

# Contents

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<b>List of School Video Clips (SVC) Located on the DVDs</b>	<b>ix</b>
<b>About the Author</b>	<b>xv</b>
<b>Introduction to the Manual</b>	<b>1</b>
Key Concepts	2
Affirmation Before Reformation	3
Levels of Engagement	3
Phases of the Work	5
Guidelines for Using the Leadership Manual and Videos	10
<b>Orientation to the Professional Development Process</b>	<b>17</b>
Activities, Facilitator Directions, and Video Segments	19
Video Orientation and Discussion	19
<b>Phase One: Tone and Trust</b>	<b>25</b>
Rationale and Overview of Activities	25
Phase One Activities, Facilitator Directions, and Video Segments	28
Working Agreements	28
Questions to Consider	31
Cultural Bingo	34
¿Quiénes Somos? Who Are We?	41
Tone and Trust Assessment	44
<b>Phase Two: Personal Culture and Personal Journey</b>	<b>49</b>
Rationale and Overview of Activities	49
Phase Two Activities, Facilitator Directions, and Video Segments	54
Sharing Personal Culture	54
Culture Toss	59

Definition of Cultural Competence	64
I Am From Poems	70
Stages of Personal Growth Toward Cultural Competence	77
Personal Growth Project	81
<b>Phase Three: From Social Dominance to Social Justice</b>	<b>85</b>
Rationale and Overview of Activities	85
Phase Three Activities, Facilitator Directions, and Video Segments	93
We, the People	93
The Guessing Game	102
Definition and Dynamics of Social Dominance	124
From Social Dominance to Social Justice	128
Privilege and Power School Assessment	135
Focus on Race Conversation	139
Shifting the Emotional Paradigm	146
<b>Phase Four: Classroom Implications and Applications</b>	<b>149</b>
Rationale and Overview of Activities	149
Phase Four Activities, Facilitator Directions, and Video Segments	157
School Outcomes Assessment	157
Equity Environments That Work	165
Seven Principles for Culturally Responsive Teaching (CRT)	170
Culturally Responsive Teaching Study Groups	176
CRT Action Research	198
Learning From and With Colleagues	208
CRT Classroom Peer Observation	217
Achievement Triangle	222
<b>Phase Five: Systemic Transformation/     Planning for Change</b>	<b>227</b>
Rationale and Overview of Activities	227
Phase Five Activities, Facilitator Directions, and Video Segments	234
Dimensions of Growth	234
Stages of Organizational Growth	238
Organizational Kudos and Challenges	247
Co-Responsibility Work Groups	250
Facilitator Team Resources for Planning, Integrating, and Sustaining the Work	254

Dealing With Resistance	254
Implementation Planning Guide	258
Ideas for Integrating and Sustaining the Work	267
Youth Voices and Student Equity Leadership	280
Sample Research and Assessment Design	282
<b>Selected Articles From Gary Howard's Collected Works</b>	<b>285</b>
As Diversity Grows, So Must We	286
Speaking of Difference: Reflections on the Possibility of Culturally Competent Conversations	296
Whites in Multicultural Education: Rethinking Our Role How We Are White	299
School Improvement for All: Reflections on the Achievement Gap	312
Dispositions for Good Teaching	316
Readings From Gary Howard: Guide for Reflective Conversation on any of the Articles	328
	338
<b>References</b>	<b>339</b>



Handouts related to *We Can't Lead Where We Won't Go* are available on the companion website.

<http://www.corwin.com/guidetoequity>



# List of School Video Clips (SVC) Located on the DVDs

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Orientation to the Professional Development Process		
SVC #	<i>Title</i>	<i>Video Length</i>
1	<p><b>How One School Implemented the PD Process</b></p> <p>Jenni Jones, Intern Assistant Principal at Northdale Middle School, describes the process her school went through to implement the Gary Howard work. She provides commentary on the stages of the implementation and the steps they took to guarantee its success.</p>	2:11
2	<p><b>One District's <i>Right</i> Response to Changing Demographics</b></p> <p>Dennis Carlson, Superintendent Anoka-Hennepin School District, explains the way in which their work with Gary Howard provided a positive, systemic response to the rapidly changing demographics of their students and community. He describes how it helped to address increasing issues with racism and sexism and taught the district how to respect, honor, and celebrate the diverse community they are so quickly becoming.</p>	4:22
3	<p><b>All Students College, Career, and Culturally Ready</b></p> <p>Nancy Chave, Principal Crossroads Alternative High School, describes how her school has fully integrated the principles of cultural competence in order to create a safe, supportive, and inclusive school community.</p>	1:21

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<i>SVC #</i>	<i>Title</i>	<i>Video Length</i>
4	<p><b>Looking at the Data</b></p> <p>Jinger Gustafson, Associate Superintendent Anoka-Hennepin School District, describes how the data is showing the district has made positive gains in overall student achievement and how they have drastically closed the achievement gap because of the systemic work they have done with Gary Howard.</p>	2:01

<b>Phase One: Tone and Trust</b>		
<i>SVC #</i>	<i>Title</i>	<i>Video Length</i>
5	<p><b>Relationships are the Key to Tone and Trust</b></p> <p>Anthony Luckey, Paraprofessional Crossroads Alternative High School, describes the benefits he has experienced from taking the time to build relationships with the students.</p>	3:15
6	<p><b>Victor's Pantry: Creating a Welcoming School Climate</b></p> <p>Jenni Jones, Intern Assistant Principal at Northdale Middle School, describes how her school created an on-site food pantry to meet the needs of their growing homeless student population.</p>	3:38

<b>Phase Two: Personal Journey and Personal Culture</b>		
<i>SVC #</i>	<i>Title</i>	<i>Video Length</i>
7	<p><b>Student Voices: I Am From Poems</b></p> <p>Two students, Laquan and Cocoa, read their I Am From poems that poignantly describe their lives and their cultures.</p>	2:23
8	<p><b>Affirming Students' Cultural Connections: I Am From Poems</b></p> <p>Tina Tamura, 6th Grade Teacher Northdale Middle School, shares her own I Am From poem and describes how she has her students write their own poems as a way to affirm their cultural backgrounds.</p>	2:14

<i>SVC #</i>	<i>Title</i>	<i>Video Length</i>
9	<b>Olabisi Isaac Ewumi: A Student's Journey</b> Olabisi Isaac Ewumi, Former Student Blaine High School, describes his own personal journey of being from Nigeria and becoming American and the tension he feels from experiencing a blend of these cultures.	1:30
10	<b>Jinger Gustafson: An Associate Superintendent's Journey</b> Jinger Gustafson, Associate Superintendent Anoka-Hennepin School District, describes her personal journey growing up in a rural area and the ways in which her education and experience in the military have forged the person she is today.	2:10
11	<b>Cassidy Pohl: A Student Advisor's Journey</b> Cassidy Pohl, Student Achievement Advisor Blaine High School, describes her experience growing up in a multi-racial family and how feeling like she doesn't distinctly belong in one racial group has caused her to form her own identity.	2:23
12	<b>Alicia Moore: A Teacher's Journey</b> Alicia Moore, Social Studies Blaine High School, explains how her experience growing up poor and feeling different than her peers affects her teaching and how she goes out of her way to make all students feel comfortable and safe.	2:30

<b>Phase Three: Social Dominance to Social Justice</b>		
<i>SVC #</i>	<i>Title</i>	<i>Video Length</i>
13	<b>Getting Others to See the Problem</b> Dennis Carlson, Superintendent Anoka-Hennepin School District, describes how issues of privilege and power can get in the way of meeting the needs of all students.	2:03
14	<b>Student Voices: Understanding Changes Your Perspective</b> Gary Howard leads a discussion with a group of high school girls. They describe how issues of race come into their lives and discuss how other aspects of their schools' culture either help or hinder their learning.	4:02

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<i>SVC #</i>	<i>Title</i>	<i>Video Length</i>
15	<p><b>Student Voices: Boy’s Group Talks About Racism</b></p> <p>Gary Howard leads a discussion with a group of high school boys. They discuss how racism influences their lives both in school and in their community.</p>	5:47
16	<p><b>Student Voices: Racism</b></p> <p>Gary Howard leads a discussion with a group of middle school girls. They discuss ways in which these students experience racism in school and in their community.</p>	4:41
17	<p><b>Student Voices: “I Feel Kind of Weird that I’m Different”</b></p> <p>Gary Howard leads a discussion with a group of middle school boys. They discuss ways in which these students experience racism in school and in their community.</p>	6:39
18	<p><b>Student Voice: Students with Diverse Backgrounds Feel the Tension</b></p> <p>Olabisi Isaac Ewumi, Former Student Blaine High School, describes the racial and socio-economic tensions that existed at his high school. He also describes the ways in which students with different sexual orientations commonly experienced discrimination and bullying.</p>	2:18

<b>Phase Four: Classroom Implications and Applications</b>		
<i>SVC #</i>	<i>Title</i>	<i>Video Length</i>
19	<p><b>Helping Students Find Their Voice</b></p> <p>Julie Davis, 5th Grade Teacher Monroe Elementary School, reflects on her classroom practices and the ways in which she tries to be a culturally responsive teacher.</p>	2:54
20	<p><b>A Model Lesson: A Blend of CRT Principles</b></p> <p>Holly Clark, 7th Grade English Language Arts Teacher, describes how her lesson integrates and reflects four different culturally responsive teaching principles.</p>	3:58
21	<p><b>Little Details Make a Big Difference</b></p> <p>Alicia Moore, Social Studies Teacher Blaine High School, describes how she blends and integrates the principles of culturally responsive teaching.</p>	2:11



SVC #	Title	Video Length
22	<p><b>Bringing in Students' Lives</b></p> <p>Megan Hendrix, 10th Grade English Teacher Crossroads Alternative High School, describes how she attends to the principles of culturally responsive teaching in her lessons related to reading <i>The Crucible</i>.</p>	3:02
23	<p><b>Student Voices: Changing the Way You Look at School</b></p> <p>Gary Howard leads a discussion with high school boys who describe what teachers do that help and support their learning.</p>	6:56
24	<p><b>Student Voices: Middle School Boys Talk About What Gets in the Way of Their Learning</b></p> <p>Gary Howard leads a discussion with middle school boys who describe the ways in which teachers hinder their learning.</p>	5:21
25	<p><b>Student Voices: Middle School Boys Talk about How Teachers Help Their Learning</b></p> <p>Gary Howard leads a discussion with middle school boys who describe the ways in which teachers help and support their learning.</p>	3:18
26	<p><b>Student Voices: Middle School Girls Talk About What Helps and What Hinders Their Learning</b></p> <p>Gary Howard leads a discussion with middle school girls who describe the ways in which teachers help and hinder their learning.</p>	6:46
27	<p><b>The Achievement Triangle: Incorporating Relationships and Rigor</b></p> <p>Nancy Chave, Principal Crossroads Alternative High School, describes how using the Achievement Triangle helps her teachers increase the rigor throughout the curriculum in all classes and at all grade levels.</p>	2:10
28	<p><b>The CRT Principles Breakfast</b></p> <p>Jenni Jones, Intern Assistant Principal at Northdale Middle School, describes how her school instituted a Principles Breakfast, which is a way to focus on each of the 7 principles of culturally responsive teaching one at a time, and provides ongoing professional learning for the teaching staff.</p>	3:03

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<b>Phase Five: Systemic Transformation/Planning for Change</b>		
<i>SVC #</i>	<i>Title</i>	<i>Video Length</i>
29	<p><b>A Superintendent Makes the Case for Systemic Change</b></p> <p>Dennis Carlson, Superintendent Anoka-Hennepin School District, describes how the Gary Howard work that his district initiated over a five-year period was the key to finding common ground for all stakeholders and allowed the district to make unprecedented progress in boosting student achievement and closing the achievement gap.</p>	5:09
30	<p><b>Walking a Political Tightrope</b></p> <p>Dennis Carlson, Superintendent Anoka-Hennepin School District, describes the political tensions he needed to navigate within the district's community and with his staff as he instituted the systemic work with Gary Howard.</p>	3:15
31	<p><b>A Superintendent Talks About the Power of Student Voices</b></p> <p>Dennis Carlson, Superintendent Anoka-Hennepin School District, explains the importance of training students to be leaders now so that they can help create safe environments in all the places that adults cannot access, such as social media sites, so that what happens after school does not spill over and infect the school climate for the most vulnerable students.</p>	3:52
32	<p><b>Empowering Students: New Wilderness Project</b></p> <p>Cassidy Pohl, Student Achievement Advisor Blaine High School, describes the parallel process her school went through teaching the five phases of Gary Howard's work with students and the impact this learning has had on the culture of the school.</p>	2:43
33	<p><b>Assessing Student Outcomes in a Large Urban System</b></p> <p>Aukram Burton, Multicultural Education Specialist, describes the way in which a large urban school district measured the effectiveness of the systemic work it did with Gary Howard.</p>	3:28