



MARIEMONT ACADEMY DAY  
GLOBAL & CULTURAL PERSPECTIVES COMMITTEE  
PROFESSIONAL DEVELOPMENT

APRIL 22, 2019

# OUR JOURNEY

2015-2016

**..The Engaged student...is Globally Competent and understands other perspectives & Cultures.**

**..Developed District Committee..**

2016-2017

**..Build an understanding of Global Competence & Culturally Responsive Practices**

**..Introduced the Cultural Proficiency Continuum**

2017-2018

**..Develop the capacity of the staff using our Cultural Proficiency Continuum to bridge gaps & improve student engagement.**

**..Conduct a needs assessment**

2018-2019

**.Further develop our staff to apply the tools of culturally proficient practices.**

**..Establish building level committees**

# VISION OF OUR WORK

*Build an equitable, inclusive and responsive learning community that values the dignity and uniqueness of all students, staff and members of the community.*

# OUTCOMES FOR OUR WORK

- To view Cultural Proficiency as a shared priority and to build some common language
- To experience Cultural Proficiency as personal and professional work
- To use the lens of *Cultural Proficiency* as a guide with colleagues in addressing: access, equity and achievement gap issues.
- To use the 'Tools of Cultural Proficiency' to build professional capital for changing conversations.

# CULTURAL PROFICIENCY CONTINUUM

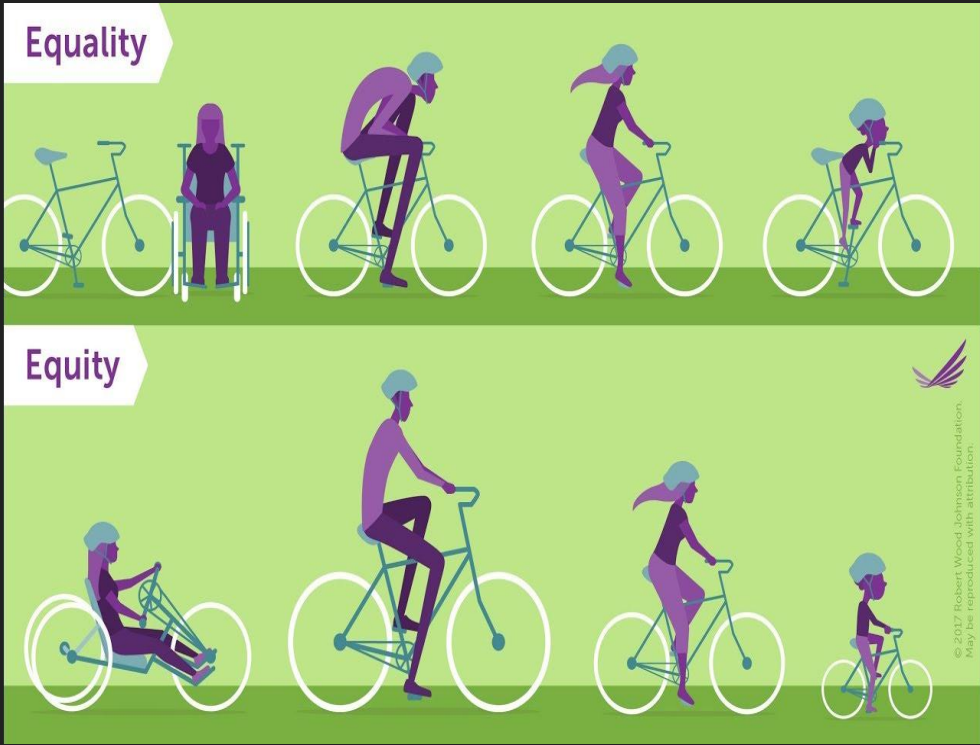
THE CULTURAL PROFICIENCY CONTINUUM: DEPICTING UNHEALTHY AND HEALTHY PRACTICES					
Cultural DESTRUCTIVENESS	Cultural INCAPACITY	Cultural BLINDNESS	Cultural PRECOMPETENCE	Cultural COMPETENCE	Cultural PROFICIENCY
COMPLIANCE-BASED TOLERANCE FOR DIVERSITY			TRANSFORMATION FOR EQUITY		
<p><b>Cultural destructiveness:</b> Seeking to eliminate references to the culture of “others” in all aspects of the school and in relationship with their communities.</p>	<p><b>Cultural incapacity:</b> Trivializing “other” communities and seeking to make them appear to be wrong.</p>	<p><b>Cultural blindness:</b> Pretending not to see or acknowledge the status and culture of marginalized communities and choosing to ignore the experiences of such groups within the school and community.</p>	<p><b>Cultural precompetence:</b> Increasingly aware of what you and the school don’t know about working with marginalized communities. It is at this key level of development that you and the school can move in a positive, constructive direction, or you can vacillate, stop, and possibly regress.</p>	<p><b>Cultural competence:</b> Manifesting your personal values and behaviors and the school’s policies and practices in a manner that is inclusive with marginalized cultures and communities that are new or different from you and the school.</p>	<p><b>Cultural proficiency:</b> Advocating for lifelong learning in order to be increasingly effective in serving the educational needs of the cultural groups served by the school. Holding the vision that you and the school are instruments for creating a socially just democracy.</p>

SOURCE: Adapted from Terrell & Lindsey, 2009.



# CULTURAL PROFICIENCY CONTINUUM

“EXCELLENCE WITHOUT EQUITY IS  
PRIVILEGE”



# SHIFTING FROM: TOLERANCE FOR DIVERSITY DESTRUCTIVENESS, INCAPACITY, BLINDNESS

- Seek and value tolerance, commonalty and similarity;
- Focus on “them,” their differences, deficits and need to assimilate or acculturate;
- Prevent, mitigate, avoid cultural dissonance and conflict;
- Expect others to change; Ensure access/opportunity but not support;
- Demographics viewed as a challenge; Ad-hoc policies, practices may be developed

# SHIFTING TO: TRANSFORMATION FOR EQUITY

## PRE-COMPETENCE, COMPETENCE, PROFICIENCY

- Respect and seek differences and seek to understand differences;
- Focus on the “self” and one’s responsibility to serve the needs of others;
- Anticipate, manage, leverage, facilitate conflict;
- Adapt to difference; Ensure access to opportunity and support for success;
- Demographic data sought and used to inform policy and practice which are integrated across the system;



the journey  
of a thousand miles  
begins with

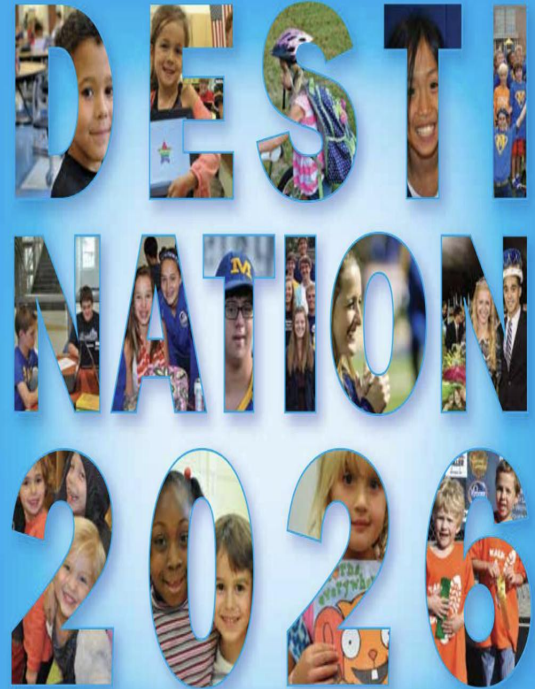
one step.

Lao-Tzu

# DISTRICT ACTION PLAN GOAL 2018-2019

- Establish building level Global and Cultural Perspective Committees to further develop the capacity of our staff to apply the tools of culturally proficient practices in order to build global competencies, bridge gaps and improve student engagement.

WORK SMART • CREATE EXPERIENCE • EMBRACE GROWTH



DESTINATION 2026

A STRATEGIC PLAN TO GUIDE THE INSTRUCTIONAL FUTURE  
OF THE MARIEMONT CITY SCHOOL DISTRICT

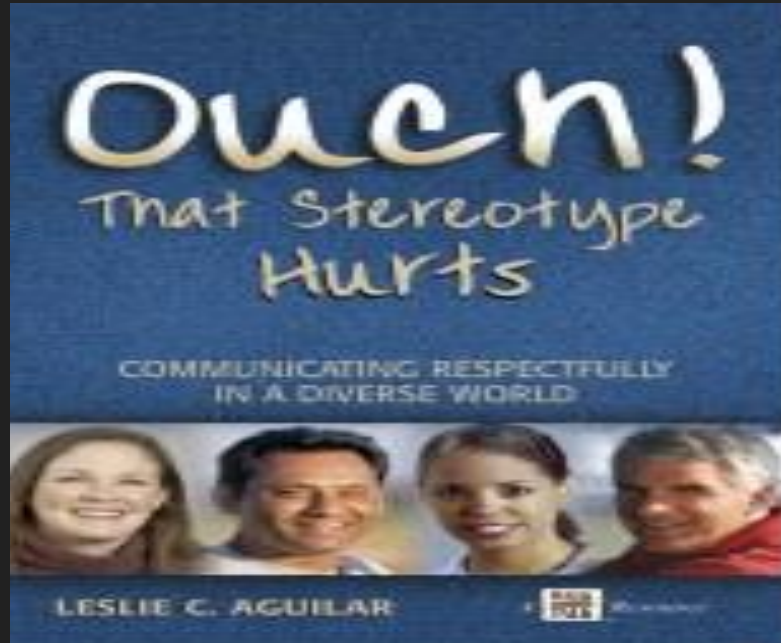
2018 UPDATE

LATEST NEWS  
I am only one,  
but still I am one.  
I cannot do everything,  
but still I can do something;  
and because I cannot do everything,  
I will not refuse to do  
something that I can do.

- Helen Keller -

# TWELVE TECHNIQUES FOR TAKING ACTION .....WITHOUT BLAME OR GUILT

FROM THE BOOK: OUCH! THAT STEREOTYPE HURTS  
COMMUNICATING RESPECTFULLY IN A DIVERSE WORLD



<https://vimeo.com/36420360>

# THINK-PAIR-SHARE

- **DESCRIBE A TIME WHEN YOU.....**

- Were exposed to stereotypes in media (TV, Movie, Music, etc..) What message did it send?
- When you have been the recipient or target of a stereotype. How did that affect you?
- When you have witnessed someone else being stereotyped. What did you do?

# CONTINUUM

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## Questions to Reflect On as we transition into our Elementary/JH & HS teams

- *Do you ever hear similar stereotypes or biased comments in Mariemont?*
- *Why do individuals sometimes remain silent in the face of stereotypes or other demeaning comments?*
- *What do you think you can do to increase your comfort, confidence and skill in speaking up when in an uncomfortable situation?*



# 1. ASSUME GOOD INTENT/EXPLAIN IMPACT

- This technique is all about your approach. It requires two thoughtful statements.
  - i. Acknowledge the other person's positive intentions.
  - ii. Describe the negative result of the statement or behavior.
- *Example: "I'm sure you meant to be funny, but that stereotype is no joke. Unfortunately, people actually believe that."*
- Remember: This technique is presented first because assuming good intent on the other person's part is the key to providing non-blaming feedback. Others are more likely to receive your gift or feedback if it is not wrapped in blame, anger, or sarcasm.

## 2. SAY "OUCH!"

- The word "Ouch!" can be used alone to communicate that words had a negative impact and provides immediate feedback.
- If you want to educate, you could use the word "Ouch!" followed by a statement that explains why certain words are a stereotype or are hurtful or inappropriate.
- *EXAMPLE: "Ouch! That stereotype hurts. Let me tell you what that behavior really means."*

### 3. REPHRASE

- You do not directly point out the language that was demeaning or inappropriate.
- In a subtle way, you rephrase the person's words in a more inclusive way in order to leave the more inclusive language in people's minds.
- *EXAMPLE: "I am not prejudiced against colored people."*
- *Followed by "I am glad you are not prejudiced against black people. Do you have any African-American friends?"*
- This method allows the conversation to continue without interruption and allows you to delve deeper into the conversation without seeming judgemental.
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## 4. ASK A QUESTION

- It should be 'generic' in content.
- It can be practiced ahead of time.
- They must be non-blaming.
- Should be sincere and open-ended questions.
- Refrain from questions that entrap or judge.
- *Examples:*
  - *"What did you mean Bobby?"*
  - *"What are you saying?"*
  - *"I don't think I heard you correctly. What did you say?"*
  - *"What leads you to say that?"*

## 5. REPEAT AND QUESTION

- Sometimes people do not realize what they have said.
- This technique gives them a chance to reexamine or perhaps recover.
- At times, people will communicate negative stereotypes or statements without directly saying them. This will help surface unspoken assumptions.
- **EXAMPLES:**
  - *To spotlight a word or phrase, you can repeat it verbatim.*
    - *"What do you mean when you say, 'Isn't that just like a \_\_\_\_\_?'"*
  - *Paraphrase what you think you are hearing.*
    - *"It sounds like you are saying that Alan is too old to learn the computer. Is that what you meant?"*

\*\* A word of caution: If the comment is too hateful or highly offensive you may not want to repeat it verbatim. Use a different technique (maybe use step 4-rephrase/question).

## 6. INTERRUPT AND REDIRECT

- Interrupting and redirecting changes the direction of a conversation abruptly, without necessarily soliciting further discussion.

*EXAMPLE: Someone makes a slur or begins a joke that you suspect will be derogatory, such as "How many \_\_\_\_\_ does it take to...?" You can immediately interrupt. "Whoa! Let's not go there!" or "Danger, quicksand ahead!"*

- This gives the person a chance to change directions. If they don't, walking away and removing yourself will say a lot.

## 7. APPEAL TO EMPATHY

- This technique works well with people who you know are empathetic. But remember, not everyone has empathy.
- Also, remember that even with empathy it is not always easy to put yourself in someone else's shoes if you have never experienced discrimination personally.
- *Example: "Sarah, do you remember how frustrated you were when Brenda dismissed your ideas because you were new here? It seems that now you are doing the same thing to Bruno simply because he has an accent. How do you think he feels?"*

## 8. NAME IT

- Specifically identify, by name, exactly what is happening to spotlight the communication in question.
- It can be light-hearted or more serious depending on the situation and your tone.
- *Examples:*
  - *"Now THAT would be a stereotype!"*
  - *"Do you believe that stereotype?"*
  - *"What are your underlying assumptions here?"*
  - *"That is a racial slur you just used."*



## 9 & 10 SEEK CONTRADICTIONS / MAKE IT INDIVIDUAL

- Two techniques that accomplish the same goal- breaking through the thought process of clumping people together in stereotypes.
- You are stating that while that may be true for an *individual*, it is not true for *everyone* in a group.

*Example: Stereotypical Statement: "This generation of kids are slackers."*

*Seek Contradictions: " I think we have some great young employees. What about Damion and Kendra. They are both great."*

*Make it Individual: "Do you mean all of the young people or someone in particular?"*

## 11. BROADEN TO UNIVERSAL BEHAVIOR

- If someone tries to attribute a certain trait to one particular group, consider broadening the description to universal human behavior.
- In other words, try to show that it is a human trait, not limited to a stereotyped group.
- *EXAMPLE:*
- *Stereotype: "Men are good leaders."*
- *Broaden: "Yes, some men are. But I think leadership is broader than that. I know some women who are good leaders too...and some men who aren't."*

## 12. USE THE "I" VOICE / CLASSIC FEEDBACK PROCESS

- Give feedback on demeaning, stereotypical, or discounting behaviors.
- Use classic feedback model: objectively DESCRIBE the SITUATION and the BEHAVIOR you observed. Then give feedback on the IMPACT using the "I" voice.
- Great tool for more in-depth feedback and conversation.

*EXAMPLE: "When you made the 'fat' comment in the meeting yesterday, I felt humiliated."*

See next slide for detailed example:

## DETAILED EXAMPLE OF TECHNIQUE 12:

*"Sal remember yesterday in the quarterly staff meeting when you introduced our new sales rep. You said 'We finally got an African-American AND a female on our staff- we've been trying for a long time to be more diverse.' You didn't say anything about Tanya's qualifications or her great experience. I am sure you meant to give Tanya a warm, enthusiastic welcome, but what I noticed, Sal, is that she seemed very uncomfortable with your introduction. To me, it felt like you were saying that that's why you hired Tanya- for her race and gender, not her talent.*

*Is that what you meant? How do you think that is going to affect others' perceptions of her qualifications? Is there anything else you want to say to Tanya or to the other staff members? Thanks, Sal."*

LET'S REVIEW!

QUIZIZZ LIVE GAME

<https://quizizz.com/admin/quiz/5cb8ba67d07957001a30278c/ouch-that-stereotype-hurts>