



Stillwater Area Public Schools

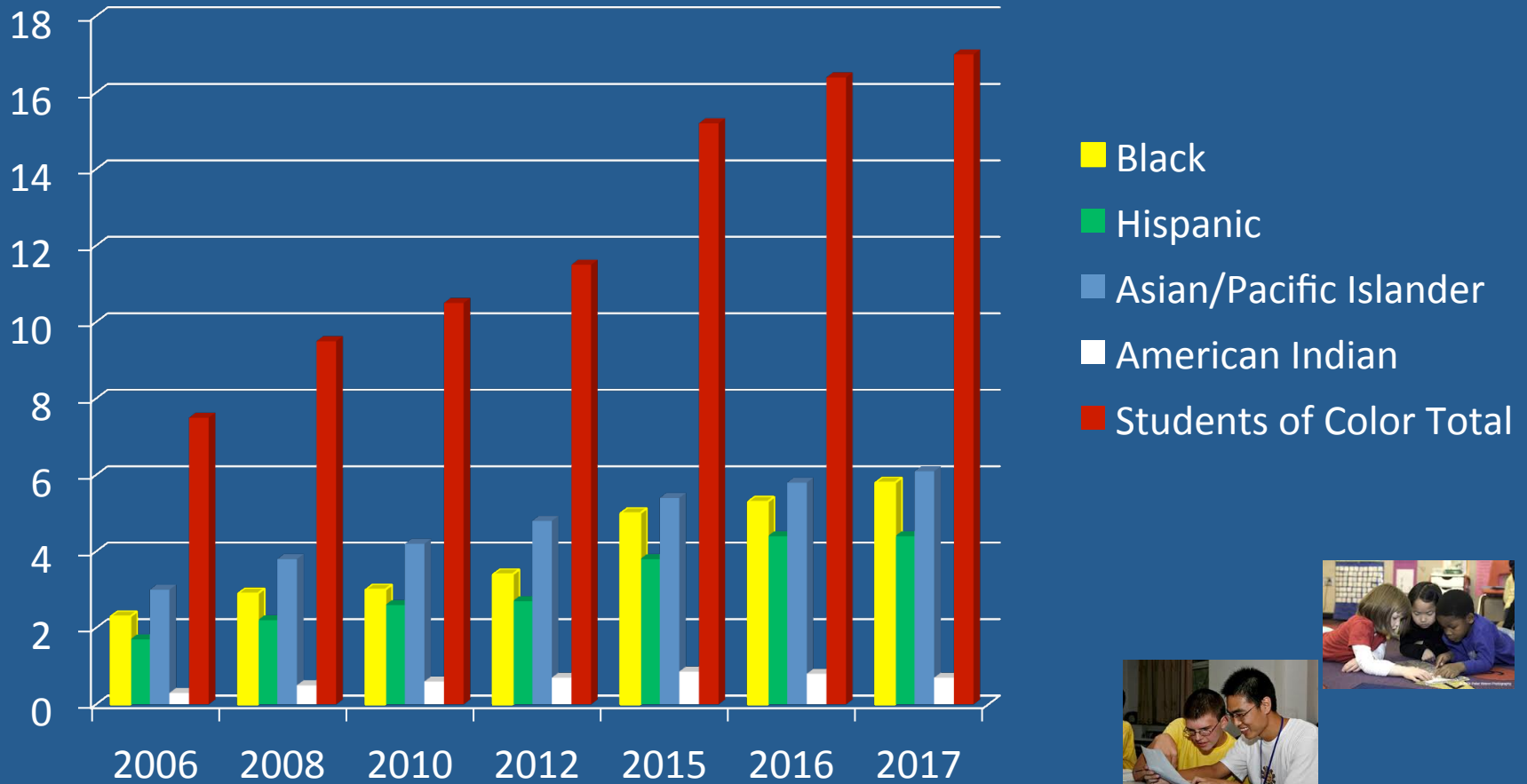
District 834



*Reimagine Minnesota:
Strategy A: Develop,
Sustain and Evaluate
Cultural Competence
for Teachers*

District Demographic Trend Toward More Diverse Populations

% of
Total



Many languages spoken!

Arabic, Amharic, Anuak, Bengala,
Bulgarian, Cambodian, Korean, Creole,
French, Hindi, Igbo, Korean, Marathi, Nuer,
Hmong, Chinese, Liberian English,
American English, Oromo, Urdu, Uzbek,
Somali, Russian, Polish, Spanish, Thai,
Tigrinya, Ukrainian, Yoruba, Vietnamese



Stillwater Area Public Schools

District 834



*Our growing racial,
cultural, economic and
linguistic diversity is
one of our strengths*

Developmental Views of Difference



DIFFERENCE



Developmental Views of Difference



DIFFERENCE



DEFICIT

Developmental Views of Difference



DIFFERENCE



DIFFERENCE

Developmental Views of Difference



DIFFERENCE



ASSET

Developmental Model of Intercultural Sensitivity

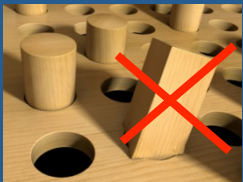
Bennett

How can we
accomplish this?

Milton

Different than
Compromising

Difference is a
problem.
We should not have
people who don't
fit in.



We are more
common than
different.
We should focus on
our similarities.
Differences should be
minimized.
(assimilate)



Our differences
enrich our district
and we welcome a
broader diversity.
We need to mutually
adapt to incorporate
our differences.





Stillwater Area Public Schools

District 834

Developing Intercultural Competence – Mindset and Skillset



**Achievement
and Integration**

**ISD. 834 Intercultural
Professional Learning Program**

Six Key Components

1

Developmental Approach

2

Long-term, sustained program

3

Embedded Action Research

4

Individual Intercultural Coaching

5

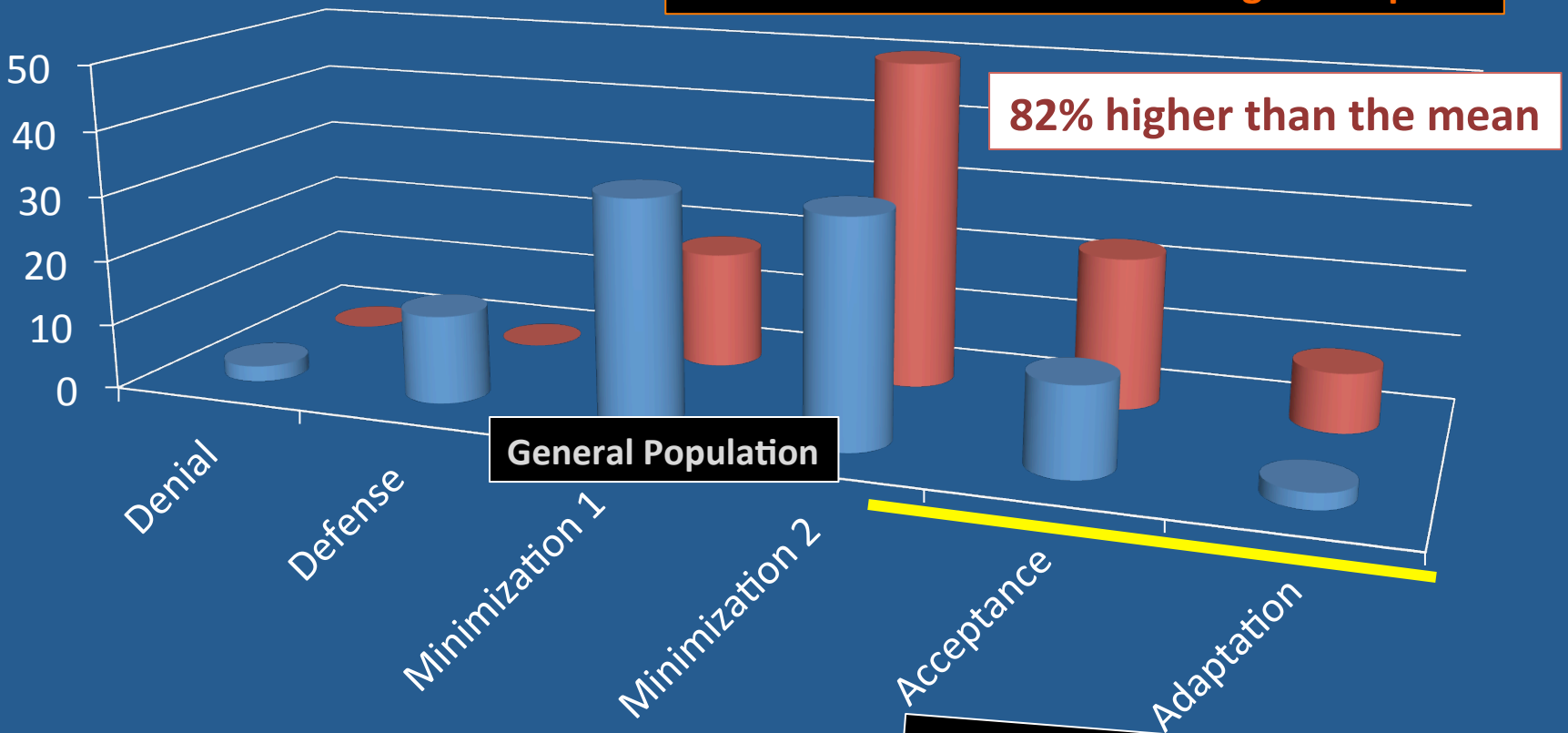
Data Informed

6

Research Based

2012-2014 Evidence of Staff Growth in Intercultural Competence

Two Year Intercultural Coaching Participants



**Where meaningful change
occurs in teaching.**

“Engaging Every Mind, Empowering Every Voice”

Essential Elements of Culturally Inclusive Pedagogy

Universal Design
“Comfort & Stretch”

Identity
Communication Styles
Conversational Styles
**Cultural
Language of Learning**

**Positive
Relationships**

Teacher - Student
Student - Student
Teachers/School - Family

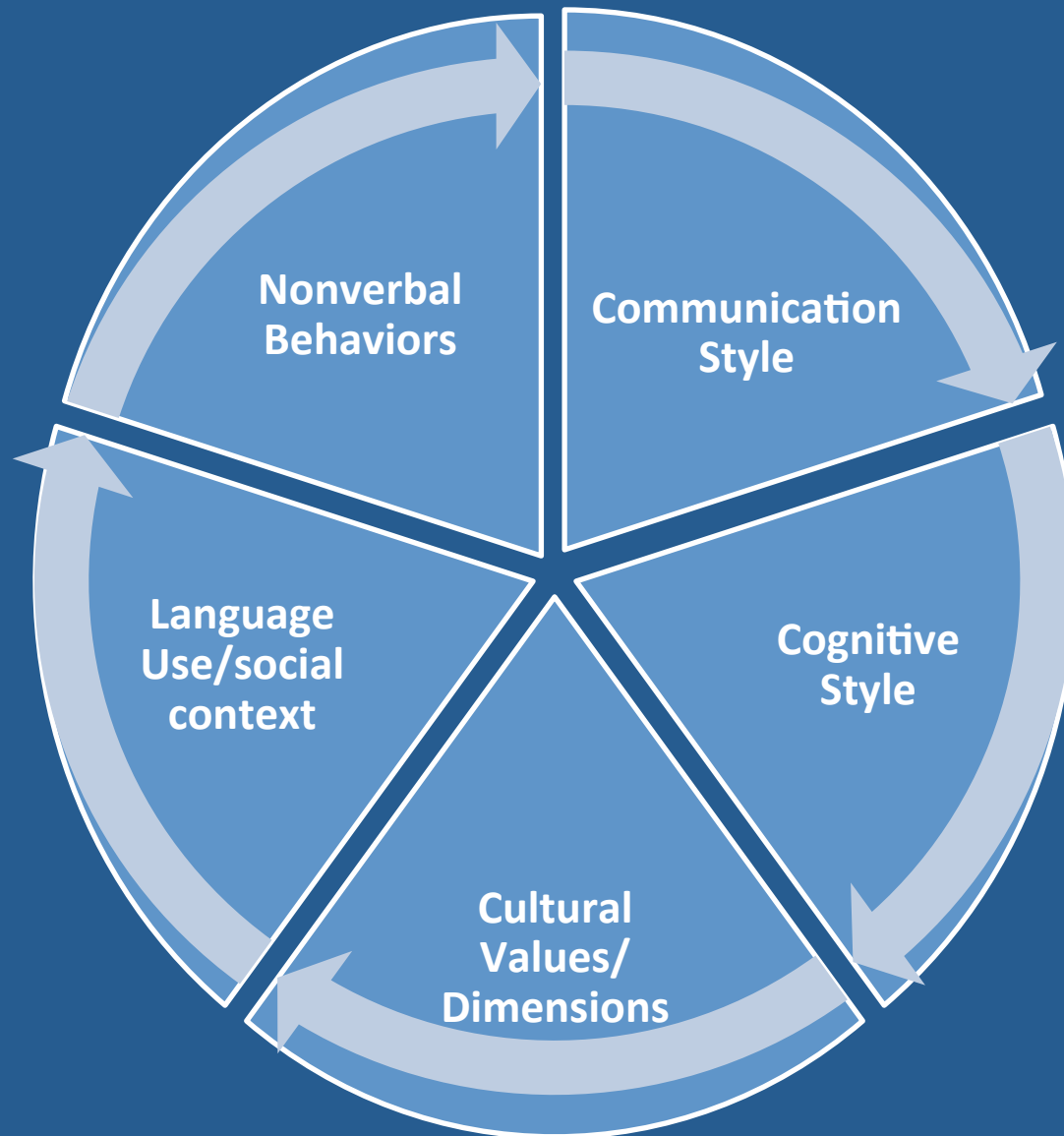
**High Cognitive
Engagement**

Every Student
Relevance
“SPICED” Thinking

Solving
Planning
Inhibiting
Creating
Envisioning
Deciding

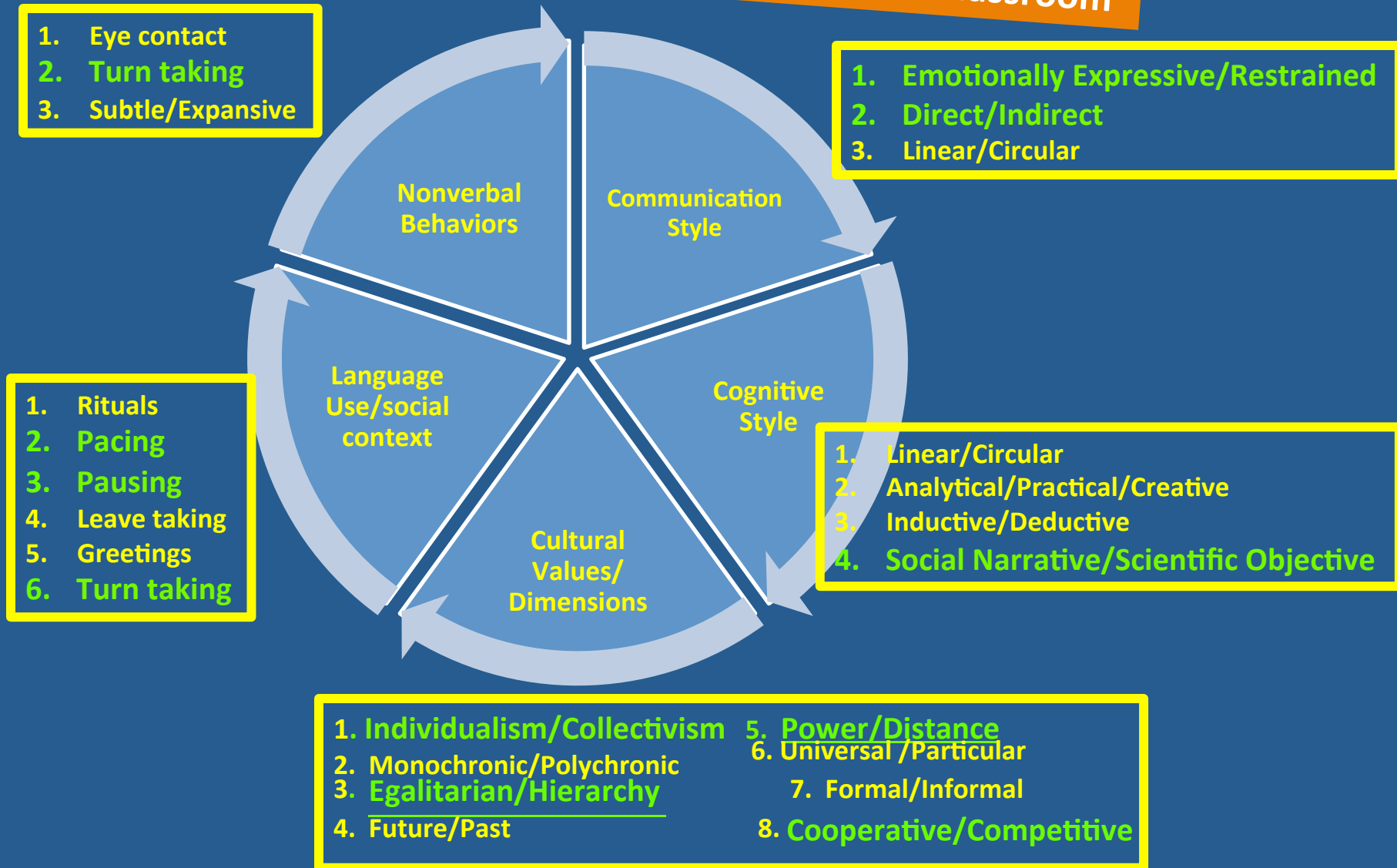


Frameworks of Cultural Knowledge



F Cultural Knowledge

Culture General Frameworks The differences that make a difference in the classroom

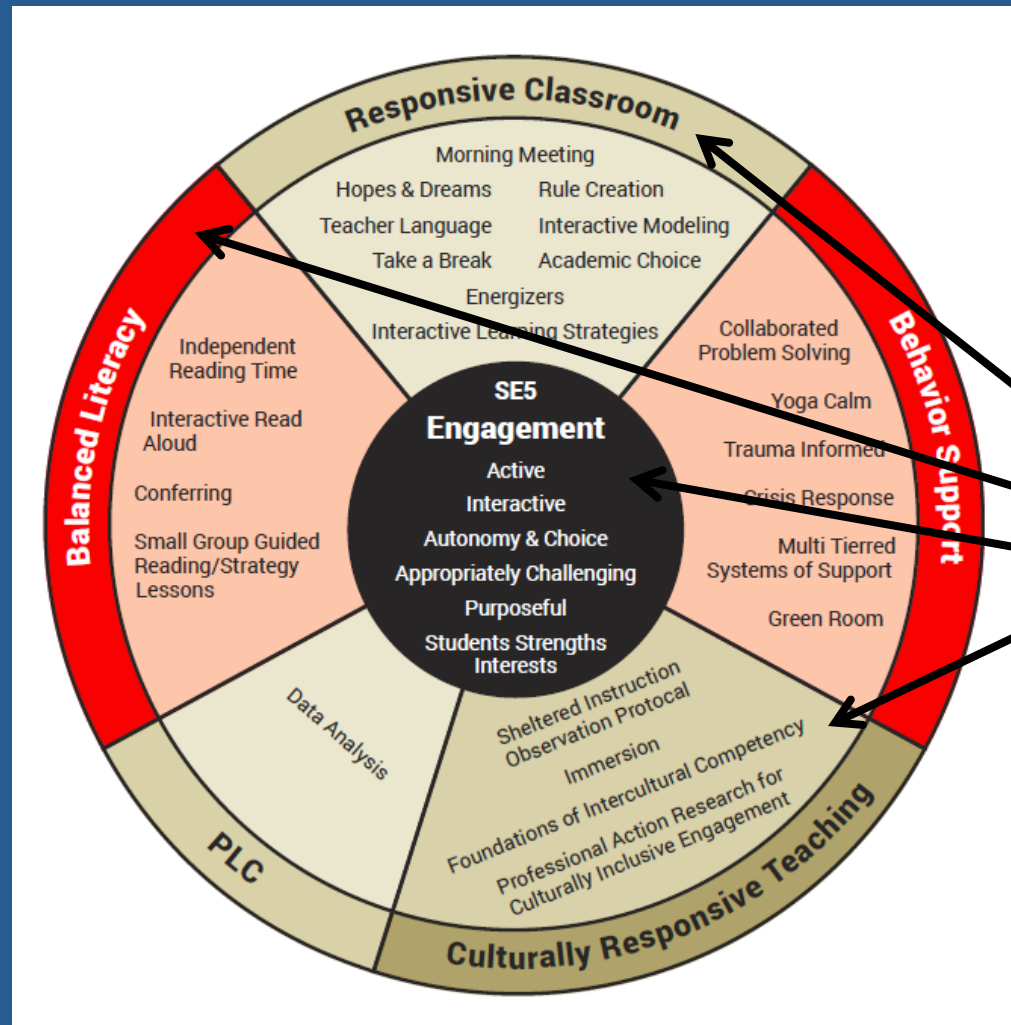


How do we collaborate with teachers to responsively adapt the core instructional experience so that every student is engaged and learns?

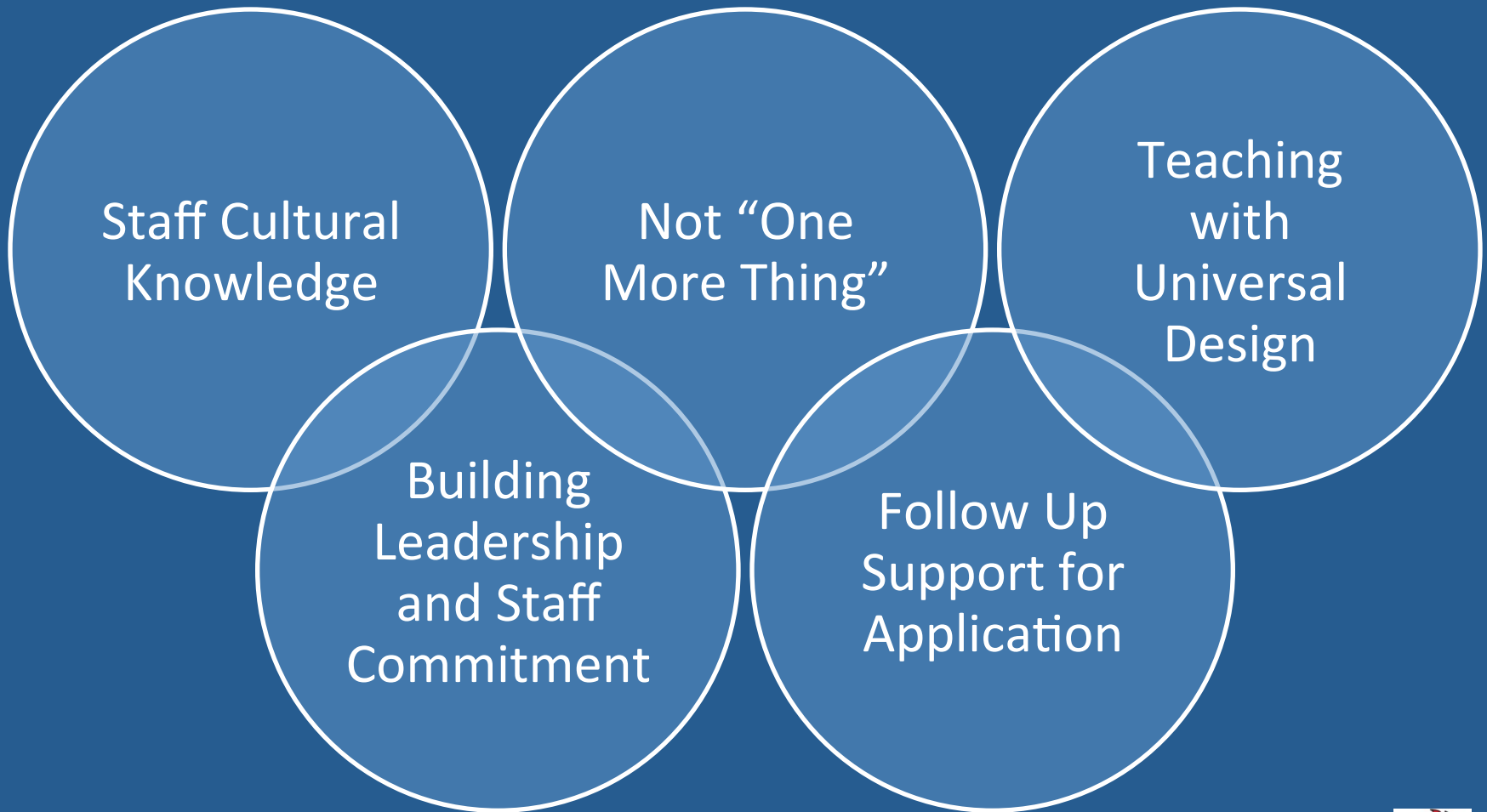
Tier 1 -
not an intervention,
not an enrichment



Lake Elmo Elementary School 2017-2018 Site Plan



Implementation Requirements



Using Universal Design for Culturally Inclusive Teaching

Universal Design is **predictable, balanced and inclusive.**

1

Intentionally plan for a range of strategies so every student experiences some strategies that match their cultural style and some that stretch them.

2

Choose a workable number of strategies that span the cultural range and repeat them.

3

Use interactive modeling to teach students how to do each strategy.

4

Teach students why we use comfort and stretch.

(Morning Meeting activities or lessons to explore student similarities and differences)

Universal Design improves **intercultural awareness** and **skills for all students.**

Universal Design addresses needs of **all students** as well as the **teacher.**



What do we mean by "Universal Design"?

Not divide and teach separately
but comfort and stretch

NOT
"one size fits all"

Comfort and Stretch: This provides for the
greatest degree of learning for all.

Sternberg

2018-2021 Proposed 3 Year Plan
for
Foundations of Intercultural Competency
with Action Research



Professional Growth for Teachers

1 Cycle – Repeated 4 Times

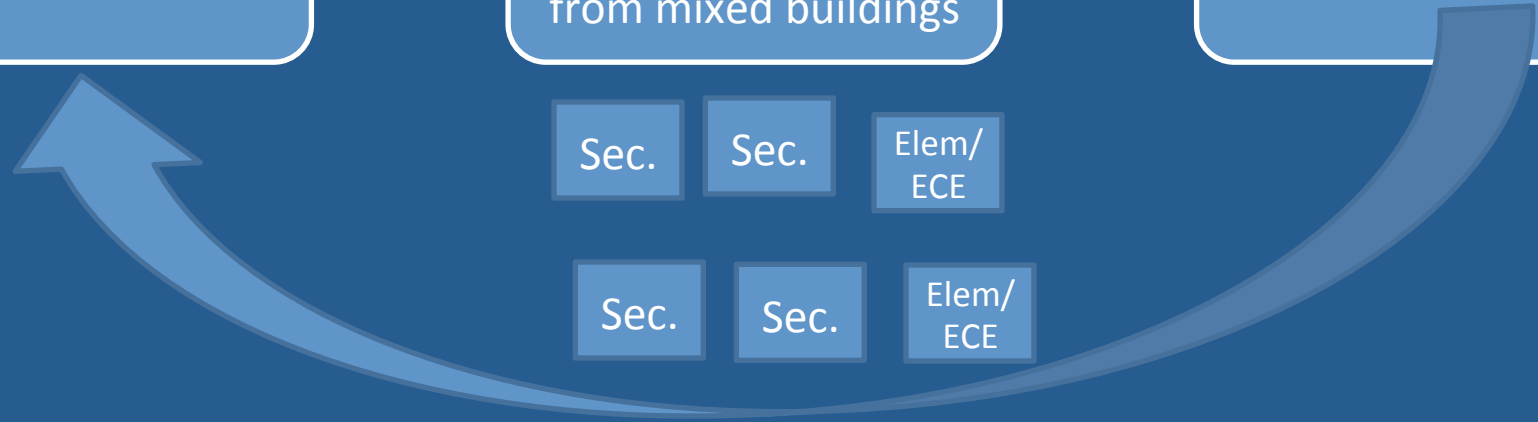
Instructional Coaches
Meet to Plan for Staff
Follow-up



Professional
Development
(half-day)
6 cohorts of 30 Staff
from mixed buildings



Follow-up in
Individual Buildings
Coordinated by
Instructional Coach



Sec.

Sec.

Elem/
ECE

Sec.

Sec.

Elem/
ECE



Three Year PD Cycle 2018 -2021

2018-2019

SAHS/ALC
OMS
SMS
BV
AN
ECE

2019-2020

SAHS/ALC
OMS
SMS
RU
AL
ECE

2020-2021

SAHS/ALC
OMS
SMS
SB
LL
ECE



Entire professional teams who practice together attend in the same year. (any cohort)



**In our classrooms,
microcosms of the world,
ISD 834 staff work to develop
the skills of recognizing and
authentically incorporating
the diversity among us.**

Taking into consideration the work happening in your districts to develop, sustain and evaluate cultural competence for teachers; where do you see strengths and where have you encountered challenges with implementation?

