

Table 8.2 Responsibilities of Culturally Proficient School Leaders

Essential Elements of Cultural Proficiency					
<i>Roles</i>	<i>Assess Culture</i>	<i>Value Diversity</i>	<i>Manage the Dynamics of Difference</i>	<i>Adapt to Diversity</i>	<i>Institutionalize Cultural Knowledge</i>
Teachers <i>Observe and Instruct</i>	Assess own culture and its effect on students. Assess the culture of the classroom. Support students in discovering their own cultural identities.	Teach all subjects from a culturally inclusive perspective. Insist on and model classroom language and behaviors that value differences.	Use conflict as object lessons. Teach students a variety of ways to resolve conflict.	Learn own instructional and interpersonal styles. Develop processes to enhance them so that they meet the needs of all students. Help students to understand why things are done in a particular way.	Teach students appropriate language for asking questions about other people's cultures and telling other people about theirs.
School Site Administrators <i>Lead and Supervise</i>	Assess the culture of the school and articulate the cultural expectations to all who interact there.	Articulate a culturally proficient vision for the school. Work with educators and staff to establish standards for holding one another accountable for the vision.	Provide training and support systems for conflict management. Help faculty and staff learn to distinguish between behavioral problems and cultural differences.	Examine policies and practices for overt and intentional discrimination and change current practices when appropriate.	Model and monitor schoolwide and classroom practices.
District Administrators <i>Implement Policy</i>	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 management strategies, including culturally specific mediation techniques.	Assess policies and propose changes when appropriate.	Propose and implement culturally proficient policies.
Parents and Community <i>Articulate Expectations</i>	Share with school personnel parent and community perceptions of the school's culture and practices.	Elect board members who represent cultures in the community.	Discern and point out to school personnel the nature and source of conflict when it occurs.	Identify policies and practices that need changing.	Serve as resources to the formal school leaders.
School Board Members <i>Set Policy</i>	Assess the cultures of the district and the board and the effect of those cultures on the community.	Establish standards for culturally proficient practices.	Articulate the need and value for culturally specific conflict management and mediation.	Review and change policies as the student population changes to maintain culturally proficient environment.	Establish all policies from a culturally proficient perspective.