish in failure or mediocrity. As diversity grows in rapidly transitioning school districts, demographic gaps become increasingly apparent.

In phase three, educators directly confront the current and historical inequities that affect education. The central purpose of this phase is to construct a compelling narrative of social justice that will inform, inspire, and sustain educators in their work, without falling into the rhetoric of shame and blame. School leaders and teachers engage in a lively conversation about race, class, gender, sexual orientation, immigration, and other dimensions of diversity and social dominance. David Koyama, principal of a diversity-enhanced elementary school outside Seattle, said, "One of my most important functions as a school leader is to transform political jargon like 'no child left behind' into a moral imperative that inspires teachers to work toward justice, not mere compliance."

Unraveling social dominance takes courage – the kind of courage shown by the central office and school leadership team in the Roseville Area School District outside the twin cities of Minneapolis and St. Paul. Roseville is in the midst of a rapid demographic shift. As we approached this phase of the work, I asked Roseville leaders to examine how issues of privilege, power, and dominance might be functioning in their school to shape educators' assumptions and beliefs about students and create inequitable outcomes.

One of the workshop activities engaged participants in a forced-choice simulation requiring them to choose which aspects of their identity they would give up or deny for the sake of personal survival in a hostile environment. Choosing from such identities as race, ethnicity, language, religion, values, and vocation, many white educators were quick to give up race. Among the Roseville administrative team, which is 95 percent white, the one white principal who chose to keep his racial identity during the simulation said during the debriefing discussion, "I seriously challenge my white colleagues who so easily gave up their race. I think if we are honest with ourselves, few would choose to lose the privilege and power that come with being white in the United States."

As an outgrowth of the authentic and sometimes contentious conversations that emerged from this and other activities, several core leaders and the superintendent identified a need to craft a strong Equity Vision statement for the district. The Equity Vision now headlines all opening-of-school events each year and is publicly displayed in district offices and schools. It reads,

Roseville Area Schools is committed to ensuring an equitable and respectful educational experience for every student, family, and staff member, regardless of race, gender, sexual orientation, socio-economic status, ability, home or first language, religion, national origin, or age.

As a result of the increased consciousness about issues of dominance and social justice, several schools have formed Equity Teams of teachers and students, and an Equity Parent Group has begun to meet. The district is looking seriously at how many students from dominant and subordinate groups are in its gifted and AP classes and is conscientiously working for more balance.

Like Roseville, other diversity-enhanced districts must establish clear public markers that unambiguously state, "This is who we are, this is what we believe, and this is what we will do." Any approach to school reform that does not honestly engage issues of power, privilege, and social dominance is naïve, ungrounded in history, and unlikely to yield the deep changes needed to make schools more inclusive and equitable.

PHASE 4: TRANSFORMING INSTRUCTIONAL PRACTICES

In this phase, schools assess and, where necessary, transform the way they carry out instruction to become more responsive to diversity. For teachers, this means examining pedagogy and curriculum, as well as expectations and interaction patterns with students. It means looking honestly at outcome data and creating new strategies designed to serve the students whom current instruction is not reaching. For school leaders, this often means facing the limits of their own knowledge and skills and becoming co-learners with teachers to find ways to transform classroom practices.

In Loudoun County Public Schools, outside Washington, D.C., teachers and school leaders are taking this work seriously. One of the fastest-growing school systems in the United States, Loudoun County is experiencing rapid increases in racial, cultural, linguistic, and economic diversity on its eastern edge, closer to the city, while remaining more monocultural to the west. Six of Loudoun's most diverse schools have formed leadership teams to promote the following essential elements of culturally responsive teaching (CRT):

- Forming authentic and caring relationships with students.**
- Using curriculum that honors each student's culture and life experience.**
- Shifting instructional strategies to meet the diverse learning needs of students.**
- Communicating respect for each student's intelligence.**
- Holding consistent and high expectations for all learners. (Gay, 2000; Ladson-Billings, 1994); McKinley, 2005; Shade, Kelly, & Oberg, 1997)**

CRT teams vary in size and membership but usually include principals, assistant principals, counselors, lead teachers, specialists, and, in some cases, parents. In addition to engaging deeply in the phases outlined above, these teams have begun to work with their broader school faculties to transform instruction. At Loudoun County's Sugarland Elementary, teacher members of the CRT team have designed student-based action research projects. They selected individual students from their most academically challenged demographic groups and then used the principles of CRT to plan new interventions to engage these students and track their progress.

In one action research project, a 5th grade teacher focused on a Latino student, an English language learner who "couldn't put two sentences together, let alone write the five-paragraph essay that is required to pass our 5th grade assessment." The teacher's first reaction was to ask, "How was this student allowed to slip by all these years without learning anything beyond 2nd grade writing skills?" When the teacher launched her CRT project, however, her perspective became more proactive. She realized that she couldn't just deliver the 5th grade curriculum – she had to meet this student where he was. She built a personal connection with the student, learned about his family culture and interests (a fascination with monkeys was a major access point), and used this relationship to reinforce his academic development. The student responded to her high expectations and passed his 5th grade writing assessment. And after missing its No Child Left Behind compliance goals in past years. Sugarland recently achieved adequate yearly progress for all subgroups in its highly diverse student population.

This phase required a crucial paradigm shift, in which teachers and other school professionals stop blaming students and their families for gaps in academic achievement. Instead of pointing fingers, educators in Loudoun schools are placing their energies where they will have the most impact – in changing their *own* attitudes, beliefs, expectations, and practices. I frequently ask teachers and school leaders, "Of all the many factors that determine school success for our students, where can we as educators have the most influence?" After educators participate in the work outlined here, the answer is always, "Changing ourselves."

PHASE 5: ENGAGING THE ENTIRE SCHOOL COMMUNITY

Changing demographics have profound implications for all levels and functions of the school system. To create welcoming and equitable learning environments for diverse students and their families, school leaders must engage the entire school community.

Leaders in the East Ramapo Central School District in New York State have committed themselves to just such a systemwide initiative. The school district, which lies across the Tappan Zee Bridge from New York City, has experienced a dramatic shift in student population in the past 15 years as low-income Haitian, Jamaican, Dominican, Latino, and black families from the city have moved into the community and middle-class white families have, unfortunately but predictably, fled to private schools or other less diverse districts.

In the midst of this demographic revolution, East Ramapo's broad-based diversity initiative has engaged all groups and constituencies in the school district community, not just teachers and administrators. For example, the district has provided workshops to help classified employees acknowledge their powerful role in setting a welcoming tone and creating an inclusive climate for students, parents, and colleagues in school offices, lunchrooms, hallways, and on the playground. For bus drivers, this work has meant gaining cultural competence skills for managing their immense safety responsibilities while communicating clearly and compassionately across many languages and cultures on their buses.

In one session that I led with school secretaries, we worked through their confusion and frustration related to all the diverse languages being spoken in the school offices and, in some cases, their feelings of anger and resentment about the demographic changes that had taken place in "their" schools. Asked what they learned from the session, participants commented, "I saw the frustration people can have, especially if they are from another country." "We all basically have the same feelings about family, pride in our culture, and the importance of getting along." "I learned from white people that they can also sometimes feel like a minority."

In addition to these sessions, East Ramapo has created learning opportunities for school board members, parents, students, counselors, and special education classroom assistants. The district has convened regular community forums focusing on student achievement and creating conversations across many diverse cultures. White parents who have kept their children in the public schools because they see the values of diversity in their education have been significant participants in these conversations.

As a result of East Ramapo's efforts, the achievement gap in test scores along ethnic and economic lines have significantly narrowed. In the six years since the district consciously began implementing the professional development model discussed here, the pass rate for black and Hispanic students combined on the New York State elementary language arts test increased from 43 percent to 54 percent in 2006; on the math test, the pass rate increased from 40 percent to 61 percent. During that same period, the gap between black and Hispanic students (combined) and white and Asian students (combined) decreased by 6 percentage points in language arts and 23 percentage points in math. The achievement gap between low-income elementary students and the general population decreased by 10 points in language arts and 6 points in math – results that are particularly impressive, given that the proportion of economically disadvantaged students grew from 51 percent in 2000 to 72 percent in 2006.

A JOURNEY TOWARD AWARENESS

Professional development for creating inclusive, equitable, and excellent schools is a long-term process. The school districts described here are at various stages in the process. Everyone involved would agree that the work is messier and more complex than can be communicated in this brief overview. However, one central leadership commitment is clear in all of these rapidly transitioning districts: When diversity comes to town, we are all challenged to grow.

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Readings from Gary Howard

GUIDE FOR REFLECTIVE CONVERSATION ON ANY OF THE ARTICLES

Individual Preparation before the Conversation

Read the article through and mark the following passages:

1. Something that you agree with:
2. Something that you disagree with:
3. Something that you wonder about or don't quite understand:
4. Something that moves your thinking to a new level:

Reflective Small Group Conversation with Colleagues

1. Go around the circle 2 times, giving each person a chance to share his/her responses to items 1 and 2 in the pre-read, one round of agreements and one of disagreements. Do not try to argue or change people's minds, just listen to the different responses.
2. Do another round of sharing, asking each person to respond to either item 3 or item 4 from their pre-read. Here you can open up to discussing different ideas and perspectives as each person shares, while still keeping it very open and not seeking a right answer or single truth.

After these rounds of sharing:

3. What did you notice or discover in your group about the way you responded to the article – your similarities and differences?
4. What lessons or insights have come out of your conversation?
5. What are some implications for understanding cultural competence and culturally responsive practice?
6. Are there some questions you would like to explore more together as a group?