

Culture and Climate

Supportive and Inclusive Learning Environments

Tsuru Bailey-Jones & Roxanne Begay-James
Department of Student Services

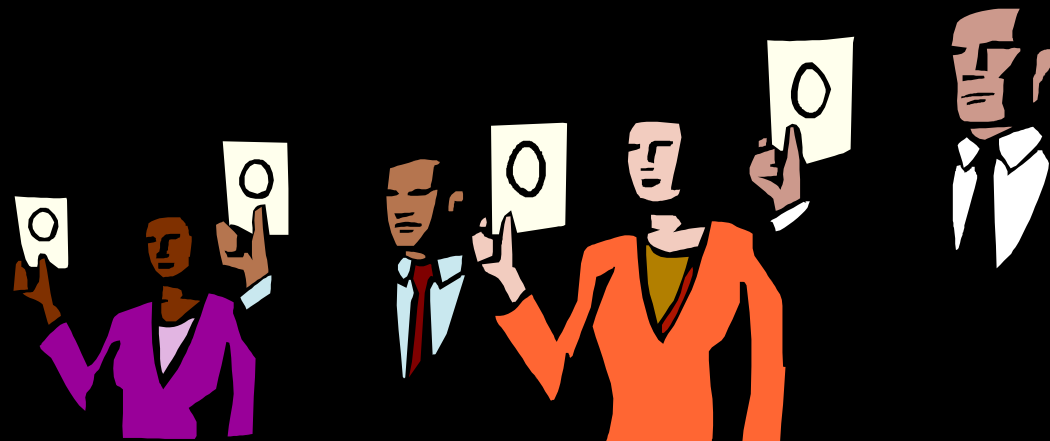
TUSD Administrative Management and Compliance PD June 1, 2015



Ice Breaker

You have 3 minutes to complete the task.

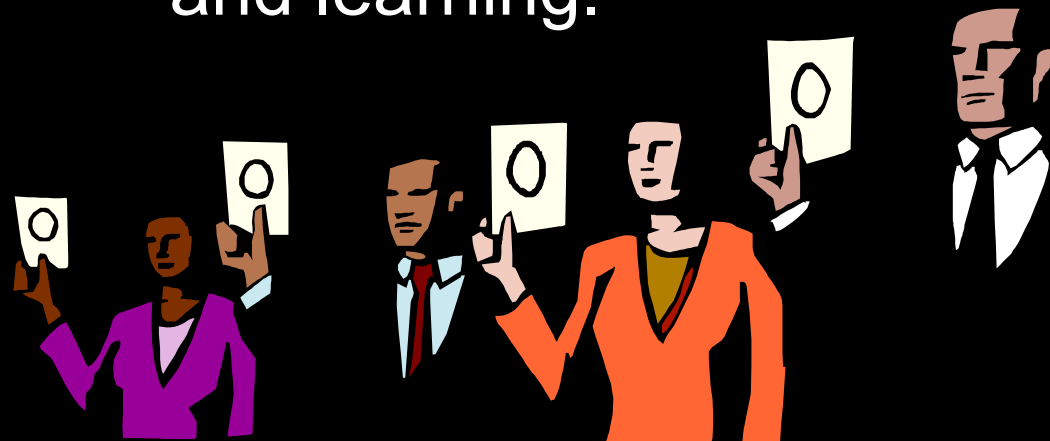
You can not communicate by talking.



TUSD Mission

Each member of the TUSD community has a responsibility to create equitable learning environments emphasizing students' cultural assets, backgrounds and individual strengths.

Each student is respected, included and valued in a culture of high expectations for behavior and learning.



Norms

- Equity of voice
- Attentive listening
- Safety to share different perspectives
- Commitment to the work
- Deferment of checking emails, texts, and the Internet
- Signal



Objectives

- Gain an awareness of effective strategies for creating culturally inclusive classrooms and schools
- Gain an understanding of the challenges school leaders and teachers experience in creating inclusive environments

What is a Supportive and Inclusive Learning (SAIL) Environment?

Supportive and Inclusive education is about the learning, engagement and inclusion of **each** learner. In fully supportive and inclusive schools, students are achieving and experiencing success, being challenged and enjoying things they are interested in. School communities foster the identity, language and culture of **each** learner. Every member of the learning community feels valued and included.

Fundamentals of Supportive and Inclusive Learning Environments (SAIL)

1. Partnering with Families
2. Understanding Student Characteristics and Needs
3. Understanding and Working with Bias

Culture



Culture

A set of values and assumptions that underlie the statement

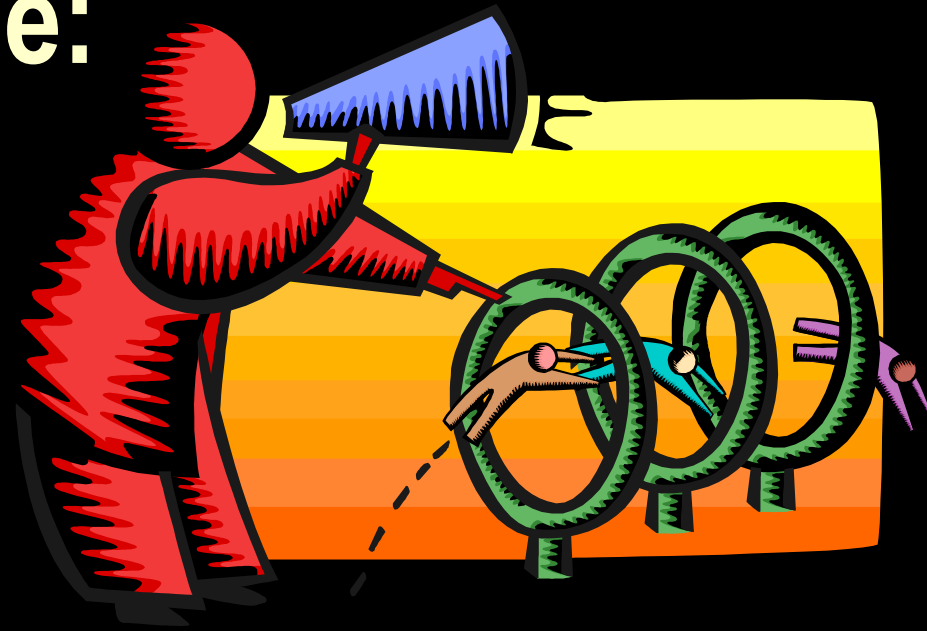
“this is how we do things around here.”

Tagiuri (1968)



Culture is the:

Norms,
Values,
Beliefs,
Traditions,
Rituals,
Ceremonies, and
Myths
upheld by the faculty.



Culture is the:



Hidden assumptions that shape how people think about their work, relate to their colleagues, define their mission, and derive their sense of identity.

Schein (1992)

School Culture



Tells people in the school what is truly important and how they are to act.

People commit their energy only to what they believe in, what captures their enthusiasm and imagination.

The Three Levels of Culture

The artifacts level

The values and beliefs level

The underlying assumptions level

Schein (1996)

The Artifacts Level



Those daily rituals, ceremonies, and icons that are most conspicuous to the casual observer:

- ◆ Student's math papers
- ◆ Roll call in class
- ◆ The bell for first period
- ◆ The long hallway in the main building

Values

Internalized attitudes about what is right and wrong, ethical and unethical, moral and immoral

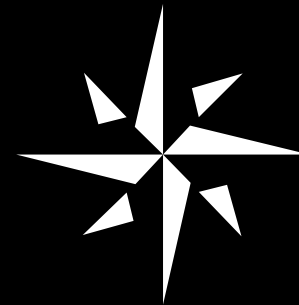
Yukl (2002)



Values

Are things individuals hold true and dear.

Determine what should happen in the school.



Examples of Values

Fairness

Patriotism

Justice

Progress

Honesty

Self-fulfillment

Cooperation

Freedom

Excellence

Equality

Pragmatism

Humanitarianism

Courtesy

Loyalty

The Importance of Values

Values can influence a leader's preferences and aspirations, perception of situations and problems, and choice of behavior in a particular situation.

The Importance of Values

In many instances, what matters is how people see the world, and everyone sees it a little differently.

Technical facts are not as available or as important.



The Values and Beliefs Level

Values and beliefs form the basic organizational character of the school.

- ◆ Through shared values and beliefs, members of the faculty develop a sense of direction that guides their daily school routine.

Schein (1992)



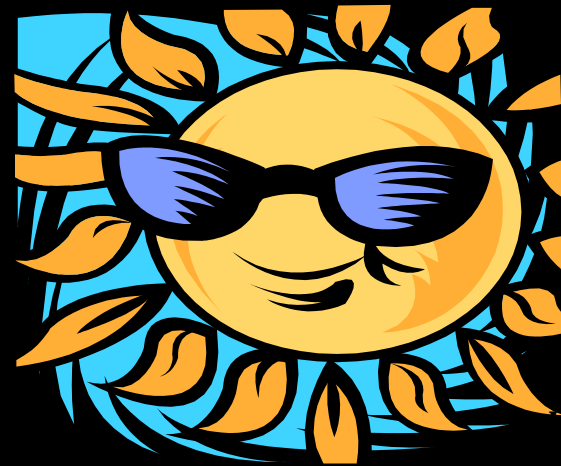
The Underlying Assumptions Level

The symbols, values, and beliefs that are not clearly recognizable but continue to shape the behavior of the organization's members



The Function of Culture

Culture helps us understand the environment and determine how to respond to it, thereby reducing anxiety, uncertainty, and confusion.



The Leader's Challenge

To develop a consensus around values that constitute an effective culture, such as high expectations, commitment, mutual respect, confidence, continuous improvement, experimentation and risk-taking, and an insistence that all students will learn

Climate



Climate

Climate is a description of people's shared perception of the quality of the environment or work unit.

Climate is the totality of our surroundings.

Halpin and Croft (1963)

Climate

The climate of a school may be warm and pleasant or it may be hostile and unpleasant.

Climate

The climate of a school reflects the culture of a school.

The Key To Restructuring Schools

is a change in:

Culture,

Climate, and

Interpersonal Relationships.



SAIL Leaders

- Need to establish a culture in which the agreements, conditions and compass of courageous conversations are practices and eventually internalized by all educators (Tatum)
- Take a principled position on critical issues. Silence doesn't do it -- need to know when to speak up, and how
- Work cooperatively through a community of leaders from inside and outside to determine a set of core values to guide all relationships

Leadership and inclusive environments

- Students arrive at their school and feel safe and secure, not because of locks and security guards, but because they know the schools have their physical, emotional and spiritual safety at heart
- Moving beyond individual action to systemic change (total school & district)
- Administration leads efforts to reach out to **ALL** parents and members of the community

Characteristics of Culturally Responsive Teaching

- Use Appendix K to complete the activity.
- You may work with a partner.
- You have 3 minutes.
- Be ready to discuss your conclusions.

Teacher preparation: creating an inclusive environment

- Focus on teaching and learning abilities (DFT)
- Discover and communicate a personal need for an understanding of students and families of color (DFT)
- Establish high expectations and implement more effective instructional practices to close the achievement gap (DFT)

Teachers' conceptions of self and others

Culturally relevant teacher	Assimilationist teacher
<ul style="list-style-type: none">•see themselves as artists•see themselves as a part of the community and teaching as giving something back to the community, encourages students to do the same•help students make connections, national and global identities•see teachers as pulling knowledge out -- like mining	<ul style="list-style-type: none">•see themselves as technicians, teaching as a technical task•see themselves as individuals who may or may not be part of the community, encourage achievement as a means to escape community•believe failure is inevitable for some•see teaching as putting knowledge in -- like banking

Classrooms and inclusive environments

ABCs of inclusive environment:

- ◆ A = affirming identity
- ◆ B = Building community
- ◆ C = Cultivating leadership

"Can we talk about Race?" - Tatum

Classrooms and inclusive environments

Culturally responsive standards based teaching

- ◆ always student centered
- ◆ power to transform
- ◆ connected and integrated
- ◆ fosters critical thinking
- ◆ incorporates assessment and reflection
- ◆ builds relationships and community

Strategies – Cultural Climate

Encourage students to talk about differences without making judgement

Teach how to maintain positive interactions among people of different cultural backgrounds

Establish school policies that reflect a value for differences among people

Establish school board policies that are racially sensitive

Hold educators accountable for demonstrating high expectations for students of color

Establish a staff that is reflective of the student population

Strategies – Curriculum

Multicultural education goes beyond the food, fun and festivities

Students of color see themselves, their lives, and community in the curriculum

The school's curriculum is viewed as pluralistic and fluid to meet the needs of an ever changing student body

Strategies – Instruction

Teacher's model an acceptance and appreciation for different ideas, opinions, and learning styles

Teacher's make an effort to understand the racial and cultural characteristics of students (one student at a time)

Instructional strategies do not conflict with values, beliefs, or cultural practices of any students

Students of color feel valued by their teachers and challenged by teacher's high expectations

Strategies – Area of Assessment

A variety of assessments are used that are culturally responsive

Teacher of different racial/cultural backgrounds collectively evaluate students' performances to ensure the same standards are being applied

Culturally responsive teacher/student/parent conferences are established

Discuss with your neighbor - WWYD

A parent wants to meet with you. After the discussion, you confirm through witnesses that a teacher made derogatory statements in class about a student. The student is perceived gay by students and staff although the student has neither confirmed nor denied it. The teacher's statement was in relation to the student's sexual orientation.

Words from a school leader of color...

"My frustration, at least in my current position, is that a lot of the students who are sent to the office are students of color, mostly African-American males. Because of my background, I take every opportunity to understand what their reality is so that we develop that respect and that connection first."

Review Outcomes

- Gain an awareness of effective strategies for creating culturally inclusive classrooms and schools
- Gain an understanding of the challenges school leaders and teachers experience in creating inclusive environments

Final Feedback

Write one comment per post it note in response to any of the following:

What worked? (Something you valued from the presentation)

Suggestions? (Something you would like to see changed or a suggestion you have)

Burning questions?

References

- Attinasi, J. (1994). Cultural diversity and academic achievement. *Urban Monograph Series*, NCREL.
- Bainbridge, W.L. & Lasley, T.J., II (2002). Demographics, diversity, and K-12 accountability; The challenge of closing the achievement gap. *Education and Urban Society*, 34(4), 422-437.
- Halpin, A. & Croft, D. (1963). *The organizational climate of schools*. Chicago: University of Chicago Press.
- Lee, C (1994). Beliefs that drive implementation of multicultural education. *Urban Monograph Series*, NCREL.
- Lindsey, R., Roberts, L., & CampbellJones, F. (2005). *The culturally proficient school; An implementation guide for school leaders*. Thousand Oaks, CA: Corwin Press.
- Marri, A. (2005). BUilding a framework for classroom-based multicultural democratic education; Learning from three skilled teachers. *College Record*, 107(5), 1036-1059. Retrieved from <http://www.tcrecord.org>.

References

- Pacific Education Group (2007). *Beyond diversity: Introduction to courageous conversations and a foundation for deinstitutionalizing racism and eliminating the racial achievement gap*. Presented at Eden Prairie Schools, Eden Prairie, Minnesota.
- Saifer, S. & Barton, R. (2007). Promoting culturally responsive standards-based teaching. *Principal Leadership*, 8(1), 24-28.
- Schein, E. H. (1992). *Organizational culture and leadership* (2nd ed.) San Francisco, CA: Jossey-Bass.
- Singleton, G.E. & Linton, C. (2006). *Courageous conversations about race*. Thousand Oaks, CA: Corwin Press.
- Tatum, B. (2007). *Can we talk about race?* Boston, MA: Beacon Press Books.
- Tagiuri, R. (1968). The concept of organizational climate, in Renato Tagiuri and George H. Litwin, eds., *Organizational Climate: Exploration of a Concept*. Boston: Harvard University, Division of Research, Graduate School of Business Administration.
- Yukl, G. (2002). *Leadership in organizations* (5th ed). Upper Saddle River, NJ: Prentice Hall.

For support, contact...

Tsuru Bailey-Jones

Director, Asian Pacific American Student Services &
Refugee Services

(520) 232-8614

Roxanne Begay-James

Director, Native American Student Services

(520) 908-3905

Jimmy Hart

Director, African American Student Services

(520) 584-7500

Maria Figueroa

Director, Mexican American Student Services

(520) 225-3880