

Responsibilities of Culturally Proficient School Leaders Roles

~Roles~

Cultural Proficiency ~ A Manual for School Leaders ~ Lindsey, Robins, Terrell, Page 54

Elements of Cultural Proficiency	Teachers Observe and Instruct	Site Administrators Lead and Supervise	District Administrators Implement Policy	Parents and Community Articulate Expectations	School Board Members Set Policy
Value Diversity	Teach all subjects from a culturally inclusive perspective	Articulate a culturally proficient vision for the site	Provide guidelines for culturally proficient practices and establish standards for appraisal	Elect school board members who represent the diversity of the community	Define and establish criteria for culturally proficient practices
Assess Culture	Assess own culture and its effect on students; assess the culture of the classroom; support students in discovering their own cultural identity	Assess culture of the site	Assess culture of the district and the administrator's role in maintaining or changing it	Share with school personnel the community members' perceptions of the schools' cultures	Articulate the need and value for conflict resolution in the context diversity
Manage the Dynamics of Difference	Use conflict as a tool for object lessons; teach students a variety of ways to resolve conflict	Provide training and support systems for conflict resolutions	Provide resources for developing and establishing new conflict resolution strategies	Discern the nature and source of conflict when it occurs (i.e. racism, sexism, etc.	Articulate the need and value for conflict resolution in the context of diversity.
Institutionalize Cultural Knowledge	Teach students appropriate language for asking questions about other people's cultures and telling other people about theirs	Model and monitor school wide and classroom practices	Propose and carry out all polices from a cultural proficiency perspective	Serve as resource and reference groups	Establish all policies from a culturally proficient perspective
Adapt Diversity	Learn own instructional and interpersonal strengths and weaknesses; develop processes to compensate for them	Assess and change current practices where appropriate	Assess policy and propose changes where appropriate	Identify policies and practices that need changing	Review and change policies to maintain cultural proficiency as the student population changes