

# Alexandria City Public Schools

*February 24, 2022*





**A unified board is made up of individuals, complete with different beliefs, styles, and personalities working together with a shared moral imperative in a cooperative fashion toward a common goal.**



*Davis Campbell, Michael Fullan  
The Governance Core: School Boards, Superintendents and Schools  
Working Together P.88*



# Introductions

**Hello**  
my name is

**My hope for each student in ACPS is \_\_\_\_\_, and as a board member, to help make that possible, I commit to**

\_\_\_\_\_.



# ACPS THEORY OF ACTION:

If ACPS provides high-quality instruction and differentiated supports, engages the community and families, and allocates resources equitably, opportunity and achievement gaps among underserved student populations will be eliminated and all students will graduate from high school prepared for college, careers, and life.

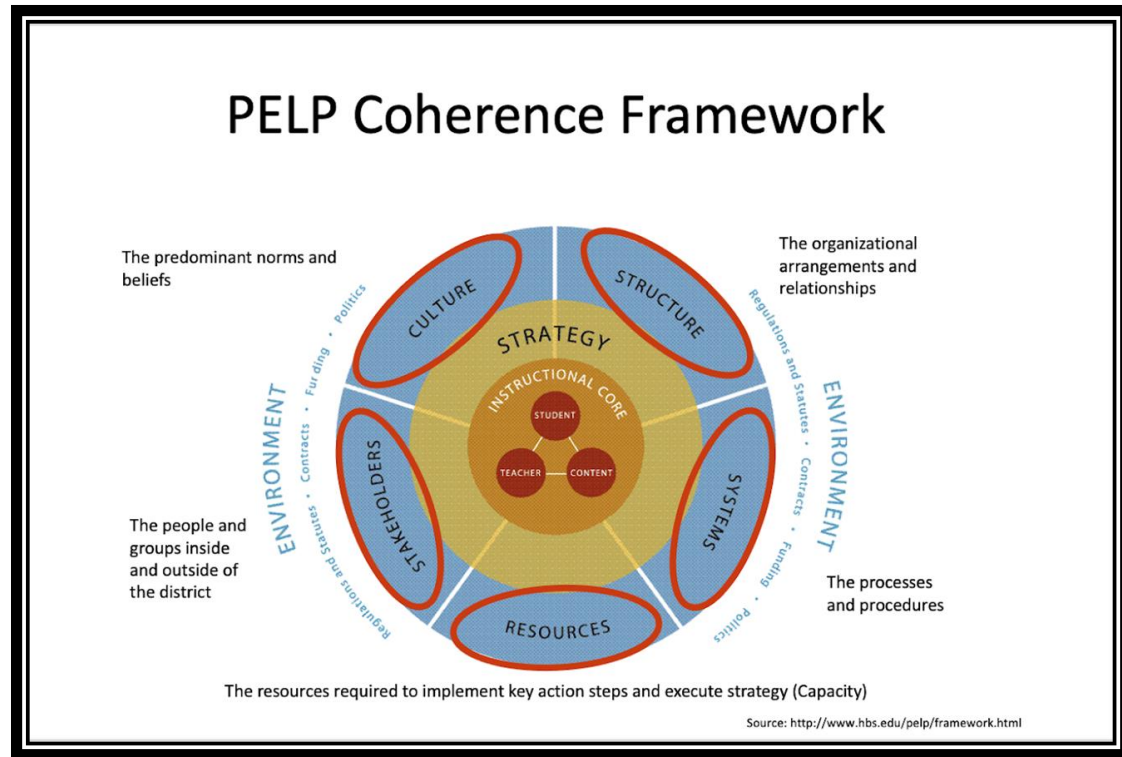
To ensure the delivery of high-quality instruction and differentiated supports, ACPS will:

- Engage students, staff, and families in the decision making and educational processes
- Define, support, and monitor the implementation of selected high-leverage strategies in all schools
- Empower principals and their leadership teams to implement additional strategies to meet the specific needs of their student populations

Success requires purposeful **collaboration** among ACPS departments and **coherence** in strategy to ensuring that all students are empowered to thrive in a diverse and ever-changing world.



# Quick Recap



**Racial Equity:**  
*When race does not determine quality of life, opportunities and outcomes.*

**Educational Equity:**  
*Educational disparities based on race, economics and other dimensions of difference are reduced and eliminated. Positive school outcomes are distributed equitably and proportionally across all demographic and identity groups. Negative outcomes and disproportionality are reduced for all groups.*

**Educational Excellence:**  
*We keep the bar high in all we do. We educate students for life and for reflective citizenship. We empower students and employees in the preservation of their identity and culture. Substance, depth and critical thinking are more important than compliance or test scores.*

**Cultivate Diversity**  
 Organizational commitment to culture and policies that support individuals in all the ways they differ

**Promote Equity**  
 Removing advantages and barriers to provide access to the same opportunities for everyone

**Foster Inclusion and Belonging**  
 Stakeholders of all backgrounds feel supported and valued so they can be their authentic selves

**OUR 5 GOALS**

- Systemic Alignment
- Instructional Excellence
- Student Accessibility and Support
- Strategic Resource Allocation
- Family and Community Engagement

**EQUITY FOR ALL**  
**2025**  
ALEXANDRIA CITY PUBLIC SCHOOLS  
**Strategic Plan 2020-2025**

## OUR CORE VALUES

In all we do, the ACPS learning community strives to live these core values. We are...

- Welcoming**  
We take active steps to ensure all stakeholders feel welcomed in schools. We embrace everyone who comes through our doors and respect our differences because we believe our diversity is our greatest strength.
- Equity-Focused**  
We actively work to remove barriers to educational access.
- Empowering**  
We inspire each student and staff member to thrive to their best abilities.
- Innovative**  
We take initiative to solve problems in the classroom and across the system.
- Results-Driven**  
We set ambitious goals to learn, grow and achieve at high levels.



# ACPS School Board Academic Priorities

## **Systemic Alignment**

- Implementation of 2025 Strategic Plan metrics and goals
- Implementation of an equity audit of School Board policies

## **Instructional Excellence**

- K-2 Literacy (adjusted for COVID-19-related learning loss)
- Reduction of disproportionality in TAG and advanced courses
- Completion of educational programming design for The High School Project
- Internships

## **Student Accessibility and Support**

- Continued implementation of Multi-Tiered Systems of Support (MTSS) alongside restorative practices and Positive Behavior Intervention Support (PBIS)
- Additional stress/counseling support especially around trauma to compensate for COVID loss

## **Strategic Resource Allocation**

- Implementation of a Customer Management System (CMS)

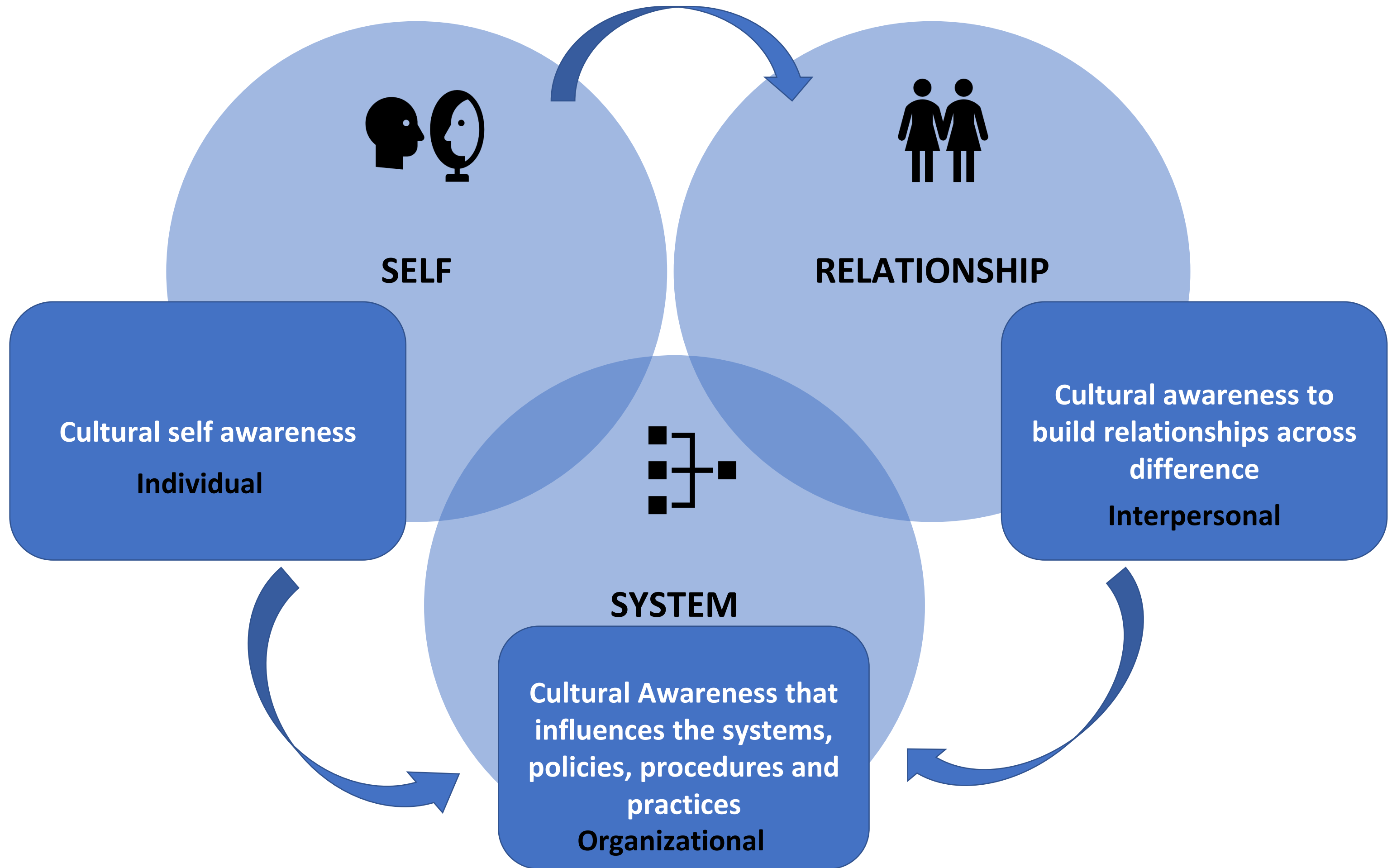
## **Family and Community Engagement**

- Engagement with Hispanic families to improve graduation and chronic absenteeism
- Cultural competency training for all staff and partners (PTAC)





# The Learning Journey



# Creating Brave Spaces for the Equity Journey

- **Keep Your Eyes on the Prize;** Care deeply about students negatively impacted by inequities
- **Speak Your Truth and create space for multiple truths**
- **Practice Examining Racially Biased Systems and Processes**
- **Use Explicit Language about Race, Immigration Status, Gender Identity, Language Acquisition, and Class**
- **Step Up, Step Back, Monitor Your Privilege;** Be aware of how much space you take up emotionally and verbally.
- **Stay engaged. In this space, we are all equal.**

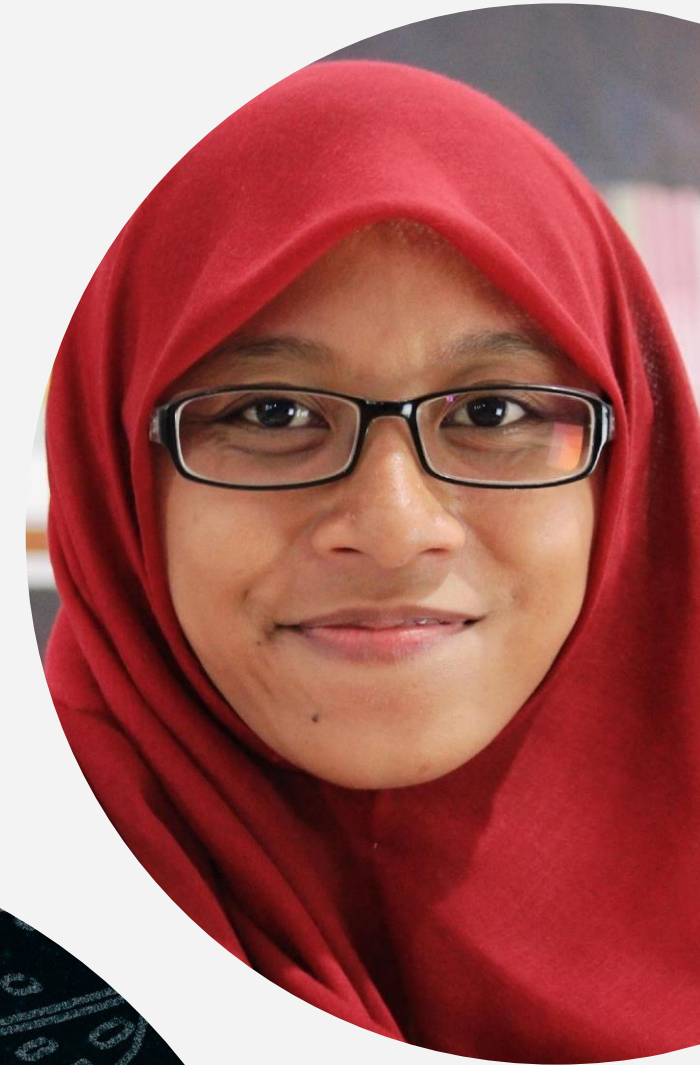
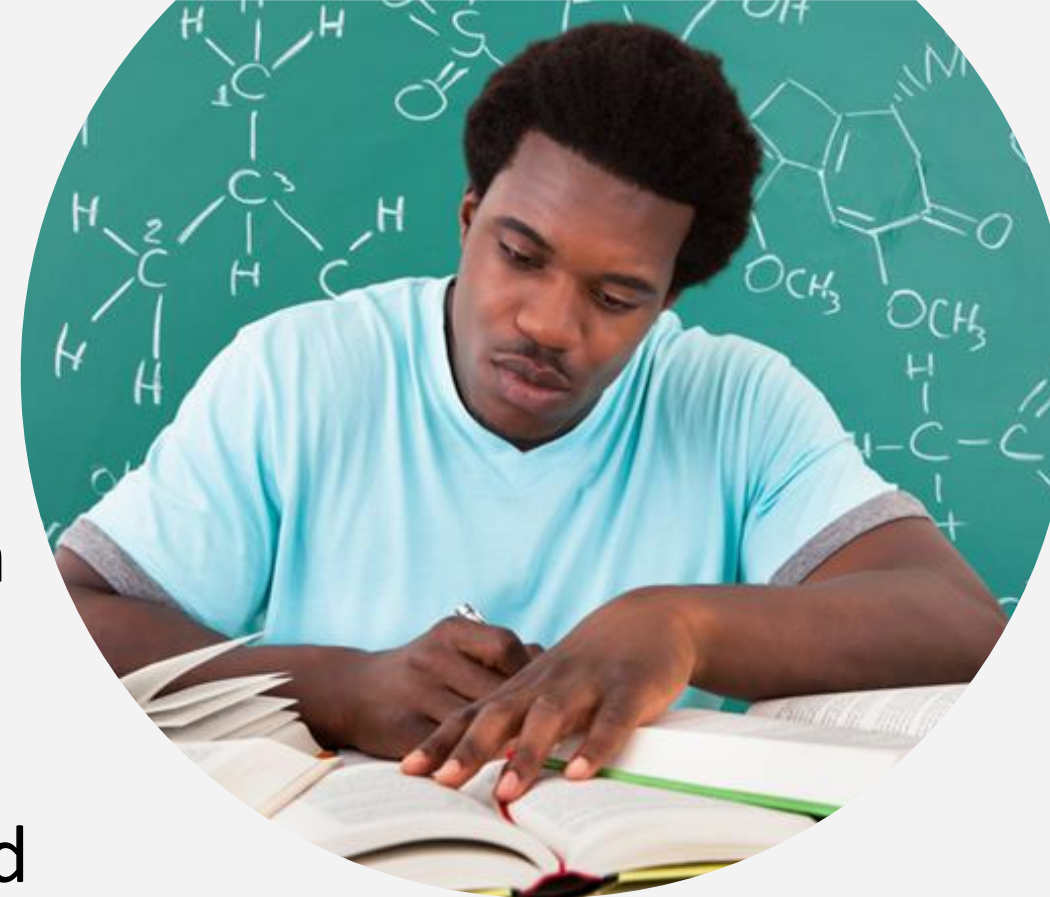


## Overarching Essential Questions

How will you as board members, move the division to become *equitable for all*?

How will you push the conversation from equity and inclusion to social justice and intentional anti-racism?

What is **YOUR** responsibility, both personally and professionally, to dismantle, reimagine and rebuild policies and practices that meet the needs of **each** ACPS student?



**In this  
session  
we will...**

**Review a summary of the IDI Group  
Aggregate Results and discuss implications**

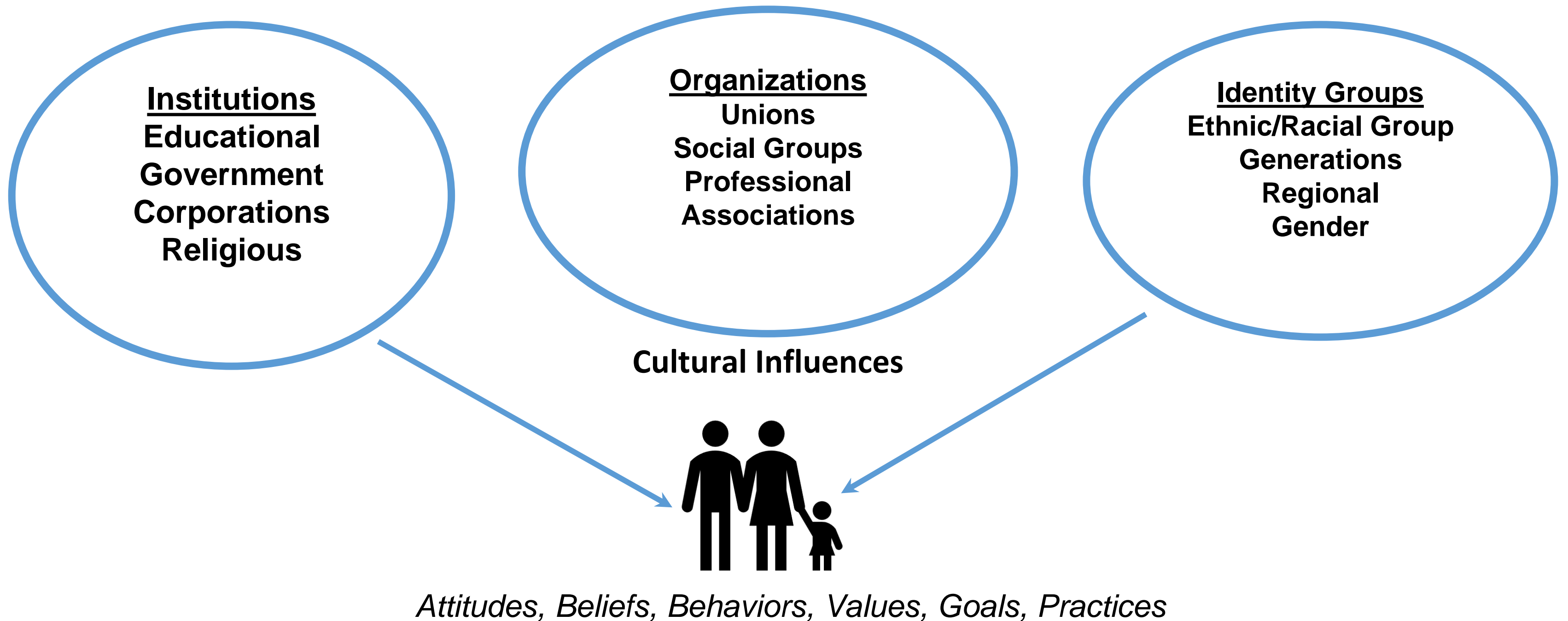
**Discuss how board members can continue to  
support and advocate for Equity for All in  
ACPS**



**SELF**

**Cultural self awareness**

# Your Cultural Identity



Creates our ***worldview***; which affects: How you **see the world**, How you **form opinions** and How you **make judgements**

# Individual Journey







## Group Aggregate Results

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**Intercultural  
Development Inventory<sup>®</sup>**

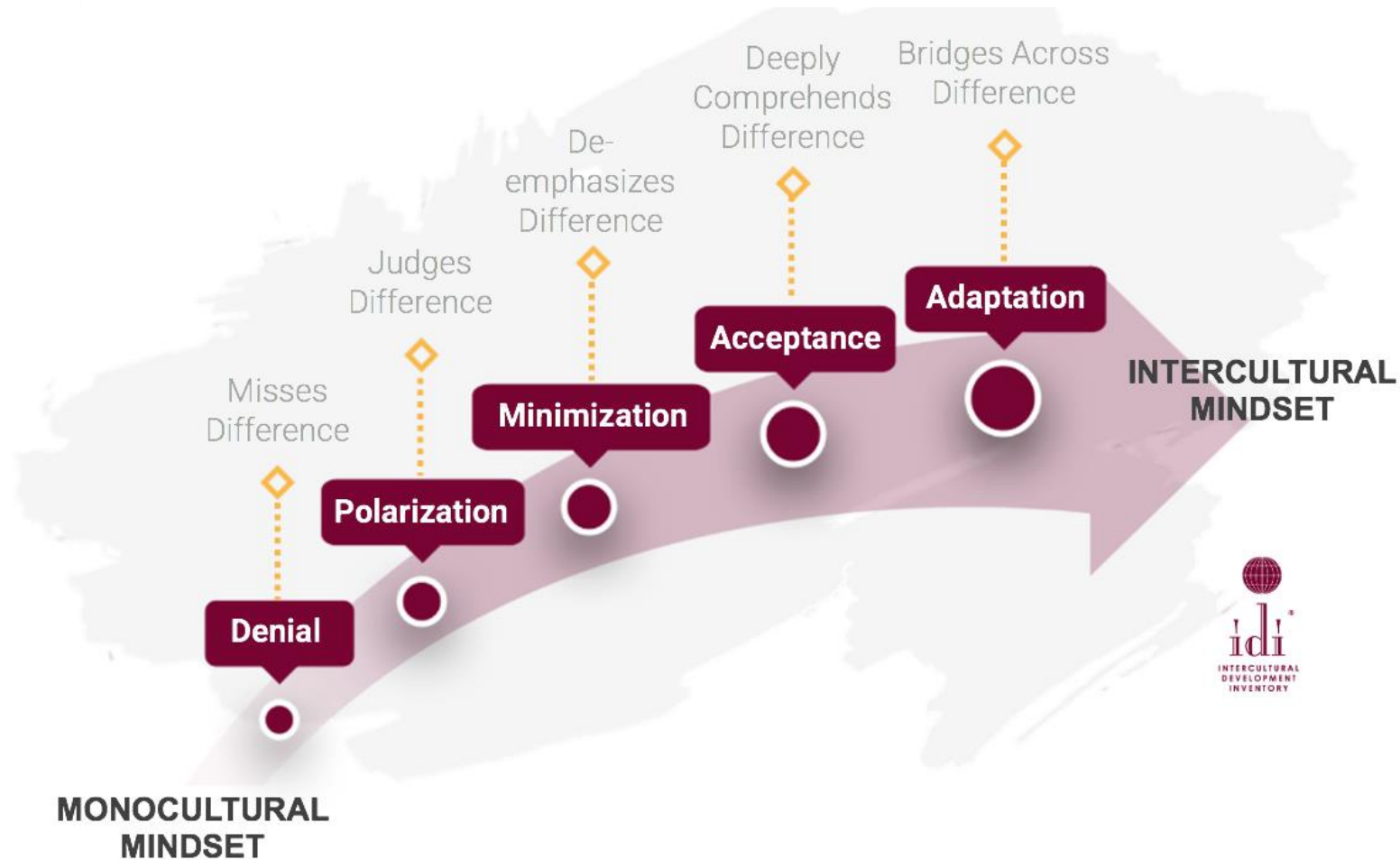


# Intercultural Development Inventory

**The Intercultural Development Inventory (IDI) provides valuable information about your own mindset/competence towards cultural difference and commonality.**

## The Intercultural Development Continuum (IDC)<sup>1</sup>

The Intercultural Development Continuum (IDC) describes a set of orientations toward cultural difference and commonality that are arrayed along a continuum from the more monocultural mindsets of Denial and Polarization through the transitional orientation of Minimization to the intercultural or global mindsets of Acceptance and Adaptation. The capability of deeply shifting cultural perspective and bridging behavior across cultural differences is most fully achieved when one maintains an Adaptation perspective.



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## Monocultural or Ethnocentric Mindsets:

**Denial:** Denies that cultural differences exist; Disinterest; Avoidance.

**Polarization or Defense:** Acknowledges cultural differences—construct defenses against them; Views them negatively; “Us vs. Them” mindset; “We know best.” Has two forms:

- Defense -
- Reversal -

**Minimization:** Acknowledges cultural differences but trivializes them; Assumes that similarities outweigh differences; “We are tolerant and color-blind.”

## Intercultural or Ethnorelative Mindsets

**Acceptance:** Recognizes, respects and values cultural difference, but more skills are needed to implement the mindset into practice.

**Adaptation:** Demonstrates cultural awareness plus intercultural competence; Cultural differences are discussed with appropriate openness and trust.

- **Integration** - Integrating aspects of one’s own cultural perspectives with those of other cultures.
- **Leveraging Difference** - Make the most of cultural differences; Synergize

**How was your experience with the assessment and coaching discussion?**



# | Understanding IDI Reports

## How to Interpret the Group IDI Profile Report

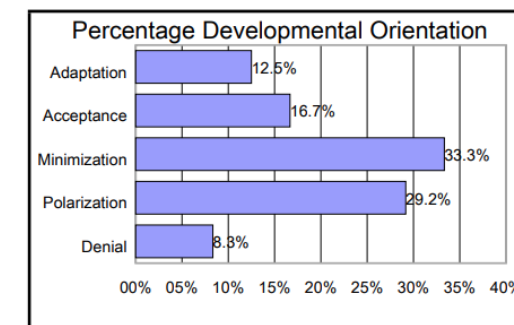
- ◇ Perceived Orientation (PO)
- ◇ Developmental Orientation (DO)
- ◇ Orientation Gap (OG)
- ◇ For Group Profile Report only: Range of Orientations
- ◇ Leading Orientations (LO)

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### An Organization Example

An IDI Group profile of 25 executives indicates that their Developmental Orientation is within Minimization. It is likely that, overall, the group's current (Minimization level) efforts at building understanding and awareness of cultural differences and commonalities within the organization is effective at times and less effective in other situations. Further, there is likely a sense (especially around issues of equal treatment and tolerance of cultural differences) that the organization is on the "right track" in creating an inclusive, multicultural community. However, a likely "blind spot" is that the group's efforts at establishing common goals, policies and practices in the organization may not attend as deeply as needed to cultural differences and integrating those differences in the solutions generated. It is likely that the group will struggle with making decisions and solving problems when cultural differences arise that demand creative solutions in ways that value the differences. The group's Minimization level of intercultural competence suggests they will likely be challenged to identify cross-culturally adaptive policies and practices that can guide common efforts across differences.

### Range of Developmental Orientations



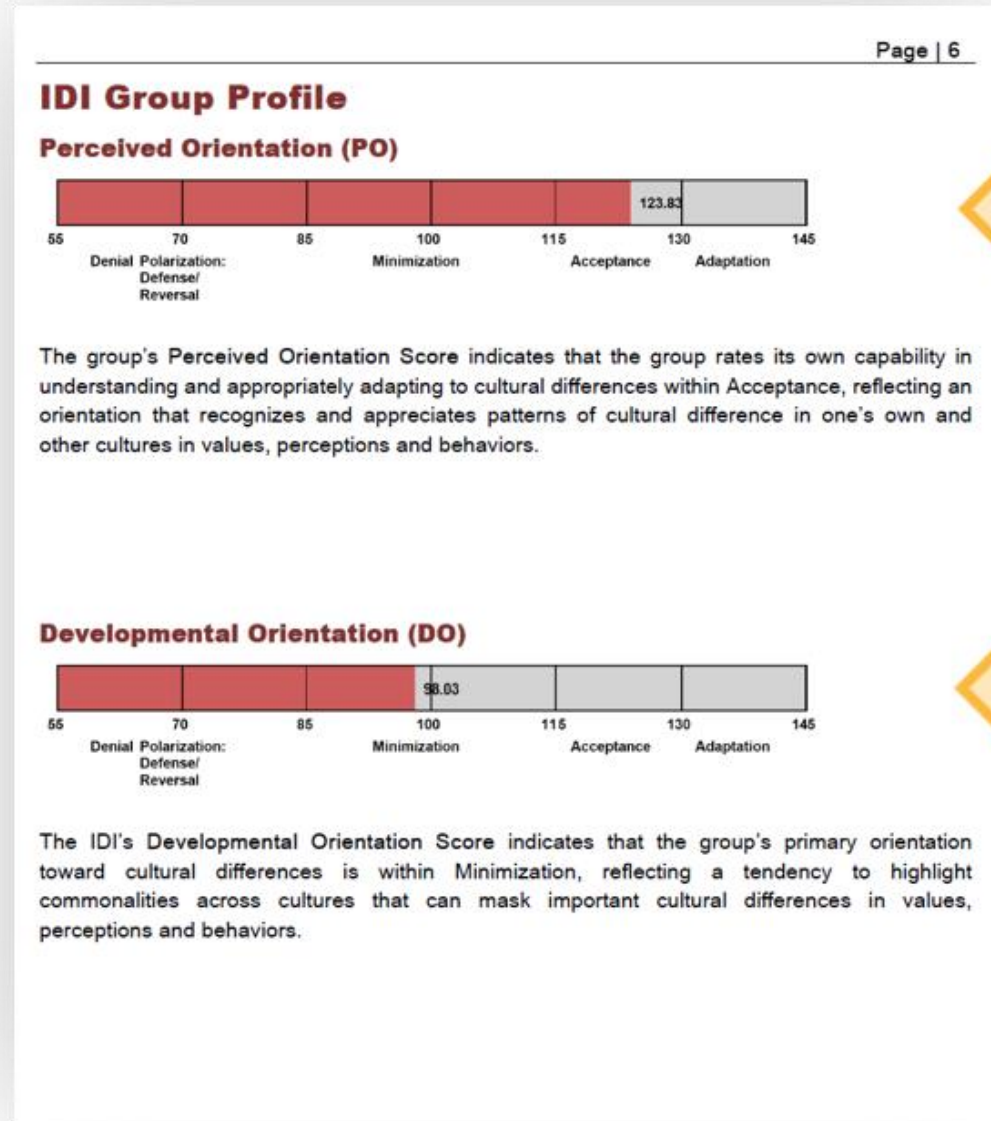
The chart above identifies the percentage of group members whose Developmental Orientation falls within each of the Orientations. Also, your responses to the IDI indicate the degree to which your Polarization orientation is more Defense, Reversal or an equal combination of both. Your results indicate that:

Your Polarization is more **Defense**-like and less Reversal.

A *narrow range* of Orientations suggests the group has a more consistent perspective they use when confronted with cultural differences and similarities. When this narrow range exists within Acceptance or Adaptation, the group would more likely demonstrate relatively consistent perceptions and behavior that is generally adaptive around cultural differences. One key is how many members possess an "intercultural/global mindset" (i.e., Acceptance and Adaptation) as these members represent particularly helpful perspectives that can aid overall competence development of the group.

# Understanding IDI Reports

## Perceived Orientation and Developmental Orientation



PO

Perceived  
Orientation

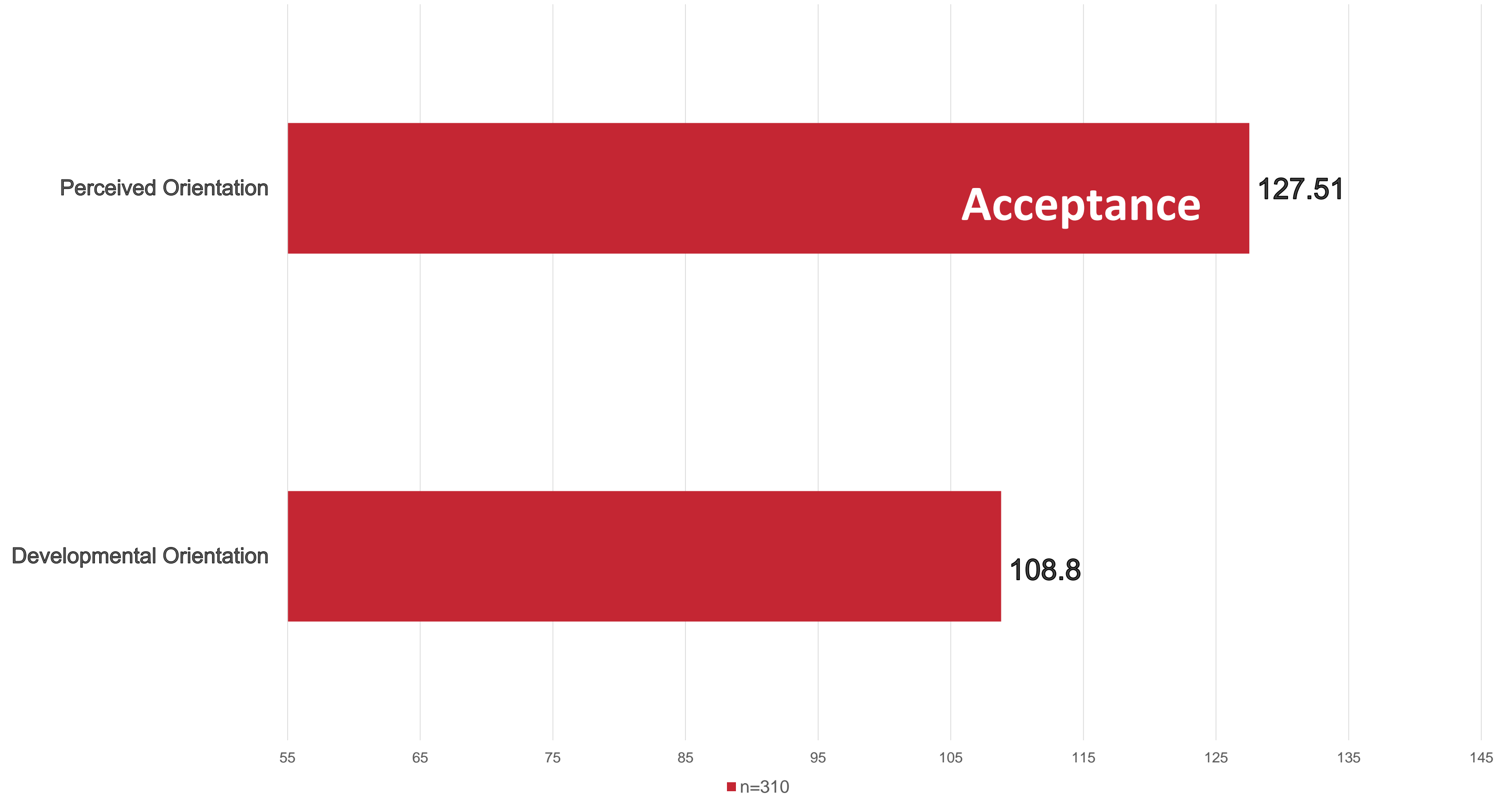
DO

Developmental  
Orientation



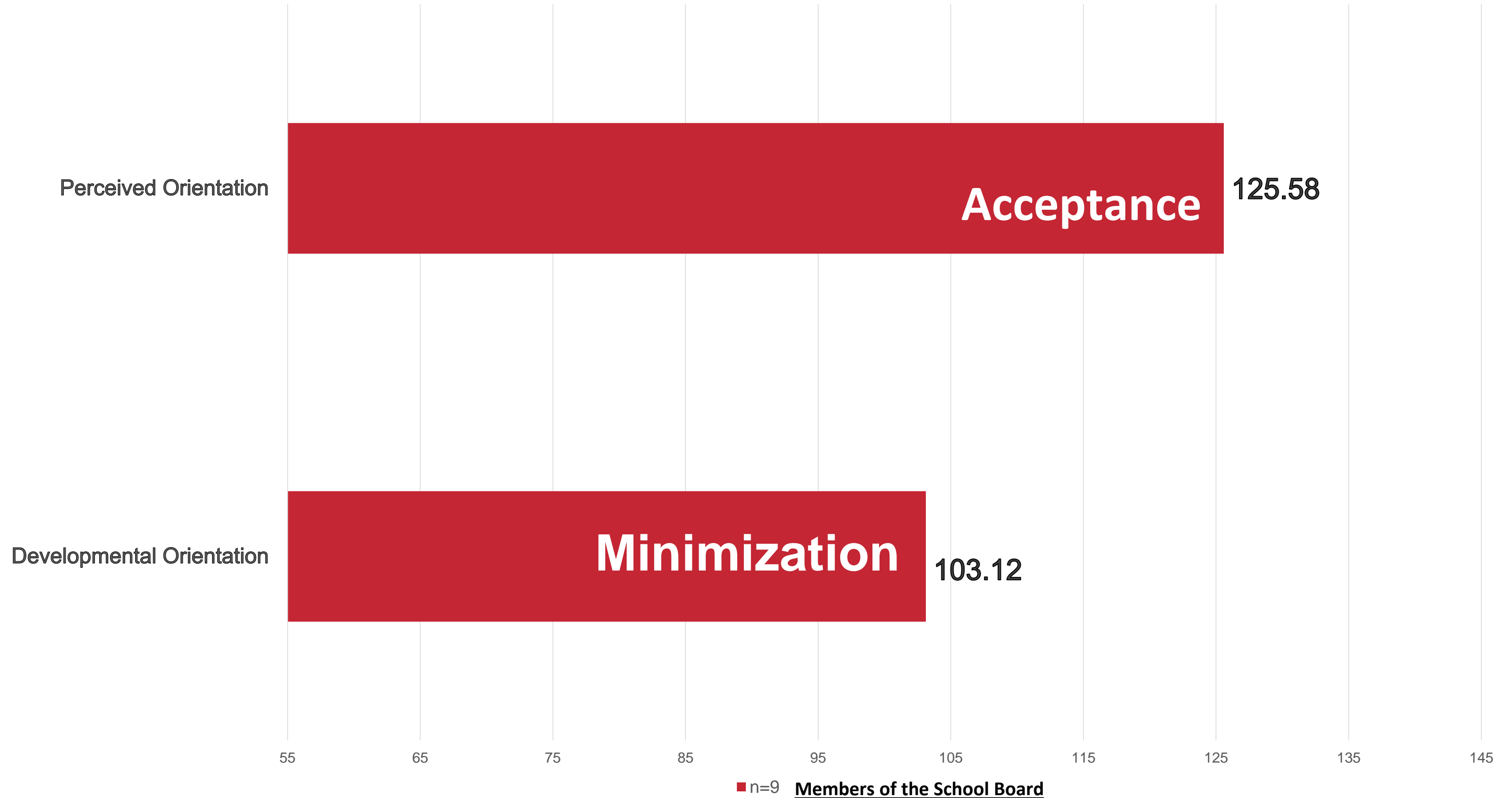


# Perceived vs. Developmental Orientation Gap



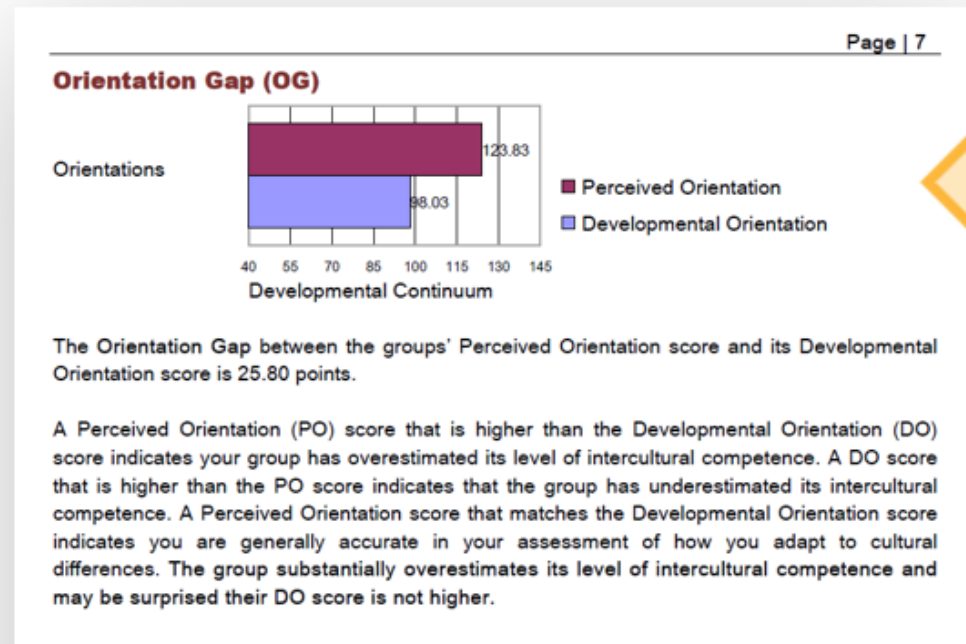


# Perceived vs. Developmental Orientation Gap





# Understanding IDI Reports



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### A Deeper Look at Your Orientation Gap

Starting your journey to increase intercultural competence begins by reflecting on the gap (if any) between your own self-rating (Perceived Orientation) and the IDI's assessment (Developmental Orientation) of your intercultural competence (i.e., the way you primarily engage cultural differences and commonalities).

- If you **overestimated** your intercultural competence, this is not unusual. Research indicates that human beings often feel they are more effective in a variety of pursuits than they are. For example, people consistently rate themselves as using communication skills more effectively and frequently than they do.  
  
You may also feel your IDI results are not really "accurate" when in fact, this reaction is often grounded in the gap between your Perceived Orientation and your Developmental Orientation. Being aware of your Orientation Gap can help you engage more fully in your own intercultural competence development.
- If you **underestimated** your intercultural competence, it indicates you use more culturally responsive strategies than you believe you do. This can arise from situations you have encountered where diversity challenges were substantial, and you may feel you responded less competently than you did.
- If you **accurately estimated** your intercultural competence, you likely are accurate about your own sense of how well you do when engaging cultural diversity. Your IDI results likely would not surprise you.

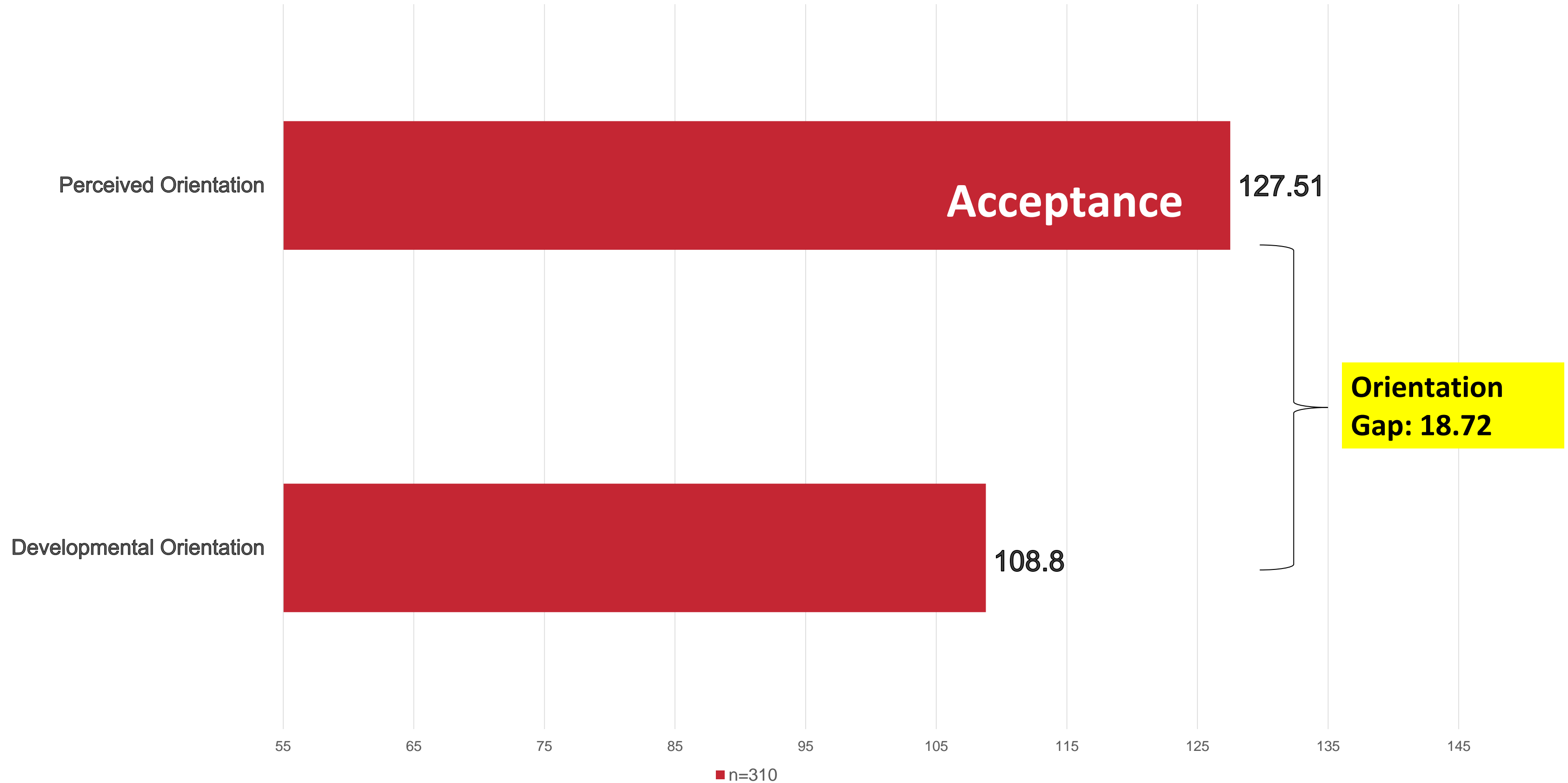
## Orientation Gap

OG

Orientation  
Gap

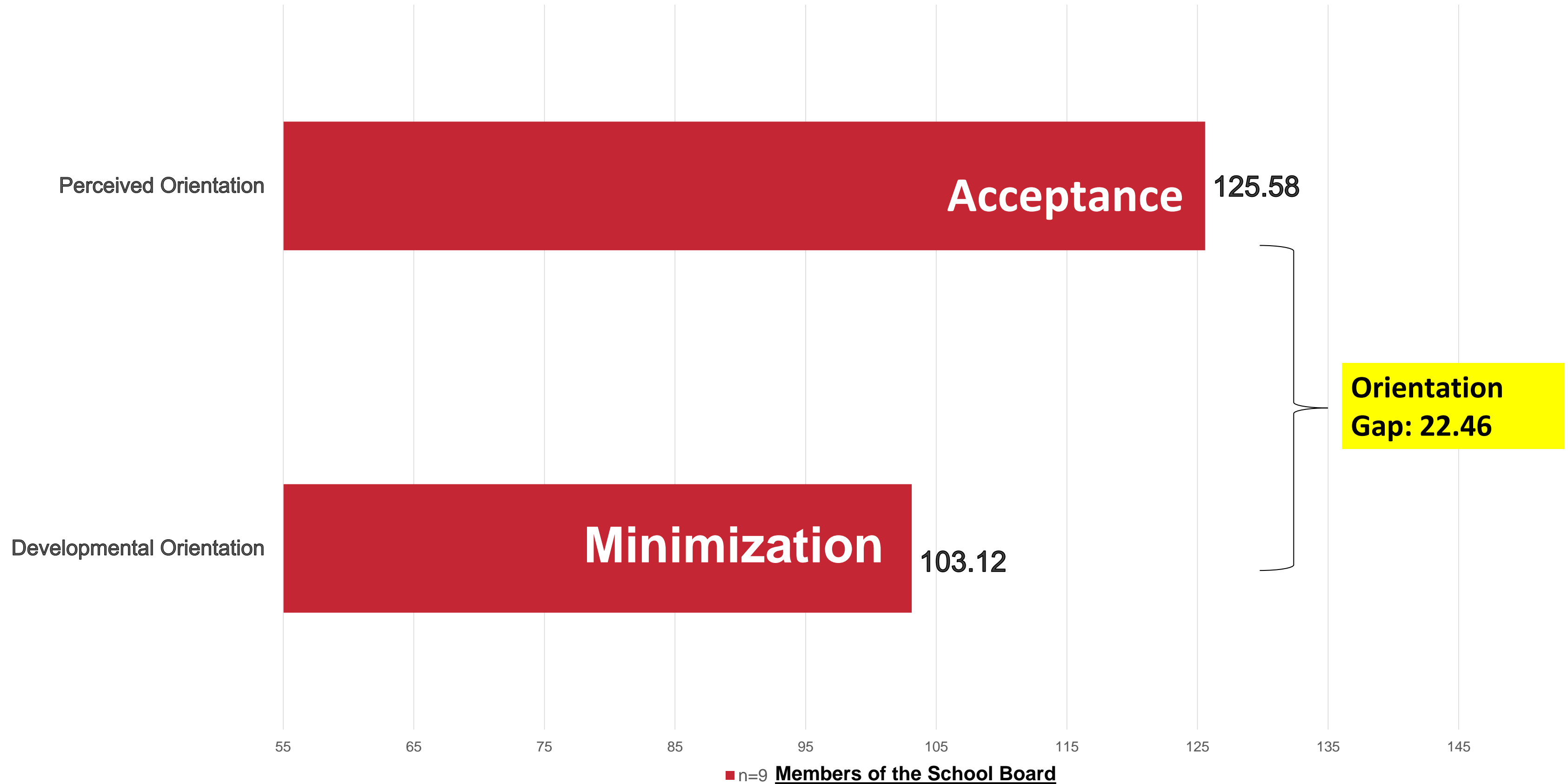


# Orientation Gap





# Orientation Gap



# How We Experience Difference

## Denial

- Avoid
- Disinterest

2.4%

## Polarization

- Us and Them
- Us is Better or They are Better

13.5%

## Minimization

- Color Blind
- We are all the same

68%

## Acceptance

- Deep understanding of my culture and other cultures
- Recognize that difference makes a difference
- Curious and non-judgmental

13.5%

## Adaptation

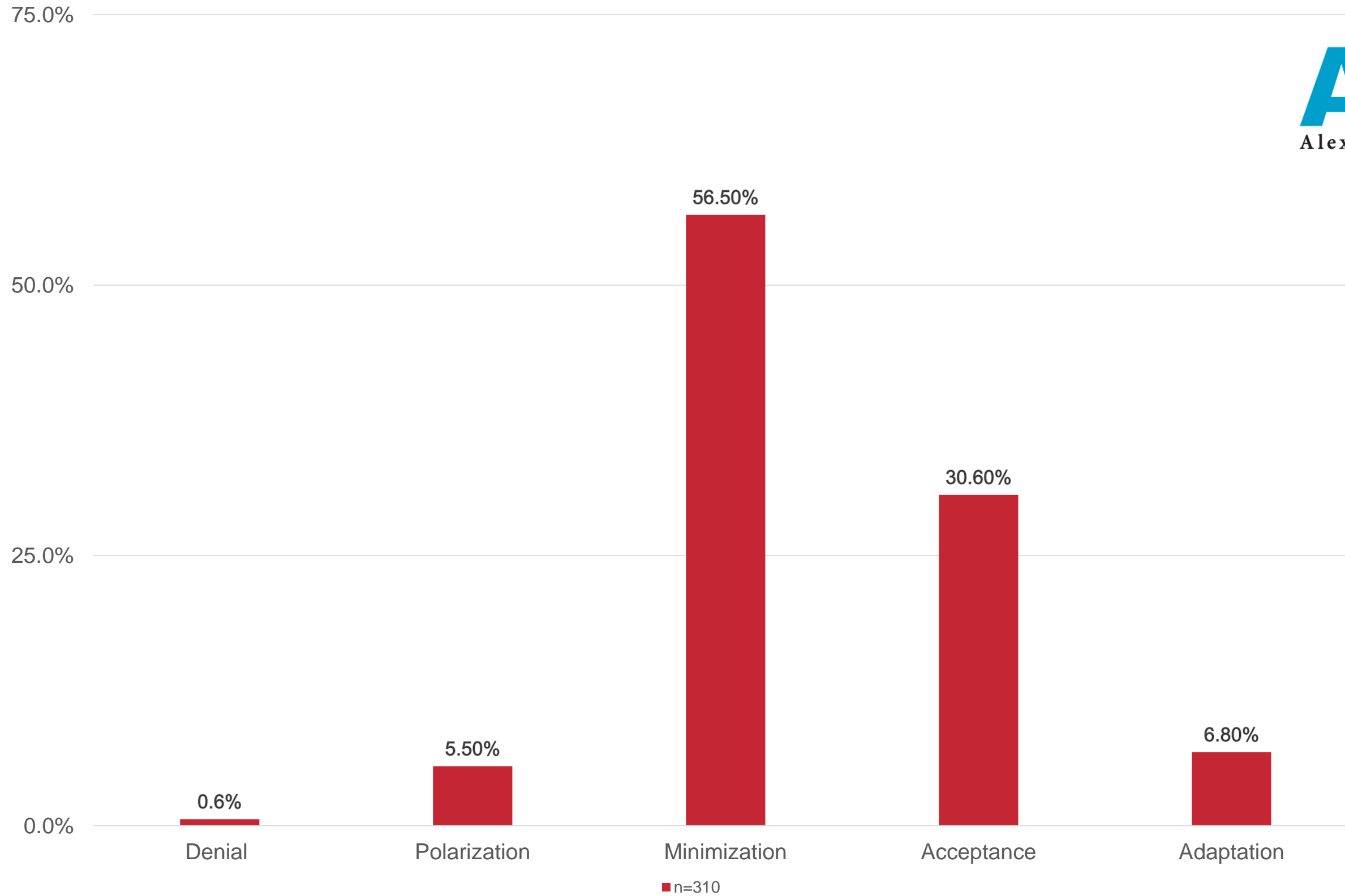
- Capability to bridge across differences
- Capacity for empathy and to take actions that value, engage and respect differences

2.4%

Source: Milton Bennett, Mitchell Hammer

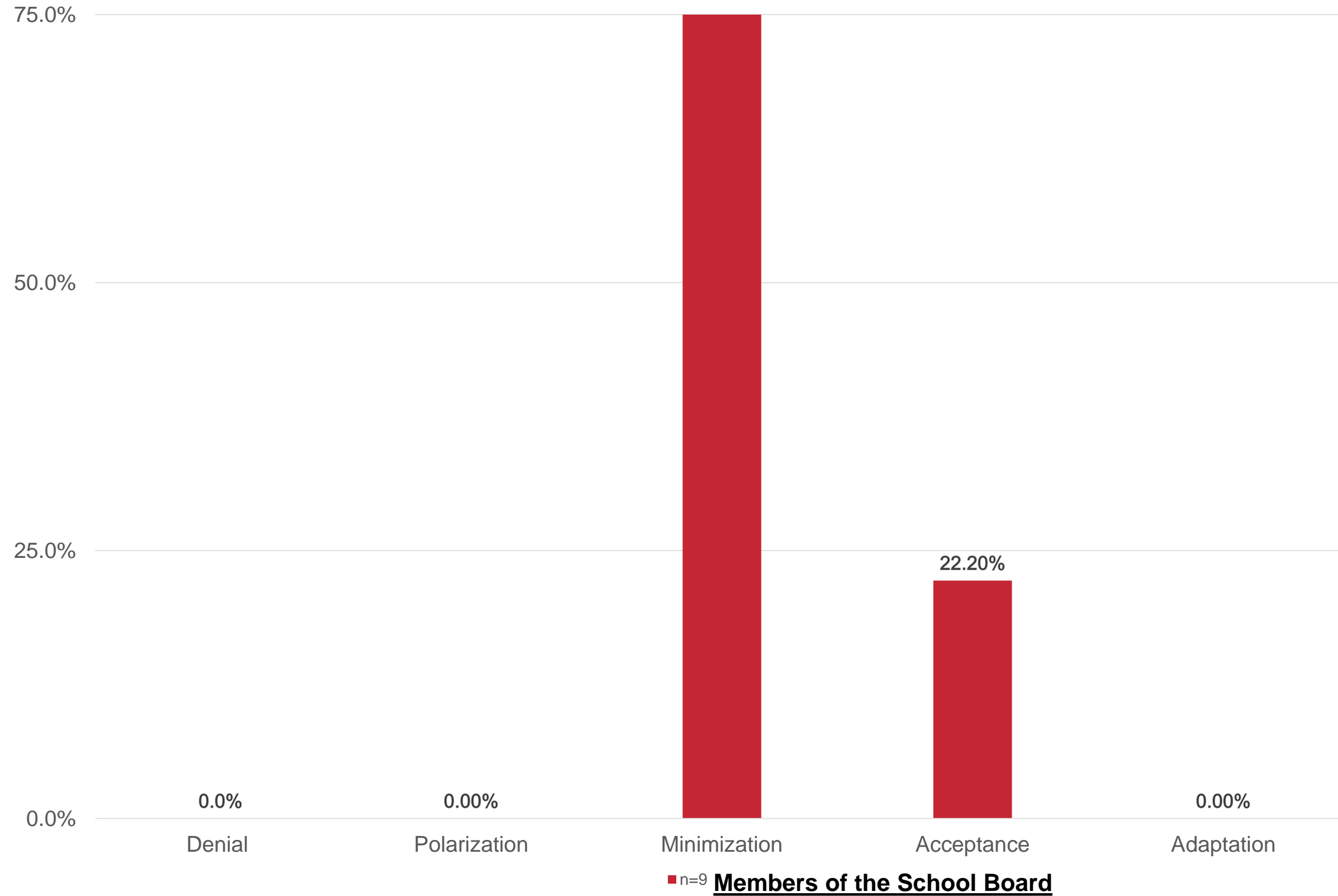


# Range of Developmental Orientations






# Range of Developmental Orientations



A woman with long dark hair, wearing a bright yellow dress with a green floral pattern and a necklace, is smiling and gesturing with her right hand. She is standing in front of a large presentation screen. The screen displays the text 'WHAT IS MINIMIZATION CULTURE?' in a bold, sans-serif font. The word 'MINIMIZATION' is in a dark red color, while 'WHAT IS' and 'CULTURE?' are in dark blue. The background of the screen is light gray.

# WHAT IS MINIMIZATION CULTURE?



**How might your individual worldview manifest in the way that you engage with difference as a board member?**

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**What are the implications of these results for your work, both internally and with external stakeholders?**



# RELATIONSHI P

Cultural awareness to  
build relationships across  
difference

**Interpersonal**



# MINIMIZATION

## Mindset

- Likely to advocate for a color-blind/race neutral approach
- Emphasis on commonalities due to discomfort about stereotypes or being accused of bias toward different cultural or racial backgrounds

# ACCEPTANCE

## Mindset

- Values difference
- Demonstrates cognitive understanding of differences and plans accordingly
- Able to analyze a situation from the perspective of others, and bridge across differences

# How can we apply this learning with stakeholders and constituents?

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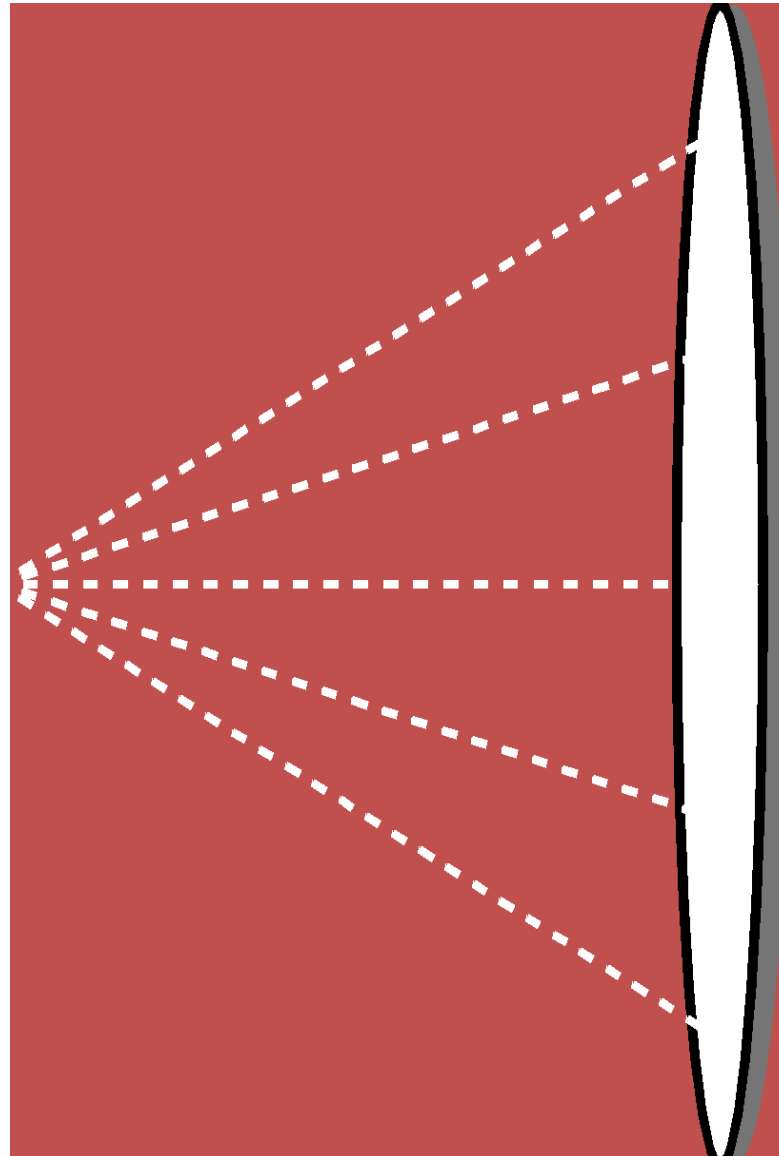
- ❖ **Develop common language, shared meaning and mutual understanding of language for diversity, equity, inclusion and belonging**
- ❖ **Plan for and bridge across differences of experiences, opinions and values**
- ❖ **Meaningfully engage with cross cultural stakeholders on issues of equity**
- ❖ **Create inclusive environments/policies for high performance of all students**
- ❖ **Provide guidance for how the district can be responsive to local conditions in consistent ways that advance district priorities for equitable student achievement gains across all groups**





# Developing an Equity Lens

The metaphor of a *lens* allows us to see our contexts in new and revealing ways.



**POLICIES**

**OUTCOMES**

**POWER**

**RELATIONSHIPS**

**SOLUTIONS**

**How might we design an equity centered district with intention to truly see and mitigate inequities across systems?**



# APPLYING A RACE EQUITY

Our ability to apply a **Racial Equity Lens**, means that we are:

- Effectively and more thoroughly **analyzing what is not working** around racial equity in public education;
- **Identifying and actively supporting solutions** that are working to increase racial equity and preventing racial injustice in public education;
- **Shifting our choices and decision making** about racial equity in public schools;
- **Transforming and healing** ourselves, the structures within the public education system and our own institution.

**SYSTEM**

**Cultural Awareness that  
influences the systems,  
policies, procedures and  
practices**

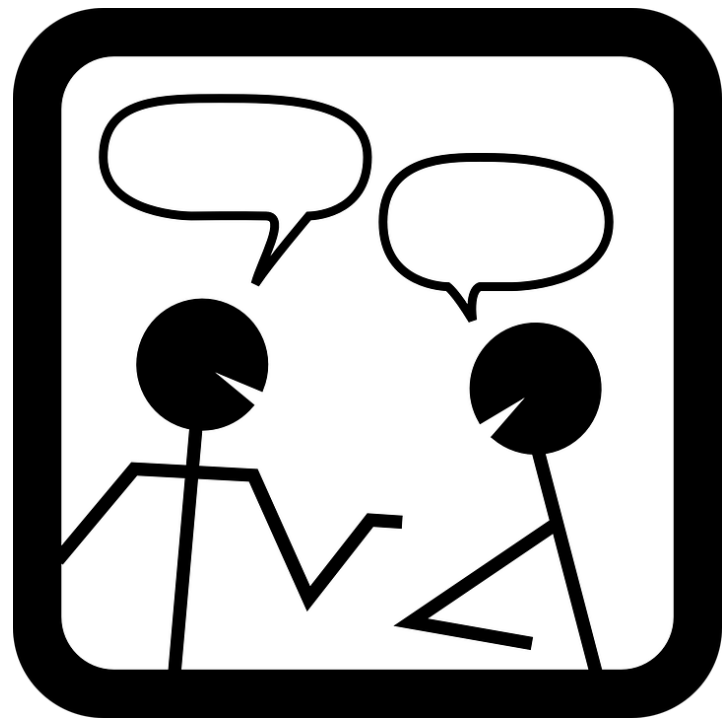
**Organizational**



# Continuum on Becoming an Anti-Racist, Multicultural Institution

Denial		Polarization		Minimization		Acceptance		Adaptation	
Racial and Cultural Differences Seen as Defects			Tolerant of Racial and Cultural Differences			Racial and Cultural Differences Seen as Assets			
1. Exclusive A Segregated Institution	2. Passive A "Club" Institution	3. Symbolic Change A Multicultural Institution	4. Identity Change An Anti-Racist Institution	5. Structural Change A Transforming Institution	6. Fully Inclusive A Transformed Institution in a Transformed Society				
<ul style="list-style-type: none"> <li>Intentionally and publicly excludes or segregates African Americans, Native Americans, Latinos and Asian Americans</li> <li>Intentionally and publicly enforces the racist status quo throughout institution</li> <li>Institutionalization of racism includes formal policies and practices, teachings and decision-making on all levels</li> <li>Usually has similar intentional policies and practices toward other socially oppressed groups, such as women, disabled, elderly and children, lesbians and gays, Third World citizens, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Tolerant of a limited number of People of Color with "proper" perspective and credentials</li> <li>May still secretly limit or exclude People of Color in contradiction to public policies</li> <li>Continues to intentionally maintain white power and privilege through its formal policies and practices, teachings and decision-making on all levels of institutional life</li> <li>Often declares, "We don't have a problem."</li> </ul>	<ul style="list-style-type: none"> <li>Makes official policy pronouncements regarding multicultural diversity</li> <li>Sees itself as "non-racist" institution with open doors to People of Color</li> <li>Carries out intentional inclusiveness efforts, recruiting "someone of color" on committees or office staff</li> <li>Expanding view of diversity includes other socially oppressed groups, such as women, disabled, elderly and children, lesbians and gays, Third World citizens, etc.</li> </ul> <p>But . . .</p> <ul style="list-style-type: none"> <li>"Not those who make waves"</li> <li>Little or no contextual change in culture, policies and decision-making</li> <li>Is still relatively unaware of continuing patterns of privilege, paternalism and control</li> </ul>	<ul style="list-style-type: none"> <li>Growing understanding of racism as barrier to effective diversity</li> <li>Develops analysis of systemic racism</li> <li>Sponsors programs of anti-racism training</li> <li>New consciousness of institutionalized white power and privilege</li> <li>Develops intentional identity as an "anti-racist" institution</li> <li>Begins to develop accountability to racially oppressed communities</li> <li>Increasing commitment to dismantle racism and eliminate inherent white advantage</li> </ul> <p>But . . .</p> <ul style="list-style-type: none"> <li>Institutional structures and culture that maintain white power and privilege still intact and relatively untouched</li> </ul>	<ul style="list-style-type: none"> <li>Commits to process of intentional institutional restructuring, based on anti-racist analysis and identity</li> <li>Audits and restructures all aspects of institutional life to ensure full participation of People of Color, including their worldview, culture and lifestyles</li> <li>Implements structures, policies and practices with inclusive decision-making and other forms of power sharing on all levels of the institution's life and work</li> <li>Commits to struggle to dismantle racism in the wider community, and builds clear lines of accountability to racially oppressed communities</li> <li>Anti-racist multicultural diversity becomes an institutionalized asset</li> <li>Redefines and rebuilds all relationships and activities in society, based on anti-racist commitments</li> </ul>	<ul style="list-style-type: none"> <li>Future vision of an institution and wider community that has overcome systemic racism</li> <li>Institution's life reflects full participation and shared power with diverse racial, cultural and economic groups in determining its mission, structure, constituency, policies and practices</li> <li>Full participation in decisions that shape the institution, and inclusion of diverse cultures, lifestyles and interests</li> <li>A sense of restored community and mutual caring</li> <li>Allies with others in combating all forms of social oppression</li> </ul>	<p>© By Crossroads Ministry: Adapted from original concept by Baily Jackson and Rita Hardiman, and further developed by Andrea Avazian and Ronice Branding.</p>			

## Reflect & Discuss



- As you examine the Continuum, where do you think ACPS is now?
  - What evidence supports that finding?
- What next steps would advance ACPS along the continuum?



**CREATE  
ORGANIZATIONAL  
CHANGE  
THROUGH  
INCLUSIVE  
LEADERSHIP**





**Discussion:**

**How might you as members of the Board of Education, intentionally create organizational change for equity in ACPS?**

**What specific actions can be taken?**

# COMMITMENT

From what we have learned today, what 3 commitments can you make towards building equity?



# IDC Personal Growth and Efficacy Doorways

Denial	Polarization	Minimization	Acceptance	Adaptation
--------	--------------	--------------	------------	------------



- Spend time learning as much as you can about yourself with individuals who can provide you with honest, caring, and constructive feedback.
- You will better understand yourself and be able to share your uniqueness with others.
- Your personal strength and efficacy will grow.



- Continue to focus on self-awareness, and complement this focus by learning about some of the ways that people are similar and different.
- You will better understand your impact on others, and how your personal strength and efficacy is enhanced through different cultural relationships



- The doorway to the Acceptance stage is deep self-awareness. You should understand how your exposure, experiences and education influence your beliefs, values and bias.
- With this understanding, you will shift your focus to better understand others, to raise your curiosity about cultural differences and to be more proactive in fostering a sense of inclusion and belonging by valuing the uniqueness of all people.



- Learn strategies to be more empathetic, and identify opportunities to increase your exposure, experiences and education with respect to cultural similarities and differences.
- You will better understand how to achieve sustainable results, while maintaining personal resiliency for self and others



- Discover a collective “why,” and learn a model to engage in effective change management.
- Raise your personal resiliency to consistently be empathetic, to listen reflectively, to pause and suspend judgement and to act courageously.
- You will better understand how to achieve sustainable results, while maintaining personal resiliency for self and others

# Intercultural Competence Development – Using the IDP

- ◆ The IDP is a customized collection of activities and reflection questions to aid individual development of intercultural competence.
- ◆ The IDP helps individuals:
  - *Gain insights about the intercultural challenges they face*
  - *Clarify their own intercultural goals*
  - *Target their intercultural development by identifying learning opportunities specific to their level of intercultural competence*





## Intercultural Development Inventory®

### Intercultural Development Plan

**Prepared for:**  
Carl M., Example Group

**Prepared by:**  
IDI Qualified Administrator, IDI, LLC

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*Carl M., Example Group*

### Making a Commitment

As you review the information in this IDP guide, you will be asked to identify and make a commitment to engage in a set of activities and reflect on what you have learned from those activities. Each activity has a suggested time commitment listed so that, as you design your IDP, you will know the total amount of time you are committing to your own development.

The more activities you select and the more time you work on your IDP, the greater your ability to bridge cultural differences will be. Engaging in the activities in your IDP can help you achieve a gain of one full orientation (or more) along the Intercultural Development Continuum. When possible, you should work on your Intercultural Development Plan at least once, if not twice, a week.

### Key Intercultural Learning Opportunities

The specific list of activities in this IDP are targeted to your own Developmental Orientation and are reflective of a wide-range of different learning methods, including:

<b>Training Programs</b>	Are there web-based or in-person training programs you can attend that present information on cultural difference across diverse groups?
<b>Workplace Activities</b>	Are there workplace committees and groups in which you can participate to build your intercultural skills? This can include participating in your organization's diversity and inclusion efforts, joining various affiliation/affinity/employee resource groups, and taking on work-related responsibilities that involve cultural bridging.
<b>Theatre, Film, &amp; Arts</b>	Are you able to attend cross-cultural movies, plays, and other artistic exhibits? Such events often hold post-event discussions that allow you to explore the concepts presented with others who share your interest.
<b>Educational Classes</b>	Are there classes at your community college or university that focus on cross-cultural communication and cross-cultural relations? Other useful courses include ethnic and gender studies classes.
<b>Personal Interactions</b>	Could you work on projects that involve interactions with people from different cultures?
<b>Books &amp; Articles</b>	Are there books or articles you would like to read that specifically describe and explain patterns of cultural difference and similarity?

# Cultural Competence 4E Model™

**Exposure:**  
Increased contact  
with difference

**Education:**  
Developing new  
skills, knowledge  
and ways of thinking

**Experience:**  
Creating  
transformative  
experiences to build  
relationships and  
shared meaning

**Empathy:**  
Practice  
understanding  
others from their  
perspective



**INDIVIDUAL**

**REFLECTION**

**What were my most powerful insights?**

**What did I uncover that I never heard of or considered before?**

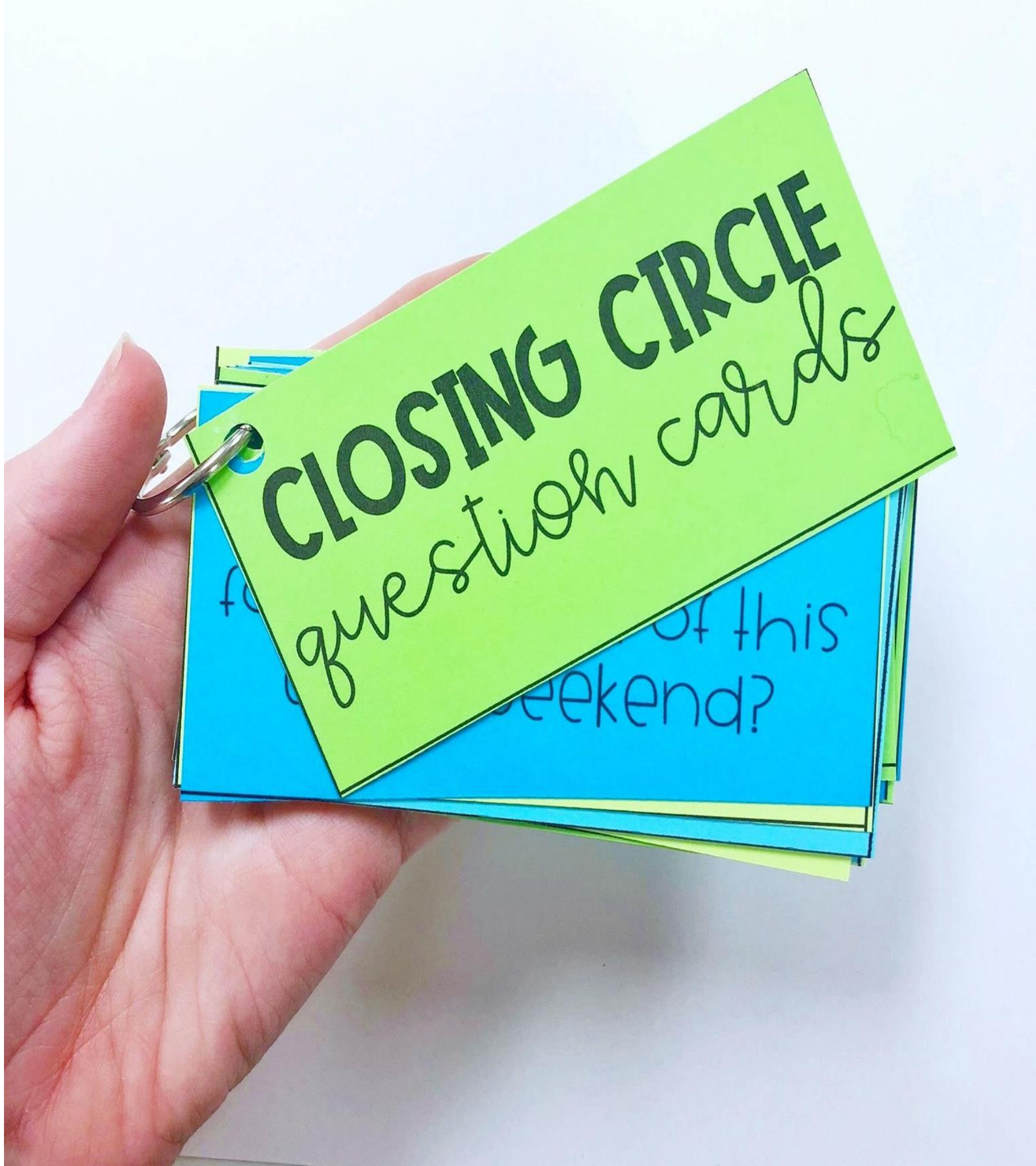
**What power and privilege may have protected me from unpacking these concepts?**

**What factors in my own lived experience, may have prevented me from learning more?**



# Questions & Answers





## Closing Reflections

Choose one:

- **As I leave here today, I feel...**
- **What I have appreciated about this learning is...**
- **What I've appreciated about our time together is...**
- **As a member of this community, I will...**
- **One learning I'm taking with me is...**



<https://bit.ly/3pqLFPV>





THANK

YOU

LOVE

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Valda Valbrun