

Brief Snapshot of Cultural Competence in JCPS from 2009 – 2011

Aukram Burton & Judi Vanderhaar

The Institute for Cultural Competence

Over the past two years, JCPS has set ambitious goals in reshaping the district's culture through the development of systemic building blocks for promoting and practicing cultural competence. The JCPS Department of Diversity, Equity, and Poverty Programs provides the primary program to enhance cultural competency throughout JCPS through an ongoing Institute designed for teachers and administrators to learn the principles and practices of cultural competence. In order to ensure systematic development and long term sustainability, the Institute was designed as a "train-the-trainer" model to support the strategic building of leadership capacity within our schools. Therefore, participants develop leadership skills and engage in planning that enables them to transfer the same knowledge and skills to teachers and staff in their respective schools.

"Institute for Cultural Competence and Courageous Practice: Working Together for Inclusion, Equity, and Excellence" is facilitated by Gary Howard, author of *We Can't Teach What We Don't Know: White Teachers, Multiracial Schools* (Teachers College Press, 2nd ed., 2006). Howard takes institute participants beyond cultural awareness and multicultural content, and beyond mere conversations about differences. The focus is on the deeper work of personal, professional, and systemic transformation for the purpose of achieving social justice and equity in our schools.

The institute annually requires a four-day commitment by at least three school staff that constitutes the core cultural competence leadership team in each participating school. It is required that a principal or assistant principal serve as a member of the team to ensure administrator support of the cultural competence capacity building activities and PD within their school.

All institute participants receive the *Leadership Manual for Inclusion, Equity, and Excellence*, which serves as the foundation for building the internal capacity for cultural competence leadership teams to deliver high-quality, long-term, and systemic professional development (PD). The manual provides the PD materials and a four-year implementation plan to support schools in creating a process that fits their school's culture and specific needs. An expected outcome of the Institute for Cultural Competence and Courageous Practice is to strengthen the internal capacity of schools to deliver high-quality PD that is related to inclusion, equity, and excellence. To achieve this outcome, the institute sessions are organized around the following five areas of engagement, growth, and change:

- Tone and Trust
- Personal Culture and Personal Journey
- From Social Dominance to Social Justice
- Classroom and Job-Related Implications and Applications
- Systemic Transformation and Planning for Change

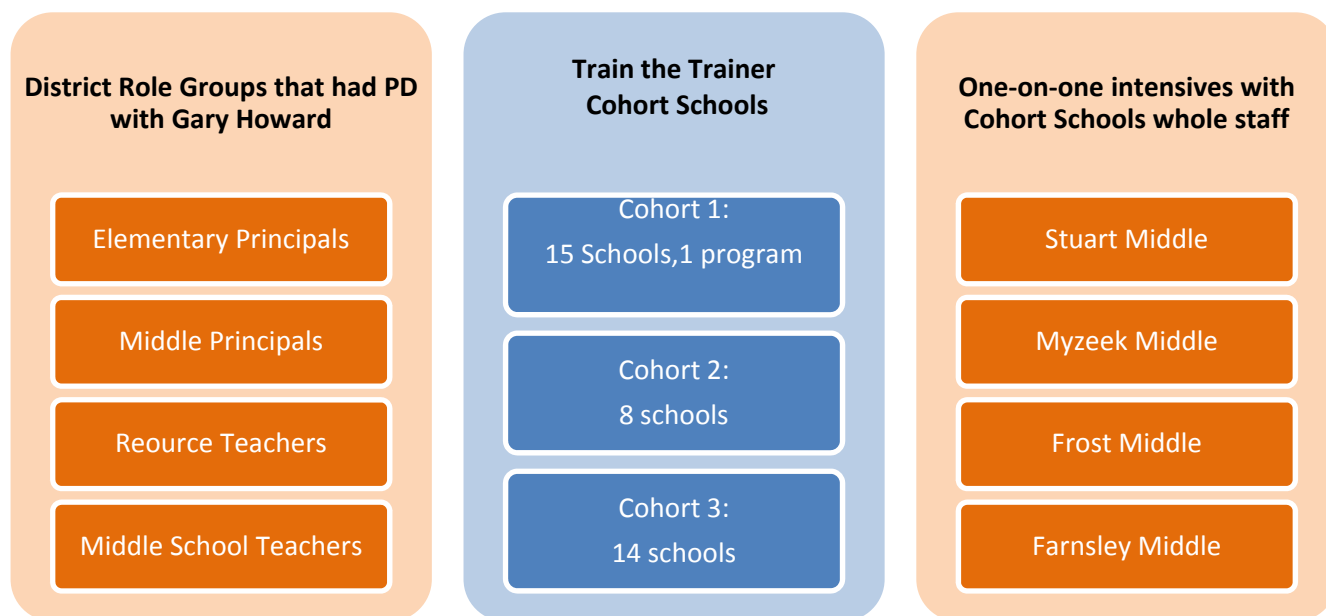
Institute participants learn how these five phases of work have actually affected school systems where Howard has worked over the past decade. Howard's training approach covers strategies for culturally relevant/responsive pedagogy through activities that connect the [Seven Principles for Culturally Responsive Practice](#).

Gary Howards 7 Principles for Cultural Competence

1. Students are affirmed in their cultural connections.
2. The teacher is personally inviting.
3. The classroom is physically inviting.
4. Students are reinforced for academic development.
5. Instructional changes are made to accommodate differences in learners.
6. The classroom is managed with firm, consistent, loving control.
7. Interactions stress collectivity as well as individuality.

Who is participating in the Institute training?

The figure below illustrates the multipronged approach that the JCPS Department of Diversity, Equity and Poverty established to ensure systemic development of cultural competence throughout the entire district. Since 2009, the following groups have participated in training through the institute (full or 1 day institute) with Gary Howard.



As shown in the table below, 17% of JCPS schools are currently participating in the work of cultural competence and have a cultural competence leadership teams in their building. Overall, middle schools have had the highest rates of participation in the institute. **Additionally, 17 of the 26 schools (65% of cohort schools) are identified as SIG schools** and are (or will be) receiving money through KDE for improvement efforts (see last table).

Summary of Participation by level from 2009-2011

Level of <i>Train the Trainer</i> Cohort Schools	Number of Cohort Schools	% of schools within level	Total Number of Individuals Trained w/in level	Avg. Number Of Training Days
Elementary	5	6 % of Elementary	23	4.2
Middle	12	50% of Middle	81	6.2
High	8	40% of High	41	3.2
Alternative	1	4% of Alternative	3	2.0
Gheens Resource Teachers/Other	N/A	N/A	15	2.0
Total N	26	17% of JCPS schools	163	4.7

Summary of Participation in “Train the Trainer” Institute from 2009-2011

Role Groups within Train the Trainer Institutes	Total Number of Individuals Trained
Classroom Teachers	110
Administrators	37
Resource Teachers	14
Other (Security, Social Worker)	2
Total	163

Results: Cohort 1 Schools

Adults:

- Significant increase in understanding of culturally responsive practices
- Increase in teacher awareness of implementation of plan to reduce achievement gap
- Strengthening of relationships among staff
- Increased dialogue around sensitive issues

Students:

- Increase in student connectedness for minority students and students on free/reduced lunch
- Decrease in disruptive behavior referrals for all students
- Larger decrease for students of color and students receiving free/reduced lunch (i.e., reduction in gap)

Challenges:

- Time constraints
- Competing agendas/initiatives
- Staff buy in/ teacher resistance

Participating Schools and corresponding cohort, number of staff trained, and number of training days

School	SIG school	Cohort*	Level	N Admin	N Teachers	N Other	Total Trained	# of ICC days
Kenwood	No	1	E	1	2	0	3	4
Layne	No	1	E	1	4	0	5	5
Sanders	No	1	E	1	6	0	7	6
Manual	No	1	H	1	2	1	4	4
Farnsley	Tier 3	1	M	3	3	0	6	6
Meyzeek	No	1	M	1	6	0	7	6
Myers	Tier 3	1	M	3	5	0	8	6
Olmstead South	No	1	M	3	4	0	7	5
Knight	Tier 1	1,2	E	1	5	0	6	4
Frost Middle	Tier 1	1,2	M	1	8	0	9	7
Moore	Tier 3	1,2,3	C	2	5	1	8	10
Western MS	Tier 1	1,2,3	M	2	6	0	8	9
Fern Creek High	Tier 2	1,3	H	1	5	0	6	5
Valley	Tier 1	1,3	H	1	5	0	6	7
Olmstead North	No	1,3	M	1	6	0	7	8
Kammerer	No	2	M	2	2	0	4	4
Stuart	Tier 3	2	M	3	4	0	7	4
Rangeland	Tier 3	2,3	E	1	5	0	6	4
Conway	Tier 3	2,3	M	1	3	0	4	6
Young ES	Tier 3	3	E	1	1	0	2	2
Fairdale HS	Tier 1	3	H	1	4	0	5	2
Iroquois HS	Tier 1	3	H	0	2	0	2	2
Seneca HS	Tier 2	3	H	1	9	0	10	2
Southern HS	Tier 1	3	H	1	2	0	3	2
Waggener	Tier 1	3	H	1	4	0	5	2
Breck Metro	No	3	S	1	2	0	3	2

*Cohort overlaps due to significant changes in staffing/turnover or expansion of team