

**WOODFORD COUNTY BOARD OF EDUCATION  
AGENDA ITEM**

**ITEM #:** X6 **DATE:** July 1, 2019

**TOPIC/TITLE:** Award RFP 2019-10 Cultural Audit, Improvement Planning, and Implementation Support

**PRESENTER:** Jimmy Brehm

**ORIGIN:**

- TOPIC PRESENTED FOR INFORMATION ONLY (No board action required.)
- ACTION REQUESTED AT THIS MEETING
- ITEM IS ON THE CONSENT AGENDA FOR APPROVAL
- ACTION REQUESTED AT FUTURE MEETING: (DATE)
- BOARD REVIEW REQUIRED BY

- STATE OR FEDERAL LAW OR REGULATION
- BOARD OF EDUCATION POLICY
- OTHER:

**PREVIOUS REVIEW, DISCUSSION OR ACTION:**

- NO PREVIOUS BOARD REVIEW, DISCUSSION OR ACTION
- PREVIOUS REVIEW OR ACTION

- DATE:
- ACTION:

**BACKGROUND INFORMATION:**

Request to approve and fund the proposal from Whatever it Takes Consulting to conduct Cultural Audit, Improvement Planning, and Implementation Support. Whatever it Takes Consulting scoring the highest of three submitted proposals.

**SUMMARY OF MAJOR ELEMENTS:**

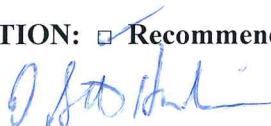
Woodford County Schools requested proposals from qualified vendors to develop and facilitate a strategic planning process that engages all Woodford County Public Schools stakeholders in ownership of cultural intelligence awareness and development. The strategic plan will enable the district to provide a culturally responsive learning experience for every student. The strategic planning process shall support the district to:

- Determine the current cultural climate
- Establish priorities
- Establish clearly stated and measurable objectives that define what is to be achieved
- Determine who is accountable for implementation of priorities
- Support communication of strategies to all stakeholders
- Monitor implementation

**IMPACT ON RESOURCES:** \$35,277.60

**TIMETABLE FOR FURTHER REVIEW OR ACTION:** Attached

**SUPERINTENDENT'S RECOMMENDATION:**  Recommended  Not Recommended



RFP 2019-10 Cultural Audit  
Woodford County Schools  
FINAL SCORE SHEET

CRITERIA	POINTS AVAILABLE	ISA	SkyRocket	Whatever It Takes
Articulated plan to determine the current cultural climate	10	5	5	10
Articulated plan to establish improvement priorities	10	5	0	10
Articulated plan to establish clearly stated and measurable objectives that define what is to be achieved	10	5	5	10
Articulated plan to support communication of strategies to all stakeholders	10	5	5	10
Articulated plan to monitor implementation and progress	10	10	5	10
Cost	30	10	30	20
Evidence provided to demonstrate likelihood of plan success.	10	5	0	10
Company qualifications, experience, and references	10	5	0	5
<b>TOTAL POINTS</b>	<b>100 points</b>	<b>50</b>	<b>45</b>	<b>85</b>

EACH SCORER REVIEWED EACH PROPOSAL AND SCORED THE INDIVIDUAL AREA BASED UPON WHICH PROPOSAL BEST MATCHED THE CRITERIA. FROM A TOTAL OF 7 INDIVIDUAL SCORERS THE MODE WAS CALCULATED AND IS THE FINAL SCORE IN EACH AREA.

# **Request for Services 2019-10**

## **Cultural Audit, Improvement Planning And Implementation Support**



**Prepared For  
Mr. Jimmy Brehm  
Chief Academic Officer  
Woodford County Public Schools**

# Table of Contents

**Whatever It Takes, Inc. – Organizational Overview ..... 4**

**Project Approach - WIT Action Planning Process ..... 5**

**Project Timeline ..... 8**

**Project Budget ..... 10**

**APPENDIX..... 11**

**Professional Reference List..... 11**

**WIT Capacity Statement ..... 12**

**WIT Site Visit Team..... 13**

**Descriptive Literature..... 14**

**Descriptive Literature Reference List ..... 15**

Mr. Jimmy Brehm  
Chief Academic Officer  
Woodford County Public Schools  
330 Pisgah Pike  
Versailles, Kentucky 40383

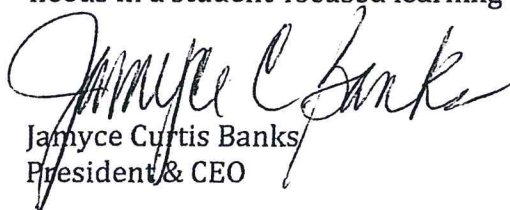
Mr. Brehm,

At Whatever It Takes, Inc. (WIT) we understand the significance of planning strategically. Strategic planning is important because it provides a sense of direction, outlines measurable goals and is a tool that is useful for guiding day-to-day decisions as well as for evaluating progress and changing approaches when moving forward. WIT employs a continuous development approach to strategic planning and appreciates the opportunity to submit a proposal to facilitate the Woodford County Public Schools in addressing its organizational culture through this critical process.

WIT will develop and facilitate a strategic action planning process that engages all Woodford County Public Schools stakeholders in ownership of cultural intelligence awareness and development. The action plan will enable the district to provide a culturally responsive learning experience for every student consistent with the district values (PRIDE) as expressed in "The Woodford County Way". The action planning process supports the district in its ability to:

- *Determine the current cultural climate (Pages 5-6)*
- *Establish priorities (Pages 6-7)*
- *Establish clearly stated and measurable objectives that define what is to be achieved (Pages 6-7)*
- *Determine who is accountable for implementation of priorities (Page 6-7)*
- *Support communication of strategies to all stakeholders (Pages 5-7)*
- *Monitor implementation (Pages 6-7)*

Please find enclosed a proposal for review. The proposal provides a timeline for the development and facilitation of a strategic action planning process. This proposal remains valid for ninety (90) days from the date of receipt. WIT hopes to have the opportunity to support the Woodford County Public Schools in this significant endeavor toward continued high expectations in valuing all stake holders and meeting social, emotional and physical needs in a student-focused learning environment.

  
Janyce Curtis Banks  
President & CEO

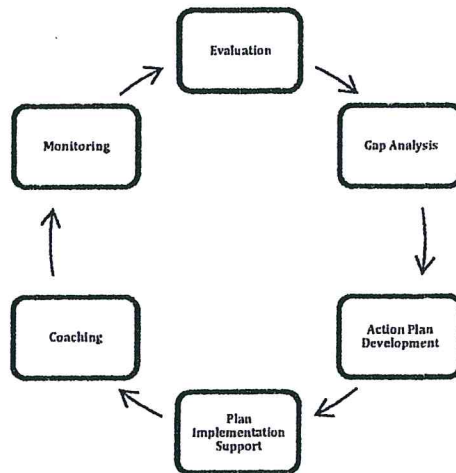
# Whatever It Takes, Inc. – Organizational Overview

**Whatever It Takes, Inc. (WIT)** is a certified woman and minority owned consulting company that facilitates school development, performance and transformation. WIT helps schools and school districts create sustainable change by utilizing a variety of tools and strategies to support their ability to address the needs of increasingly diverse school communities. WIT helps schools and school districts maximize strategies and build relationships.

WIT has a mission of commitment to:

- Provide customized school development support;
- Provide training that is highly engaging, interactive and immediately applicable; and
- Assist with the development of culturally responsive individuals and organizations.

This commitment is the philosophy of WIT and is provided through a continuous developmental model customized to address the goals of our clients.



WIT will analyze current culture impacted data (i.e. demographic patterns, performance data, disciplinary actions, and staff diversity) and conduct a gap analysis to identify growth needs. Once needs are established, WIT will work collaboratively with the school/district on the development, implementation and monitoring of an action plan to close identified gaps and achieve the desired outcome.

WIT conducts board, school leadership and school-based team training as well as coaching to support goal setting, skill development and program implementation and sustainability.

WIT develops and implements customized school and district evaluations that are an analysis of all available data related to leadership effectiveness, the planning and delivery of instruction and the presence of a school culture that meets the needs of all students. At the conclusion of each evaluation a detailed written report is provided that identifies areas of strength and growth opportunities that is inclusive of recommendations.

# Project Approach - WIT Action Planning Process

The WIT continuous improvement model provides for effective action planning through evaluation, gap analysis and plan development, as well as coaching and monitoring of implementation.

Consistent with the WIT model a three-pronged approach to the action planning process is proposed as follows: (1) Priority Analysis, (2) Stakeholder Input Collection and Analysis and (3) Action Plan Development and Monitoring. This three-pronged approach is implemented in collaboration with a planning team to be developed by Woodford County. WIT will work with Woodford County leadership in identifying criteria for team membership, inclusive of all stakeholders, to ensure equity in representation, effectiveness in implementation and sustainability with regard to goals and objectives.

## OVERVIEW OF THE THREE-PRONGED APPROACH

**(1) Priority Analysis** - The first step in any strategic action planning process is to determine the current state of the organization. To determine the current cultural climate, WIT will work with the Woodford County Team Lead to conduct an environmental analysis of cultural impact data (i.e. demographic patterns, performance data, disciplinary/behavior management data, Special Education placement data, English Language Learner data, staff diversity data, etc.) with a focus on cultural alignment of the district values. The environmental analysis will include alignment with each of the current “Woodford Way areas:

- A. Expecting continuous individual and collective growth to meet high standards
- B. Serving the academic, social, emotional, and physical needs of every child
- C. Valuing, empowering, supporting and celebrating all stakeholders
- D. Making decisions with high levels of integrity and in the best interest of students
- E. Collaborating to maximize success

The Priority Analysis will also include SWOT analysis for the Woodford County Team. WIT will use data from the Priority Analysis in the development of the protocol for Stakeholder Input Collection and Analysis.

**(2) Stakeholder Input Collection and Analysis** – The solicitation of stakeholder input is an additional determination of the current cultural climate. The involvement of all stakeholders in the action planning process increases communication engagement and supports the development of a common mission and vision. Stakeholder buy-in is a critical component of the effective implementation of any action plan. Buy-in is increased through collaboration with stakeholders during the planning process. WIT will solicit stakeholder input as follows:

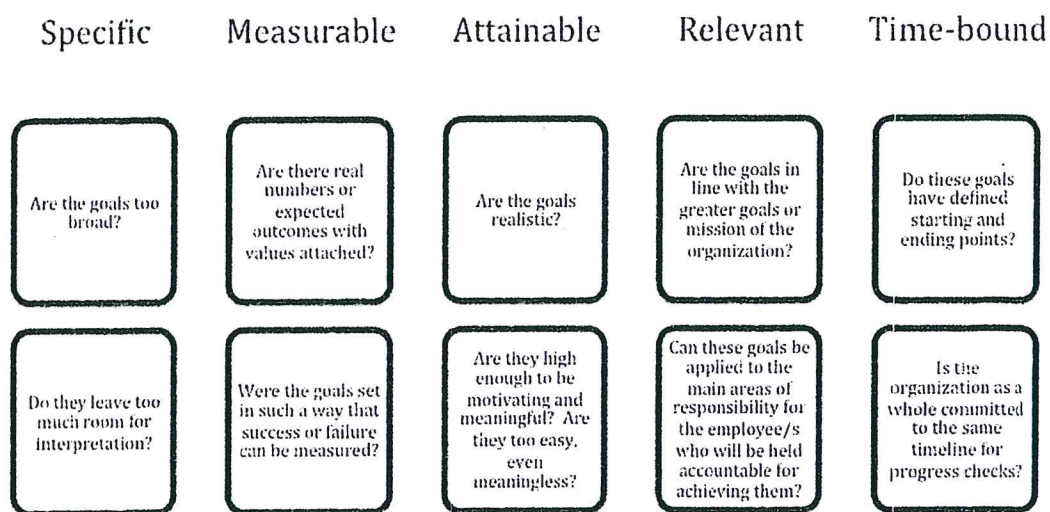
- A. **Stakeholder Surveys** – Using the gap areas identified in the Priority Analysis, WIT will develop surveys for all school stakeholders. To ensure anonymity, all surveys will be administered through WIT via a web-based system. WIT will work with the Woodford County Team on administering surveys to the identified stakeholder groups (students, staff, parents, and community members).

**B. Stakeholder Focus Groups** – WIT will work with the Woodford County Team to identify and secure focus group participants representative of all aspects of the district (geographic, socio-economic, ethnic, etc.) as well as to conduct focus group sessions. Using data from gap areas and survey analysis, WIT will develop stakeholder focus group questions to provide descriptive data aligned with gaps and analyses.

A WIT Site Visit Team will conduct focus group sessions. WIT respects its clients both as an organization and as individuals. This respect is demonstrated in the high standards for professional conduct of all WIT Site Team members. WIT will analyze the data from stakeholder surveys, focus groups and Priority Analysis. The Woodford County Team will receive an Action Planning Guide inclusive of a comprehensive analysis report for review in preparation for the action planning sessions. The comprehensive analysis will provide information to communicate needs to all stakeholders as well as materials necessary for engagement throughout the planning process.

**(3) Action Plan Development and Implementation Monitoring** – The action planning process is the connection of needs with resources in order to establish priorities and measurements. Monitoring ensures activities are both consistent with the “Woodford Way” and kept within the parameters of agreed upon goals and objectives. To establish improvement priorities and support successful plan implementation, WIT will facilitate the development and monitoring of a strategic action plan as follows:

**A. Plan Development** – WIT will engage the Woodford County Team in analysis of the environmental and stakeholder data collected for the purpose of identifying 2-3 strategic priorities aligned with the “Woodford Way”. Once priorities are established WIT will facilitate the Woodford County Team in the identification of measurable objectives and monitoring timelines using the “SMART” model.





- B. Implementation Monitoring** – To monitor implementation and progress, WIT will support the Woodford County Team in the development of a customized Action Plan format. WIT will guide the Woodford County Team in establishing the areas of the Action Plan (i.e. Measurement, Champion, Timeline, etc.). As part of its continuous improvement process, WIT will collaborate with the Woodford County Team to provide quarterly and annual review of implementation.

### **ACTION PLAN TEMPLATE (Example)**

**GOAL 1:**

PRIORITY	MEASUREMENT	CHAMPION	TIMELINE	STATUS	DATA UPDATE
<b>1</b>					
<b>2</b>					
<b>3</b>					
<b>4</b>					

With regard to evidence to demonstrate the likelihood of plan success, the WIT process for development of action plans is research based best practice commonly utilized to support organizational development. However, WIT differentiates itself with regard to supporting success in the incorporation of action plan implementation monitoring in its development process. WIT will coach the Woodford County Team and Team Lead to support the implementation of the Action Plan that is developed. Additionally, WIT can provide customized professional development supports to build capacity in the Team Lead, team and staff to support the development of cultural intelligence (CQ) and culturally responsive practices, which enhance the ability to successfully implement the Action Plan. This focus on implementation support has provided success for other schools and districts including but not limited to increased cultural intelligence (CQ) scores as measured by the Cultural Intelligence (CQ) Assessment, increased student performance as measured by standardized testing, change in instructional practice as measured by administrative walkthrough observations, decreased behavior management issues as measured by school/district discipline reports and increased perception of a welcoming school environment as measured by school/district/state satisfaction surveys.

# Project Timeline

WIT will facilitate the Woodford County Team in a three-phase process of cultural development. The timeline for the three phases is as follows:

## ***PHASE I – July 1, 2019 through November 30, 2019***

During Phase I, WIT will work with the Woodford County Team in the development of an action plan inclusive of the identification of strategic priorities, establishment of measurable goals and objectives as well as implementation timelines and monitoring protocols.

### ▪ ***Part I – Environmental Data Collection – July 1, 2019 through August 31, 2019***

During Phase I, WIT will work with the Woodford County Team in the collection of data. This data includes analysis of both cultural impact data and stakeholder input gathered via survey and focus group (Criteria – *identify current cultural climate*).

### ▪ ***Part II – Data Analysis and Review – August 31, 2019 through September 30, 2019***

WIT will conduct an analysis of all data collected and provide the Woodford County Team with a comprehensive report to support effective planning (Criteria – *identify current cultural climate, begin establishing priorities*).

### ▪ ***Part III – Action Plan Development – September 30, 2019 through November 30, 2019***

WIT will facilitate the use of the comprehensive report in the development of a strategic action plan. The plan will be inclusive of the identification of strategic priorities, establishment of measurable goals and objectives as well as implementation timelines and monitoring protocols (Criteria – *establish improvement priorities and plan for implementation and monitoring*).

## ***PHASE II – November 30, 2019 through May 31, 2020***

During Phase II, the Woodford County Team will be coached by WIT with action plan roll out, implementation and monitoring. WIT will facilitate the Woodford County Team in monitoring plan implementation with a focus on awareness and skill building. WIT will facilitate the Woodford County Team in the development of quarterly reports and an annual plan review that includes either stakeholder survey or focus groups. Professional development and leadership coaching are available options not included in the current proposal (Criteria – *communicate strategies to all stakeholders, monitor implementation and progress*).

## ***PHASE III – May 31, 2020 through July 1, 2020***

During Phase III, WIT will facilitate the Woodford County Team in the development of a monitoring process for plan implementation with a focus on embedding and sustainability. WIT will work with the Woodford County Team on the potential development of micro-credentialing to support continued development. WIT can also facilitate the Woodford County Team in the development of evaluation of quarterly reports and an annual plan review, including evaluation of micro-credentialing, and either stakeholder survey or focus groups. Professional development and leadership coaching are available options not included in the current proposal (Criteria – *communicate strategies to all stakeholders, monitor implementation and progress*).

- ◆ Depending upon the quantity of data for analysis, the Priority Analysis and Stakeholder Input Collection Survey will take up to 30 days to complete.
- ◆ Based on the size of the district and depending upon stakeholder availability, Stakeholder Focus Group Sessions should not take more than 2 days to complete.
- ◆ A summary of analyses will be provided, as preparation, prior to the planning sessions in order to maximize session planning time.
- ◆ The first planning session, occurring in Phase I, will focus on review of the Priority Analysis and Stakeholder Input Collection analysis. WIT will provide suggested areas of focus for consideration based on data analysis and begin the goal development process.
- ◆ The second planning session in Phase I will be used to finalize goals and the corresponding objectives, measurements and accountability for each identified goal.

**PROJECT TIMELINE**

<b>Phase I July 1, 2019 – November 30, 2019</b>	<b>Phase II November 30, 2019 – May 31, 2020</b>	<b>Phase III May 31, 2020 – July 1, 2020</b>
<p><b>1. Readiness and Development</b></p> <ul style="list-style-type: none"> <li>• WIT meets with the Woodford County Team to determine logistics for Priority Analysis and Stakeholder Input Collection</li> <li>• WIT meets with the Team to determine logistics for planning sessions</li> <li>• WIT works with Team Lead on all aspects of project management</li> </ul> <p><b>2. Priority Analysis</b></p> <ul style="list-style-type: none"> <li>• Demographic patterns</li> <li>• Performance data</li> <li>• Disciplinary Processes</li> <li>• Special Education placement data</li> <li>• English Language Learner data</li> <li>• Staff diversity data</li> <li>• Values alignment</li> <li>• Other data as needed</li> </ul> <p><b>3. Stakeholder Input Collection and Analysis</b></p> <ul style="list-style-type: none"> <li>• SWOT Survey</li> <li>• Stakeholder Surveys</li> <li>• Stakeholder Focus Group Sessions</li> </ul> <p><b>4. Strategic Plan Development</b></p> <ul style="list-style-type: none"> <li>• Strategic Plan Development Facilitation – Data Analysis Review</li> <li>• Strategic Plan Development Facilitation – Goal Setting, Identification of Objectives and Measurements, Development of Monitoring Processes</li> </ul>	<p><b>1. Readiness and Development</b></p> <ul style="list-style-type: none"> <li>• WIT meets with the Team to determine logistics for action plan implementation and monitoring</li> <li>• WIT meets with Team Lead on all aspects of project management</li> </ul> <p><b>2. Strategic Plan Implementation</b></p> <ul style="list-style-type: none"> <li>• WIT coaches the Woodford County Team in plan approval and roll out</li> <li>• In March, WIT facilitates quarterly review of action plan implementation</li> </ul> <p><b>NOTE - Optional Services:</b> While this is not included in the proposal, WIT can conduct professional development awareness and skill building sessions at schools throughout the district based on action plan goals and objectives to support capacity building and effective implementation.</p>	<p><b>1. Readiness and Development</b></p> <ul style="list-style-type: none"> <li>• WIT meets with the Team to determine logistics for embedding and sustainability</li> <li>• WIT works with Team Lead on all aspects of project management</li> </ul> <p><b>2. Process for Embedding and Sustainability</b></p> <ul style="list-style-type: none"> <li>• In June, WIT facilitates annual review of plan implementation</li> <li>• In June, WIT will work with the Woodford County Team on development of a monitoring process for plan implementation with a focus on embedding and sustainability</li> </ul> <p><b>NOTE - Optional Services with Extended Contract into 2020-2021:</b></p> <ul style="list-style-type: none"> <li>• WIT continues to conduct awareness and skill building sessions throughout the district, as identified in the action plan</li> <li>• WIT begins work with building level culture teams</li> <li>• WIT facilitates the development of micro-credentialing</li> <li>• WIT facilitates quarterly and annual review of plan implementation</li> </ul>

# Project Budget

## PROJECT BUDGET – PHASE I

Phase I – July1, 2019 – November 30, 2019 – Environmental Data Collection, Data Analysis and Review and Action Plan Development	AMOUNT
Project Management (Quarterly Fee)	\$1,500.00
Environmental Data Analysis	\$5,000.00
Stakeholder Input Development Collection and Analysis and Priority Identification (by WIT Team)	\$12,500.00
Action Plan Development Facilitation (up to 12 hours)	\$6,000.00
Housing/Meals - \$ 200 per night/ \$50 per day = \$250 x 2 days	\$500.00
Mileage – 808 @ \$.55 = 444.40 x 2 days	\$888.80
<b>TOTAL</b>	<b>\$26,388.80</b>

**NOTE:** An exact budget for PHASE II and PHASE III must be determined based on the Action Plan developed by the Woodford County Team. At minimum, the team should have at least one coaching session per quarter, which is reflected in the budgets provided below. Additional sessions can be scheduled as needed based on the Action Plan.

## PROJECT BUDGET – PHASE II

Phase II – Action Plan Roll Out, Implementation and Monitoring – November 30, 2019 through May 31, 2020	AMOUNT
Project Management (Quarterly Fee)	\$3,000.00
Action Plan Coaching - \$1,500 per session (March 2020)	\$1,500.00
Housing/Meals - \$ 200 per night/ \$50 per day = \$250	\$250.00
Mileage – 808 @ \$.55 = 444.40	\$444.40
<b>TOTAL</b>	<b>\$5,194.40</b>

## PROJECT BUDGET – PHASE III

Phase III – Program Development – May 31, 2020 – July 1, 2020	AMOUNT
Project Management (Quarterly Fee)	\$1,500.00
Action Plan Coaching - \$1,500 per session (June 2020)	\$1,500.00
Housing/Meals - \$ 200 per night/ \$50 per day = \$250	\$250.00
Mileage – 808 @ \$.55 = 444.40	\$444.40
<b>TOTAL</b>	<b>\$3,694.40</b>

**NOTE:**

- ◆ Project Management, Priority Data Analysis and Stakeholder Input Development, Collection and Analysis fees due at time of service. Housing and mileage reimbursement is due within 30 days of service.
- ◆ Project dates will be established by mutual agreement.

# APPENDIX

## Professional Reference List


Dr. Kathy Ruggeberg  
Assistant Superintendent for Teaching and Learning  
Rock Island Milan School District #41  
2101 6<sup>th</sup> Avenue  
Rock Island, Illinois 61201  
kathy.ruggeberg@rimsd41.org  
(309) 793-5900

Mr. Jimmy Meadows  
Director of School Improvement and Innovation  
Fayette County Public Schools  
1126 Russell Cave Road  
Lexington, Kentucky 40505  
jimmy.meadows@fayette.kyschools.us  
(859) 475-8806

Ms. Karen Hastings  
Culture & Climate Coordinator  
Indianapolis Public Schools  
Forest Manor Professional Development Center  
4501 E 32nd St, Indianapolis, IN 46218  
Indianapolis, Indiana 46218  
hastingk@myips.org  
(317) 441-8794 or (317) 226-3404

Additional references available upon request

# WIT Capacity Statement

	<p><b>CAPABILITY STATEMENT</b>          Whatever It Takes Consulting, Inc.          Dr. Jamyce Curtis Banks          jamyce@witconsultinginc.com          317-297-5882 (office)          317-292-5989 (cell)          1389 W. 86<sup>th</sup> Street, Suite 130          Indianapolis, Indiana 46260</p>
---	--

<p><b>WHY WORK WITH WHATEVER IT TAKES CONSULTING (WIT)?</b></p> <ul style="list-style-type: none"> <li>• Improve student performance</li> <li>• Decrease classroom/school disruptions</li> <li>• Integrate culturally responsive behaviors and practices into instruction, policies and procedures, family engagement, and community relationships</li> </ul>
---

SUMMARY OF WIT EXPERTISE	WIT PHILOSOPHY
<ul style="list-style-type: none"> <li>• <b><u>Training and Facilitation</u></b> – Ability to provide engaging and immediately applicable trainings and workshops in implicit bias, cultural intelligence (CQ), culturally responsive teaching and learning * culturally responsive behavior management * developing and maintaining positive school culture * enhancing family and community engagement</li> <li>• <b><u>Coaching</u></b> – Ability to provide teacher and leadership coaching in the development and maintenance of a culturally responsive classroom and school environment</li> <li>• <b><u>School Audits &amp; Evaluation</u></b> – Ability to develop customized school audits and provide training in the use of audit data to inform performance improvement * design protocols for use of data in planning and decision making * conduct school and district level strategic planning</li> </ul>	<ul style="list-style-type: none"> <li>✓ <b>WIT is outcome driven</b> – Services provided extend beyond the development of strategies to facilitate implementation through coaching and progress monitoring support. WIT uses a continuous improvement model to support performance improvement.</li> <li>✓ <b>WIT is focused on culturally responsive practice</b> - Certified in the only research validated assessment of Cultural Intelligence (CQ), facilitators certified in CQ provide assessment, action plan development, training, and coaching to close culture gaps and enhance relationship building.</li> <li>✓ <b>WIT provides customized supports</b> – WIT will collaborate with the school/district to determine current needs, capacity and performance goals and develop school/district specific strategies to meet identified goals.</li> </ul>

CURRENT & PAST CLIENTS	
Ace Preparatory Academy Fayette County (KY) Public Schools Indianapolis Public Schools Indiana Wesleyan University Marian University	MSD Lawrence Township MSD Wayne Township New Teacher Project Rock Island Milan (IL) School District Woodford County (KY) Public Schools

# WIT Site Visit Team

A WIT Site Visit Team consists of a Team Lead and members. An example of a WIT Site Visit Team is as follows:

## **Dr. Jamyce Curtis Banks – Team Lead**

Jamyce Curtis Banks is the founder and CEO of Whatever It Takes Consulting, Inc. Jamyce has been an educator for over 30 years, including 15 years of leadership experience as an instructional coach, team leader, school administrator and Regional Manager. She has experience at every level of education K-16. As a consultant she provides customized professional development workshops and trainings that are highly engaging and has been a workshop presenter and keynote speaker at the local, state and national levels in topics including cultural responsiveness, cultural intelligence, inclusive practices, collaborative learning, team building and professional learning communities development.

## **PROJECT TEAM MEMBERS**

**Lorre Thompkins** received a Bachelor of Arts degree in early childhood/elementary education and Master of Arts degree in curriculum and instruction. Lorre served for over 30 years as a primary grades teacher during which she taught at the primary level, kindergarten, first and second grades. Lorre has extensive experience in both teaching and providing professional development for teaching English Language Learners.

**Dr. Robert T. Townsend** completed the Ph.D. at the University of Illinois and is a professor in the School of Educational Leadership at Indiana Wesleyan University. His duties include teaching, mentoring and supervising both pre-service teachers in education and graduate students; specifically, candidates in the Transition-to-Teaching licensure program. In addition, he serves as lead faculty for the TTT secondary program. Dr. Townsend has 15 years of public and private school (P-12) experience and over 13 years of university teaching and administration experience. He serves as Founder and board member of The Performing Arts Conservatory; an after-school program helping youth to perfect their gifts and talents in the performing arts ([www.kpacindy.org](http://www.kpacindy.org)). The organization is working toward opening a performing arts secondary school in the Indianapolis Metropolitan area.

**Dr. LaTonya M. Turner** is a highly respected educator. Her professional background includes serving in a variety of roles including administrator, counselor, and classroom educator. At present she is the Associate Director of The Academy for Teaching and Learning Leadership at Marian University in Indianapolis, Indiana. At Marian, she prepares aspiring school leaders to become building level administrators. Dr. Turner holds a Bachelor of Arts degree in Mass Communication and English from Missouri Valley College, a Master of Science Degree in Education with specialties in Secondary Education and Counseling from Indiana University and a Doctorate in Educational Leadership from Indiana State University.

## Descriptive Literature

Culturally responsive education is the recognition and incorporation of cultural needs, norms and values into the school environment (Bazron, Osher, & Fleischman, 2005; Gay, 2002; Weinstein, Tomlinson-Clarke, & Curran, 2004). There is extensive research on the impact of culture on the effectiveness of organizations, the impact of culturally competent leadership on organizational culture and the ability of cultural intelligence (CQ) to support the development of culturally competent individuals and organizations (Cameron, 2008; Dhaliwal, 2010; Fiore, 2000; Habegger, 2008; Hernandez & Kose, 2012; Lunenburg, 2010). Research on school effectiveness illustrates the significance of a culturally responsive environment on school performance (Banks, 1993; 2011; Edmonds, 1979; DuFour, Eaker, & Karhanek, 2004; Lezotte, 1991; Lunenburg, 2010; 2011; Stewart, 2005). To be effective organizations, K-12 public schools must meet the needs of students by providing a culturally responsive learning environment (Banks, 2011; Gay, 2002; Stewart, 2005). In order for schools to be culturally responsive, equity must exist for an increasingly diverse student population with consideration not only of ethnicity but also, among other factors, gender, socio-economic status, language, and disability (Banks, 2011; Dukes & Ming, 2007; Stewart, 2005). The ability to provide a culturally responsive school environment will require K-12 school personnel with cultural intelligence (CQ), which is defined as “the capability of an individual to function and manage effectively in situations characterized by cultural diversity” (Ang and Van Dyne, 2008a, p.3). Cultural intelligence is the ability to adapt in various cultures, supports and predicts effectiveness in cross-cultural situations and is a necessary skill to maintain and adapt to the need for cultural responsiveness (Dhaliwal, 2010; Edmonds, 1979; Gay, 2002; Naughton, 2010; Ng & Earley, 2006; Ang & Van Dyne, 2008a). Ang and Van Dyne (2008a) posited a four-

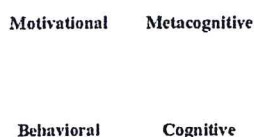


Figure 3 – Four-Factor Model of CQ (Ang & Van Dyne, 2007)



factor model of cultural intelligence (CQ) as a “complex, multifactor and individual attribute” (p. 5) composed of metacognitive, cognitive, motivational, and behavioral factors. The metacognitive factor focuses on cultural awareness (Ang & Van Dyne, 2008a; 2008b). The cognitive factor reflects knowledge of cultural norms and practices (Ang & Van Dyne, 2008a; 2008b). The motivational factor reflects attention to learning about other cultures and the behavioral factor reflects the ability to exhibit culturally appropriate behaviors (Ang & Van Dyne, 2008a; 2008b). The development of cultural intelligence (CQ) supports the ability to create a culturally responsive learning environment including culturally responsive instructional practices, policies and procedures that meet the needs of all students (Ang & Van Dyne, 2008a; Banks, 2011; 2008b Gay, 2002).

## Descriptive Literature Reference List

Ang, S., Van Dyne, L., Koh, C., Ng, K.Y., Templer, K.J., Tay, C., & Chandrasekhar, N.A. (2007). Cultural intelligence: Its measurement and effects on cultural judgment and decision-making, cultural adaptation and task performance. *Management and Organization Review*, 3(3), 335-371.

Ang, S., & Van Dyne, L. (2008a). Conceptualization of cultural intelligence: Definition, distinctiveness, and nomological network. In S. Ang & L. Van Dyne (Eds.), *Handbook of cultural intelligence: Theory, measurement, and application* (pp. 3 - 15). Armonk, NY: M.E. Sharpe, Inc.

Ang, S., & Van Dyne, L. (2008b). Development and validation of the CQS: The cultural intelligence scale. In S. Ang & L. Van Dyne (Eds.), *Handbook of cultural intelligence: Theory, measurement, and application* (pp. 16 - 38). Armonk, NY: M.E. Sharpe, Inc.

Banks, J.A. (1993). Multicultural education: Development, dimensions and challenges. *Phi Delta Kappan*, 75(1), 22-28.

Banks, J.A. (2011). Educating citizens in diverse societies. *Intercultural Education*, 22, 243-251. doi: 10.1080/14675986.2011.617417

Bazron, B., Osher, D., & Fleischman, S. (2005). Creating culturally responsive schools. *Educational Leadership*, 63(1), 83-84.

Cameron, K. S. (2008). A process for changing organizational culture. In Thomas G. Cummings (Ed.) *Handbook of Organizational Development*, (pages 429-445) Thousand Oaks, CA: Sage Publishing.

Dhaliwal, B. K. (2010). *A study of the relationship between leadership styles and cultural intelligence among school leaders*. University of Phoenix. *ProQuest Dissertations and Theses*, 187. Retrieved from <http://0search.proquest.com.oak.indwes.edu/docview/856339852?accountid=63> (856339852).

DuFour, R., DuFour, R., Eaker, R., & Karhanek, G. (2004). *Whatever it takes: How professional learning communities respond when kids don't learn*. Bloomington, IN: National Educational Services.

Dukes, C., & Ming, K. (2007). The administrator's role in fostering cultural competence in schools. *ERS Spectrum*, 25(3), 19-27.

Edmonds, R. (1979). Effective school for the urban poor. *Educational Leadership*, 37(1), 15-24.

Fiore, D. (2000). Positive school cultures: The importance of visible leaders. *Contemporary Education*, 71(2), 11.

Gay, G. (2002). *Culturally responsive teaching*. New York: Teachers College.

Habegger, S. (2008). The principal's role in successful schools: Creating a positive school pculture. *Principal*, 88(1), 42-46.

Hernandez, F. & Kose, B.W. (2012). The developmental model of intercultural sensitivity: A tool for understanding principals' cultural competence *Education and Urban Society*, 44, 512-530. doi: 10.1177/0013124510393336

Lezotte, L.W. (1991). *Correlations of effective schools: The first and second generations*. Okemos, MI: Effective Schools Products.

Lunenburg, F.C. (2010). Developing culture: Learning for all. *Schooling*, 1(1), 1-7.

Lunenburg, F.C. (2011). Organizational culture-performance relationships: Views of excellence and theory z. *Administration and Supervision Journal*, 29(4), 1-10.

Naughton, W. M. (2010). *Do highly effective principals also have high levels of cultural intelligence?* University of La Verne). *ProQuest Dissertations and Theses*, 191. Retrieved from <http://0search.proquest>

Ng, K.Y. & Earley, P.C. (2006). Culture + intelligence: Old constructs, new Frontiers. *Group and Organization Management*, 31(1), 4-19.

Stewart, V. (2005). A world transformed: How other countries are preparing students or the interconnected world of the 21st century. *Phi Delta Kappan*, 87(3), 229-232.

Weinstein, C. S., Tomlinson-Clarke, S., & Curran, M. (2004). Toward a conception of culturally responsive classroom management. *Journal Of Teacher Education*, 55(1), 25-38.