



Diversity Today

Being More Inclusive Tomorrow

**For: John W. Tolbert Elementary,
Harper Park Middle, and
Heritage High School**

August 28, 2013

**By: Mauricio Velásquez, MBA
President, CEO
The Diversity Training Group**





About Mauricio

Mauricio Velásquez is the President and CEO of The Diversity Training Group (DTG) in Herndon, VA. Mauricio serves as a diversity strategy consultant, diversity trainer, sexual harassment prevention trainer, executive coach, mentoring trainer, and expert witness. Mauricio holds a BA (Economics, Psychology double major) from UVA and an MBA from GWU.

DTG's client include particular schools, school systems, charter schools, public and private schools, colleges and universities. Mauricio and his firm have partnered with the NEA and NPTA for years. Mauricio will be conducted two national webinars for NPTA and recently conducted Leadership Training in select cities and is also working with NPTA Board.

Through the NPTA Board Mauricio started partnering with LCPS and now has trained at more than a half dozen schools in LCPS – at all levels.

Mauricio has trained more than a half million participants in every state but North Dakota. With recent work in Cuba, Italy, Spain, Guam (United States Navy) work and life has taken Mauricio to over 75 countries.

Mauricio has three kids – Ethan (13), Elise (11), and Maya (8) and he is active in their school.

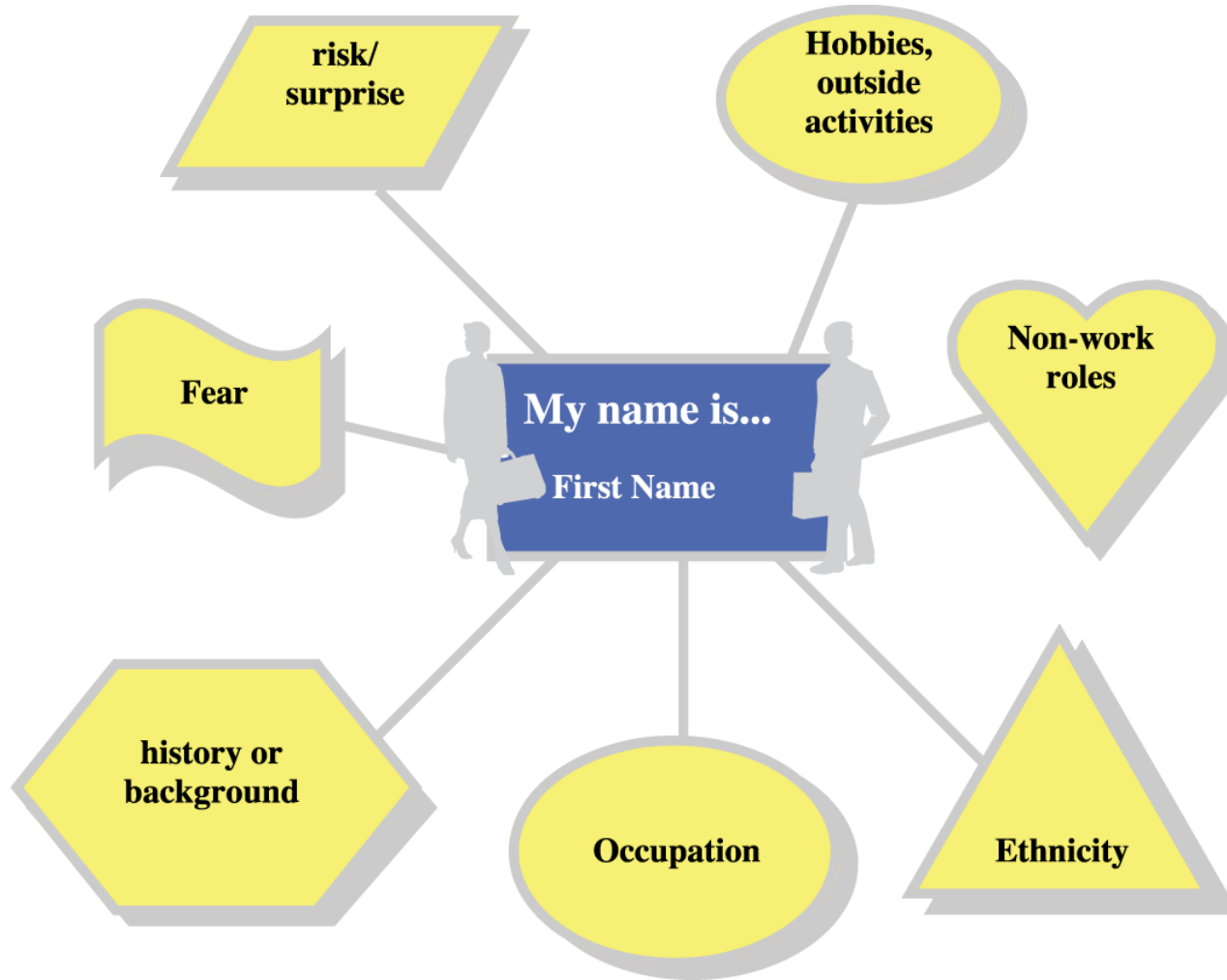


Mauricio' s Diversity / Cultural Web

Rules For This Technique:

- ★ You choose five things minimum that are important to you
- ★ Five things that define you, differentiate you
- ★ Three must be pictures, not words
- ★ One must be a surprise, fear – something we don' t know from looking at you (why? To create safety in your class)
- ★ Tips: Family, background, hobbies, interests, travel, religion (carefully)

Diversity or Cultural Web





A Workshop On...

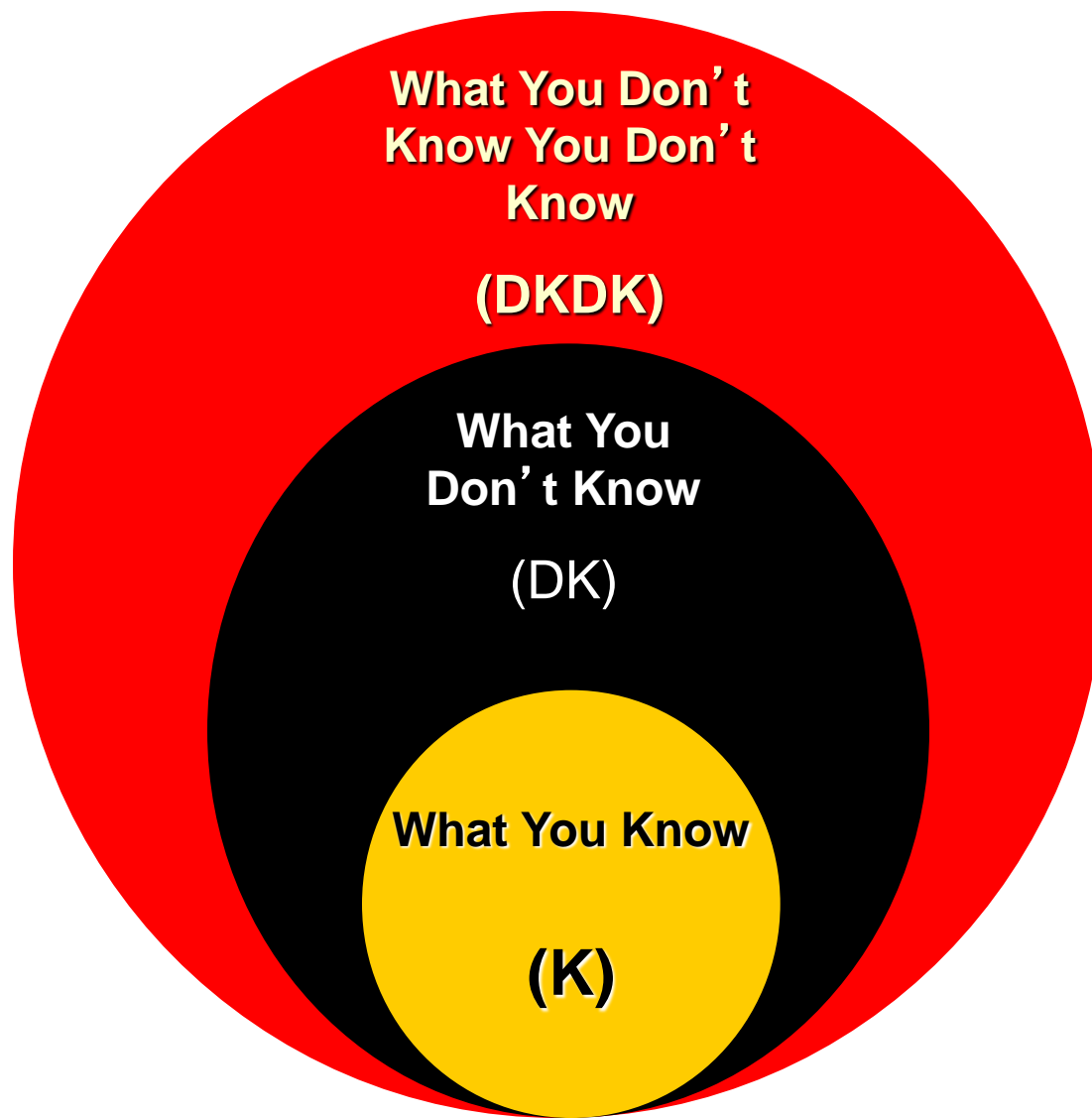
- ✳ **Respect / Professionalism / Trust / Treatment**
- ✳ **Human Relations / Interpersonal Communications**
- ✳ **Bias / Prejudice**
- ✳ **Leadership**
- ✳ **Current Events**
- ✳ **Parenting**



My Mission Today

- ✳ **Provoke Thought**
- ✳ **Facilitate Discussion & Learning**
- ✳ **Surprise You**
- ✳ **Entertain You**
- ✳ **Add Value**
- ✳ **Provide Subject Matter Expertise**

Opening Remarks





We all mean well but...

Intent

(What you meant to say)

vs.

Impact

(What you actually said)

About learning today





I suggest to you....


**“Before You Can Understand
‘Others’ – You Must
Understand Yourself First”**

- M. V.



FIRST LOOK

- ★ **Context – photos of workers, travelers, new hires**
- ★ **I will flash a face – a photo – of a person**
- ★ **Please write down your first reaction**
- ★ **What some call a “first impression”**
- ★ **It takes each of us 1.5 seconds to form a first impression - you will get a full 3 seconds**
- ★ **No one else will see your score**
 - + for a favorable impression**
 - for an unfavorable impression**
 - 0 for no impression/neutral impression**



Put a +, (-) or 0

1. ___

2. ___

3. ___

4. ___

5. a. ___ b. ___ c. ___

6. ___

7. ___

8. ___

9. a. ___ b. ___

10. ___

11. ___

12. ___

13. ___

14. ___

15. ___

16. a. ___ b. ___

17. a. ___ b. ___

Scoring:

+ Favorable

(-) Unfavorable

0 No impression at all



FIRST LOOK

WHAT DID YOU NOTICE?


WRITE DOWN EVERYTHING!

NO WRONG ANSWERS



SECOND LOOK/LOOK AGAIN

- ★ **First, you can't look at your original score – that is cheating!**
- ★ **Same people**
- ★ **A little bigger photo – same photo – from head shot to fuller upper body shot**
- ★ **After you look at the photo and hear their biography than you note your reaction – same scale**



Put a +, (-) or 0

1. ___

2. ___

3. ___

4. ___

5. a. ___ b. ___ c. ___

6. ___

7. ___

8. ___

9. a. ___ b. ___

10. ___

11. ___

12. ___

13. ___

14. ___

15. ___

16. a. ___ b. ___

17. a. ___ b. ___

Scoring:

+ Favorable

(-) Unfavorable

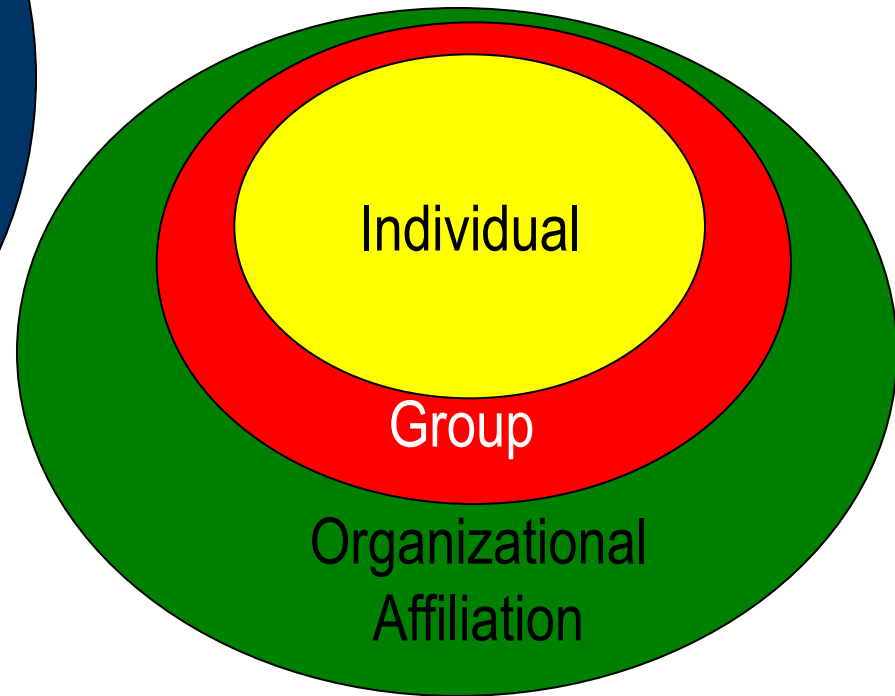
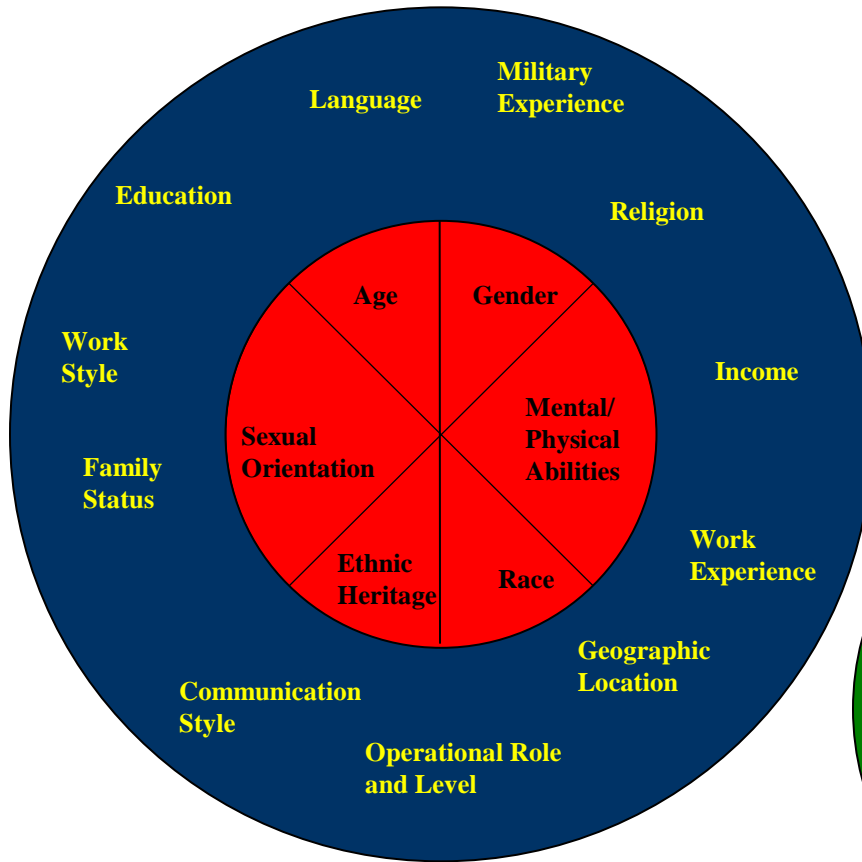
0 No impression at all



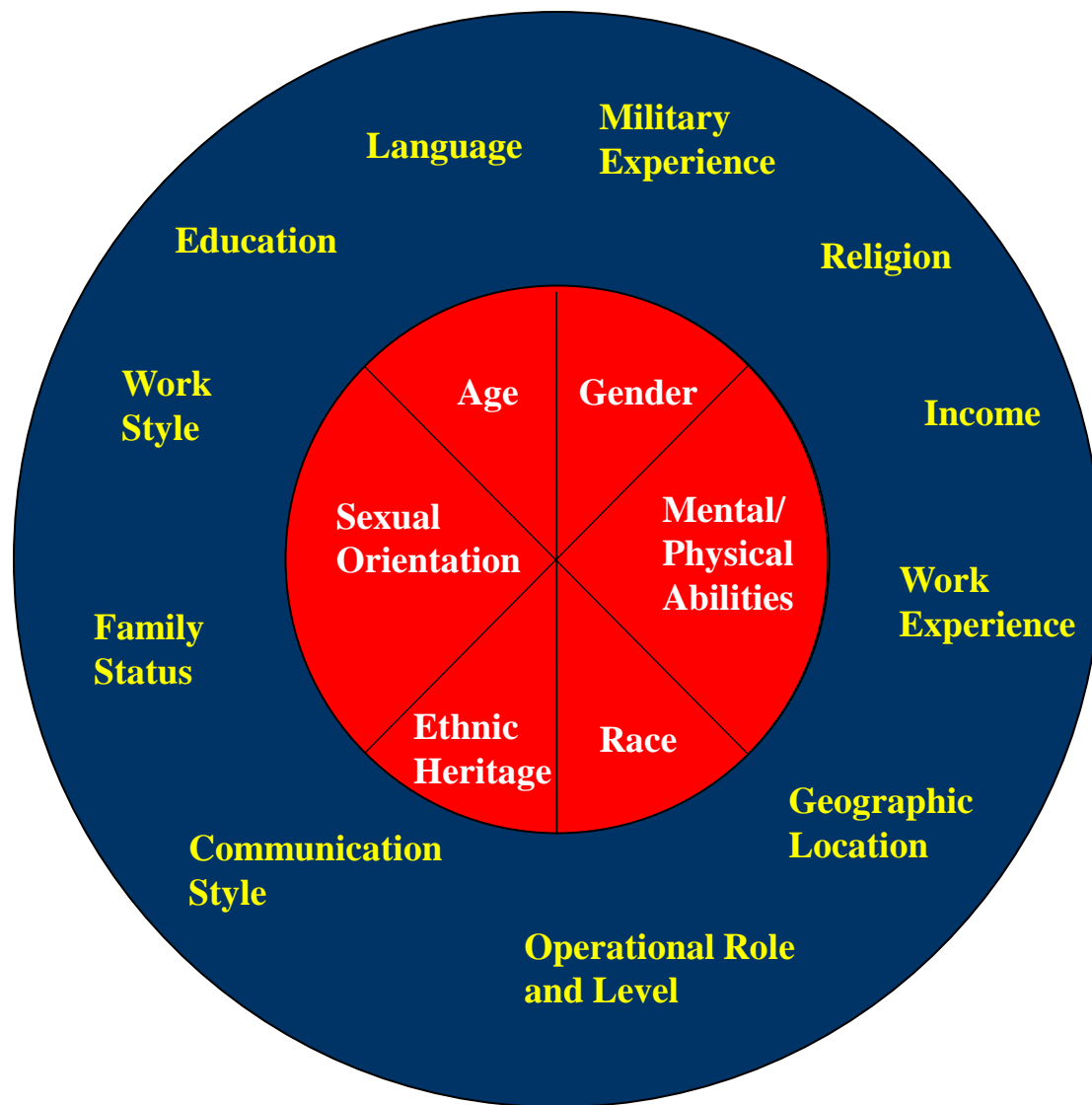
Diversity...

- ★ **What differences exist in our parent ranks?**
- ★ **What differences exist in our student ranks?**
- ★ **What differences exist in our teacher and administrative ranks?**
- ★ **Who is in the room today and more importantly who is not in the room today?**

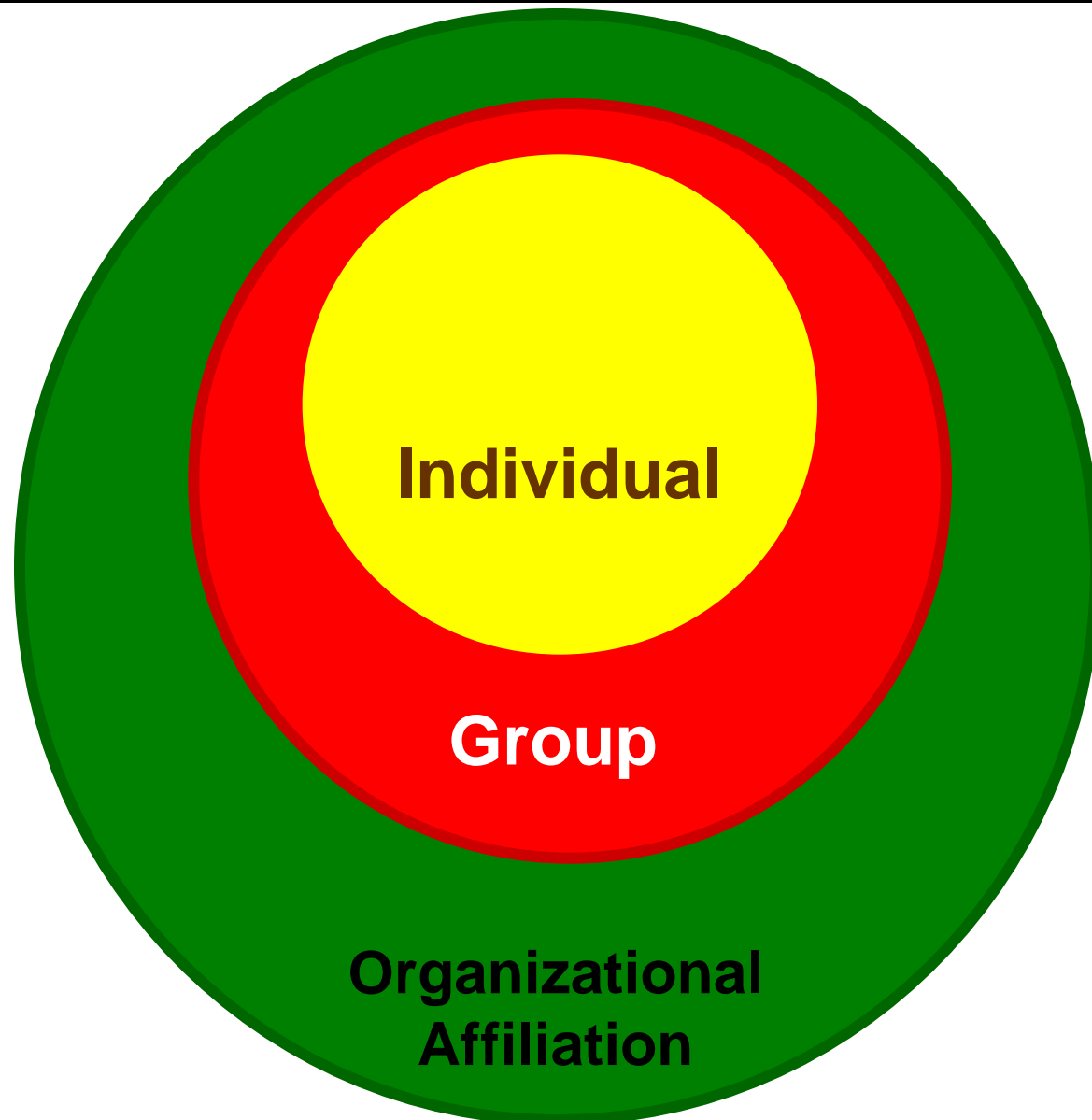
Dimensions of Diversity



Dimensions of Diversity



Dimensions of Diversity



INCLUSIVE



To include



To welcome



To make
comfortable



To acknowledge,
value, and
include others
from all
backgrounds





Explain Diversity & Inclusion

- ★ **Landmark work**
 - ★ **Revolutionary**
 - ★ **Ground breaking**
 - ★ **Controversial**
 - ★ **“50 years ahead of time”**
- **Comes from Education!!!!**

FRONTLINE: “A Class Divided”

FRONTLINE

a class divided

inside 20 years of
FRONTLINE

One day in 1968, Jane Elliott, a teacher in a small, all-white Iowa town, divided her third-grade class into blue-eyed and brown-eyed groups and gave them a daring lesson in discrimination. This is the story of that lesson, its lasting impact on the children, and its enduring power thirty years later.



▶ Introduction

▶ Watch the Full Program
(Real Media and Windows Media)



Frontline – “A Class Divided”

- **In 1970, a public school teacher in Riceville, Iowa, divided her all white, all Christian third graders into blue and brown eyed groups for a lesson on discrimination.**
- **On successive days, each group was treated as inferior and subjected to discriminatory treatment.**
- **This FRONTLINE reunites the teacher and class after 18 years to relate the enduring effects of their lesson.**



“A Class Divided”

- ★ **What did you notice?**
- ★ **How did it make you feel? What did it make you think of?**
- ★ **What could eye color represent in our society?**
- ★ **What do the collars represent?**
- ★ **What did Jane Elliott represent?**
- ★ **What was the impact on performance?**
- ★ **What are the collars in your organization?**
- ★ **What luxury do the children have?**
- ★ **What do we really learn from this video?**
- ★ **In the final analysis, what is the point of this video?**
- ★ **When do you know you are in the In- or Out- Group?**



IMPACT OF BIAS ON PERFORMANCE

DAY 1

DAY 2

BROWN EYES

5.5

->

2.5

(COLLAR)

BLUE EYES

3.0

->

4.18

(COLLAR)



I suggest to you....

**“Before You Can Understand
‘Others’ – You Must
Understand Yourself First”**

- M. V.

(one of the themes of my work)



What Your Scores Tell You

0 - 20 Naive

Acts with no knowledge or awareness of biases and prejudice and their impact on others. What they don't know they don't know. This person has no clue as to the impact of their actions on others.

21 - 40 Perpetuator

Aware of biases and prejudices, but continues behaviors and actions that reinforce and support stereotypes and intolerance. This person is aware of the impact of their actions on others, but continues with such behaviors nevertheless, "You can't teach an old dog new tricks."

41 - 59 Avoider

Aware of biases and prejudices, but makes a conscious choice to ignore inappropriate behavior or withdraw from it. This person would rather turn and walk away than understand and address inappropriate behaviors or that bias that can appear or be misinterpreted as support. "If you are not part of the solution, you are part of the problem."



What Your Scores Tell You

60 - 75 IWE Change Agent

Acts as a role model. Takes action when appropriate and addresses behaviors when important. IWE Change Agent will take risks and use the many tools available to him/her. IWE Change Agent will take peers aside and provide feedback and coaching with the intent to improve work relationships and personal productivity.

76 - 80 Fighter

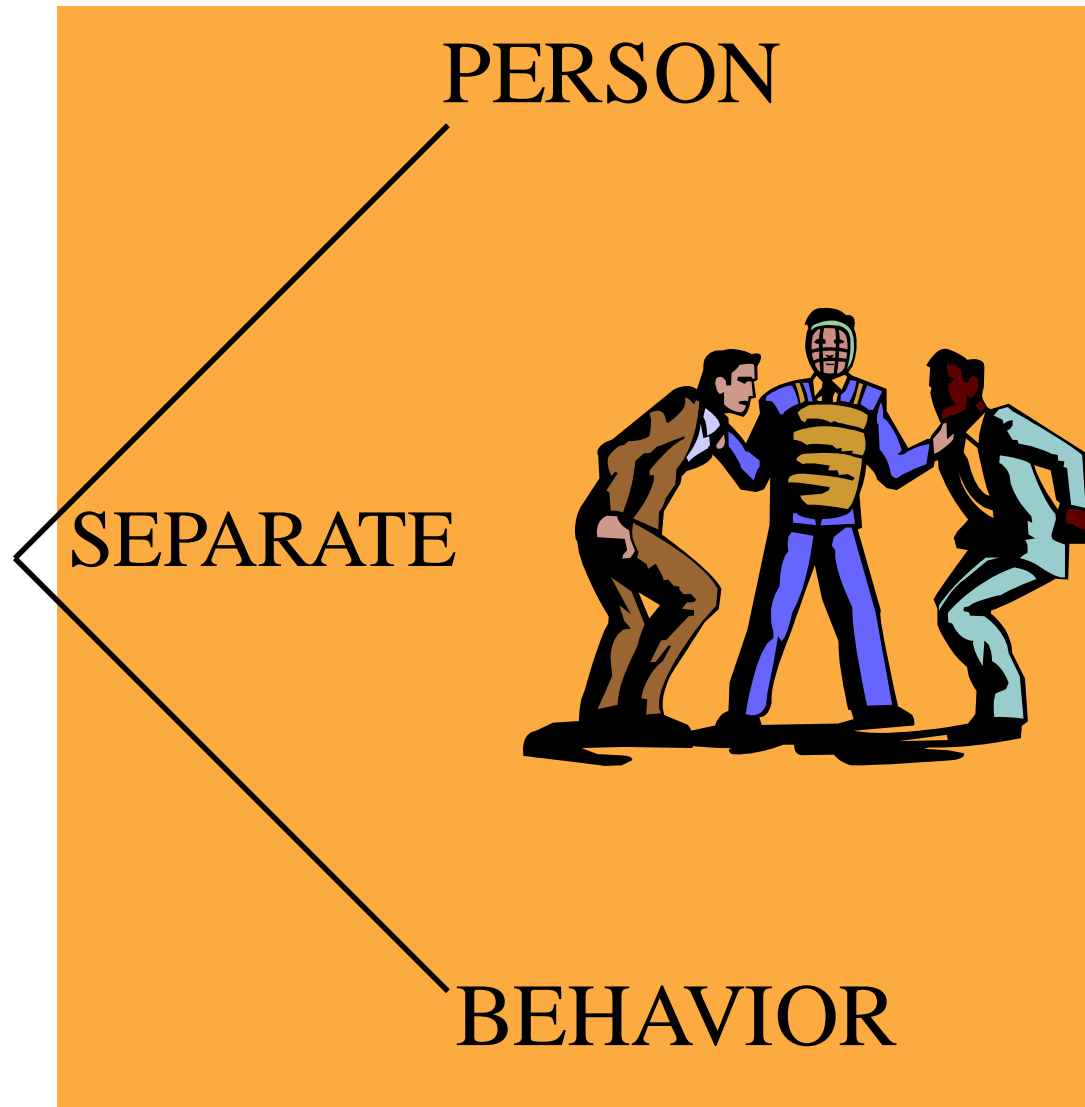
Attacks all actions and confronts all behaviors. Always on the lookout for injustice but is often too confrontational, sometimes in public settings. Although a very important role, too often these individuals are labeled as “troublemakers.” If you have this energy, this fervor, please consider the change agent approach to problem-solving and inclusivity.



As Advocates / Change Agents

- ★ We must lead by example**
- ★ We must be ever vigilant**
- ★ We must be coaches (give each other feedback)**
- ★ We must give straightforward and honest feedback**
- ★ We must always keep our mission first in our mind**
- ★ We must employ skill, tact, direction**

Cultural Competency Building Tools





Start Message Tool

Start with a Positive

Please stop _____
(describe negative/unproductive behavior)

Start _____
(describe new, more appropriate/positive behavior)

Continue _____
(describe ongoing positive behavior)

End with a Positive



I-Statement Tool

How do I coach someone when I feel my differences are being held against me?

(Start with a Positive)

When you _____, I feel _____
(describe behavior) (impact of behavior)

I would prefer _____
(new behavior – more appropriate/productive)

OR

I feel _____, when you _____
(impact of behavior) (describe behavior)

I would prefer _____
(new behavior – more appropriate/productive)

OR

When I see _____, it makes me feel _____
(describe behavior) (impact of behavior on you/group)

I would prefer _____
(new behavior – more appropriate, more productive)

(End with a Positive)



2 Kinds of Behaviors

PREFERS

- Promote respect
- Diversity friendly
- Promote mission
- Inclusive of difference
- We want to see (+)
- **INCLUSIVE - Include**

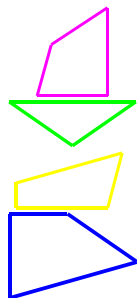
NEVERS

- Disrespect
- Bias/prejudice
- Undermine mission
- Exclusive of difference
- We don't want to see (-)
- **EXCLUSIVE - Exclude**

Creating the Inclusive Culture

Stereotypes: All of us must begin to address and minimize the many stereotypes that exist within our organization.

HOW WE BUILD STEREOTYPES



Group/Categorize/Label

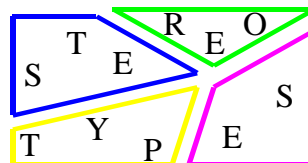
Form opinion (judge); always negative

Look for “proof”

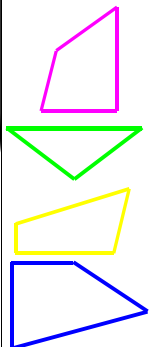
Examples: “See, I told you so.”

“You’re not like the rest of them.”

“You’re the exception to the rule.”



HOW WE BREAK DOWN STEREOTYPES

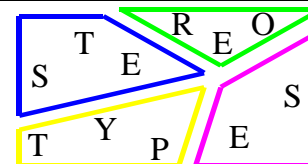


Does the comment hold true for everyone in the group?

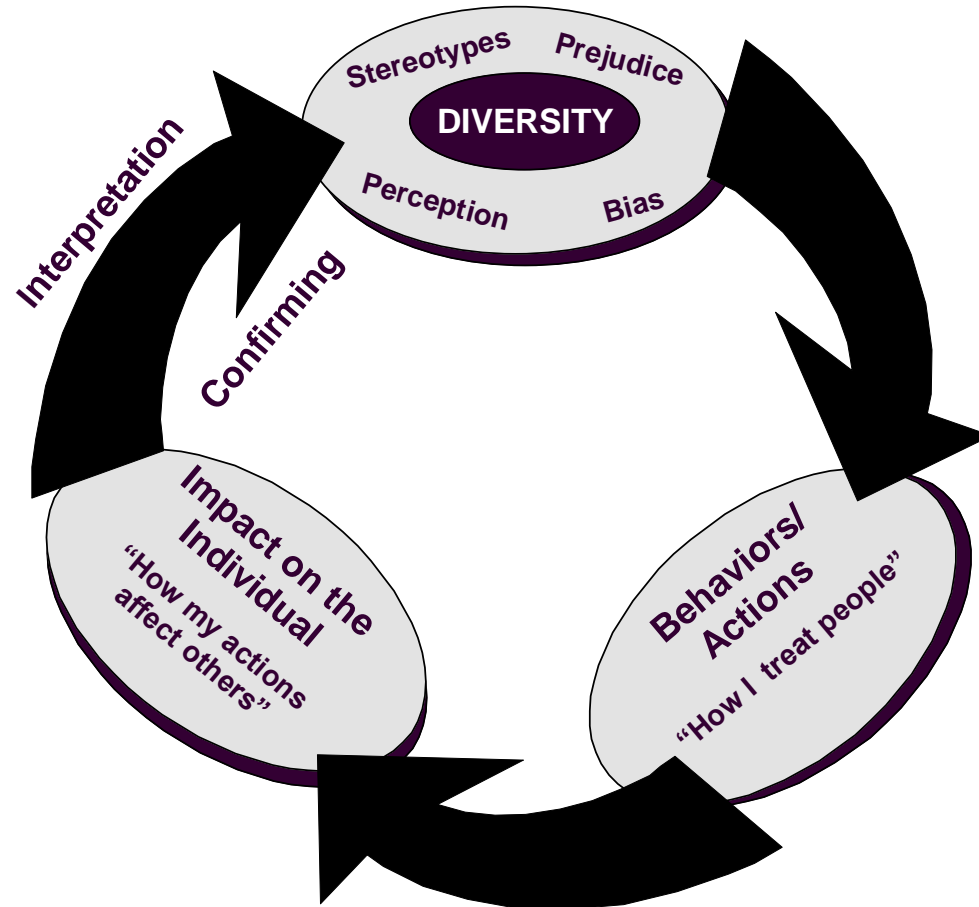
Does the comment reflect knowledge, skills, or abilities necessary to complete the job?

Is the person thought of as part of a group first rather than as an individual?

Do your past experiences with members of this person’s group affect the interaction?



Strategies for Cultural Competence





A Short Course in Human Relations

The **Seven** Most Important Words:

“HOW CAN WE WORK TOGETHER MORE EFFECTIVELY?”

The **Six** Most Important Words:

“I ADMIT I MADE A MISTAKE”

The **Five** Most Important Words:

“YOU DID A GOOD JOB”

The **Four** Most Important Words:

“WHAT IS YOUR OPINION?”



A Short Course in Human Relations (cont.)

The Three Most Important Words:
“IF YOU PLEASE”

The Two Most Important Words:
“THANK YOU”
Or
“I’M SORRY”

The One Most Important Word:
“WE”

The Least Important Word:
“I”

Using Communication to Solve Problems

Step

Action

Example



Identify and agree on the problem (consensus) Ask the right questions.

- ★ Ask for the facts
- ★ Verify the information
- ★ Decide what else you need to know

- ★ “Help me understand exactly”
- ★ “Let me make sure this is recorded correctly”
- ★ “I will be able to help you better if I know...”



Conduct problem-cause analysis to identify a specific problem and its cause

- ★ Restate the problem in simple terms
- ★ Get agreement on the problem and its importance/impact

- ★ “So, the basic issue is...”
- ★ “It seems we agree it is important to fix this because...”



Identify solutions/alternatives

- ★ Ask what can be done to solve the problem
- ★ Suggest other options for consideration
- ★ Tell them what you can do

- ★ “What ideas do you have on how this can be fixed?”
- ★ “In similar situations we have..”
- ★ “I really wish we could do exactly what you suggested. However, according to..., we must...”



Using Communication to Solve Problems

Step

Action

Example



Implement solutions/take action with the help of the customer

- ★ Ask for their cooperation
- ★ Tell them what you will do
- ★ Suggest how they can help, now and the next time

- ★ “I’ll need your help to...”
- ★ “Here is what I can do...”
- ★ “To get this resolved quickly, I’ll need you to..., and if this should happen again, please...”



End with an agreement and a thank you. Monitor and follow up on the situation

- ★ Summarize what will be done, and by whom
- ★ Thank the customer for cooperation and help
- ★ Promise to follow up to ensure the solution really worked

- ★ “Can I assume that we agree on...?”
- ★ “Thank you for being so cooperative in helping us to solve this problem.”
- ★ “I will call you in a week to be sure the situation is resolved.”



As Advocates, Change Agents....

**You must be informed
You must not allow disinformation
to “cloud” your judgement**



Did you know?

- ★ **56 million** The projected number of students to be enrolled in the nation's elementary through high schools (grades K-12) this fall. Source: U.S. National Center for Education Statistics as cited in the *Statistical Abstract of the United States: 2010*, Table 214
<http://www.census.gov/compendia/statab/>
- ★ **43%** Percentage of elementary through high school students who were nonwhite (single race) or Hispanic, as of October 2008. Source: School Enrollment — Social and Economic Characteristics of Students: October 2008
<http://www.census.gov/population/www/socdemo/school/cps2008.html>
- ★ **22%** Percentage of elementary through high school students who had at least one foreign-born parent in October 2008. Five percent were foreign-born themselves. Source: School Enrollment — Social and Economic Characteristics of Students: October 2008
<http://www.census.gov/population/www/socdemo/school/cps2008.html>

html



Did you know?

- ★ **50%** Percentage of kindergarten through 12th-grade students in California who had at least one foreign-born parent in 2006. California led the nation, followed by Nevada with 36 percent. New York, Florida, Texas, Arizona, New Jersey and Hawaii were some of the states that also had at least one-quarter of students this age with at least one foreign-born parent. Source: School Enrollment in the United States: 2006
http://www.census.gov/newsroom/releases/archives/education/2008-05-08_education.html
- ★ **10.9 million** Number of school-age children (5 to 17) who spoke a language other than English at home in 2008; 7.8 million of these children spoke Spanish at home. Source: 2008 American Community Survey
<http://factfinder.census.gov/>
- ★ **31 million** Average number of children participating each month in the national school lunch program in 2008. Source: U.S. Department of Agriculture, Food and Nutrition Service, as cited in the *Statistical Abstract of the United States: 2010*, Table 558
<http://www.census.gov/compendia/statab/>



Did you know?

- ★ **45%** Percentage of children enrolled in kindergarten through 12th grade in California who spoke a language other than English at home in 2006. California, which led all states, was followed by Texas (35 percent), New Mexico (34 percent) and Arizona (32 percent). The national average was 21 percent. (The percentages for Texas and New Mexico were not significantly different from one another.) Source: School Enrollment in the United States: 2006

http://www.census.gov/newsroom/releases/archives/education/2008-05-08_education.html

- ★ Roughly one-fourth of the nation's kindergartners are Hispanic, evidence of an accelerating trend that now will see minority children become the majority by 2023. (USA Today, 3/5/09)
- ★ Census data released Thursday also showed that Hispanics make up about one-fifth of all K-12 students. (USA Today, 3/5/09)



About LCPS D & I Efforts

- ✿ **We have had a multi-year equity effort to increase access and opportunity for all students, but especially for those traditionally not represented in higher level classes, leadership positions, extra curricular activities, etc.**
- ✿ **We have systematically removed the various barriers that kids of color and their parents told us were in their way.**
- ✿ **We are pleased that we have seen increases in students of color taking honors and AP classes from 1 in 6 minority students to a ratio of 1 in every 3 minority students stepping up to the higher expectations.**
- ✿ **Our goal is that the participation for minority students is exactly the same as it is for white and Asian students.**
- ✿ **Other efforts have included the staff working with a parent group entitled the Minority Student Achievement Advisory Committee (MSAAC).**



About LCPS D & I Efforts

- ★ **We have opened an Outreach Office that offers continuing training to our Parent Liaisons and the supervisor, a long-time advocate for youth in the community and former School Board member, offers equity training to each school's "Equity Team."**
- ★ **Professional development offerings support our equity efforts.**
- ★ **It is imperative (message from central office) that we expect students to have access to rigorous curriculum and opportunities to excel.**
- ★ **LCPS has experienced a very steady trend toward greater diversity over the last 15 years. Our white population is currently about 56%, Asian 17%, Hispanic 15%, 7% African-American, and multi-racial 5%.**
- ★ **There are no specific written policies to cover what is described above, but the expectations are part of the culture and also must formally be addressed in each school improvement plan.**



Don't forget to Action Plan

- ★ **What are you going to do with what you learned today?**
- ★ **What specific actions will you take?**
- ★ **Write it down or you will forget!**
- ★ **I am interested in your Commitment, Not Wishes or Promises – we often do not get to those**



Are You Truly Color Blind?

“The Lunch Date”

- ✳ Adam Davidson
- ✳ Screen Writer/Director
- ✳ This was his thesis to get his degree in film from AFI – American Film Institute, New York City
- ✳ Won many awards
- ✳ Filmed in 1990



**Thank You
&
Evaluations**



Extra Content

Provided as a professional courtesy!



What does LCPS Want to Be

“Them”

Welcoming

“Those people”

Buddy system

“Ignoring”

You are introduced to all

Marginalizing

No cliques

Gossiping

Mentoring the new folks

Being negative

Embrace those different

Caddy

Make feel part of team

“Those different are
bullied”

Anti-bullying anticipates
the exclusion



From another client

Questions For All District Personnel

- ✳ Do you personally welcome and include new staff, students and parents who are different from you?
- ✳ Do you purposely reach out, try extra hard, to make staff, students or parents different from you feel welcome and included?
- ✳ Are you in tune with, sensitive to, body language and other nonverbal cues that tell us a student or staff member or parent of a different child feel uncomfortable or unwelcome?



From another client

Questions For All District Personnel

- ★ Do you say anything or do anything if you witness someone (student, staff peer) being treated differently or excluded?
- ★ Do you promote positive conversation about differences in the workplace?
- ★ Do you purposely discourage negative, stereotypical conversations about differences in the workplace?
- ★ Are you mindful of how staff who are “different” might be treated differently by their (by staff peers, students)?



CC Best Practices - Administrators

Questions we need to ask ourselves:

- ✿ Are we encouraging our teachers to share their best practices – what is working – with each other?
- ✿ Do we have a resource center where our teachers can come for help and information?
- ✿ Do we have a multicultural mentoring program in place for our teachers?
- ✿ Are we sponsoring a “lunch & learn speaker series” to encourage this dialogue?
- ✿ Have we defined what we expect from our teachers with respect to multicultural, diversity and inclusion competency in the classroom?
- ✿ Are we involving the parents of the increasingly, more diverse students?



CC Best Practices- Teachers

Questions we need to ask ourselves

- ✿ Do teachers observe other teachers for teaching style feedback and constructive improvement? (formally, regularly)
- ✿ Are your educational materials inclusive or exclusive of difference?
- ✿ In other words, are photographs, pictures, and educational materials representative of the diverse society in which we live and work?
- ✿ When disciplining children, do practices vary from child to child based on a particular difference (group)?
- ✿ What does your seating arrangements look like? Do you move the students around? Or, are certain students always up front or in the back?



CC Best Practices -Teachers

Questions we need to ask ourselves

- ✿ Which children are regarded as the most intelligent (is there a pattern or trend)?
- ✿ Are their gender trends with respect to classroom discussion and participation?
- ✿ Are the parents of the culturally diverse students encouraged to participate to the same extent as other parents?
- ✿ Are questions of racial, ethnic, and linguistic differences a part of curricular development?
- ✿ How are linguistically different children integrated into the classroom discussions and activities?
- ✿ In other words, does the linguistically different child have to wait until you have time to deal with his/her specific issues?



CC Best Practices - Teachers

Questions we need to ask ourselves

- ✿ How much do you know about your students background, cultural, and home traditions?
- ✿ What do your colleagues say (or what do you say) about the culturally diverse students?
- ✿ What attempts are being made (besides this discussion) to learn about effective teaching strategies for diverse students?



Because....

- ★ **Communities we serve are changing – getting more diverse, more culturally complex**
- ★ **Students are more diverse**
- ★ **Staff, Teachers are more diverse**
- ★ **Classroom learning environment must change**
- ★ **More scrutiny regarding inclusion or exclusion – from media, from parents and community, etc.**
- ★ **Litigation is on the rise**
- ★ **BOTTOM LINE - STATUS QUO – doing the same things we have always done with our staff and students - given the community, our students, our staff are getting more diverse IS NOT WORKING**



Cultural Competence Requires Behavior Changes

Promote Cross Cultural Understanding

- ★ Welcoming
- ★ Positive
- ★ Open
- ★ Unify
- ★ Include

Undermine Cross Cultural Understanding

- ★ Unwelcoming
- ★ Negative
- ★ Closed
- ★ Polarize (cliques)
- ★ Exclude – nasty, mean



Essentials for Cultural Competence

 **Knowledge**

 **Skills**

 **Abilities**



Cultural Competence - Knowledge

Knowledge of the:

- ★ culture, history, traditions, values, and family systems of our culturally diverse students.
- ★ impact of culture on the behaviors, attitudes, and values of our students.
- ★ roles of language, speech patterns, and communication styles in culturally distinct communities.
- ★ resources (for example, agencies, persons, and helping networks) which can be utilized on behalf of culturally diverse customers and communities



Cultural Competence - Skills

Skills

- ★ Personal qualities that reflect genuineness, empathy, warmth, and a capacity to respond flexibly to a range of possible situations
- ★ Acceptance of cultural differences between people
- ★ Explicit understanding of the student' s/parents personal values, stereotypes, and biases about their own and others' culture
- ★ Techniques for learning and adapting to the personal and cultural patterns of students
- ★ Capacity to work with family members of students



Cultural Competence - Abilities

Ability to:

- ★ communicate accurate information on behalf of culturally diverse students, parents and communities
- ★ discuss cultural differences and issues openly, and to respond to culturally-based cues.
- ★ assess the meaning culture has for individual cultures.
- ★ interpret the implications of evidence of problems as they are expressed by students from different cultures.
- ★ work effectively with an interpreter to obtain information from students and parents.
- ★ evaluate new techniques, research, and knowledge regarding working with culturally diverse students.



Culturally Competent Focused

Example of Cultural Competent District

1. One high school principal instituted three new programs:
 - ✿ human relations program
 - ✿ conflict resolution program
 - ✿ mentoring program for new students

Action Steps:

1. A principal met with all teachers and students to identify priority needs, such as the need for safety and security, and students' need for more after-school activities
2. team structure was developed to cultivate more personal relationships among students, teachers, and parents
3. several staff with similar cultural backgrounds to students and parents were hired to enhance communication across language barriers and to help mediate cultural difference
4. Most school leaders and teachers could tell whether race/ethnic relations had improved or worsened during the past years, but no school had a system of tracking progress in inter-group relations



Cultural Competent Focused – Cont' d

Results across 21 schools:

- ✿ Built student and teacher leadership in interethnic relations and improved the overall climate of the school.
- ✿ Improved proactive leadership in interethnic relations
- ✿ Improved interethnic relations among students;
- ✿ Increased academic achievement
- ✿ Increased staff awareness about interethnic relations and diversity;
- ✿ Increased involvement of diverse parents



Culturally Competent Districts

Five essential elements for becoming more culturally competent. The district should :

- (1) value diversity
- (2) have the capacity for cultural self-assessment
- (3) be conscious of the dynamics inherent when cultures interact
- (4) institutionalize cultural knowledge
- (5) develop programs and services that reflect an understanding of diversity between and within cultures.

These should be reflected in attitudes, structures, policies, and services at every level of the district.



More Action Plan

- ★ How can I create an inclusive work and learning environment?
- ★ How can I use what I have learned in this class in my school, life and beyond?



Thank You
&
Evaluations

For More Information:

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