



EDUCATING STUDENTS FOR TODAY'S REALITIES

There is clear evidence that when students feel comfortable and supported they perform better. In turn, this helps reduce the achievement gap, improves AYP, and positively impacts ratings and attendance. A 2008 study published in the Educational Leadership Journal indicated that **9%** of the variation in academic achievement can be explained directly by the improvement in students' comfort level and in the school's climate.

THE NEED

- Has there ever been a time when the challenges and opportunities of inclusion and diversity have been more apparent?
- Have we ever faced a greater need to meet the standards of cultural proficiency and diversity that are expected of us from federal and state government, school boards, parents, our community, and business leaders?
- Do you currently have disparities in achievement levels and/or Disproportionality issues that relate to different groups of students?

WHY DEVELOP INCLUSIVE SCHOOLS?

The underlying cause of the achievement gap is a lack of understanding of the diverse needs of different students. The primary goal of education (Nieto, 1999) "is to promote the education and achievement of all students, but particularly of students who too often are dismissed as incapable of learning and who consequently end up as the dismal statistics of school failure" (p. xviii). DISC will help you close the achievement gap in your schools, will create a climate that will actively combat bullying, and will assist you in responding to the other challenges of our increasingly diverse society. We will give you pedagogical tools, best practice models, and assistance in adapting the learnings we provide to the specific needs and populations of your schools.

WHY A TRI-STATE (Ohio, Kentucky, Indiana) CONSORTIUM?

We have learned from several other highly successful state, regional, and national efforts that the most **cost effective** and **productive** way to face some of these challenges is to come together as a **consortium** where tri-state schools can pool costs, learn from each other, and participate in high quality training and consulting.

Joining the Developing Inclusive Schools Consortium (DISC) will provide you with a unique opportunity to develop cultural competency for your administrators, teachers, and support staff in order to build an inclusive team that will assist all stakeholders in becoming more culturally proficient. Districts will actively collaborate to discover, propose, and implement organizational and instructional strategies that will improve the culture of their schools.

When do we start?

The Consortium is August 3rd and 4th, 2009 at the Underground Railroad Freedom Center. The registration deadline is May 31st, 2009.

WHAT DOES THE CONSORTIUM INCLUDE?

Five Days of Intensive Training

Academic Credit Offered Through Xavier University

2-Day Institute in August

A two-day institute in August where nationally recognized leaders will discuss cultural proficiency, all elements and dimensions of the cultural diversity wheel, and models for developing and implementing a system-wide plan to promote cultural proficiency.

3-One-Day Institutes

Three one-day institutes will be held in October, January, and April and will be based on the direction of the Steering Committee of superintendents or the needs of each school/district.

On-Site Consultations

Each district may use their DISC membership to accomplish specific objectives related to cultural proficiency. Our experts can assist school districts in dealing with specific challenges i.e., creating and implementing an anti-bullying program; providing educators with strategies for that would include practical ideas, curricular tools, classroom activities, and pedagogical approaches that support diversity and equity in the classroom; developing and administering a school climate assessment to help with your school improvement plan; and/or planning and implementing a district wide training related to race or gender. Some districts will choose to build an inclusion leadership team to develop and implement a long range cultural proficiency plan. As part of your membership in the consortium, consulting hours can be used for each of these challenges or others. Your DISC liaison will work with your leadership team to plan and coordinate our on-site consultations. The consultation hours available vary depending on the membership option you choose.

Additional Resources to Build Cultural Proficiency

- Copies of *Cultural Proficiency: A Manual for School Leaders, Culturally Proficient Instruction* and other cutting edge publications by Dr. Terrell, one of our co-directors.
- Copies of *Diversity Councils the Work: Creating an Inclusive Community*, and other inclusion based publications by Dr. Shriberg one of our co-directors.
- A specially developed Diversity Inclusion Calendar that includes international, national, regional, and local cultural and diversity celebrations and events. The calendar will provide explanations of holidays and celebrations and their implications for schools.
- Referrals to a wide array of resources, lesson plans, and other current sources of inclusion material for educators.
- A discussion forum for sharing victories and challenges, available to all district personnel, via the DISCO website.
- A one-stop diversity expert that can answer a multitude of questions based on the needs of your district.
- A 20% discount on all other DISCO products and services.

One-Stop Shop

Joining the Developing Inclusive Schools Consortium (DISC) will provide you with a unique opportunity to develop cultural proficiency for school administrators, teachers, and support staff in order to build an inclusive team that will assist all stakeholders in becoming more culturally adept. Whether your district or school engages in a comprehensive, data-driven plan or targets specific topics like bullying—DISC is positioned with a team of long-time, committed educators to help meet all of your needs.

DEVELOPING INCLUSIVE SCHOOLS CONSORTIUM

2-Day Institute
August 3 & 4, 2009

DAY 1

Opening Activity

A Community of Learners

Establishing a Steering Committee

Owning and Driving the Process

Community as an Extended Support System

Collaboration, Empowerment, Social Justice

Introduction to Cultural Proficiency

Achievement; Achievement Gap,

Disproportionality

Socio-economic Status, Race, Language, Culture

Physical Ability

Adaptive Process

Relationship Building

Session Purposes

Framework

Tools for Cultural Proficiency Leadership

Conversations, Activities, and Dimensions

Data, Data, Data

Cultural Competence; Culture Change

Cultural Proficiency Continuum

Conversations From the Field

Case Studies

Review of Current Literature

DAY 2

Opening Activity

Essential Elements for Leadership Action

Climate Assessment

Bullying

Socioeconomic Status

Team Building

Family Engagement

Understanding Self and Others

Barriers to Cultural Proficiency

Individual Exercise

Elephant in the Room

Conversations in the Field

Next Steps

ADDITIONAL RESOURCES TO BUILD CULTURAL PROFICIENCY

All member districts, schools, individuals, and professionals that work in schools are encouraged to utilize the following resources offered by the consortium:

- **Copies of Cultural Proficiency: A Manual for School Leaders, and other cutting edge publications by Dr. Terrell (one of our co-directors) and others.** This book has been named a finalist in the Association of Educational Publishers (AEP) Awards competition. The AEP Awards, one of the largest and longest-running recognition programs in the industry, gives credit to the organizations who are leading the way in the field of educational resources. Dr. Terrell is nationally recognized as a leader in developing culturally proficient schools. Each participant in the institute will receive a copy of the book and the book will be used as a guide for the institute curriculum.
- **Copies of Diversity Councils the Work by Dr. Shriberg (one of our co-directors) and others.** Dr. Shriberg is well known for assisting districts in developing strategies and plans created by a comprehensive team. He will be presenting concepts from this publication in the institute and all institute participants will receive a copy.
- **A specially developed Diversity Inclusion Calendar that includes international, national, regional, and local cultural and diversity celebrations and events.** The calendar will provide explanations of holidays and celebrations and their implications for schools. Educators often struggle with specific questions when a student or parent indicates that some activity or practice is inconsistent with their religion or culture. This calendar not only describes various diversity events, but indicates the impact that may exist in a school. For example, it describes which Jewish holidays involve synagogue attendance and what the requirements are for fasting on certain days on the Islamic calendar.
- **Referrals to a wide array of resources, lesson plans, and other current sources of inclusion material for educators.** Educators face, on a daily basis, the challenge of finding appropriate class guests, obtaining materials that relate to a specific cultural event, and finding resources to respond to the needs of a student in a specific diversity classification. Members of the DISC consortium will have a central number to call to connect with professional experts in cultural proficiency about on local resources and contacts that can assist you with the challenges.
- **A discussion forum will be available to all district personnel via the DISCO website.** A specific website is available to promote interaction between educators and to share best practices, problems, etc. DISC professionals will participate on the website and respond as appropriate.
- **A one-stop diversity expert that can answer a multitude of questions based on the needs of your district.** As indicated above, educators from participating districts can call, write, e-mail, or meet directly with experts in various aspects of diversity. DISC is committed to providing answers to specific questions.
- **A 20% discount on all other DISCO products and services.** One of the organizations sponsoring DISC is Developing Inclusive Schools and Community Organizations. DISCO offers training programs, consultation in the development of appropriate diversity metrics, assistance in recruiting and retaining diverse educators and staff, and a variety of other services. Participants in DISC will receive a discount DISCO products and services.

INVESTMENT OPTIONS INCLUDING CONSULTING SUPPORT

From DISC's perspective, it is best for a school system to embark on a multi-year plan to eventually institutionalize cultural proficiency into the school or school district.

The process we have been successful in guiding has four stages:

- Identifying where their system is on the cultural proficiency rubric;
- Collecting and analyzing comprehensive data using Participatory Action Research;
- Developing and implementing a comprehensive inclusion plan that includes research supported interventions;
- Continuing to move toward institutionalizing cultural proficiency while phasing out DISC's role; and,
- Having parents and school personnel continue to implement the comprehensive inclusion plan.

We recognize that there are varying needs within schools and school districts depending on the size of the school/district and that there may be schools that want to target specific areas such as bullying and respect, socioeconomic status, disabilities, and ESL.

Consulting Assistance

Since each school district or school has unique needs and priorities, we will provide consultants who can assist you in meeting your priorities whether it is developing a comprehensive plan, gathering and analyzing data concerning cultural proficiency, training specific sub-groups in elements of diversity, developing and implementing an anti-bullying program, preparing teachers to deal with specific populations, i.e. children with disabilities, ESL, or exploring other diversity challenges. Each option entitles the district or school to consulting hours to use as they see fit.

Planning Assistance

To insure that your district or school best utilizes the resources that DISC offers, your DISC liaison will participate in up to 4 planning meetings with your team, district leader, or leadership to utilize all the resources and extra services we offer and develop plans for your specific needs.

District Investment Options

Option 1

The investment for a team of up to 12 people to participate in 5 full days of training, up to 4 planning meetings, and 25 additional hours of consulting is **\$15,000**.

Option 2

The investment for a team of up to 6 people to participate in 5 full days of training, up to 4 planning meetings, and 12 additional hours of consulting is **\$7,500**. If two or more districts choose to share their participation, they will share all of the resources provided in Option 1.

Option 3

The investment for a team of up to 3 people to participate in 5 full days of training, up to 4 planning meetings, and 5 additional hours of consulting is **\$5,000**.

*Payment is not due until the 2010/11 school year.

DISC'S PHILOSOPHICAL AND RESEARCH FRAMEWORK

The philosophical and research framework underlying DISC's work is participatory action research (PAR). PAR is a culturally-responsive, stakeholder-driven process that has the potential both to help bridge the research to practice gap and to empower students, families, educators, and communities to become their own researchers (Nastasi, 2003; Shriberg et al, 2009). PAR rests on the primary assumption that all individuals who are potentially affected by or who have the potential to affect a topic should be involved in the process of inquiry related to that topic (Stringer, 2007). Thus, in PAR, individuals in the school community—students, parents, educators, community members—are guided through a data collection process by a facilitator such as those employed at DISC towards the end of becoming their own researchers on topics of interest. Stringer outlines four primary phases in PAR—planning a research process, building a picture, interpreting and analyzing, and resolving problems/planning and implementing sustainable solutions.

In terms of how PAR is actualized through DISC's work, there are essentially four steps. First, DISC consultants meet with key stakeholders to develop a shared mission for the project and to identify primary content areas to be examined (analogous to Stringer's "planning a research process" phase). This step would take place no later than very early in the 2009-10 academic year.

The second step (analogous to Stringer's "building a picture" and "interpreting and analyzing" phases) involves a two-part systemic data collection process. The first part of this data-collection effort is a comprehensive survey of all students (typically grades 3 and up), parents/families, and school staff affiliated with participating schools or districts. At present, DISC has three distinct survey instruments. For schools or districts primarily interested in assessing bullying, we have employed a well-validated measure developed by Kris Varjas and her colleagues at the Center for School Safety, School Climate, and Classroom Management at Georgia State University (Varjas & Meyers, in press). We are also considering using a briefer measure recently developed by noted bullying researchers Michelle Kilpatrick Demaray and Christine Kerres Malecki of Northern Illinois University (Demaray, Malecki, Becker, and Rueger, in press). For schools primarily interested in measuring cultural proficiency, we utilize our cultural proficiency rubric (CPR) to guide a school through the process. Finally, for schools interested in a more generic school climate assessment, we have developed our own comprehensive measure (based on multiple validated measures) that contains questions relating to the constructs of: 1) respect, 2) rights, 3) classroom/academic environment, 4) school standards and policies, 5) safety, 6) support, 7) collaboration, and 8) resiliency. The second part of the data collection effort involves targeted focus groups (based on Krueger and Casey's (2000) model) of students, parents/families, and educators/school staff based on initial trends that emerge from the survey. These focus groups are then coded and put together with survey data to make targeted recommendations based on stakeholder perspectives. While these recommendations utilize research-supported approaches, our goal is to customize our approach to your school or district's needs. For example, suppose that survey and focus group data point towards a need for training educators and support personnel in de-escalation techniques. In this case, we would access the conflict resolution literature to generate intervention ideas that both have empirical support and that fit the local school climate and resources. Thus, DISC does not begin a collaborative relationship with a specific intervention in mind, but rather guides schools through a data-collection process in which the participants first identify strengths and needs and then research is accessed to develop strategies to build off strengths and to address these identified needs.

In our third step, which would take place during 2010-11, we would work with the school-based workteam to develop and implement targeted, research-supported interventions based on the data obtained from the focus groups and surveys in 2009-10. This step is consistent with Stringer's (2007) "resolving problems/planning and implementing sustainable solutions" stage. It is likely that, as interventions are implemented, we may need to fine-tune a bit and perhaps gather additional targeted data, but the need for this would vary from school to school. Across schools and districts, the goal is to have measurable and culturally valid interventions up and running during 2010-11 academic year.

Finally, during the 2011-12 academic year, the fourth and final step would be to start to phase out DISC's role as students, parents, and school personnel continue to carry out the intervention ideas and make fine-tuning as needed based on PAR and sound measurement principles. In most cases, there is still a need for DISC support during the early part of the third year, but again the goal is for the problem-solving process to be self-sustaining by the end of the third year, with DISC only being called in as needed for maintenance in the fourth year and beyond.

I hope this provides a quick overview of both our philosophical approach and our applied process towards bringing research to practice. While we ultimately will follow the data wherever it leads us, our foundation in PAR is very solid and we continue to add to our arsenal of empirically validated assessment instruments and intervention techniques.

MEMBERS OF OUR TEAM

Raymond Terrell, Ed.D., Co-Director

Dr. Raymond D. Terrell, Ed.D. is the Assistant Dean for Research and Diversity and a member of the Department of Educational Leadership at Miami University in Oxford, Ohio. He has served as a high school and junior high school English teacher, an elementary school principal, and an assistant superintendent in public schools in Ohio.

He spent one year as a faculty member at Texas A & M University in the Educational Administration department. He spent 19 years at California State University, 14 years in the Department of Educational Administration and for five years he was the Dean of the School of Education. Dr. Terrell has 35 years of professional experience with diversity and equity issues. He has served school districts in California, Arizona, Nevada, Michigan, Ohio, Pennsylvania, and Indiana. Dr. Terrell's research interests include issues of diversity, inclusion and equity.

His publications include Cultural Proficiency: A Manual for School Leaders and "Making Students Feel Like Family: How Teachers Create Warm and Caring Classroom Climates" Dr. Terrell has provided cultural competence training for Princeton City School District, Huber Heights City School District, Middletown City School District, Winton Woods City School District, Lebanon City School District.

Dr. Terrell's most recent publication Culturally Proficient Instruction has sold over a million copies and is a 2007 Association of Educational Publishers Distinguished Achievement Finalist. Cultural proficiency enables educators to create an inclusive and instructionally powerful learning environment. Culturally proficient instructors are deeply connected to the beliefs, behaviors, and values of individuals and their communities. They also recognize that cultural proficiency encompasses five essential elements: assessing culture, valuing diversity, managing the dynamics of difference, adapting to diversity, and institutionalizing cultural knowledge.

Dr. Terrell lives in Woodlawn, Ohio, with his wife Eloise. They have two adult children, Dina and William.

Art Shriberg, Ed.D, Co-Director

Dr. Shriberg, Professor of Management and Entrepreneurship at Xavier University, spent twenty years as a Vice President and/or Dean in four urban universities. Currently, he teaches courses in Leadership, Diversity, Interpersonal Skills, Human Resources, and Management Theory (courses he helped develop) to undergraduate and graduate students. He has won several teaching awards. He is senior author of Practicing Leadership: Principles and Activities, a popular college textbook and he is co-author of a syndicated column entitled *Inclusive Leadership*. He is co-author of Diversity Councils at Work: A Workbook for Success, and is nationally known for his work in developing and implementing diversity. Dr. Shriberg has assisted several school systems as well as individual schools in responding to "significant diversity challenges" by consulting with the leadership and helping them deal with immediate concerns as they prepare longer term adjustments and improvements to their diversity strategies. Dr. Shriberg has assisted 22 of the Fortune 100 companies. He has significant experience coaching CEOs, boards of directors and other senior corporate leaders of various sized companies and organizations. His specialties are interpersonal skills development, cultural transformations, and planning and navigating organizational change. He is a well-known motivational speaker and humorist. In addition to working in over 20 countries, he is currently demonstrating his commitment to building inclusive environments by consulting to the country Kosovo as they build their diversity guidelines.

Gina Coffee, Ph.D., Senior Consultant

Dr. Gina Coffee is Assistant Professor in the School Psychology Program at Loyola University, Chicago. She has a Ph.D. in Educational Psychology and an M.S. in School Psychology from the University of Wisconsin. Gina is interested in critically evaluating, and promoting the use of, evidence-based prevention and intervention programs that address school-related issues children may encounter during the course of their academic career. Gina believes consultation plays an important role in the transport, evaluation, and promotion of evidence-based prevention and intervention programs. She continues to examine to what extent teachers generalize the problem-solving and evidence-based interventions skills learned during school-based problem-solving consultations to students other than the target student. Dr. Coffee is currently a member of the National Association of School Psychologists and the International School Psychology Association.

Tracey DuEst, M.Ed, Project Director

Tracey has worked for 10 years as a Program Director and has extensive experience as a facilitator specializing in team building, instructor leadership, and diversity issues in the non-profit and educational arenas. A Division 1 athlete, she has over 8 years of experience working in over 70 schools throughout Greater Cincinnati and Northern Kentucky promoting team building, physical fitness, self esteem, diversity awareness and character education. She was one of the founding members of both Girls on the Run of Ohio and girls!CAN, and helped inspire over 5000 girls ages 6-14 from over 70 schools throughout Greater Cincinnati and Northern Kentucky, in the last 8 years by administering and teaching the curriculum at various schools. She is a highly skilled facilitator of dialogue on racism, sexism, homophobia, and other forms of discrimination and is adept at creating educational programs that help develop teachers into consciously competent educators.

Tracey is currently an adjunct professor of Cultural Diversity at Xavier University and has worked extensively with multi-racial families and other diversity issues. She has received several recognitions and awards for her service, such as YWCA Rising Star, Young Columbus Award, etc. and is a regular guest speaker in various local forums on issues of race, gender, sexual orientation, and other elements of human differences. Tracey has completed her M.Ed in Humane Education and did her thesis work on the impact of human differences. She currently supports the efforts of Joy Outdoor Education Center, LLC, Equality Cincinnati and GLSEN Cincinnati. She is also currently a member of the Human Relations Campaign, the Biracial Family Network, and the Association of MultiEthnic Americans.

Dan Florell, Ph.D., Senior Consultant

Dr. Dan Florell is Assistant Professor in the School Psychology Program at Eastern Kentucky University. He has a Ph.D. in School Psychology from Illinois State University. Dan has significant experience with bullying interventions in schools at all age levels and is particularly interested in cyberbullying. He has been responsible for providing psycho-educational and psychological assessments, attending IEP meetings, school and parent consultation in several schools along with significant involvement in program evaluation of district-wide efforts in bullying prevention. Dan's presentations have included: *Cyberbullying and the Dark Side of Student's Use of Technology*,

Cyberbullying: Bullying Goes 24/7!, *Cyberbullying: The Bullying that Never Stops*, and *Cyberbullying: Identification and Implications for Schools*. Dan has also done extensive research on topics such as Adolescent Positive Well-Being, Cultural Issues in Adolescence and Emerging Adults, and Programs of Mental Health Service Delivery for Adolescents in High Schools.

Cathy Hamilton, Ph.D., Senior Consultant

Dr. Cathy Hamilton has spent the majority of her professional career in the public school arena, nineteen years in the language arts classroom (middle school, high school, and collegiate) and seventeen years in either middle school, high school, or county office administrative positions. Recognized at the State level for excellence in the classroom and in the administrative office, Dr. Hamilton is known for her work around differentiated instruction as it impacts at-risk learners, particularly children carrying special education labels. She has served for ten years on a State committee aimed at creating inclusive environments through effective instruction and clear assessment strategies. Cathy also serves as an adjunct professor for Miami University (Ohio), in the Department of Education Leadership. Currently, she is the lead editor of a national on-line course that correlates to the TREASURE CHEST, an Ohio Department of Education text geared to facilitation of inclusive education as a reality. Hamilton's doctorate is in education administration.

Formerly the Director of the Ohio Principals' Center, Cathy was a member of the Ohio State pilot "Principals' Leadership Academy" that developed curriculum for administrative licensure. Cathy believes effective leadership is paramount to increasing effectiveness in our schools.

A doctoral degree in educational leadership, Dr. Hamilton's tenure herself as a high school principal saw the school recognized by John Goodlad as one of sixteen high schools in the nation research-driven on behalf of all students.

Michael Loban, B.A., Marketing Director

Michael Loban has spent over five years as a marketing consultant to numerous for-profit and non-profit organizations. His clients include real-estate companies, online stores, and charitable organizations. At DISC, Michael's focus is on establishing an online interaction platform so members of the Consortium can communicate among each other and have constant access to our methodologies and proprietary materials. He also directs all of DISC's research initiatives, making sure that we can keep track of all the changes taking place in the industry.

Michael grew up in the Ukraine, and moved to United States eight years ago. In 2008, he graduated from Xavier University at the top of his class, receiving the Presidential Award for Excellence in Leadership. Michael is an involved member of the Cincinnati community, and serves on the boards of several volunteering organizations. He has led a number of seminars and trainings on the topic of digital marketing and social networking. He has significant experience coaching non-profit organizations to be more effective in their development initiatives and to build cause-centered communities.

Grace Martinez-Bunker, MBA, Consultant

Grace is currently a K-12 ESL specialist in the curriculum department for a local school district. She has spent her entire career in both special education and English as a second language. She has also worked as a Diversity Consultant for Global Lead Management and Consulting and has extensive background with training and development. Grace has B.A. Art History and Special Education certification from Texas A&M and an MBA from Xavier University.

Grace and her husband moved to West Chester in 1998. She is a proud resident of West Chester and a professional in the field of education and diversity training and is passionate about being part of a team that tackles the issues of equity, the achievement gap and diversity issues as we move our school district and student into the 21st. century.

Jennifer Patrick-Gaines, Ph.D, Senior Consultant

Dr. Patrick-Gaines is a Professor of Literature and Humanities. In addition to her love of teaching and working with young adult and adult learners, she has an extensive background in Management Consulting and has provided consulting services for a diverse range of professionals, leadership teams, corporate and community diversity councils, educators, employees at all organizational levels, and service providers. She enjoys designing and delivering a wide range of educational, diversity, and inclusion workshops for corporations, educational institutions, non-profit, and for profit organizations. Dr. Gaines' specialization is curriculum development and creating learning experiences that are participative, experiential, engaging, and integrate the diverse needs of learners. Her research has included issues of social justice, fairness, and disparate treatment in the criminal justice system, developing a learner-centered instructional design model, and she has written several children's books including, a graphic picture book for older children, four picture books, and an emergent reader series.

David Shriberg, Ph.D., Senior Consultant

Dr. David Shriberg is Assistant Professor in the School Psychology Program at Loyola University, Chicago. He has a Ph.D. in School/Counseling Psychology and an M.S. in School Psychology from Northeastern University. In addition to teaching, Dave has worked extensively in corporate diversity consulting, having served various industries such as healthcare, retail, and education. As a diversity trainer, he facilitated trainings focused on diversity issues in schools for teachers and/or students as part of the Anti-Defamation League's Classroom of Difference program. He has also worked as a school psychologist/guidance counselor, leading multiple counseling groups and providing diagnostic evaluations and pre-referral activities and developing programs for students. He has published and presented extensively and, with Art Shriberg & Richa Kumari has coauthored a college text, *Practicing Leadership: Principles and Applications, 3rd edition* (John Wiley & Sons, 2005).