

Cultural Competence

Since 2007, the Department of Diversity, Equity, and Poverty Programs, has offered ongoing professional development entitled the *Institute for Cultural Competence and Courageous Practice: Working Together for Inclusion, Equity, and Excellence*. These institutes continue to support JCPS' goals in reshaping the district's culture through systemic building blocks for promoting and practicing cultural competence. These building blocks are based on JCPS' Vision and Mission Statement, Core Beliefs, Theory of Action, Goals and Strategies, and Leadership/Teaching Competencies.

As JCPS continues to experience an increasingly diverse student demographic, our district will need to sustain long-term professional development initiatives to improve school and classroom climates and to create a culture that will maximize instruction, student achievement, and student connectedness. Research repeatedly indicates that second only to family, the schoolhouse is the most important stabilizing force in the lives of young people. This is why it is important for teachers and administrators to learn strategies that will promote positive adult-student relationships and culturally relevant/responsive pedagogy that connects with students.

The Institute for Cultural Competence is designed for teachers and administrators to learn the theory and practice of cultural competence. The institute requires a four-day commitment by at least three people or more and focuses on "training the trainer" and building cultural competence leadership teams in each participating school. For the greatest impact and effectiveness of each team, it is required that a principal, or assistant principal serve as a member of the team.

The *Institute for Cultural Competence and Courageous Practice: Working Together for Inclusion, Equity, and Excellence*, is facilitated by Gary Howard, author of *We Can't Teach What We Don't Know: White Teachers, Multiracial Schools* (Teachers College Press, 2nd ed., 2006). Howard takes Institute participants beyond cultural awareness and multicultural content, and beyond mere conversations about differences, focusing on the deeper work needed for personal, professional, and systemic transformation to achieve social justice, and equity in schools.

All institute participants receive the *Leadership Manual for Inclusion, Equity, and Excellence*, which serves as the foundation for building the internal capacity for cultural competence leadership teams to deliver high-quality, long-term, and systemic professional development (PD). The manual provides the PD materials and a four-year implementation plan to support schools in creating a process that fits their school's culture and specific needs.

An outcome of the Institute for Cultural Competence and Courageous Practice is to strengthen the internal capacity of schools to deliver high-quality PD that is related to inclusion, equity, and excellence. To achieve this outcome, the institute sessions are organized around the following five areas of engagement, growth, and change:

- Tone and Trust
- Personal Culture and Personal Journey
- From Social Dominance to Social Justice
- Classroom and Job-Related Implications and Applications
- Systemic Transformation and Planning for Change

Cohort 1 (begin 2009)	Cohort 2 (begin 2010)
Farnsley Middle School (Tier III) Kenwood Elementary Frost Middle School (Tier I) Knight Middle School (Tier I) Layne Elementary Manual High Meyzeek Middle Moore Traditional School (Tier III) Myers Middle School (Tier III) Sanders Elementary Valley High School (Tier I) Western Middle School (Tier I) Olmstead North Olmstead South	Conway Middle School (Tier III) Frost Middle School (Tier I) Kammerer Middle Knight Middle School (Tier I) Moore Traditional School (Tier III) Rangeland Elementary School (Tier III) Stuart Middle School (Tier III) Western Middle School (Tier I)