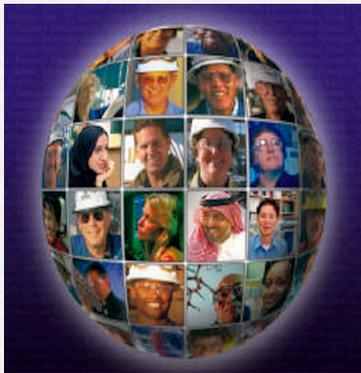


# Re-Imaging American Exceptionalism: Adapting to Diversity



Summit on School Climate and Culture  
Des Moines Public Schools

Randall B. Lindsey

August 8, 2016



# Overview of 3 Stories

My being with you today is to use 3 stories for

- o Participants to see importance in knowing own cultural story, and to learn/affirm power of assumptions;
- o Participants being aware of the arc of history in our political, social and economic lives; and,
- o Participants to see value in using the Tools of Cultural Proficiency to build professional capital for changing conversations.



# Desired Outcome

That our school districts, schools, and educators reconsider the often used vision and mission statement –

*o All students can learn.*

In favor of-

*o All educators can educate.*

# Channeling

Pedro Noguera

# Simon Sinek

- o How?
- o What?
- o Why?

**The work of Culturally  
Proficient Educators is  
about the**

**Why?  
Question**

# Why Do I Continue?

“I have come to a frightening conclusion: I am the decisive element in the classroom. It is my personal approach that creates the climate. It is my daily mood that makes the weather. As a teacher I possess tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated, and a child humanized or de-humanized. “ – Haim Ginott

# Story #1 - My Story

- *In 3 Generations*
- *(Precedes I-80)*

# Walworth Foundry



# Your Story?

With Elbow Partner, and to the degree that you are comfortable, respond to this prompt –

*What might be an early chapter in your story?*

# Margaret Wheatley

*You don't fear people whose  
story you know.*

-Turning to One Another, 2002

# Cultural Proficiency Framework Uses Four Unique Tools

## o The Barriers

Caveats that assist in responding effectively to resistance to change

## o The Guiding Principles

Underlying values of the approach

## o The Continuum

Language for describing both healthy and non-productive policies, practices and individual behaviors

## o The Essential Elements

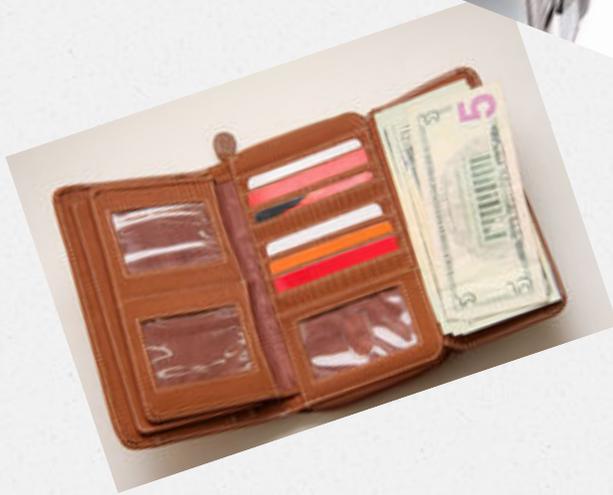
Five behavioral standards for measuring, and planning for growth toward cultural proficiency



# Story #2 - History

With apologies to  
Samuel L. Jackson . . .

# What's in your Wallet?



## Story #2 – What's in Our Wallet?

- o Golden Rule
- o 1491
- o 3/5 Compromise, 1783
- o Indian Removal Act, 1830
- o Emancipation Proclamation/13<sup>th</sup> Amendment, 1863
- o Civil Rights Act of 1866
- o 19<sup>th</sup> Amendment, 1920
- o Brown vs. Topeka Board of Education, 1954
- o Civil Rights Act of 1964
- o ESEA, 1965
- o PL 94-142, 1975
- o NCLB, 2002
- o ESSA, 2016

# What's in My Wallet?

- o *Negro American History* course at Univ. of Ill. during first 2 years of teaching experience
- o School desegregation work in Kankakee
- o School desegregation work in Princeton Schools, suburban Cincinnati
- o Race Desegregation Assistance Center, California State University, Los Angeles

# What's In Your Wallet?

- o Returning to your elbow partner and, again, to the degree you are comfortable, respond to this prompt-
- o What might be an early life experience you had with someone from a culture different from yours? (e.g., race, ethnicity, social-class, faith/religion/absence thereof, gender, sexual orientation)

# Story #3

From Anti-racism to  
Anti-oppression to  
Cultural Proficiency

# In Appreciation

**Terry  
Cross**



DMPS

# Our 'Community of Practice'

Raymond Terrell, Kikanza Nuri, Delores B. Lindsey,  
Randall B. Lindsey, Brenda CampbellJones,  
Franklin CampbellJones, Laraine Roberts,  
Richard S. Martinez, Stephanie Graham,  
R. Chris Westphal, Jr., Cynthia Jew, Linda Jungwirth,  
Jarvis Pahl, Keith Myatt, Michelle Karns, Diana Stephens,  
Carmella Franco, Maria Ott, Darline Robles,  
Reyes Quezada, Richard Diaz, Karen Kearney,  
Delia Estrada, Trudy Arriaga, Lewis Bundy,  
Tracey DuEst, Ian Jones, John Krownapple, and  
Fernando Rodriguez-Valls.

# Overcoming Barriers to Cultural Proficiency

- o The presumption of entitlement
- o Systems of oppression
- o Unawareness of the need to adapt
- o Resistance to change

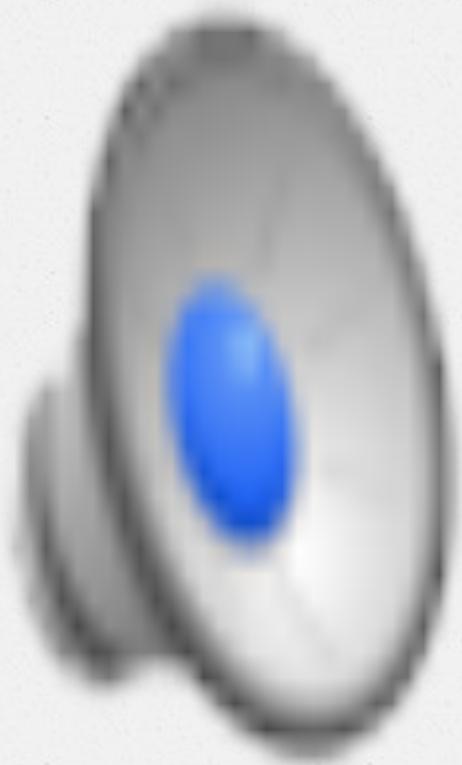
*The barriers to cultural proficiency are systemic privilege, oppression, and resistance to change*



# Privilege & Entitlement

5 Minutes with  
Jackson Katz

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# *Unfolding of a Democracy*

*We are not responsible for the inequities  
that emanate from our history, however,*

*They are on our doorstep to address.*

-RBL

# History

Turning to elbow partner for the final time-

In what ways does this few minutes spent with Jackson Katz speak to you?

# Questions that Guide Our Work

- o What **barriers** to student learning exist within the district, our schools, and us?
- o What are your, your school's, and the board's **core values** that support equitable learning outcomes for students?
- o What examples do you have for **unhealthy and healthy language, behaviors, policies and practices** used by you and your board and school colleagues?
- o What **standards** do you, district/school use to ensure equitable learning outcomes for students?
- o To what extent are you satisfied **with student learning outcomes** in your school and in your board?

# What It Will take to be Culturally Proficient

- Focus on moral purpose of the work.
- Develop and manage support structures and practices.
- Invite, require, and value multiple perspectives.
- Focus on student achievement and results.
- Develop a critical mass of educator leaders.



# Guiding Principles

What are your and your school's core values with regard to –

- o Culture as a force in society;;
- o People being served differently by dominant culture;
- o People's individual and group identities;
- o Vast diversity within cultures;
- o Unique needs of cultural groups;
- o Best of all worlds is enhancement for all;
- o Family is defined by culture and is children's primary system of support;
- o Bicultural reality of marginalized groups; and,
- o Cross-cultural interactions are dynamics to which we adjust.

# Simon Sinek

o What?

o How?

o Why?

# Granddaughter's Poem

I have a hard time hearing.  
Sometimes I don't understand what people are saying.  
I'm confused.  
I feel frustrated.  
I don't like people staring at me.  
People ask me about my cochlear implant.  
They say, "What's this?"  
I feel sad when I have to explain it to you guys.  
Other people are not deaf and hard of hearing.  
I am deaf, and I was born deaf.  
We have to respect each other.

# Playing for Change

*'Stand By Me'*

DMPS

