

Directions: Score each strategy on a 1-5 scale according to its use in the provided situation.

1. Create a Game Plan and Group Covenants:

Stakeholder processes usually have beginnings, middles, and ends, but at the start not everyone knows the plan. Make game plans negotiable and transparent. Groups come with expectations that collaboration will be made up of diverse interests. They also may have expectations about how long it will take to accomplish the work. Stakeholder groups require flexibility for work to go faster or slower, but “time” is a key element of culture and is handled differently by different people. Engage the group in some gentle discussion about how much time people can devote to meetings and how they will handle attendance and “logistics.”

1 Poor	2 Below Average	3 Average	4 Above Average	5 Excellent
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Comments/Rationale:

2. Concentrate on Relationships First:

People need to know each other as individuals, not just as scientists, community members, or representatives of organizations. Learn each other’s histories. Share a meal together. If people do not know each other, they will not trust each other and will revert to fear-based interactions. As a collaborative procedure it is often useful to have stakeholders create interpersonal “contexts” by having each participant identify what the impacts of a decision or agreement might mean in their own lives versus for their community or group.

1 Poor	2 Below Average	3 Average	4 Above Average	5 Excellent
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Comments/Rationale:

3. Be Transparent about Decision Making:

Clarify the “rules of the road” before you start trying to build agreements – who will make final decisions, how representation will be established, how the group will decide things. Craft opening moves that will help the parties manage complex technical decisions by asking stakeholders to identify when they are speaking officially or unofficially.

1
Poor

2
Below
Average

3
Average

4
Above
Average

5
Excellent

Comments/Rationale:

4. Acknowledge Different Kinds of Knowledge:

From the beginning, explicitly legitimize that there are different ways of “knowing” and different modes of communicating important facts and ideas. No one – scientists, Native Americans, planners, farmers, ranchers, people from the neighborhood – wants to see their kind of knowledge trivialized, and most people have specific “ways” they want to be engaged.

1
Poor

2
Below
Average

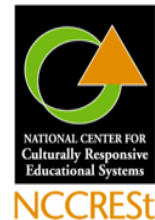
3
Average

4
Above
Average

5
Excellent

Comments/Rationale:

Adapted from Tools & Strategies: Twenty tools, tips and trust building strategies (<http://www.resolv.org/pubs/buildingtrust/bt06.html>).



Roles:

Maria – principal

Jim – school psychologist

Jennifer and Paul – Parents of Joshua, a child in need of speech services

Ezra – Speech teacher

Samin – General education teacher

Setting:

Joshua, a fifth grade student, is having difficulty pronouncing some of the letters of the alphabet. His teacher, Samin, has asked Ezra, the speech teacher, to observe Joshua in class. Ezra has also conducted an informal assessment with Joshua, and has concluded that Joshua could benefit from speech services. Maria, the principal, has called a meeting with Samin, Ezra, Jim (school psychologist), and Joshua's parents, Jennifer and Paul. Maria has eight years experience as a principal, but is very new to this school.

Scene:

Maria: (*authoritative*) Good afternoon, and thank you all for coming in. We extend a special welcome to you, Jennifer and Paul. This is our first meeting together, and we welcome you to our team. I believe it is extremely important to develop a close relationship with all team members. One way to accomplish this is to spend some time together outside of team meetings. We are having a parent coffee-and-donuts night next Thursday, and we would love to see you there.

Paul: Joshua has told us about it, and we are planning on going.

Samin: (*sincere*) Wonderful! It's always so nice to have families come in and meet each other and faculty members outside the school day.

Maria: Alright, let's get started.

Ezra: (*rifling through papers until he finds one he apparently wants*) I have been observing Joshua in Samin's class, and have conducted an informal assessment. It is my opinion that Joshua would benefit from speech services. He has difficulty pronouncing his r's and s's, and I would like to work with him. What have you noticed at home? (*looks expectantly at Joshua's parents*)

Jennifer: I agree with what you said. (*Paul nods*) He has had trouble with those sounds since he first began to talk. And to tell you the truth, I am worried that kids are making fun of him. He seems to be the only 5th grader who still can't say "recess" correctly. (*appears worried*)

Maria: I think he should receive an hour of speech service each day. The rest of the day he will remain with his general education peers.

Jim: (*hesitant*) Maria, it is common for students to attend speech three days per week. Would it be possible for Joshua to receive the support he needs in that amount of time? An hour each day might be a bit much.

Ezra: (*nods*) I agree with Jim. Three days a week works with many children.

Samin: That way I could keep Joshua in my class for more time each week. I don't want him to lose an hour of instruction a day.

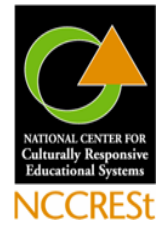
Paul: Jennifer and I are worried that the other students might tease him for being different. We want him in the regular classroom for as much time as possible...

Maria: (*cuts in*) I hear the concerns you all have. However, we must ensure Joshua is speaking at a developmentally appropriate level by the end of this year. I would like to see him in speech an hour each day. If it is not working out, we could always come back and change it after a few months.

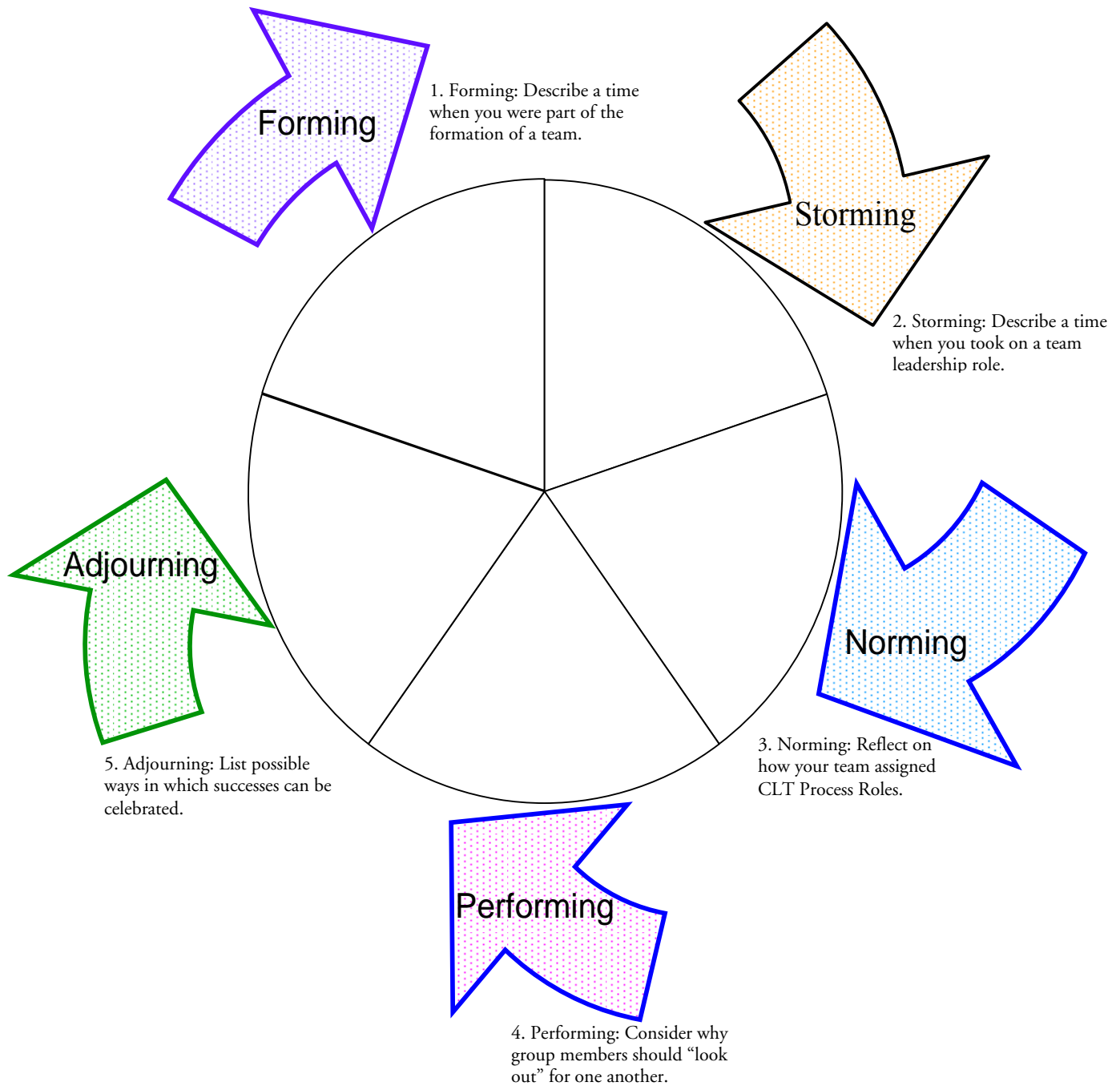
Jennifer: (*uneasy*) Well, if you think that is what he needs then I guess that would be ok. We will be able to change it if it is not working, right?

PHASES OF GROUP DEVELOPMENT

Academy Fostering Team Leadership in Culturally Responsive Systems



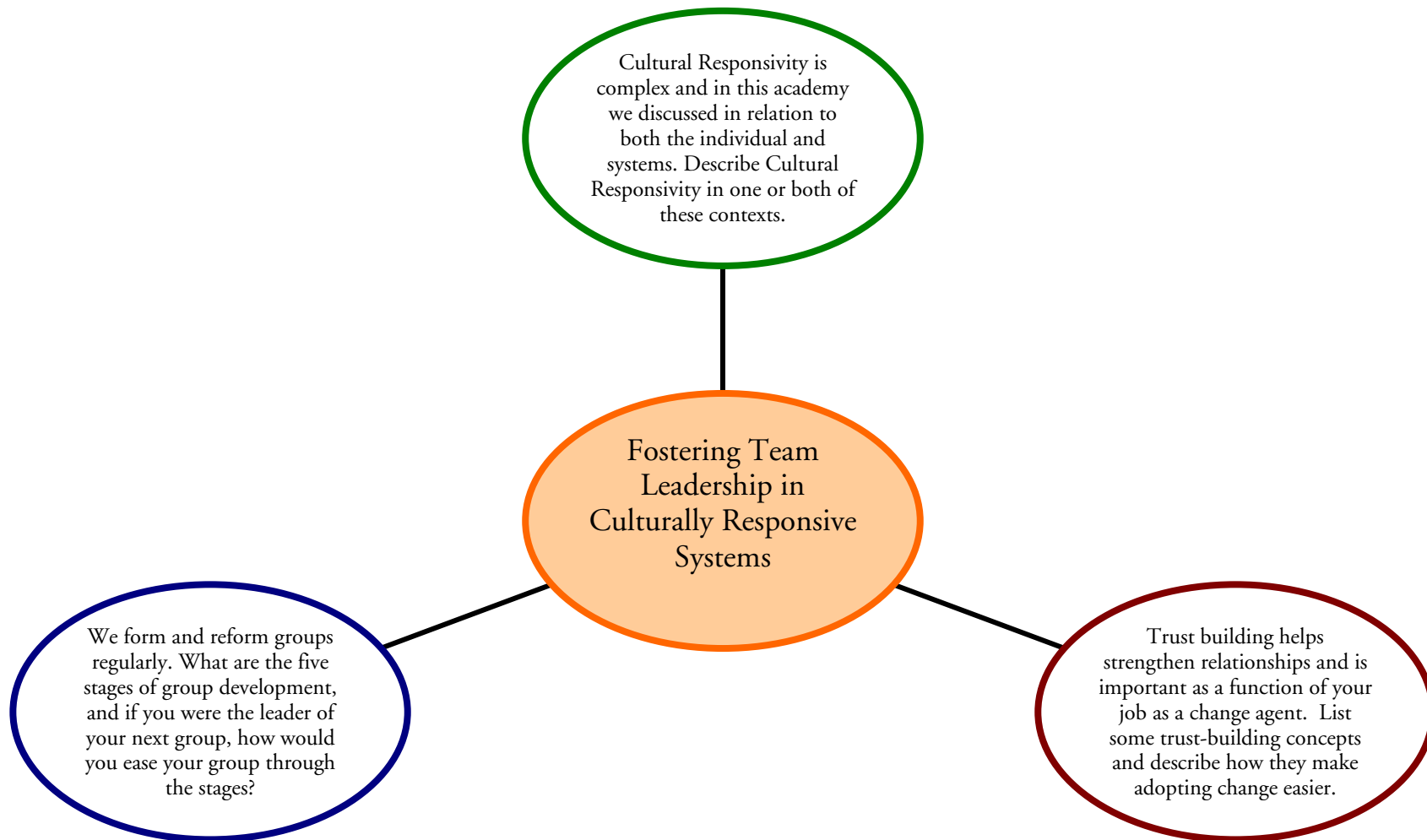
Recall a time when you went through the cycle of group development and complete the following chart. Your answers need not apply to the same group cycle.



OUTCOMES REVIEW

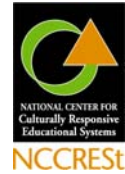
Academy 1: Fostering Team Leadership in Culturally Responsive Systems

These are the outcomes we've covered in this academy. Choose one or two and brainstorm the knowledge and skills you've gained today.





Resources



Anderson, B. T., Brown, C., & Lopez-Ferrao, J. (2003). Systemic reform: Good educational practice with positive impacts and unresolved problems and issues. *Review of Policy Research*, 20(4), 617-628.

This article describes the National Science Foundation's systemic reform programming, including major accomplishments and barriers to systemic reform. The challenges of systemic reform and new directions for education reform are discussed. The focus is on the results and challenges of policies implemented by the systemic initiatives, namely the mandate for the alignment of standards, curriculum, instruction, and assessment with the implementation of a standards-based K-12 mathematics and science education program; increased science and mathematics requirements for high school graduation; the delivery of intensive, high-quality professional development; and improvement in student achievement after three years of funding. A broader view of education reform in the future will require policymakers and educators to pay more attention to formulating mutually supportive policies across education, health, and social services; establishing fiscal policies that provide sufficient funding to ensure equitable outcomes; and revising accountability policies to facilitate rather than impede the reform efforts.

Artiles, A. J., Trent, S. C., Hoffman-Kipp, P., & Lopez-Torez, L. (2000) From individual acquisition to cultural-historical practices in multicultural teacher education. *Remedial and Special Education*, 21(2), 79-89.

Due to poor school performance among significant numbers of minority students in U.S. schools, many parents, educators, and policymakers now look to teacher education programs (TEPs) to prepare preservice teachers more effectively for student diversity. Unfortunately, although multicultural TEPs and courses have been in existence for quite some time, we know very little about the nature of teacher learning and development and the conditions that promote teacher learning for student diversity in both preservice courses and field experiences. Moreover, we know little about what program components improve learning experiences for culturally and linguistically diverse students. In this article, we propose a reconceptualization of multicultural teacher education. For this purpose, we summarize basic principles of cultural-historical theory that must be considered by teacher educators who prepare preservice teachers for student diversity. We also discuss how cultural-historical theory can inform research designs as teacher educators attempt to assess preservice teacher learning. Through preliminary analysis of a study conducted in a preservice teacher education course, we include examples of how constructs from cultural-historical theory are being used to assess teacher learning about teaching and learning in multicultural contexts.

Fullan, M. (2001). *Leading in a culture of change*. San Francisco: Jossey-Bass.

Business, nonprofit, and public sector leaders are facing new and daunting challenges--rapid-paced developments in technology, sudden shifts in the marketplace, and crisis and contention in the public arena. If they are to survive in this chaotic environment, leaders must develop the skills they need to lead effectively no matter how fast the world around them is changing. *Leading in a Culture of Change* offers new and seasoned leaders' insights into the dynamics of change and presents a unique and imaginative approach for navigating the intricacies of the change process.

McLagan, P. A. (2002). Success with change. *T + D*, 56(12), 44-53.

Summarizes research on how organizations implement change successfully. Focuses on five lessons for implementing and sustaining change: (1) be sure it will add value; (2) match the change process to the challenge; (3) provide management support; (4) prepare the system for change; and (5) help people align.



Pasi, R. (2003). Special issue: Visionary leadership. *NASSP Bulletin*, 87, 1-72.

A special issue on visionary leadership is presented. Articles discuss an analysis of 13 of the better known lists of the characteristics of effective professional development; the role of shared values and vision in creating professional learning communities; how principals can most effectively lead their schools through successful organizational change; the significance of certain aspects of brain research on school leadership, teachers, and students; and visionary leadership in schools that go beyond test scores to focus explicitly on students' social and emotional development. An introduction to the special issue is also provided.

Rice, D. & Harris, M. M. (2003). Leadership in community schools: A frame analysis. *Reclaiming children and youth*, 11(4), 216-220.

Part of a special issue on creating communities for growth. A study examined leadership in community schools. Data were obtained from leaders of a full-service community school project in Grand Forks, North Dakota. Results revealed that leaders had confidence that they could collaborate based on earlier work on less complex projects, saw their interrelationships as paramount to success, saw themselves as a team facilitating a network, were flexible about project details, valued data and project evaluation, and were inspired by their involvement in national networks. Results also showed that the converging goals of leaders' organizations strongly influenced leaders' commitment, leaders maintained their organizations' support, external support assisted leaders in mobilizing internal support, the community council was crucial for involvement beyond the original partners, professional development allowed professionals from different fields to understand one another's valuable roles, and the management team was heavily involved in the project. In relation to four organizational change frames, results showed that the structural frame was used most often, followed by the human resource, political, and symbolic frames. Implications of the results are presented.
