

APPENDIX V – 50

The Diversity Responsive Principal Tool

The Problem

- Most strategies to evaluate principal performance largely overlook the policies and practices principals develop and implement that enhance the success of students of diverse racial, cultural and linguistic backgrounds.
- When evaluation instruments do pay attention to diversity and equity, they often focus on dispositions and outcomes that are difficult to assess (e.g., “Fosters a culture of inclusiveness”).

A Solution

- The Diversity Responsive Principal Tool (DRPT) focuses on the actions principals have take to create and sustain high-level opportunities to learn for all students, with a focus on actions that are particularly important to the success of diverse students.
- Focusing on observable behaviors enhances the validity of assessments and provides guidance for how to improve the effectiveness of individual principals.

Overview of the diversity responsive principal measure

- The DRPT focuses on nine sets of essential actions that effective principals implement in their schools. These nine keys each have between three and eight components that can be modified to reflect local priorities. Ideally, the elements of the DRPT would be integrated with the district’s observational instrument but it can be used— all or in part—on its own to focus attention on equity.

Introduction

There are dozens of different evaluation instruments being used to assess the performance of school principals. It appears that most of these performance assessments largely overlook the principal’s responsibility to develop and implement policies and practices that enhance the academic success of students of diverse racial, ethnic, cultural and linguistic backgrounds. Of course, all students are likely to benefit from the work of effective school leaders. But researchers have identified school-level policies and practices that principals can influence that are particularly important to the academic success of diverse students.

The Diversity Responsive Principal Tool (DRPT) does not address dispositions of principals: it focuses on whether principals have taken actions to create and sustain opportunities to learn at high levels for all students. While these policies and practices are especially important for the academic success of diverse students, they will benefit all students. There is no necessary trade-off between equity and excellence in schools with highly effective leaders.

Principals who promote equity and excellence are effective in promoting the following: the nuanced monitoring of both outcomes and influences on learning, relevant professional development, access to and support for rigorous academic content, fair and sensible disciplinary practices, culturally and linguistically responsive family engagement, a multicultural curriculum, open and productive discussions of issues related to race and ethnicity, an inclusive school climate, and efforts to recruit and retain a diverse staff.

Of course, race and ethnicity are not the only dimensions of diversity. However, they are correlated in many cases with other influences on learning, including socioeconomic status, community and family cultures, and English language facility. Moreover, everyone is diverse in some way that is relevant to his/her own learning. Thus, by focusing on what principals should do to foster school conditions that are particularly important to the success of students from racially, ethnically, culturally and linguistically diverse backgrounds, we can learn about leadership behaviors that improve the learning opportunities and outcomes of all students.

The DRPT is intended to encourage attention to actions principals can take to improve the learning opportunities of all students. The DRPT is not, in isolation, intended to support summative judgments of principal performance. Given this formative purpose, the identified leadership behaviors are accompanied by: (1) an overview of research on the efficacy of these policies and practices for which principals are to be held accountable, and (2) resources relating to implementing these policies and practices that can be used to guide professional development or support discussions of the behaviors highlighted in the DRPT.

The Diversity Responsive Principal Tool (DRPT)
Actions of Diversity Responsive Schools

	Never	Rarely	Often	Always
<i>1. Multiple forms of data are continuously collected and used to monitor possible racial and ethnic differences in student achievement, disciplinary actions, access to learning opportunities and the composition of student learning groups.</i>				
a. Data on student academic performance are disaggregated by race, ethnicity, disability and language facility. b. Possible racial and ethnic differences in student achievement are continuously monitored. c. Differences in student performance within racial and ethnic groups are examined. d. Data are used to monitor possible racial and ethnic differences in disciplinary actions. e. Possible racial and ethnic differences in access to honors, advanced, or AP courses are monitored. f. Rigid grouping structures within classrooms (“ability” grouping) are avoided, and the racial, ethnic, and linguistic compositions of instructional groups within classrooms are continually considered. g. The number of referrals to special education of students of different racial, ethnic, and linguistic backgrounds is monitored regularly.				
<i>2. Teachers’ professional development opportunities include diversity-rich content that is integral to the teaching of academic content and helps teachers establish productive relationships with students.</i>	Never	Rarely	Often	Always
a. Professional development includes diversity-rich content that focuses on instruction in a particular subject area. b. Professional development helps teachers understand potential cultural mismatches between them and their students. c. Professional development helps teachers investigate and understand how students' race, ethnicity, social class and language might be related to their learning and behavior. d. Teachers are helped to understand how the overgeneralization of students' cultures can result in stereotyping and other unproductive teaching behaviors. e. Professional development helps teachers develop strategies to effectively teach students from different racial and ethnic groups. f. Professional development helps members of the school staff examine how their own beliefs and dispositions might affect their relationships with diverse students. g. Teachers are helped to understand how they react to students' dress, accents, nonverbal communication, dialects and discussion modes and how their reactions affect their interactions with students. h. Professional development facilitates open conversations about race.				
<i>3. Students have access to rigorous academic content and the support they need to benefit from that access.</i>	Never	Rarely	Often	Always
a. All students have access to honors, advanced, and AP courses. b. Students at all levels of prior performance are challenged with rigorous curriculum. c. English language learners are engaged in challenging and mainstream curricula. d. Flexible grouping structures (as opposed to “ability” grouping) are used in classrooms. e. “Ability” grouping based on prior achievement is used sparingly and for a specific purpose. f. Struggling students are taught by experienced and qualified teachers. g. Programmatic resources are distributed equitably to meet the needs of struggling students. h. The school leader asserts and regularly reinforces the importance of ensuring that all students achieve at high levels.				

<p><i>4. There are well understood processes in place to fairly adjudicate school rules, identify perceived inequities and interpersonal conflict, and ensure that disciplinary policies and actions remove students from learning opportunities only as a last resort.</i></p>	Never	Rarely	Often	Always
<p>a. Fair and transparent processes exist for dealing with perceived inequalities and interpersonal conflict. b. Disciplinary policies remove students from the classroom to the least extent possible. c. The school has well publicized explicit and coherent policies that seek to ensure that all students and school staff do not experience discrimination based on ethnicity, race, language or social class.</p>				
<p><i>5. Family and community engagement strategies are well developed and give particular attention to engaging culturally and linguistically diverse families.</i></p>	Never	Rarely	Often	Always
<p>a. Staff collaborates and builds relationships with community groups to improve school offerings. b. The school has a well-defined plan for engaging and communicating with non-English speaking families. c. Teachers collaborate with families to learn with and from them about how best to meet the academic needs of students. d. School leaders respect all members of the school community with respect and make a special effort to engage those who may feel less comfortable or more vulnerable in the school. e. Teachers are provided adequate time and resources to establish family and community connections.</p>				
<p><i>6. The school's curriculum, while adaptive to student experiences and preferences for learning, provides opportunities to learn about different cultures and to interact with students of different races and ethnicities.</i></p>	Never	Rarely	Often	Always
<p>a. The curriculum helps all students understand the unique historical and contemporary experiences of different racial and ethnic groups. b. Teachers use culturally relevant learning resources. c. The prescribed curriculum engages students in learning through interactions with students of different races and ethnicities. d. The school honors and makes use of home languages of students who speak a language other than English. e. Multicultural curricula avoid racial and cultural stereotyping.</p>				
<p><i>7. The school has processes in place to surface, discuss, and address issues related to students' race and ethnicity that may concern discrimination, ineffective practice or interpersonal conflict.</i></p>	Never	Rarely	Often	Always
<p>a. Staff regularly discuss how racial attitudes and beliefs affect student performance, family engagement, and collaboration. b. There is a school procedure in place to appropriately address and deal with racial tensions. c. Staff engage in problem solving to address problems related to racial and ethnic discrimination and inequities.</p>				

<i>8. School policies and practices reflect a commitment to inclusiveness as well as respect for the values and strengths of diverse racial and ethnic groups.</i>	Never	Rarely	Often	Always
a. The participation of students from diverse racial, ethnic, and linguistic backgrounds in extracurricular activities is representative of the larger student body. b. The participation of students from diverse racial, ethnic, and linguistic backgrounds in leadership positions is representative of the larger student body. c. The historic experiences, values, and on-going contributions of diverse groups are evident throughout the school. d. Parents, students, and staff exhibit respect for people of different racial, ethnic, or cultural backgrounds. e. Staff and students are encouraged and trained to be inter-culturally competent with each other. f. The staff has developed a shared commitment to issues of diversity.				
<i>9. Efforts are made to recruit and retain a racially and ethnically diverse school staff.</i>	Never	Rarely	Often	Always
a. The racial and ethnic composition of the faculty reflects the diversity of the student body. b. Attempts are made to recruit staff of color. c. Attempts are made to retain staff of color.				

Examples of Supporting Research and Relevant Resources

1. Multiple forms of data are continuously collected and used to monitor possible racial and ethnic differences in student achievement, disciplinary actions, access to learning opportunities and the composition of student learning groups.

Collecting and analyzing data on student test scores and dropout rates is commonplace. However, disaggregating outcomes by race and ethnicity needs to be more detailed than is required by state and federal policy because there are often big differences in student performance within broad ethnic categories such as Hispanic (Latino) or Asian. Research has shown that schools that use data to inform instruction and hold teachers accountable for student outcomes narrow the achievement gap (Guerrero, 2011). Data on student access to rigorous academic content are also needed. Differences in students' opportunities to learn exist due to grouping within classrooms for instruction, curricular differences, tracking, attendance issues, and disciplinary measures that remove students from class (Archibald & Keleher, 2008). If such data are to lead to school-wide improvement, collaborative decision-making and the willingness to discuss issues related to race and ethnicity are critical, though often difficult.

Students of racially, ethnically, and culturally diverse backgrounds are disproportionately referred to special education and retained. Historically, Black and Latino students have been over-identified as needing special education services (Office of Special Education and Rehabilitative Services, 2006). Reasons for disproportionate referrals include: 1) inadequate classroom instruction prior to referral; 2) inconsistent, vague or arbitrary special education assessment and placement policies; and 3) the lack of effective schooling options (Harry & Klingner, 2006). Minority and low-income students are also more likely to be suspended and retained than their White and more affluent peers (Drakeford, 2006; Texas Education Agency, 1996). Research has consistently shown that retention, as commonly implemented, has a negative impact on achievement and socio-emotional adjustment and that it does not help most students "catch up" (Jimerson, 2001). There is also a relationship between retention and dropping out: students who are retained in elementary grades have a higher probability of dropping out of high school (Ou & Reynolds, 2010). Thus, potential disproportionalities in special education and retention data need to be monitored.

Relevant Resources (Curry resources require free registration)

On using data:

a. This guide to using data in school improvement efforts is a compilation of knowledge from data retreats and data use at Learning Point Associates.

<http://curry.virginia.edu/fipselibrary/guide-using-data-school-improvement-efforts>

b. This article provides recommendations for educators and school leaders to effectively use data to monitor students' academic progress and to evaluate instructional practices.

<http://curry.virginia.edu/fipselibrary/using-student-achievement-data>

c. This equity audit is a practical tool that school leaders can employ to develop a more equitable school.

<http://curry.virginia.edu/fipselibrary/equity-audit>

On disproportionality in special education:

d. This brief explains how to measure and understand the problem of disproportionate representation of minority students in special education.

<http://curry.virginia.edu/fipselibrary/how-measure-disproportionate-representation-special-education>

e. This legal brief discusses the overrepresentation of diverse students in special education programs.

<http://curry.virginia.edu/fipselibrary/overrepresentation-culturally-and-linguistically-diverse-students-special-education>

f. The article explains the relationship between race, disability, and overrepresentation in special education programs.

<http://curry.virginia.edu/fipselibrary/race-disability-and-overrepresentation>

On disproportionality in disciplinary actions:

g. This brief discusses racial disproportionality in school disciplinary practice.

<http://curry.virginia.edu/fipselibrary/racial-disproportionality-school-disciplinary-practices>

2. *Teachers' professional development opportunities include diversity-rich content that is integral to the teaching of academic content and helps teachers establish productive relationships with students.*

The quality of teaching students experience is the single most important school-based influence on student learning (Lewis, 2009; Rice, 2003). Sometimes, diversity-related professional development assumes that a focus on teacher awareness and dispositions is adequate to improve instruction and student learning. However, teachers need to master diversity-related pedagogical skills, including those that are content specific, if they are to enhance the learning of racially and ethnically diverse students. Moreover, teachers need to know how to build productive interpersonal relationships across student subgroups. The difficulty of developing such relationships, which are essential to student motivation, is often underestimated. And the importance of these caring relationships to student success appears to be greater among many students of color than they are for White and Asian students (Ferguson, 2002).

Aspects of what might be called diversity-rich content of professional development include, but are not limited to, learning activities that help teachers:

- investigate and understand how students' race, ethnicity, social class and language might be related to their learning and behavior;
- understand how the overgeneralization of characteristics of students' cultures can result in stereotyping and other unproductive teaching behavior;
- examine how their own beliefs and dispositions might affect their relationships with diverse students;
- understand how they react to students' dress, accents, nonverbal communication, dialects and discussion modes and how their reactions affect their interactions with students;
- know how to mediate the effects of stereotype threat experienced by students;
- develop the knowledge and skills to adapt instruction to the needs and experiences of students from different racial and ethnic backgrounds.

Relevant Resources (Curry resources require free registration)

On teacher perceptions of culture:

a. This is the facilitator's guide for the Teaching Diverse Students Initiative's Common Beliefs Survey, which addresses racial assumptions and misconceptions of teachers and helps teachers develop racial awareness.

<http://curry.virginia.edu/fipselibrary/common-beliefs-survey-facilitators-guide>

b. This activity helps teachers assess their own perceptions about their students' abilities.

<http://curry.virginia.edu/fipselibrary/educator-check-abilities>

c. This activity helps teachers assess their own understandings of culture.

<http://curry.virginia.edu/fipselibrary/educator-check-culture>

d. This activity helps teachers gauge their perceptions about their students' effort and motivation.

<http://curry.virginia.edu/fipselibrary/educator-check-effort>

e. This activity helps teachers assess their own cultures as well as the different cultures of their students.

<http://curry.virginia.edu/fipselibrary/features-culture>

f. This activity explores how cultural values of individualism and collectivism manifest in the classroom.

<http://curry.virginia.edu/fipselibrary/mismatches-cultural-expectations>

g. This video discusses why teachers should share their own racial experiences with older students.

<http://curry.virginia.edu/fipselibrary/teacher-led-discussions-race>

h. This article explores the relationship between cultural identity and teaching.

<http://curry.virginia.edu/fipselibrary/cultural-identity-and-teaching>

i. This video provides advice to teachers who want to address their own biases and prejudices.

<http://curry.virginia.edu/fipselibrary/addressing-personal-biases-and-prejudices>

j. This video encourages teachers to examine their reactions to their students, cautioning them to identify biases that may impact their assumptions about those children.

<http://curry.virginia.edu/fipselibrary/teacher-bias-and-perceptions-student-behavior>

On instructional strategies:

k. This video discusses that teachers must show that they care for their students, particularly while teachers hold high expectations of their students' academic achievement.

<http://curry.virginia.edu/fipselibrary/showing-caring-while-having-high-expectations>

l. This article outlines five standards of effective pedagogy for teachers.

<http://curry.virginia.edu/fipselibrary/five-standards-effective-teaching-pedagogy>

m. This resource provides an introduction to differentiated instruction as well as references to other resources.

<http://curry.virginia.edu/fipselibrary/differentiated-instruction>

n. This video explains why teachers should not think of learning styles to categorize all members of a cultural group.

<http://curry.virginia.edu/fipselibrary/cautionary-issues-learning-styles>

o. This video makes a case that assessment for racially, culturally and ethnically diverse students needs to involve multiple measures of robust forms of learning.

<http://curry.virginia.edu/fipselibrary/involving-multiple-measures-assessment>

p. It is important to recognize the individual characteristics of each child, rather than thinking of the child only in terms of his/her racial or cultural identity.

<http://curry.virginia.edu/fipselibrary/getting-know-students-individuals>

3. *Students have access to rigorous academic content and the support they need to benefit from that access.*

Students from low-income families are more likely to get a larger proportion of their learning opportunities from school than students from higher-income homes (Raudenbush, 2008). And, of course, English language learners are heavily dependent on schools for their academic learning opportunities. However, for a host of reasons – some the consequence of well-meaning instructional practices that effectively dumb-down the curriculum, some related to biases and misconceptions, and some because students are sometimes reluctant to seek rigorous curricula – students of color are often less likely than white students and many Asian-descent students to be engaged in more rigorous coursework.

Among the issues here include how students are selected for gifted and talented programs, honors courses, and AP courses and whether students of color have access to and support to succeed in advanced courses (Barton & Coley, 2009, p.10). Decisions that receive less attention than tracking, however, are how students are grouped for instruction within classrooms. One of the more common ways that students experience different levels of academic rigor is that they are grouped by "ability" within classrooms; (students are invariably grouped by prior achievement, not ability). Grouping is a common and often necessary practice. Grouping can be effective when it is targeted to specific goals with progress assessed continuously and when all students are held to high standards of performance. Research is clear that tracking (formal or informal) and inflexible ability grouping disadvantages most students (Hawley, 2007). On the other hand, there is evidence that very high achieving students can benefit from learning in academically homogeneous groups. The resolution of this conundrum resides in flexibility and teacher expertise in managing the instruction of diverse students. One might expect diversity responsive schools to facilitate learning in diverse classrooms through strategies such as cooperative learning (Cooper & Slavin, 2004); peer-mediated instruction (Fuchs & Fuchs, 2009); and differentiated instruction (Tomlinson, 2003).

Relevant Resources (Curry resources require free registration)

On grouping for instruction and tracking:

a. This video describes the characteristics of productive cooperative learning, including the goal that every member of the group achieves success.

<http://curry.virginia.edu/fipselibrary/basics-cooperative-learning>

b. Flexible grouping is a way to allow children to learn from each other and to move among groups based on their learning needs.

<http://curry.virginia.edu/fipselibrary/benefits-flexible-grouping>

c. This video explains the importance of allowing students to participate in a variety of groups, especially heterogeneous groups based on student interests.

<http://curry.virginia.edu/fipselibrary/benefits-heterogenous-grouping>

d. This paper outlines consequences of tracking and "ability" grouping in racially and ethnically diverse schools.

<http://curry.virginia.edu/fipselibrary/consequences-tracking-and-ability-grouping>

e. Excessive grouping has persisted despite evidence that it can be and often is counter-productive.

<http://curry.virginia.edu/fipselibrary/excessive-grouping-can-be-counter-productive>

f. Cooperative learning enables teachers to effectively teach a broad range of children.

<http://curry.virginia.edu/fipselibrary/expanded-reach-cooperative-learning>

g. This article provides guidance and suggestions on how to group students in detracked classrooms, where student ability is mixed.

<http://curry.virginia.edu/fipselibrary/grouping-detracked-classrooms>

h. This research brief explains why grouping practices are prevalent in high schools and outlines some of the consequences of tracking.

<http://curry.virginia.edu/fipselibrary/grouping-practices-high-school>

i. There is little evidence to support the fundamental theories underlying ability grouping that is not limited and tightly focused on specific learning needs.

<http://curry.virginia.edu/fipselibrary/lack-research-efficacy-ability-grouping>

j. Six teachers at an urban public high school that historically disavowed tracking met monthly to discuss deeply rooted notions of ability and intelligence for detracking reform. This research brief summarizes case studies of three of the six teacher participants, whose conceptions of tracking provide insight into some of the complex notions of tracking operating at the practitioner level in schools.

<http://curry.virginia.edu/fipselibrary/teacher-perspectives-grouping-practices>

On teacher expectations:

k. This video encourages teachers to challenge traditional forms of remediation by adding more rigor and support for students.

<http://curry.virginia.edu/fipselibrary/challenging-traditional-forms-remediation>

l. Too often, educators have a deficit view of the experiences students bring with them to school.

<http://curry.virginia.edu/fipselibrary/debunking-deficit-views>

m. This activity helps teachers assess their own perceptions about their students' abilities.

<http://curry.virginia.edu/fipselibrary/educator-check-abilities>

n. High expectations for student learning need to be matched by high levels of support to achieve high academic goals.

<http://curry.virginia.edu/fipselibrary/high-expectations-need-high-levels-support>

o. Teachers' negative stereotypes of Black students predispose them to believe that those students cannot achieve at high academic levels.

<http://curry.virginia.edu/fipselibrary/stereotype-threat>

On English language learners:

p. This framework provides practical suggestions for how to effectively teach English language learners.

<http://curry.virginia.edu/fipselibrary/cultural-linguistic-and-ecological-framework-response-intervention-english-language-learners>

q. This article provides an overview of the current research on instructional practices of English language learners and outlines some best practices.

<http://curry.virginia.edu/fipselibrary/practices-english-language-learners>

r. The distinction between basic interpersonal communication skills and cognitive academic language proficiency may no longer be useful in dealing with young English Language Learners. Some things that teachers can do to help students learn English are suggested.

<http://curry.virginia.edu/fipselibrary/second-language-acquisition-and-proficiency-standards>

s. This informative article explains the needs of English language learners and provides teachers with practical strategies for helping students achieve English language acquisition.

<http://curry.virginia.edu/fipselibrary/understanding-english-language-learners-needs-and-language-acquisition-process>

t. This video explains why teachers should assess their ELL students in both of their languages and in a variety of performance metrics.

<http://curry.virginia.edu/fipselibrary/tips-assessing-ell-students>

4. *There are well understood processes in place to fairly adjudicate school rules, identify perceived inequities and interpersonal conflict, and ensure that disciplinary policies and actions remove students from learning opportunities only as a last resort.*

Many teachers struggle with classroom management and how to deal with what they view as disorderly and disruptive behavior. How teachers meet these challenges affect student motivation and opportunities to learn.

Students of color are much more likely than their White peers to be disciplined (Gay, 2006). Students of color may also be more distrustful of authority and respond defensively to criticism and disciplinary action (Cohen, 2008; Noguera, 2008; Carter, 2008). Many disciplinary practices effectively reduce student learning time and this is especially true of suspension (Losen & Skiba, 2010). Thus, rules governing student behavior need to be clear and openly discussed and disciplinary action processes should be characterized by fairness and transparency. The best way to deal with the potential of disruptive behavior is to prevent it through strategies such as positive behavioral supports.

Relevant Resources (Curry resources require free registration)

a. This brief discusses racial disproportionality in school disciplinary practice.

<http://curry.virginia.edu/fipselibrary/racial-disproportionality-school-disciplinary-practices>

b. This book chapter discusses what discipline is for and how to connect students to the benefits of learning.

<http://curry.virginia.edu/fipselibrary/purpose-discipline>

5. *Family and community engagement strategies are well developed and give particular attention to engaging culturally and linguistically diverse families.*

An effective family engagement program reaches out to engage families in direct support of their children's learning (Boufford, et al., 2009). It is not surprising that some family members who have limited education or who have experienced discrimination may be distrustful and even confrontational. This conflict can cause teachers to back away from their students' families. Nonetheless, to develop the trust of family members and to deeply understand students, it is helpful for teachers to get to know and to engage their students' families outside the school. This is a tall order for teachers, and it requires school level commitment and time for such engagement – more than parent-teacher conferences once a quarter – as well as help with communicating with families with limited English.

Relevant Resources

On school-family connections:

a. This form can be used to assess the school climate for developing family and community partnerships.

<http://curry.virginia.edu/fipselibrary/assessing-school-partnerships>

b. This video discusses ways to include all parents in the school community, rather than judging parents who stay away from the school.

<http://curry.virginia.edu/fipselibrary/including-all-parents-school-community>

c. This policy brief analyzes factors related to the implementation of effective parental involvement with English Language Learners (ELLs).

<http://curry.virginia.edu/fipselibrary/promoting-ell-parental-involvement-challenges-contested-times>

d. This paper discusses diversity in the context of school, family, and community connections.

<http://curry.virginia.edu/fipselibrary/school-family-community-connections>

e. This video explains the principal's role in encouraging family involvement.

<http://curry.virginia.edu/fipselibrary/principals-role-encouraging-family-involvement>

On teacher-family connections:

f. This video explains why teachers need to develop the capabilities to engage in cross-cultural interactions with families.

<http://curry.virginia.edu/fipselibrary/enhancing-teachers-cross-cultural-communication-skills>

g. This video discusses why teachers need to enlist the involvement of their students' parents, rather than assume that parents do not care about their children's education.

<http://curry.virginia.edu/fipselibrary/enlisting-parents-help>

h. This video discusses families' funds of knowledge, which refer to the bodies of knowledge, skills, competencies, and trades that exist in households.

<http://curry.virginia.edu/fipselibrary/funds-knowledge>

i. This video explains that teachers need to go into communities, visit families, and respectfully learn the literacy practices of their students.

<http://curry.virginia.edu/fipselibrary/how-teachers-can-learn-communities-and-parents>

j. This document helps teachers have more productive parent interviews.

<http://curry.virginia.edu/fipselibrary/parent-interviews>

6. The school's curriculum, while adaptive to student experiences and preferences for learning, provides opportunities to learn about different cultures and to interact with students of different races and ethnicities.

An effective multicultural curriculum not only provides students opportunities to learn about different cultures but uses learning resources that are “culturally familiar” to diverse students (Goldenberg, Rueda & August, 2006, p.293). A multicultural curriculum is important to being a well-educated person but, in itself, does not transform students' preconceived beliefs about different races and ethnic groups. To have such an effect, curriculum – and the related instructional practices – needs to engage students in inter-group relationships and learning (Stephan, Renfro & Stephan, 2004).

One of the challenges facing educators who develop and use multicultural curricula is to avoid over-generalizing about the culture of students typically categorized by common racial and ethnic identities. How a multicultural curriculum is taught may be more important than the curriculum itself.

Relevant Resources

a. This brief argues that culturally relevant teaching is simply good teaching for all students.

<http://curry.virginia.edu/fipselibrary/case-culturally-relevant-pedagogy>

b. This article shows how one culturally responsive teacher developed students' higher order thinking skills by drawing on student interests and prior knowledge.

<http://curry.virginia.edu/fipselibrary/example-culturally-responsive-teaching>

c. This research brief provides seven strategies to support a culturally responsive pedagogy.

<http://curry.virginia.edu/fipselibrary/culturally-responsive-instructional-strategies>

d. This is facilitator's guide for Teaching Diverse Students Initiative's Culturally Relevant Pedagogy Primer, which provides an introduction to culturally relevant pedagogy.

<http://curry.virginia.edu/fipselibrary/culturally-relevant-pedagogy-primer-facilitators-guide>

e. This research brief discusses how students' social discourse is a bridge to literacy.

<http://curry.virginia.edu/fipselibrary/culturally-relevant-and-sensitive-pedagogy>

f. This brief outlines specific activities for becoming a culturally responsive teacher and for culturally responsive instruction.

<http://curry.virginia.edu/fipselibrary/addressing-diversity-schools-culturally-responsive-pedagogy>

g. This article discusses the consequences of spotlighting and ignoring racially and ethnically diverse students in the classroom.

<http://curry.virginia.edu/fipselibrary/spotlighting-and-ignoring-racially-and-ethnically-diverse-students>

7. *The school has processes in place to surface, discuss, and address issues related to students' race and ethnicity that may concern discrimination, ineffective practice or interpersonal conflict.*

We live in a society in which issues of race are pervasive for a host of economic, social and political reasons. Not surprisingly, there will be intergroup tensions in many schools. Concern about such tensions, and uncertainty about inter-cultural competence, can lead to educators' denial about the relevance of race or unwillingness to discuss perceptions that may be interpreted as racist. For these reasons, school communities need to discuss how racial attitudes and beliefs, even those that are well meaning, might be affecting student performance, professional collaboration and family engagement. Some issues that appear to be racial will turn out not to be, but a trusting and respectful learning community is critical in creating open discussions around race that lead to problem solving.

Relevant Resources

- a. Teachers and administrators should be clear and explicit about the need to discuss race.
<http://curry.virginia.edu/fipselibrary/leaders-role-discussing-race>
- b. This video explains the importance of promoting trust in group discussions of race and social class.
<http://curry.virginia.edu/fipselibrary/promoting-trust-race-dialogue>
- c. This video explains how discussing race depends on honesty and the will to engage in these conversations.
<http://curry.virginia.edu/fipselibrary/how-talk-about-race>
- d. Talking openly and respectfully about racial issues in schools is essential but not everything that seems related to race may be.
<http://curry.virginia.edu/fipselibrary/exploring-what-related-race-and-what-isnt>
- e. This guide outlines essential principles for reducing racial and ethnic prejudice in any program.
<http://curry.virginia.edu/fipselibrary/strategies-reducing-racial-and-ethnic-prejudice>

8. *School policies and practices reflect a commitment to inclusiveness as well as respect for the values and strengths of diverse racial and ethnic groups.*

Extracurricular activities should be responsive to the interests of all student groups, and, at the same time, efforts should be made to encourage students of all races and ethnicities to participate in a broad range of activities. Student connectedness to school and a positive school climate have been identified as factors that support academic performance, attendance and behavior (Weiss, Cunningham, Lewis, & Clark, 2005; Center for Disease Control and Prevention, Division of Adolescent and School Health, 2009). Schools that provide opportunities for student leadership and recognize student contributions enhance that connectedness. School policies or traditions may inadvertently impose requirements that limit the number of students who can compete for elected positions or serve in leadership positions. This can result in decreased levels of student connectedness and negatively impact school climate (McNeely, Nonnemaker & Blum, 2002). In racially and ethnically diverse schools, extracurricular activities may be opportunities for interracial contact in positive settings of shared interest (Brawarsky, 1996; Denson, 2009; Slavin, 1995; Cohen, 2004). Such activities can also be opportunities for curricular enrichment and the development of leadership and social skills that ultimately contribute to student academic success.

In diversity-responsive schools, the historic experiences, values, and on-going contributions of diverse ethnic, racial, linguistic groups are evident throughout the school, including public displays, classroom environments and the library. For example, the diversity of the student body is represented in the trophy cases, student work, poster boards and other public places and classrooms. And, in depicting the heritage of different groups, stereotyping that uses "traditional" characterizations is avoided and contemporary experiences and achievements are encompassed.

Relevant Resources

- a. This article discusses how to create a school environment in which every child can succeed.
<http://curry.virginia.edu/fipselibrary/belonging-necessary-learning-0>
- b. This research brief explains how school leaders can achieve racial and ethnic harmony within their schools.
<http://curry.virginia.edu/fipselibrary/how-school-leaders-achieve-racial-and-ethnic-harmony>
- c. This article discusses the school leader's role in creating an inclusive school environment.
<http://curry.virginia.edu/fipselibrary/school-leadership-inclusion>

9. Efforts are made to recruit and retain a racially and ethnically diverse school staff.

More than 75 percent of teachers and school administrators are White. This reality means that it is often not possible to have a racially and ethnically diverse school staff, especially one that represents the racial and ethnic diversity of a given school. Do students learn more from teachers of their own race? While research is thin, the research indicates that the racial and ethnic fit between students and teachers is correlated with student performance (Rivkin, Hanushek & Kain, 2006). But other factors may matter more. There is evidence that teachers of color are less likely to overreact to student behaviors and thus are less likely to take disciplinary action that removes students from the classroom (Gay, 2006). Moreover, staff diversity may provide students of color with positive role models and allow students to witness positive interracial interactions.

Relevant Resources

- a. This guide provides information on the different ways to recruit minority teachers.
<http://curry.virginia.edu/fipselibrary/recruiting-minority-teachers>
- b. This article discusses the unintended consequences of the Brown v. Board of Education decision on the employment status of Black educators.
<http://curry.virginia.edu/fipselibrary/impact-brown-v-board-education-decision-employment-status-black-educators>

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