

RESPONSIBILITIES OF CULTURALLY PROFICIENT SCHOOL LEADERS

ELEMENTS OF CULTURAL PROFICIENCY	ASSESS CULTURE	VALUE DIVERSITY	MANAGE THE DYNAMICS OF DIFFERENCE	ADAPT TO DIVERSITY	INSTITUTIONALIZE CULTURAL KNOWLEDGE
Teachers Observe and Instruct	Assess own culture and its effect of students; assess the culture of the classroom; support students in discovering their own cultural identity	Teach all subjects from a culturally inclusive perspective	Use conflict as a tool for object lessons; teach students a variety of ways to resolve conflict	Learn own instructional and interpersonal strengths and weaknesses; develop processes to compensate for and capitalize on them; help students to understand why things are done in a particular way.	Teach students appropriate language for asking questions about other peoples' cultures and telling other people about theirs
Site Administrators Lead and Supervise	Assess culture of the site	Articulate a culturally proficient vision for the site. Work with educators and staff to establish standards for holding one another accountable for the vision.	Provide training and support systems for conflict resolution	Examine policies and practices overt and intentional discrimination and change current practices when appropriate.	Model and monitor school wide and classroom practices
District Administrators Implement Policy	Assess culture of the district and the administrator's role in maintaining or changing it	Provide guidelines for culturally proficient practices and establish standards for appraisal	Provide resources for developing and establishing new conflict resolution strategies	Assess policy and propose changes where appropriate	Propose and carry out all policies from a cultural proficiency perspective
Parents & Community Articulate Expectations	Share with school personnel the community members' perceptions of the schools' cultures	Elect school board members who represent the diversity of the community	Discern the nature and source of conflict when it occurs (i.e., racism, sexism, etc.)	Identify policies and practices that need changing	Serve as resources and reference groups
School Board Members Set Policy	Assess the culture of the district; assess the culture of the board and the effect of that culture on the community it serves	Establish standards for culturally proficient practices	Articulate the need and value for conflict resolution in the context of diversity	Review and change policies to maintain cultural proficiency as the student population changes	Establish all policies from a culturally proficient perspective

Lindsey, Robins and Terrell, Cultural Proficiency: A Manual for School Leaders