

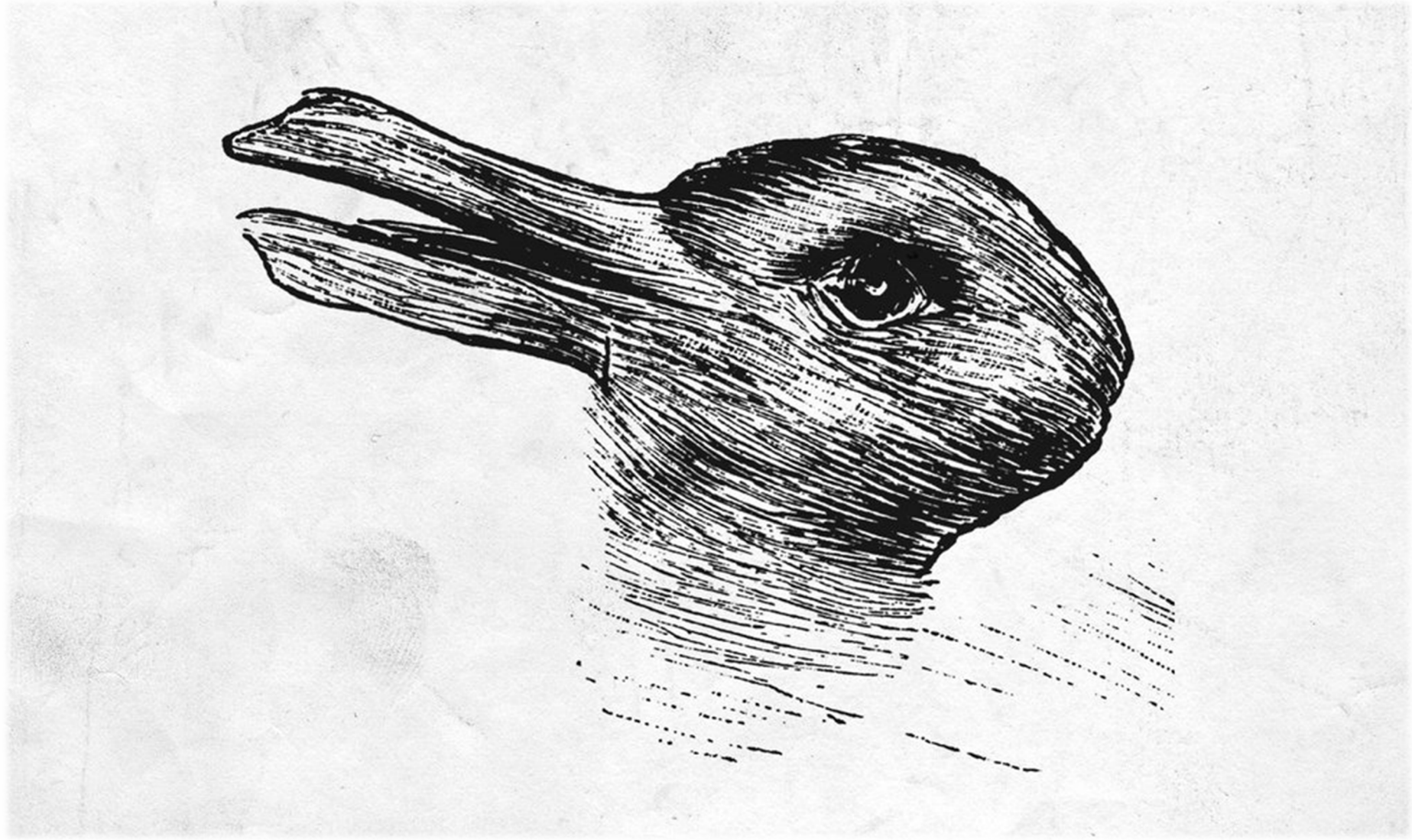
# A Culturally Responsive Approach: Embracing Multiple Perspectives

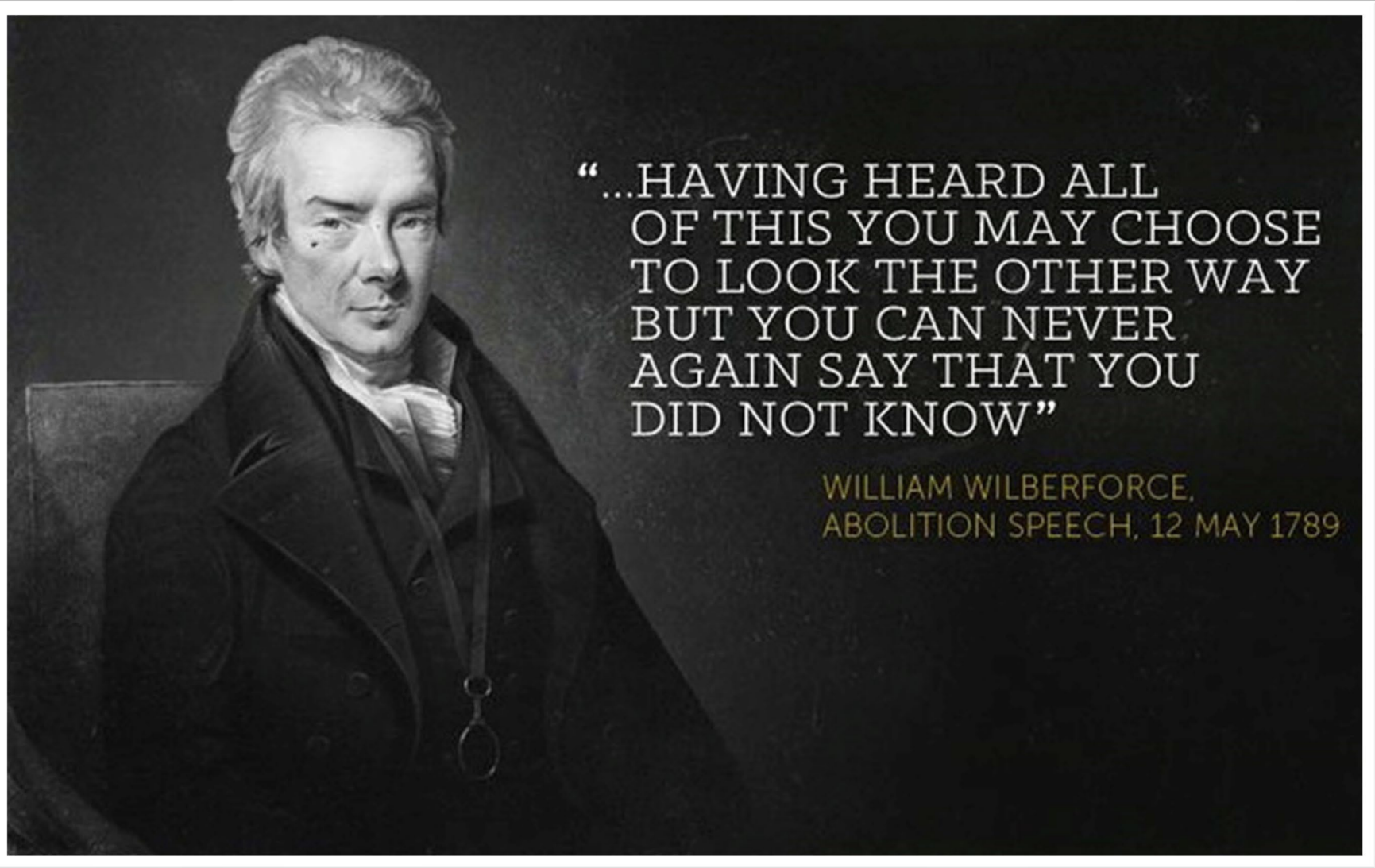
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AMY SAMUELS, ED.D.

ASSOCIATE PROFESSOR OF INSTRUCTIONAL LEADERSHIP







“...HAVING HEARD ALL  
OF THIS YOU MAY CHOOSE  
TO LOOK THE OTHER WAY  
BUT YOU CAN NEVER  
AGAIN SAY THAT YOU  
DID NOT KNOW”

WILLIAM WILBERFORCE,  
ABOLITION SPEECH, 12 MAY 1789

# Session Objectives

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<b>Discuss</b>	Discuss concepts related to culturally proficient leadership
<b>Examine</b>	Examine the importance of including multiple perspectives
<b>Explore</b>	Explore how culturally responsive practices can be incorporated into leadership practices

# Session Norms

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Stay Engaged



Speak Our Truth



Experience  
Discomfort



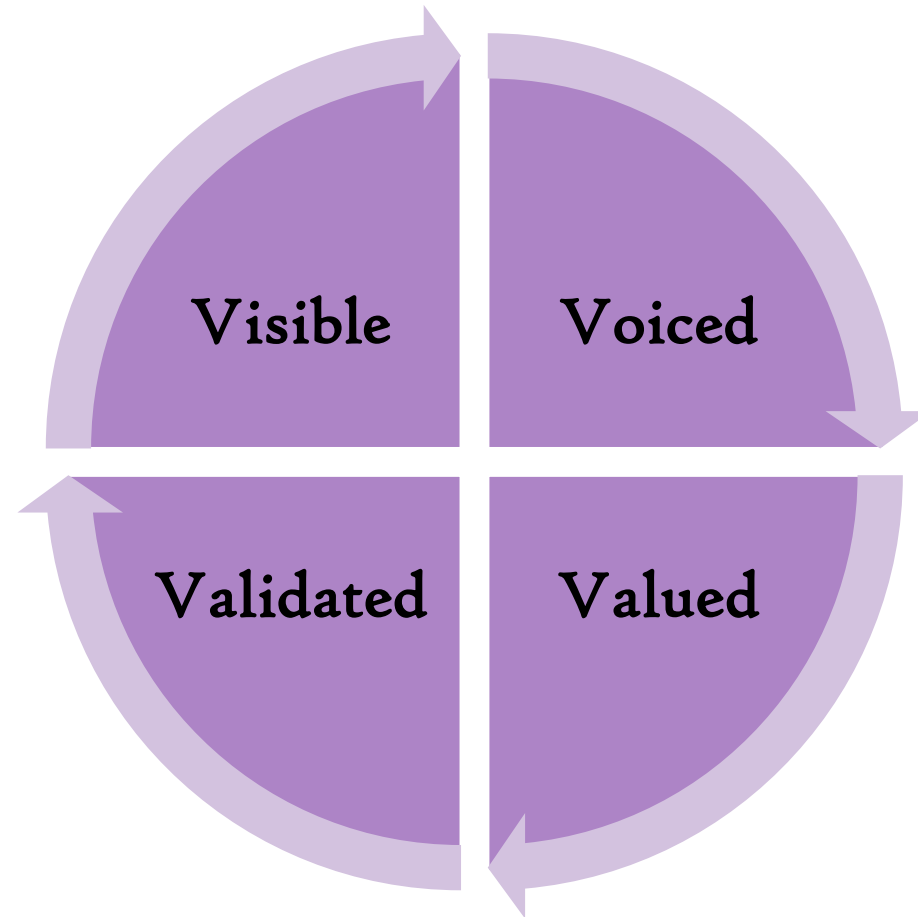
Accept and Expect  
Non-Closure

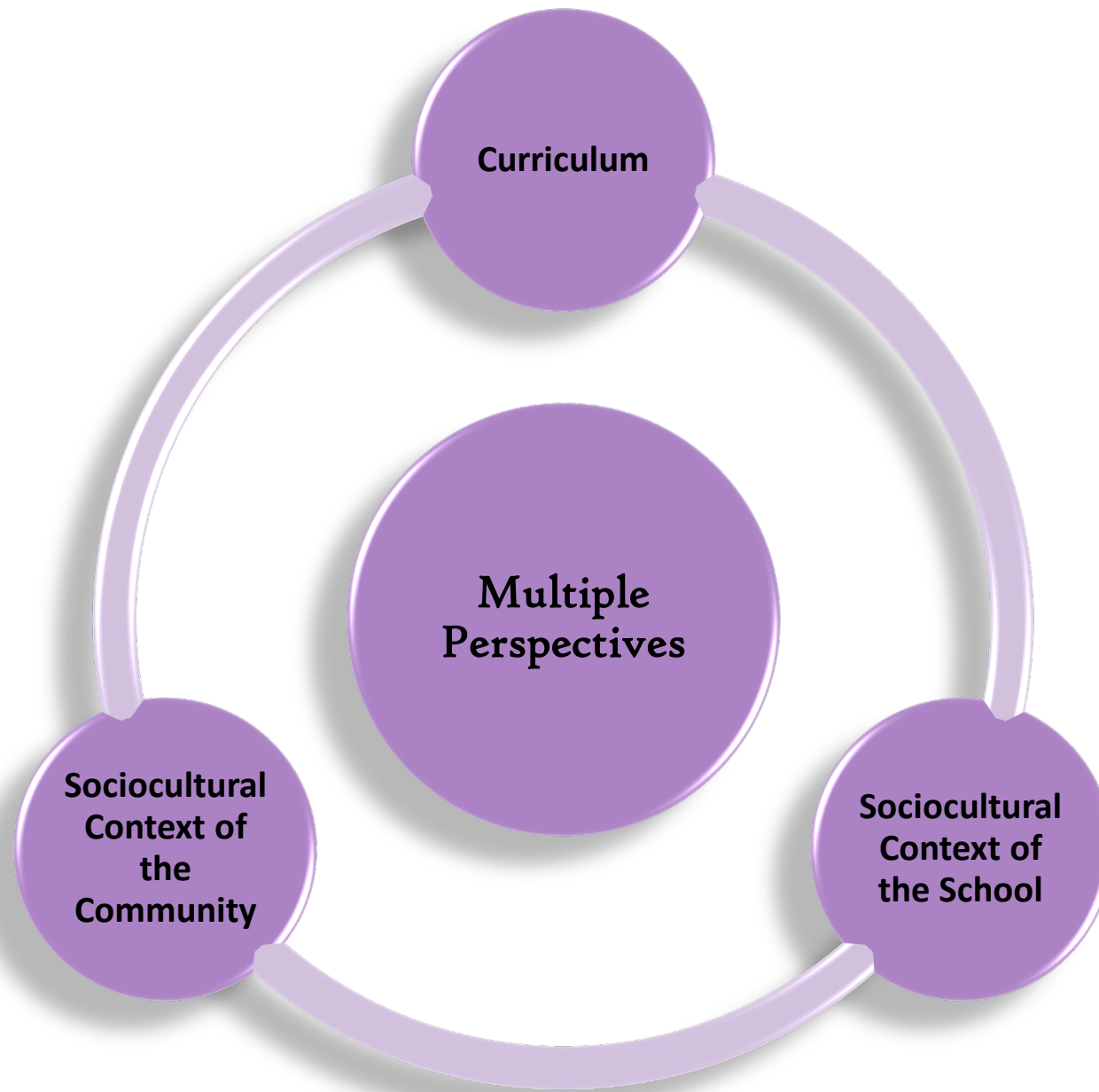
Singleton, G. (2015). *Courageous Conversations about Race: A Field Guide for Achieving Equity in Schools*. 2<sup>nd</sup> ed. Corwin.

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# Encouraging Equity through the Four V's

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**"When someone with the authority of a teacher, say, describes the world and you are not in it, there is a moment of psychic disequilibrium, as if you looked in the mirror and saw nothing."**

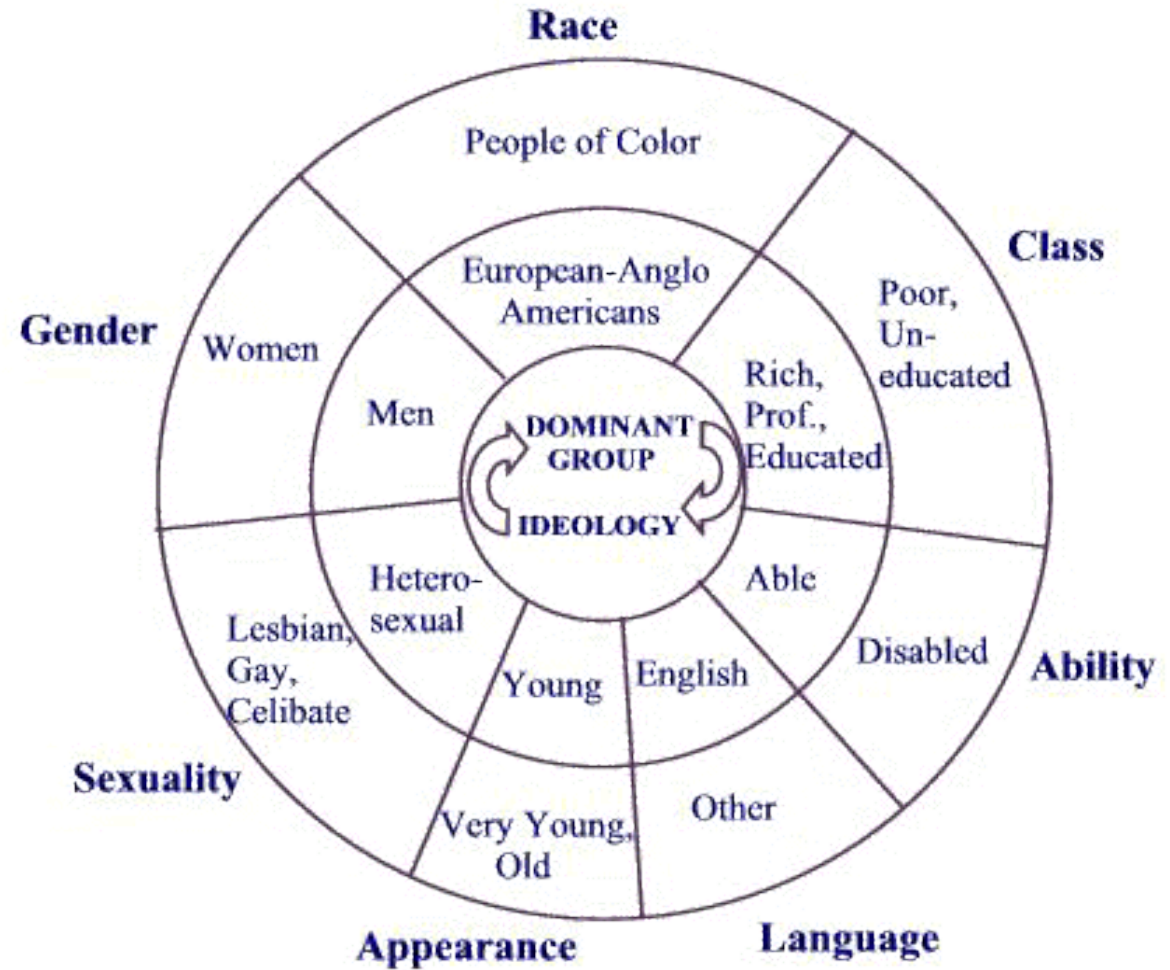
**~ Adrienne Rich**





## Let Us Consider:

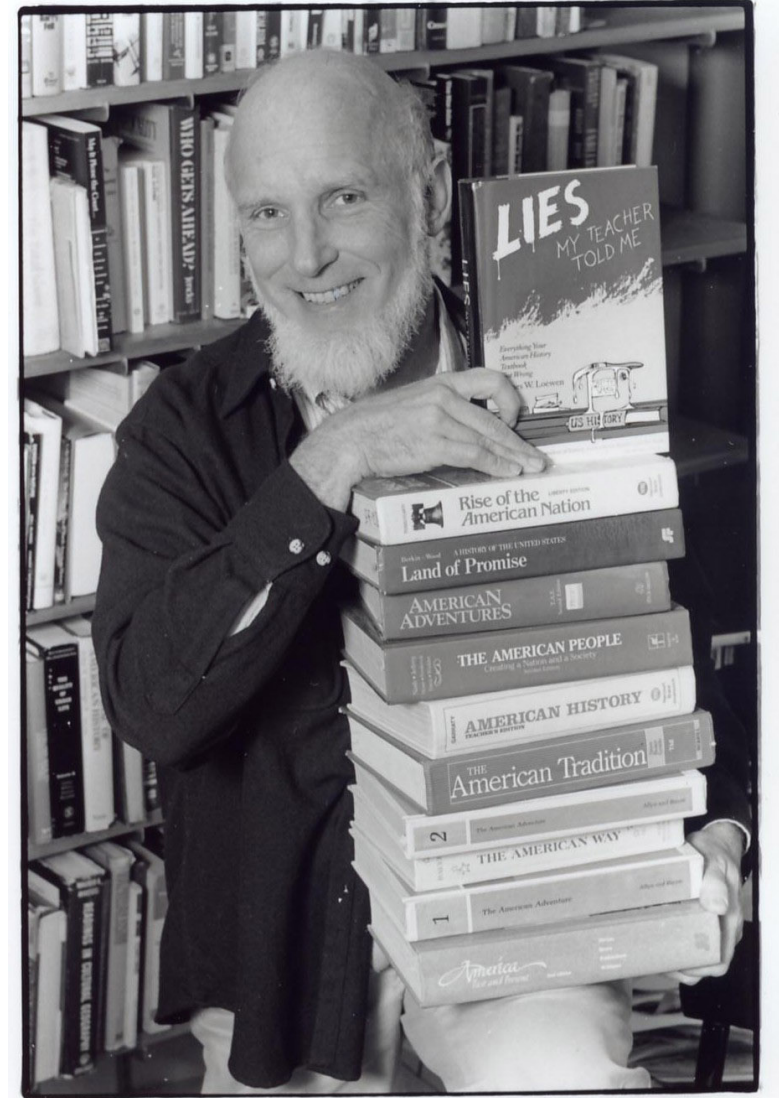
- Visible or not seen?
- Voiced or silenced?
- Positive or negative lens?
- Helpers or need help?
- Asset or liability?
- Perspective embraced or questioned?





THE ANTIDOTE TO FEEL-GOOD HISTORY IS  
NOT FEEL-BAD HISTORY BUT HONEST AND  
INCLUSIVE HISTORY.

- JAMES W. LOEWEN -



# Becoming Joey

Gorski (2016), Learning for Justice

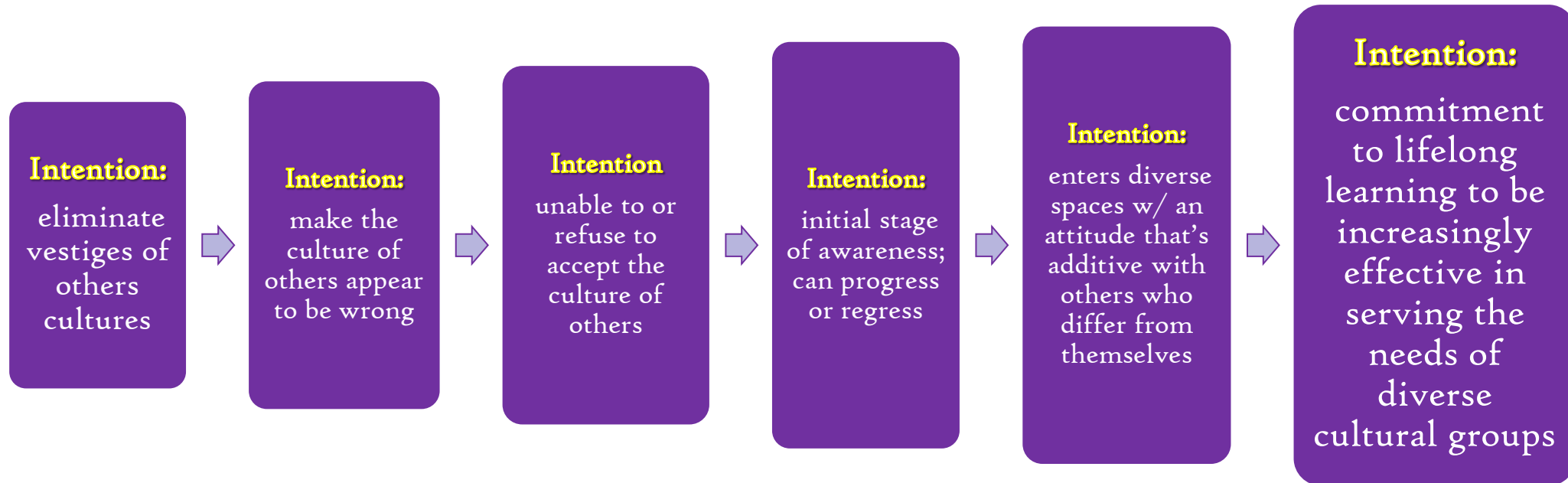
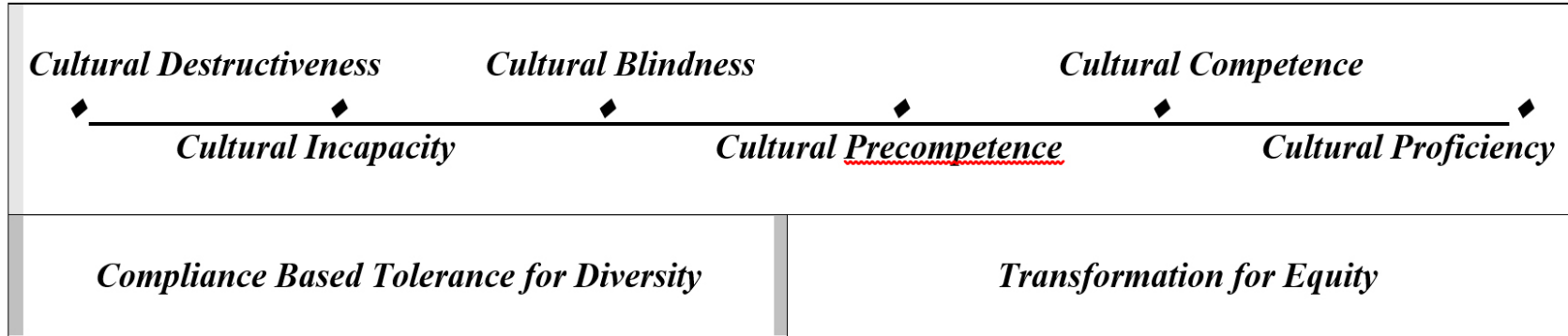
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As you watch and listen to the video, consider:

- In what ways does cultural identity facilitate a sense of belonging and/or exclusion?
- How might students struggle for acceptance in the context of the school?
- What does the video remind us about the value of multiple perspectives in educational contexts?



## The Cultural Proficiency Continuum



Destructiveness	Incapacity	Blindness	Pre-competence	Competence	Proficiency
See the difference, stomp it out	See the difference, make it appear wrong	See the difference, act like you don't	See the difference, respond inappropriately or ineffectively	See the difference, value it and act upon it in your space	See the difference, validate it and advocate for equity in your space and other spaces
Ignore, block, prevent, or sabotage discussions of needs of diverse parent groups	Intentionally assimilate diverse parents or co-opt their needs to the school/district, believing this is the greatest value to all	Learn about diverse parents and some of their needs, sometimes in indirect or inauthentic ways, do not offer opportunities for support	Identify and promote agendas of some parent groups but not of others, resulting in inconsistency of meeting needs	Evidence of policy and practice that shows learning about diverse parent groups and their needs in authentic ways, increased involvement and collaboration with parent groups	Identify and address the needs of all parent groups in communication and decision making, identify and eliminate barriers

# Fostering a Culturally Responsive Community Context

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Commit to Your Own Professional Learning

Establish Culture of High Expectations & Achievement

Shift the Mindset from “At Risk” to “Resilient”

Use Data to Inform Districtwide Practices

Acknowledge & Mitigate Institutional & Community Barriers

Center Equity in Conversations & Professional Learning

Encourage Diverse & Inclusive Curriculum & Policies

Promote Diverse Representation in Faculty & Staff

Manage Dynamics of Difference

Institutionalize Cultural Knowledge

Engage Parents and Other Stakeholders in Meaningful Ways



**“Turning to One Another”**  
Margaret Wheatley (2009)

“Remember, you don’t fear people whose  
story you know.”





Two roads diverged in a wood, and I—  
I took the one less traveled by,  
And that has made all the difference.

Courage

Commitment

Perseverance

# Thank You!

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# References

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