



**ISD728 School Board Summary Report
Listening Sessions
Intercultural Development Inventory
Addendum
December 2020**

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Opening Narrative

Independent School District 728 Elk River-Otsego-Rogers-Zimmerman Summary

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Submitted by: Sankore Consulting

Dr. Lanise Block Founder/CEO

Date Submitted: April 2nd 2020

Preface

In June 2019, Sankore Consulting met with District 728 cabinet members to propose a plan to increase educational and racial equity for their school district. Three parts were developed as a part of the Equity Action Planning: Part I Focused Listening and Personalized Equity Iterative Learning, Part II Equity Audit: Policies and Plans and Part III Insights and Recommendations Report.

As follow up Sankore Consulting was contacted to follow a similar process with the ISD728 School Board in the Spring and Summer of 2020. The Equity Action Planning for the School Board would include:

Part I Focused Listening and Personalized Equity Iterative Learning

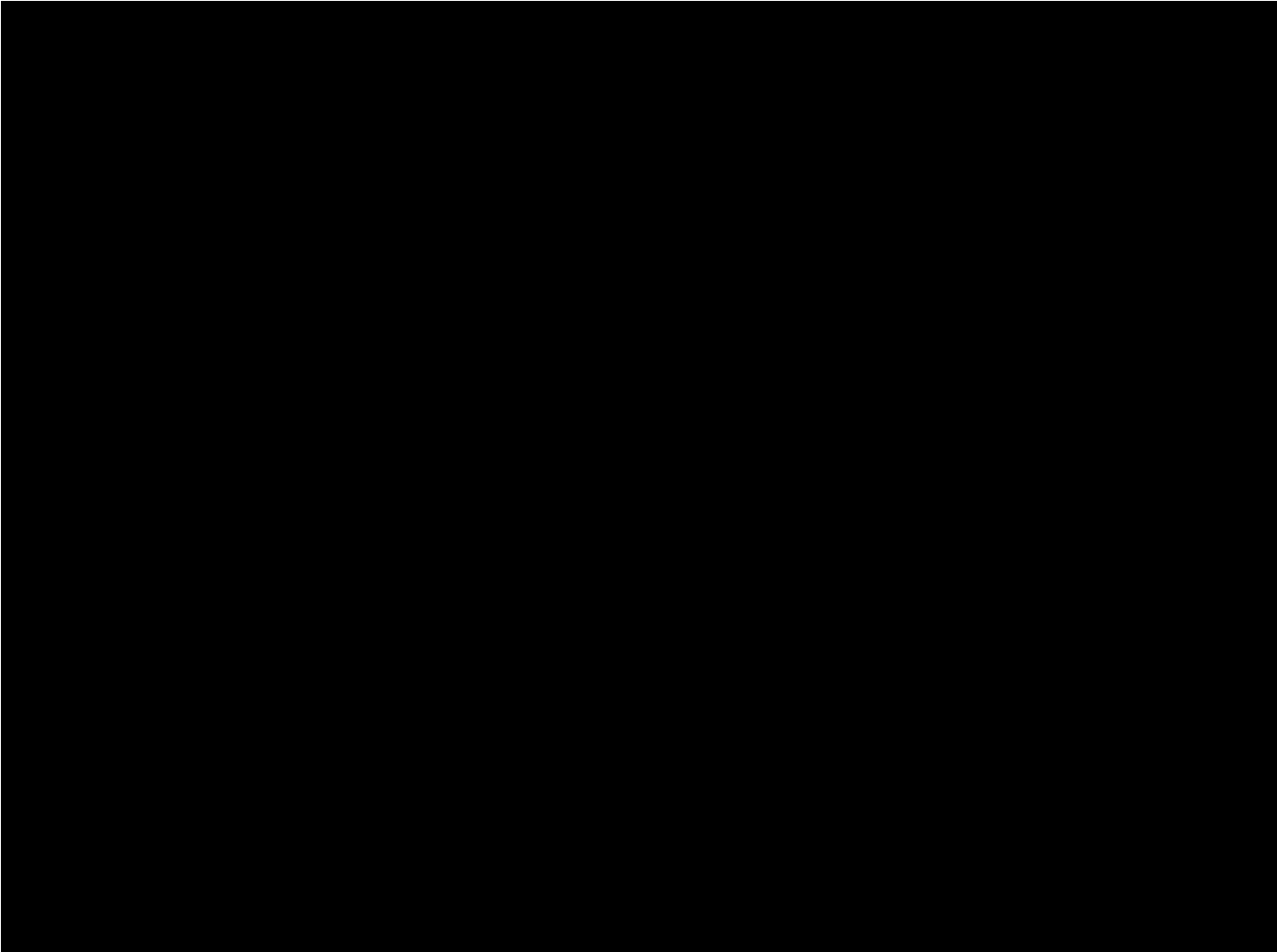
- Individual Listening Sessions
- Individualized Intercultural Development Inventory (IDI)
- Equity Strategies and Plans for Education and Systems Change Workshop

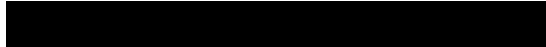
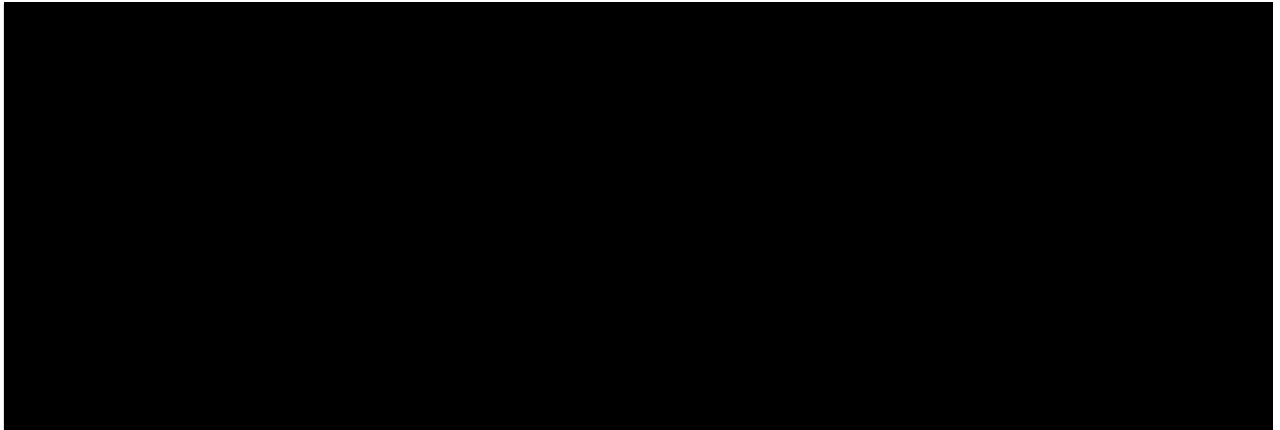
Format of the Report

This report includes the following summary sections

- Section One: Listening Sessions
- Section Two: Group Graph Results for the Intercultural Development Inventory (IDI)

SECTION ONE: LISTENING SESSIONS SUMMARY



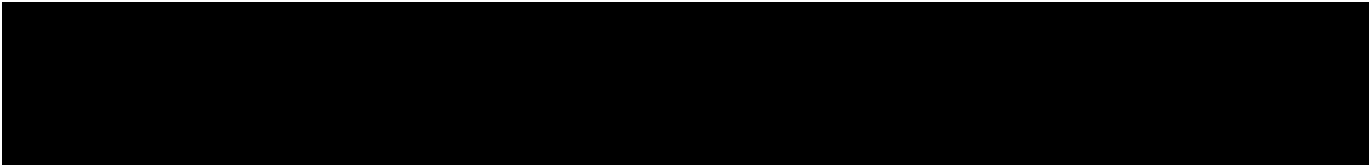


Common Themes: (mentioned 2 or more times)

- Equity meets the needs of all learners-getting them what they need
- Equity is providing 'equal' access to goods and services across the district

Opportunity for Growth:

- To have a shared definition of equity and racial equity district-wide
- Professional Development: Cultural Diversity and Equity
- Resources: Book Study or Framing Mechanism
- Historical Context



Common Themes:

- Oversight/Guidance
- Open Doors
- Remove Barriers
- Setting Priorities

Opportunity for Growth:

- Expanded view of equity advocacy.



Common Themes:

- We could do more to increase integration
- We offer a variety of programs to meet students 'academic' needs
- Board Approves Goals and Programs
- Providing access to all teachers, students and classrooms providing tools

Opportunity for Growth:

- Identify least served student groups to create and offer resources/programming specific to meeting their needs. (American Indian, LGBTQ, Religion Groups, African American)
- Culturally Responsive Teaching Strategies/Methods
- Attention to SEL/Non Academic Supports for Diverse Students

Common Themes:

- Moving the 'Big Rocks'
- Leveraging Community Partnerships
- Stronger Campaign to promote awareness of opportunities in the district
- Always room for improvement
- Not enough hot spots (wifi)
- More languages at younger grade levels
- Curriculum that provides education for everyone all the different cultures within district

Opportunity for Growth:

- Consider establishing metrics for stronger alignment ideas

Common Themes:

- I have heard mostly second hand.Hear about it athletics, and those of adopted children, this is real and is happening
- Social Media Reports
- As an most anglo district we work really hard to to make everyone feel included
- No examples of racism, can't think of anything, have not noticed

Opportunity for Growth:

- Shared understanding of terms i.e. equity, race, racism, culture, white privilege, whiteness, etc.
- Intent vs Impact understanding
- Cultural awareness, culturally responsive pedagogy/teaching training
- Cross-cultural norms, protocols, procedures to increase conversations around race and equity
- Affinity support groups for students and staff of color
- Policy to address racial infractions

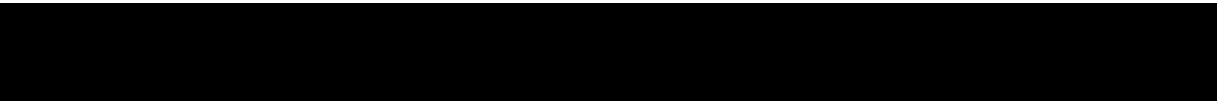


Common Themes:

- Examples of equity lens strategies:
 - Watching Listening
 - Social Media
 - Talk to people who are different
 - Research, Books
 - No Plan, Conversations

Opportunity for Growth:

- Identify specific equity strategies to apply from learning experiences and relationships (the how is listed above, missing the what)
- Time and opportunity to have dialogue/discussions, and training about increasing an equity lens
- Equity training for school board
- Strategies to apply an equity lens in all aspects of work
- Positions devoted to equity (ex. specialists/coordinators) i.e. increase people of color holding these positions
- Strengthen district partnership with American Indian department, as well as, partner with local/state organizations devoted to racial equity
- To increase personal understanding of culture, to increase intercultural experiences beyond observing and listening, city trips, food examples

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- When the time comes, take action
 - If a group is struggling we need to bring it up
 - History Lessons
 - Native American Council
 - Communicate and Compliment Good Work

- Have Conversations with parents/community leaders

Opportunity for Growth:

- Training to developmentally move from monocultural to intercultural mindset
- To partner with equity specialists/parents to identify what is missing, to understand parents feelings and perspectives
- Review curriculum to be culturally relevant

Common Themes:

- Being Aware and Honest
- Finding Opportunities to Learn
- Casual Informal Mingling i.e. potlucks, performances
- Lead by Example
- Be Vulnerable, not Afraid Failure
- Be Fair
- Everything in all high schools

Opportunity for Growth:

- Create a protocol for equitable resource management
- Develop an *equity leadership identity*

Common Themes:

- Next Stage of Opportunity- how can we bring them forward for even more kids, we will never be on the same level how, but do we increase access?
- We have great benchmarks, but we can dig a little deeper
- Grad rates, grades would be elevated. we are providing the equity they are improving the grades and MCA scores everyone's learning
- We improve on other cultural groups, see the parents more involved in community cafe's and input on district goals.
- Building on cultural cues, more of a community event vs parent event. Work with someone in their community. Not just Native Americans
- We will have as much opps for kids in the school that they are in.... going on a bus to the opportunities is not equity.. we can;t get there until we have more funding and use it in creative ways.
- Kids come into our district, no matter the limitation they have the same opportunities . We are doing a great job the perception.... is not there..

Sankore Consulting Live. Learn. Lead.

- Happy enthusiastic place, new buildings, electronics, help provided that they need. Everyone gets along. No racial issues.
- Attending a community rally where everyone is in support of the exact same thing getting behind the common goal

Opportunity for Growth:

- Create an action plan to increase efforts to draw/attract staff and families of color to seek out Elk River

Common Themes:

- What are specific things that could be done?
- How do we recruit diverse students and staff?
- We are committed to the work, trouble finding the right path
- More opportunities to grow together
- Really happy with how things are going. We exceed state levels on test scores
- Teachers struggle with making connections to kids in crisis related to economics

Opportunity for Growth:

- Equity Action Training

Section Two: Intercultural Development Inventory (IDI)

“Every human is like all other humans, some other humans, and no other human” – Clyde Kluckhohn

The IDI is a tool that determines the Intercultural Mindset level of the inventory taker. The Inventory places those on an Intercultural Development Continuum.

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|---|--|
| <p>Monocultural Mindset</p> <ul style="list-style-type: none">➤ Makes sense of cultural differences and commonalities based on one's own cultural values and practices➤ Uses broad stereotypes to identify cultural difference➤ Leads to less complex perceptions and experiences of cultural difference and commonality | <p>Intercultural/Global Mindset</p> <ul style="list-style-type: none">➤ Makes sense of cultural differences and commonalities based on one's own and other culture's values and practices➤ Uses cultural generalizations to recognize cultural difference➤ Leads to more complex perceptions and experiences of cultural difference and commonality |
|---|--|



There are 5 levels or places on the IDI Continuum . They are described below .

Summary Orientation Descriptions

Denial *An orientation that recognizes more observable cultural differences (e.g., food), but may not notice deeper cultural difference (e.g., conflict resolution styles) and may avoid or withdraw from such differences.*

Polarization *A judgmental orientation that views cultural difference in terms of “us” and “them” This ranges from (1) a more uncritical view toward one’s own cultural values and practices coupled with an overly critical view toward other cultural values and practices (Defense) to (2) an overly critical orientation toward one’s own cultural values and practices and an uncritical view toward other cultural values and practices (Reversal).*

Minimization *An orientation that highlights cultural commonality and universal values and principles that may also mask deeper recognition and appreciation of cultural differences.*

Acceptance *An orientation that recognizes and appreciates patterns of cultural difference and commonality in one’s own and other cultures.*

Adaptation *An orientation that can shift cultural perspective and change behavior in culturally appropriate and authentic ways.*

There are two types of scores that are captured: a Perceived Orientation Score and a Developmental Orientation or (Actual Score).

How to Interpret the IDI Group Profile Report

The IDI Group Profile Report presents information about how your group makes sense of and responds to cultural differences and commonalities. This Report reviews the following information specifically focused on your group's approach to cultural differences and commonalities:

- **Perceived Orientation (PO):** The Perceived Orientation (PO) reflects where your group *places itself* along the Intercultural Development Continuum. This reflects how the group sees itself when interacting with culturally diverse individuals and groups. Your group's Perceived Orientation can be Denial, Polarization, Minimization, Acceptance, or Adaptation.
- **Developmental Orientation (DO):** The Developmental Orientation (DO) indicates your group's primary orientation toward cultural differences and commonalities along the Continuum *as assessed by the IDI*. The DO is the perspective your group most likely uses in those situations where cultural differences and commonalities need to be bridged. Your group's Developmental Orientation can be Denial, Polarization, Minimization, Acceptance, or Adaptation.
- **Orientation Gap (OG):** The Orientation Gap (OG) is the difference along the Intercultural Development Continuum between the group's Perceived Orientation and Developmental Orientation. The larger the gap, the more likely the group may misread how effective they are in bridging across cultural differences. Also, the larger the Orientation Gap, the more likely the group may be "surprised" by the discrepancy between the Perceived Orientation score and Developmental Orientation score.

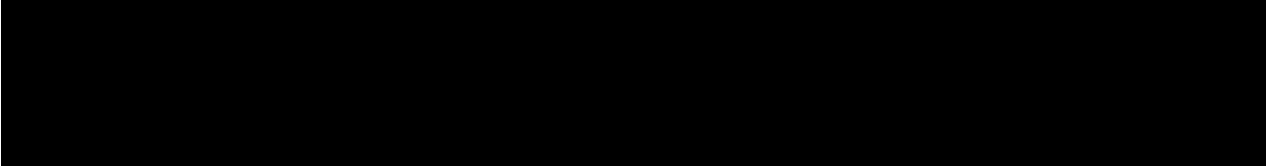
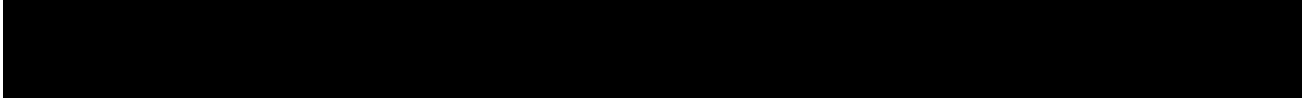
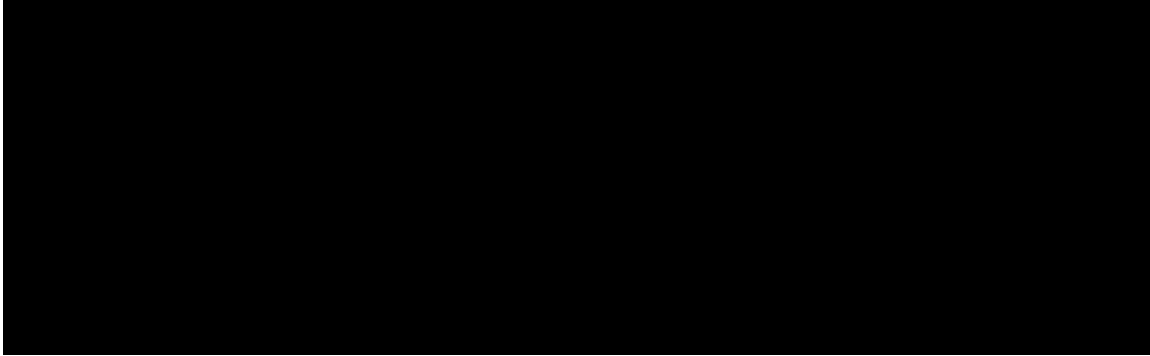


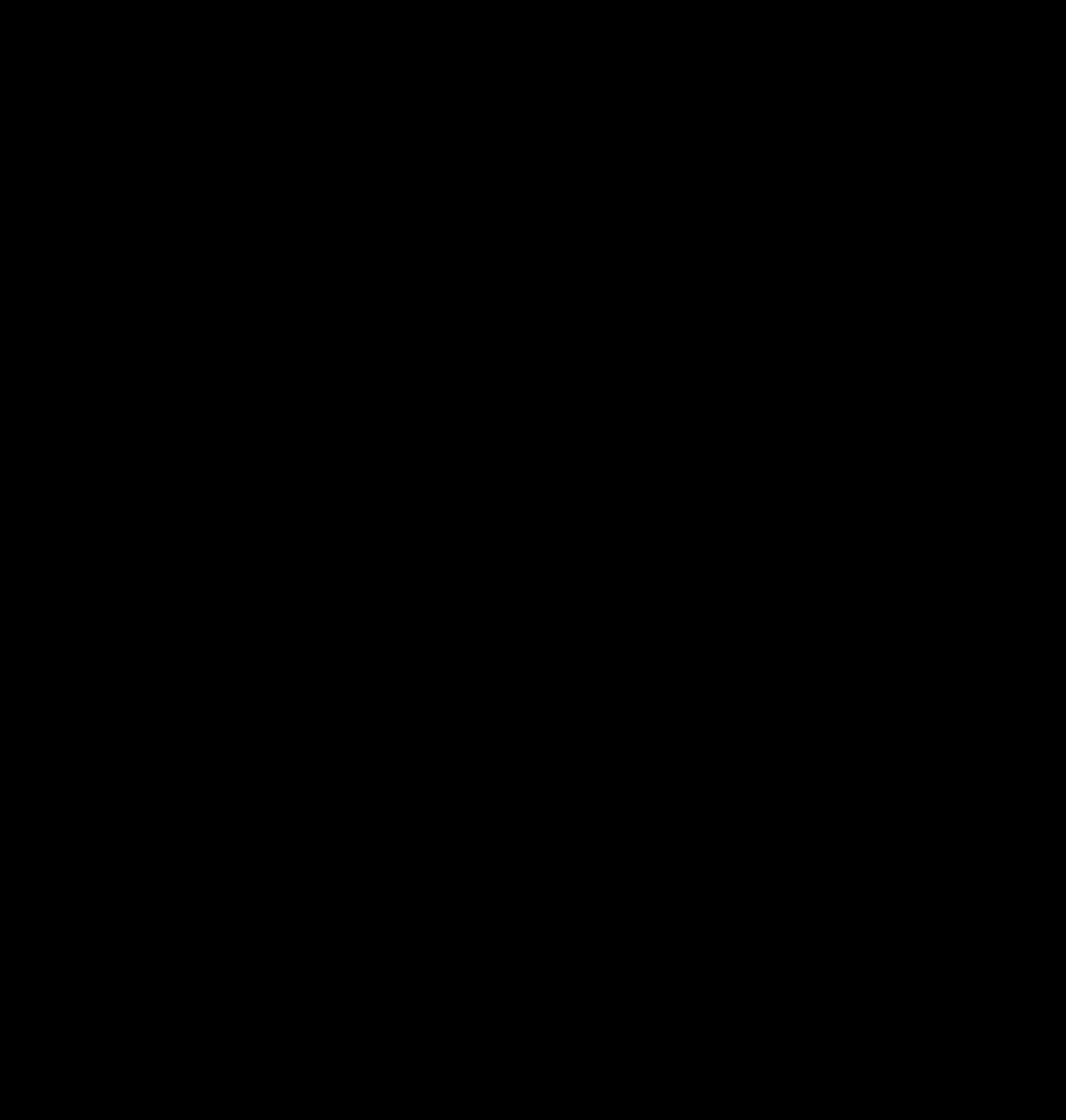
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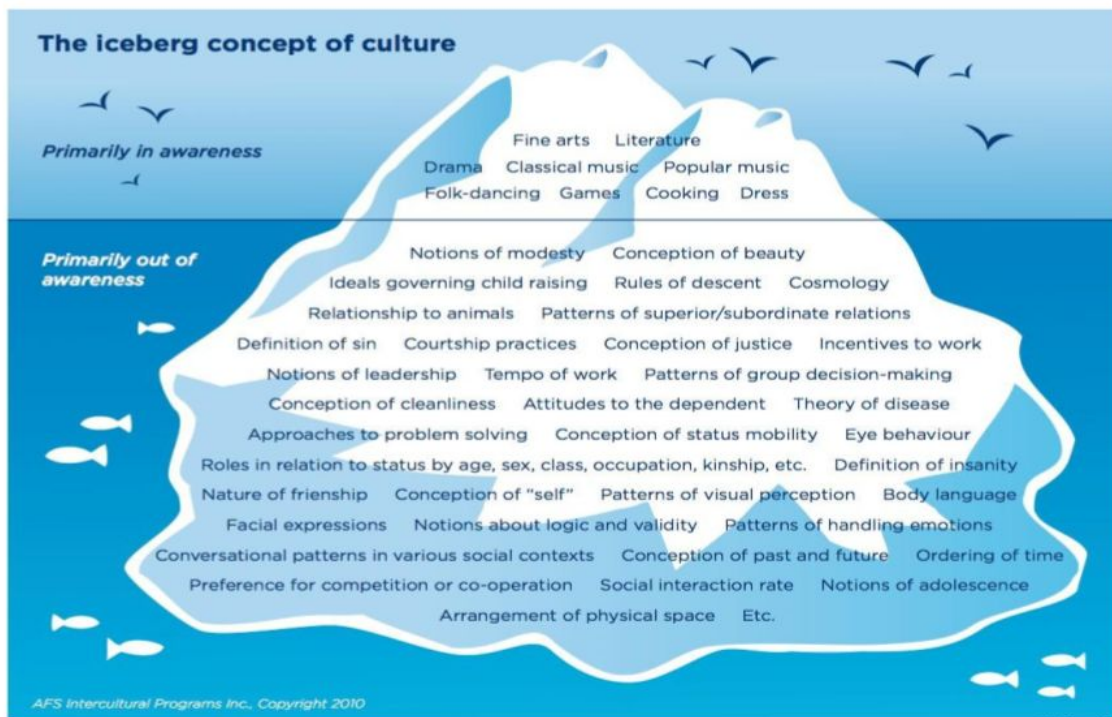




Section Three: Equity Action Workshops

Session 1:

- Pre-Engagement Meeting with Supt. Bittman and ED Caskey to set the tone for the session and review expectations.
- School Board Members were led through the process of understanding their group IDI scores. As expected many members were surprised by the collective score. The conversation focused on how to move along in the continuum.
- The School Board was particularly interested in the idea of the Culture Iceberg, they wanted more information to help them understand was the elements of culture that were “beneath the surface”



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- The Board Members also discussed their collective vision for an Equitable Future in ISD728. (see graphic)

How would you describe your future workplace in relation to equity?

Next Stage of Opportunity

how can we bring them forward for even more kids, we will never be on the same level how, but do we increase access?

Dig Deeper

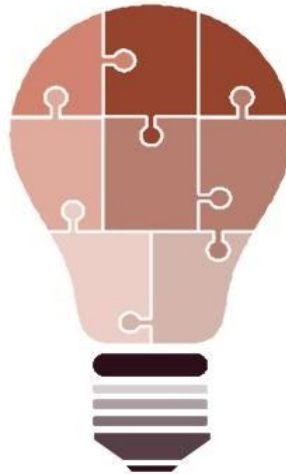
We have great benchmarks, but we can dig a little deeper

Grad Rates and Grades

Grad rates, grades would be elevated, we are providing the equity they are improving the grades and MCA scores everyone's learning

Improve Cultural Interactions

We improve on other cultural groups, see the parents more involved in community cafe's and input on district goals.



Better Community Engagement

Building on cultural cues, more of a community event vs parent event. Work with someone in their community. Not just Native Americans

More Funding

We will have as much opps for kids in the school that they are in going on a bus to the opportunities is not equity.. we can't get there until we have more funding

Similar Opportunities

Kids come into our district, no matter the limitation they have the same opportunities. We are doing a great job the perception.... is not there..

Get Along, No Racial Issues

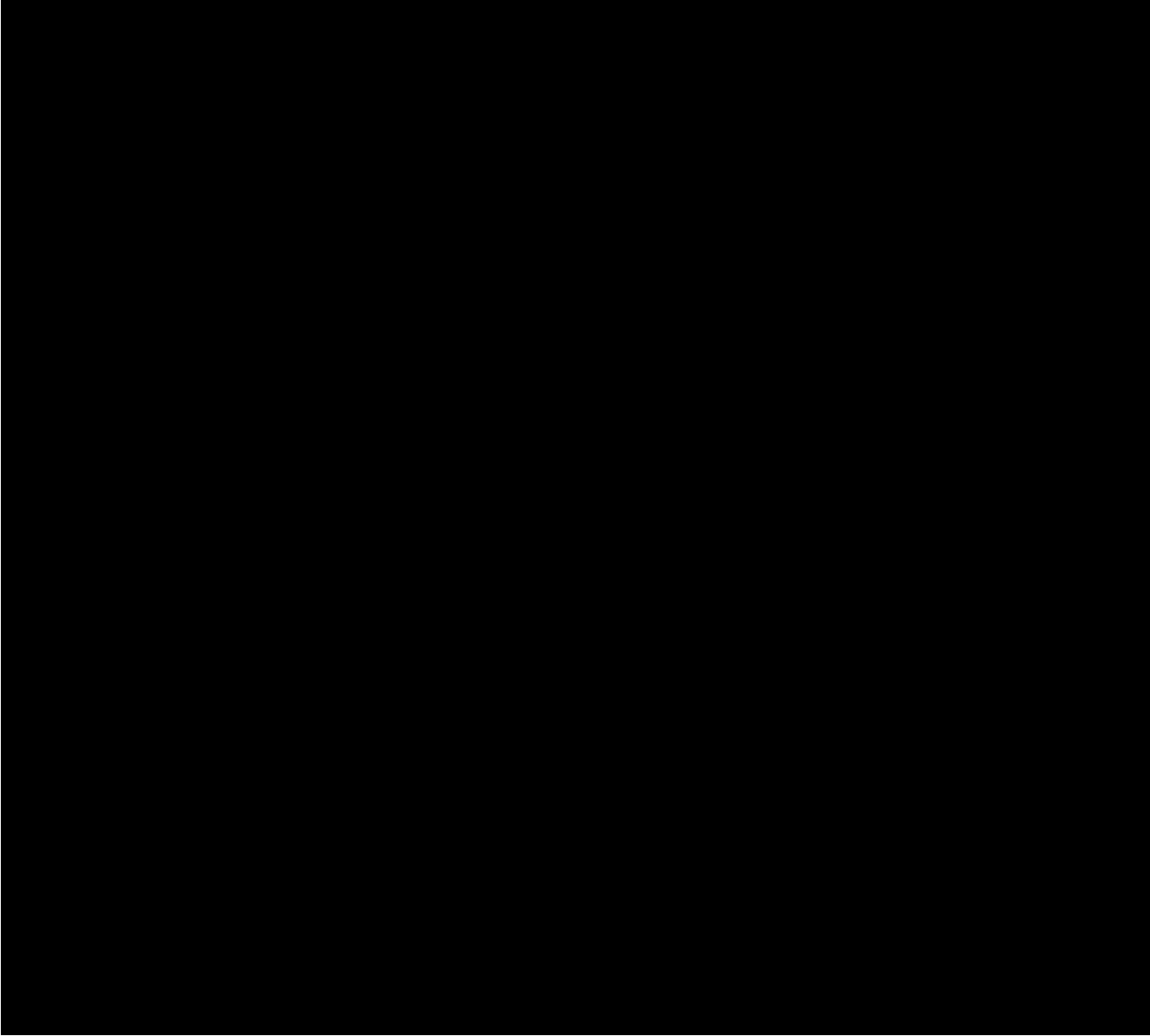
Happy enthusiastic place, new buildings, electronics, help provided that they need. Everyone gets along. No racial issues.

Attending a community rally where everyone is in support of the exact same thing getting behind the common goal

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Session 2:

- Pre-Work Reading "*Me and White Supremacy*"
 - In what ways do you hold white privilege? Study the list from Peggy McIntosh and reflect on your own daily life. Make a list of the different ways you hold white privilege in your personal life.
 - What negative experiences has your white privilege protected you from throughout your life?
 - What positive experiences has your white privilege granted you throughout your life (that BIPOC generally do not have)?
 - In what ways have you wielded your white privilege over BIPOC that have done harm (whether or not you intended to do so)?
 - What have you learned about your white privilege that makes you uncomfortable?
- Developing an Equity Leadership Identity Framework.
 - Brief Focus on #1 Critical Cultural Consciousness, which includes self reflection and more about cultural awareness. Then briefly cover Lens 2-4 with activities in the workbook for them to complete at another time.
 - Greater Alignment with #5 Courageous Equity Based Decision Making.



Section Five: Insights and Recommendations

The progress of the world will call for the best that all of us have to give.
– Mary McLeod Bethune

The Equity Action Planning Process has yielded several high level recommendations with details and parameters suggested within.

To create a more equity learning experience for the students and staff, we recommend ISD728 school board do the following:

- **Leadership Book Study** Suggested Equity Themed text for Education Leaders
 - *White Supremacy and Me* by Saad
 - *Culturally Responsive School Leadership* by Khalifa
 - *Culturally Proficient Leadership: The Personal Journey Begins Within* by Terrells/Lindseys
 - *White Fragility* by Diangelo
- **Intercultural Development Inventory Customized Plan: Group and Individual**
 - The School Board should continue to revisit their group and individual plans to move along on the continuum that were provided to them in the spring and all. A sort of check in could be built into the work/meetings of the Board.
- **Equity Professional Development for the following groups in the following order:**
 - Continue “Developing Equity Leadership Identity”

Model

The Equity Leadership Identity Model, identifies the five lenses needed to reach the paragon level of Courageous Equity Based Decision Making. In equity work, the decisions that are made is when the rubber hits the road and offer if leaders are ill prepared, when well-intentioned efforts fail. This model will prepare leaders to take those critical steps and be brave.



