

Leadership and learning  
are indispensable to each other.

- John F. Kennedy

# Cultural Competency for School Leadership

**Nassau Association of District Curriculum  
Officials**

**&**

**Nassau County Council of School  
Superintendents**

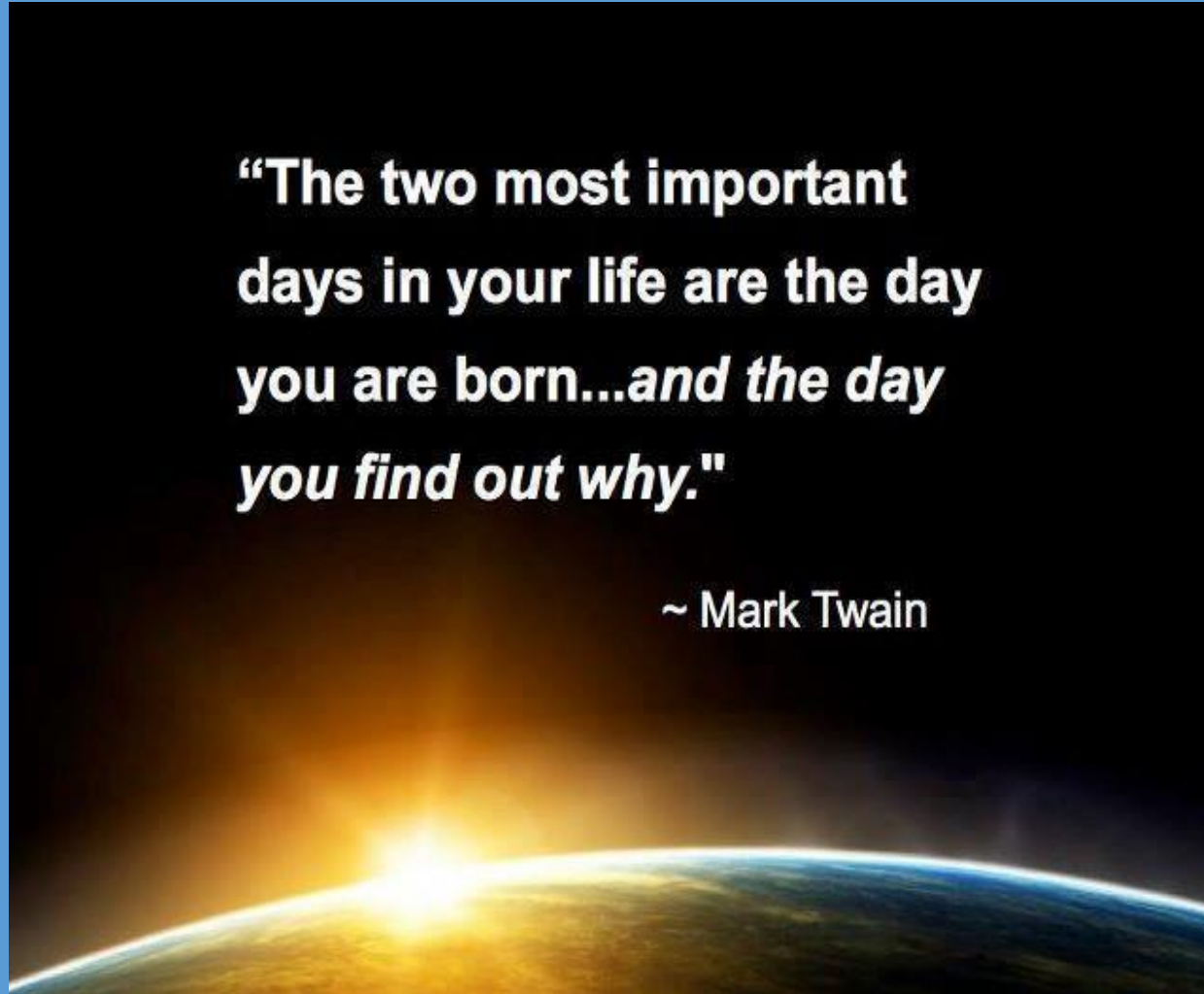
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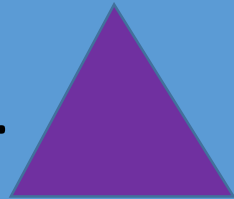
**“The two most important  
days in your life are the day  
you are born...*and the day  
you find out why.*”**

~ Mark Twain



# Today's Objectives

1. Increase personal awareness.
2. Provide insights to help measure the current and desired state of your district.
3. Provide tools & resources to initiate/enhance the conversation through thought leadership.
4. Encourage momentum.



# Detailing the Landscape

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# Diversity Demographic Shift

- Single Parents
- Ethnic Origin
- Disability
- Political Ideology
- Dual Career Couples
- Dietary Preference
- Sexual Orientation
- Military Service
- Same Sex Marriage
- National Origin
- Religious Beliefs
- Age
- Gender
- Race
- Socioeconomic Trends
- Language spoken

# Diversity and Inclusion

- Diversity is defined as differing from one another along one or more relevant dimensions.
- Diversity is about the mix of people invited to the dance.
- Inclusion means an environment where everyone matters.
- Inclusion is how well leaders get the mix of people to dance together.
- All employees can contribute as their authentic selves, with a sense of connectedness to the organization.



# Why Care About Diversity and Inclusion?

## **Diversity and Inclusion Help To:**

- Enhance productivity, improve innovation and organizational performance.
- Drive out discrimination and narrow mindedness in society.
- Help promote a more just and equitable society.
- Help us to see people as individuals.
- Improve morale and reduce strains on relationships.
- Help mitigate the risk of lawsuits/litigation and promotes social accountability.

# An Imperative for Diversity and Inclusion in Education

Many adults spend more time at work than at home, and research shows that by age seven, students begin to form stereotypes about racial “out-groups.” Getting these relationships and perceptions right in our schools is one pathway to a more inclusive society. In education, Diversity and Inclusion is good for staff, good for students, and good for communities.

# Cultural Competence

Having an awareness of one's own cultural identity, while appreciating, and striving to interact in *meaningful* ways, with people from cultures, backgrounds, or belief systems that differ from our own. Culturally competent people and organizations work continuously to reach across differences, in order to build, and then anchor true human connections.



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# History of Diversity in American Society

- Civil Rights Act 1964 (social change and compliance)
- Affirmative Action 1960's-1980's (opportunity, quotas)
- Equal Employment Opportunity (fair employment)
- Sexual Harassment 1980's-1990's-2018
- Americans with Disabilities Act 1990 (reasonable accommodations)

To engage in a serious discussion about diversity and inclusion in contemporary America, we must remember that American society is rooted in historic inequalities and many long standing ethnic, cultural, gender, racial, religion, age, sexual orientation, disability and other stereotypes that still shape our collective prisms, our conscious and unconscious thoughts and actions.

# White Privilege?

“I have come to see white privilege as an invisible package of unearned assets that I can count on cashing in each day, but about which I was ‘meant’ to remain oblivious. White privilege is like an invisible weightless knapsack of special provisions, maps, passports, codebooks, visas, clothes, tools, and blank checks.”

Peggy McIntosh

We see the world, not  
as it is, but as we  
are-or, as we are  
conditioned to see it.

Stephen Covey

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# An Alternative

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What's in your *Knapsack* that shapes who you are, what you see, and how you process social, cultural, and other differences...or how you communicate with and respond to diverse colleagues, students, and parents?

# Collective Knapsack

- How easily does your system/organizational culture accept people (students and employees) who are diverse? How well do you interact with them? Is your school and community truly welcoming to people of all backgrounds? What systemic inequities may exist?
- How does your district and the community it serves come across to prospective job applicants?

*Are you processing this assessment through your knapsack/prism...or theirs? Are you sure?*

How self aware are you? Can whatever privilege you might have be used for greater good?

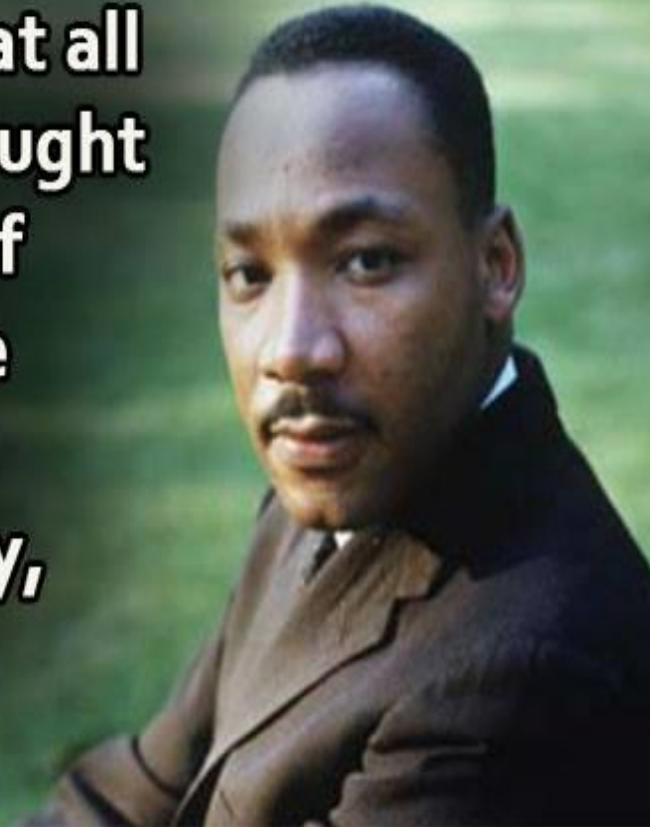
# Good People...Hidden Biases?

- Could your hidden biases make others feel unconfident, unwelcome, uncomfortable, or alienated?
- Could your hidden biases cause conflict (real or imagined) with others who have different personal or social identities?
- Have you thought about the potential impact of your hidden biases on the people you lead?
- As a leader, what can you do to mitigate your biases?

**“It really boils down to this: that all life is interrelated. We are all caught in an inescapable network of mutuality, tied into a single garment of destiny. Whatever affects one directly, affects all indirectly.”**

*Martin Luther King, Jr.*

WALSS  
R·EVO·Lutionaries



# Recognizing the Issue *and* Helping to Drive Solutions



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There is not a single Latino or Black teacher in one-third of all New York Schools, and nearly 200,000 Latino and Black students attend schools with no or just one same race or same ethnicity teacher.

Source Education Trust New York October 2017

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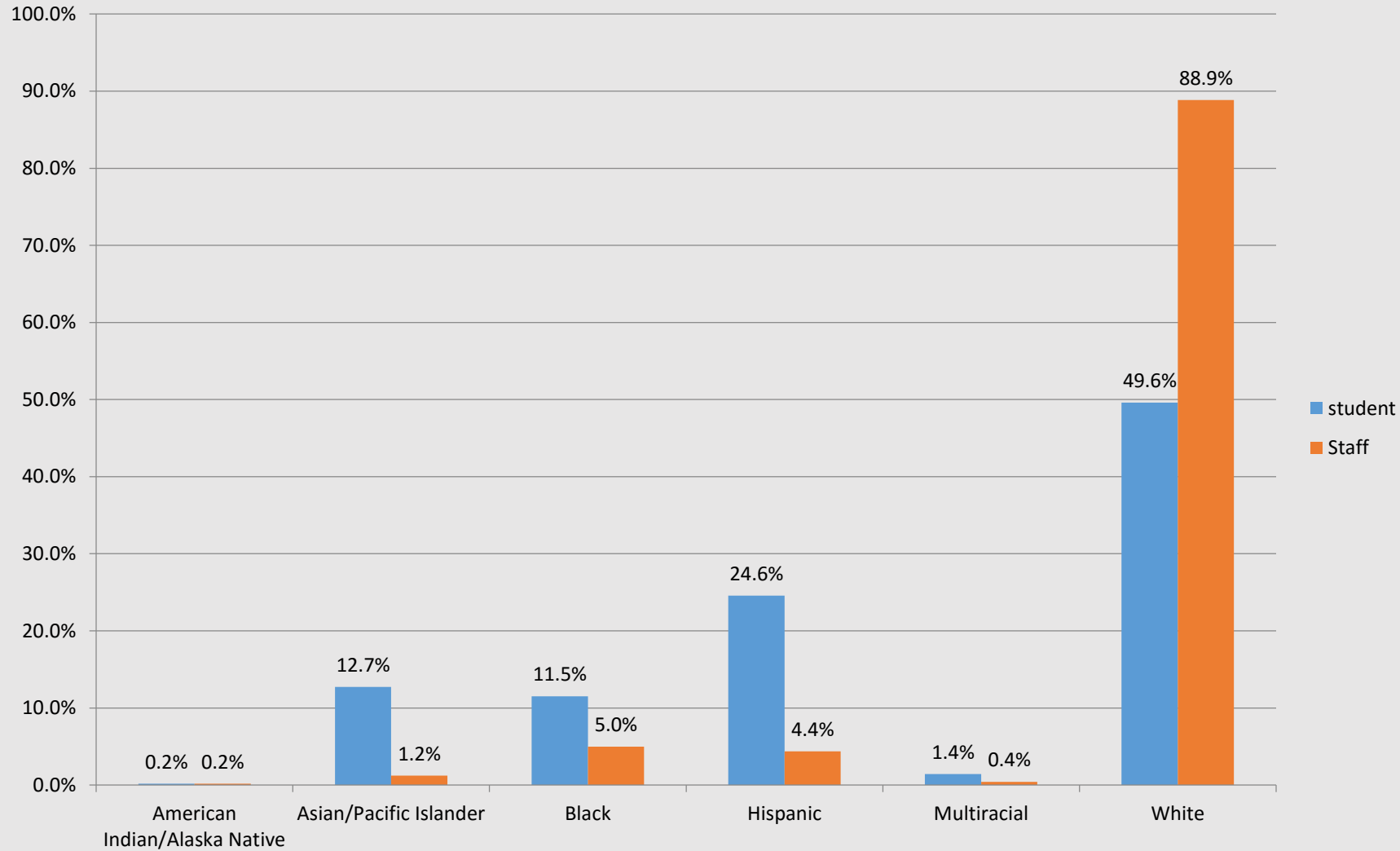
White students across New York State lack access to Latino and Black teachers. In fact, nearly half of all White students-48 percent, or more than 560,000 White students are enrolled in schools without a single Latino or Black teacher.

Source Education Trust New York October 2017

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# Nassau County Percent of Student/Staff by Ethnicity/Race



2016-17 NYSED Information and Reporting Services

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# Ratio of Staff to Students K-12

	Total staff other than white	Total students other than white	Ratio staff to students*
Nassau	4,222	101,847	1:24
Suffolk	3,390	106,269	1:31
Long Island	7,612	208,116	1:27

\*Rounded to the nearest whole number  
2016-17 NYSED Information and Reporting Services

What might the long term impact be on those students who, while on their K-12 journey, see few if any fellow students, or people in positions of responsibility or authority who look like them? Similarly, what about students who see only people who look like them?

# An Imperative for Diversity and Inclusion in Education

- Reports have found that startling numbers of women working in science, technology, engineering, math (STEM) ...the same industries that schools are urging girls to pursue, are considering leaving those fields because of gender bias.



- 32% of women in the United States were considering leaving their field within a year, citing “bias, hostile macho cultures, extreme work demands, and the inability to see a future in the field.”

“The stunning fact is that we are role models for our 6 year olds. They want to be like us. If we hold stereotypes or biases, they are introduced to them also. Our children are ‘taking data’ on how the adults in the culture act. Our stereotypes become their stereotypes.”

Andrew N. Meltzoff The Washington Post January 26, 2017

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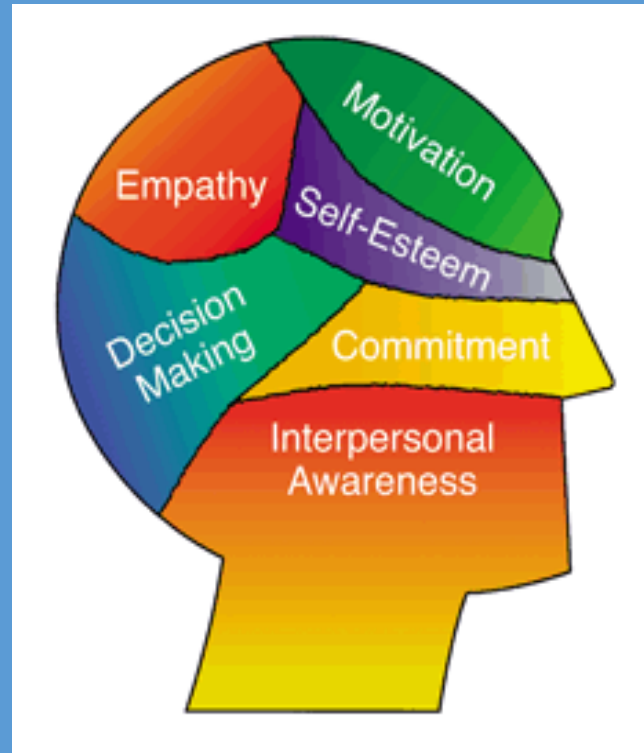
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According to the U.S. Census Bureau, in 2014, there were more than 20 million children under the age of 5, and 50.2 percent of them were minorities, making up a majority minority.

Are our schools prepared?

# A Matter of Emotional Intelligence

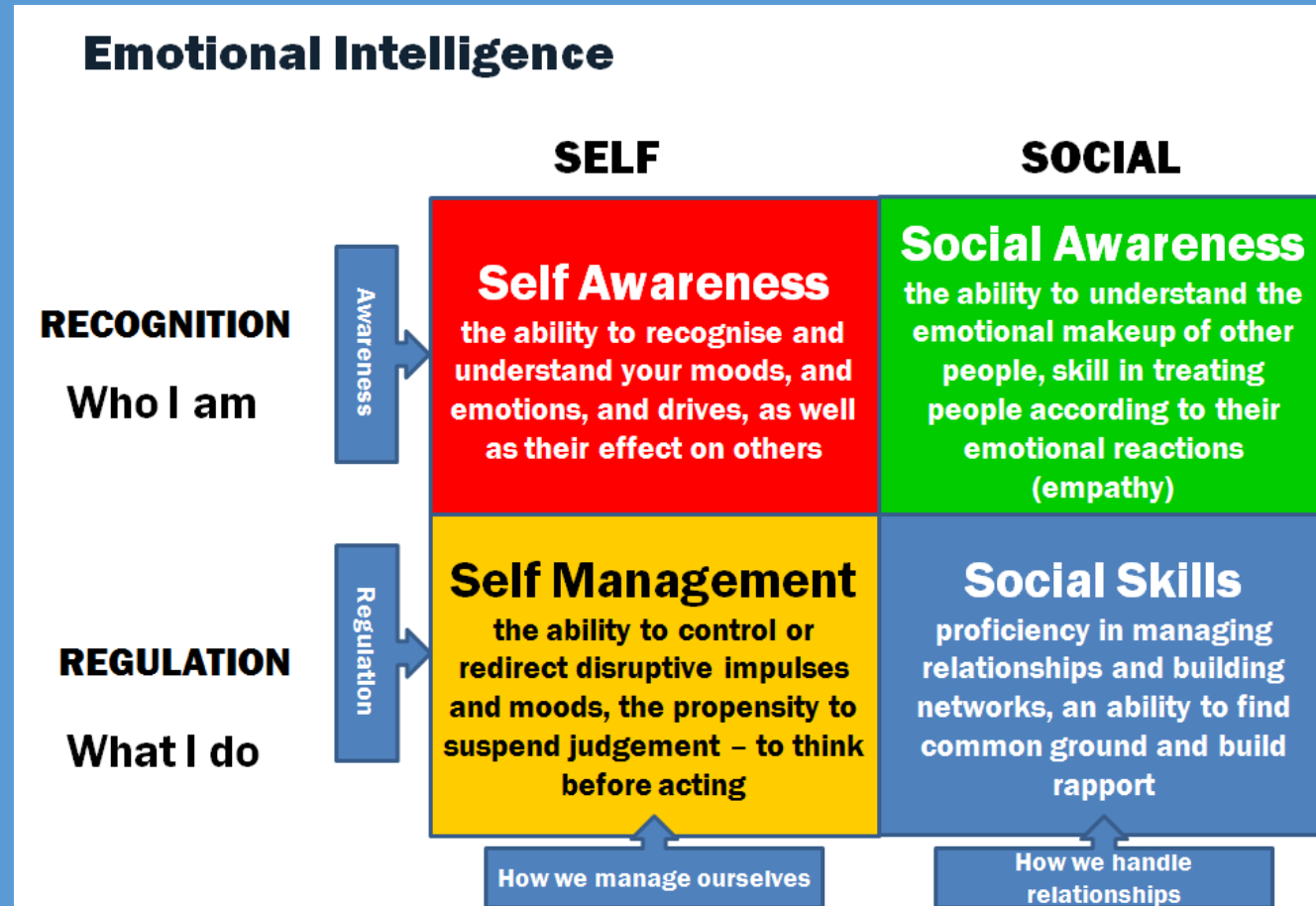




The qualities traditionally associated with leadership—such as intelligence, toughness, determination, and vision, are required for success, but are insufficient. Truly effective leaders are also distinguished by a high degree of emotional intelligence, which includes self awareness, self regulation, motivation, empathy, and social skill.

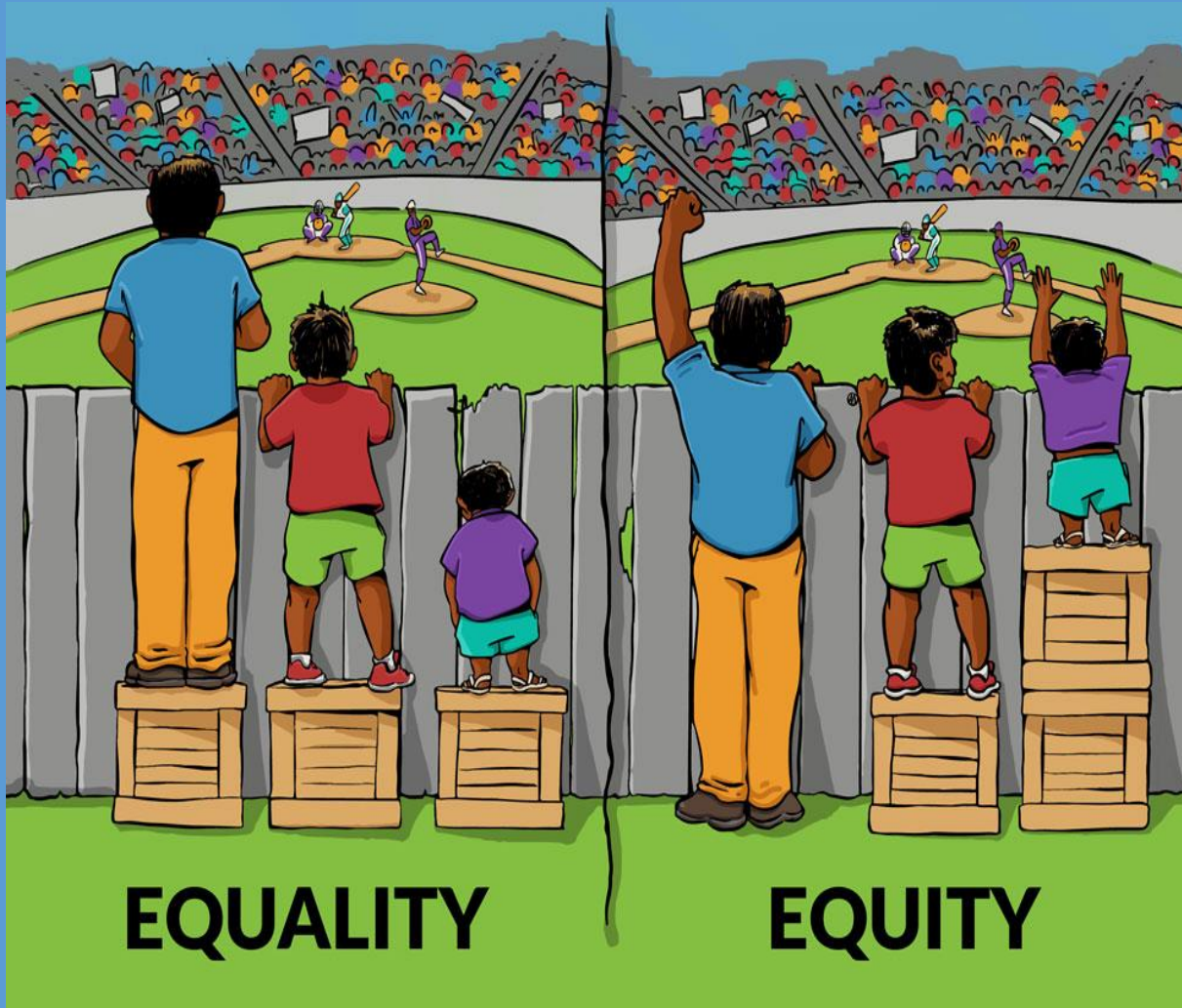
John P. Kotter

# Daniel Goleman Competency Framework



# **Emotional Intelligence requires that we change to meet the needs of the 21<sup>st</sup> Century**

- Globalization has changed the profile of an educated person. Today's schools are responding to the needs of the workforce.
- Schools should continually strive to prepare graduates for our increasingly more diverse and inclusive society and workplaces.



**EQUALITY**

**EQUITY**

## EQUALITY VERSUS EQUITY



In the first image, it is assumed that everyone will benefit from the same supports. They are being treated equally.



In the second image, individuals are given different supports to make it possible for them to have equal access to the game. They are being treated equitably.



In the third image, all three can see the game without any supports or accommodations because the cause of the inequity was addressed. The systemic barrier has been removed.

Striving for diversity, how do we determine future human capital needs, recruit ***qualified*** applicants, select the best of those applicants as new employees, retain and help to prepare them for success?

How do we engage leaders to embrace the need for change, to enhance collective social and emotional intelligence, and move past base level knowledge on diversity, aiming squarely at creating environments that reflect a core value of inclusion?

The future is already here, its just not  
evenly distributed.

William Gibson





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# Striving for an Inclusive Workplace

- Define Diversity and Inclusion for the organization (BOE, Administration, school community) and outline its benefits.
- Work with leaders to build awareness of diversity and inclusion throughout the district.
- Review current policies specific to workplace conduct.
- Review hiring practices/patterns, and where necessary, align with best practices for enhancing diversity and inclusive work environments.
- Review and analyze retention data to identify reasons for departure of former employees.
- Meet with select groups of current employees to identify issues/concerns specific to work environment.

# Mindful Leadership

- How effective is your onboarding process? Digital/Social Media presence?
- Hiring committee-aligned with district initiatives?
- Review website. Add equality or human rights statement. Add diversity statement on website and to all job posts/advertisements.

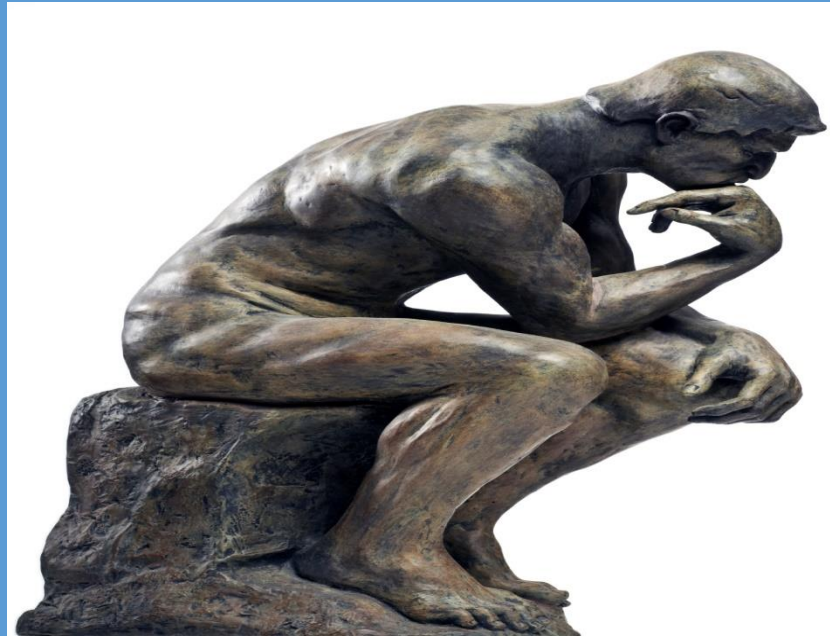
## Moving from what *is* to what could *be*



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# The Interview Process/Committee...

Defender of the old way, or prospector for diverse talent?



# Partnering with Human Resources

- To help you develop a workforce that is more reflective of our changing society.
- Identify and provide you with suggestions to address barriers to diversity and inclusion within the organization.
- To help attract and retain a qualified and talented workforce skilled at working in an inclusive school environment.
- To suggest and help implement policies, practices, and processes that align with the strategic goal of inclusion.

# Conduct Inclusion Review

- Review staff demographics (age, gender, ethnicity, religion or belief, sexual orientation, disability) Who is underrepresented?
- Do you know how employees from different demographic groups feel about your organization? (can they be themselves at work, do they feel like they belong?)
- What are your retention rates? What biases does the organization seem to have?
- Review job descriptions and advertisements. (Gender sensitive words: nurturing/supportive/competitive)
- Have you experienced any patterns of discrimination, bullying, harassment?
- Anticipate and be aware of tensions (real/imagined) surrounding difference.

*Aim to succeed at both diversity and inclusion!*

# Partnering with Curriculum Officials

- Review curriculum materials for historical accuracy, social relevance.
- Evaluate literacy materials available to students and teachers.
- Become a leader in this area by creating agenda that value conversation and ongoing improvement.
- Share articles on Diversity and Inclusion with instructional staff.
- Provide staff development and parent education.
- Expand and bring together a network of community partners.
- Seek feedback from students.



# What Does An *Inclusive* Work Environment Look Like?

- Ongoing movement
- Continually self reflective
- Assesses the impact of organizational and individual practices
- Embraces change
- Strong desire to improve
- Doesn't fear or avoid the hard truths and difficult discussions
- Pays fairly close attention to demographic changes
- Seeks feedback

# Best Practices For Inclusive Excellence

- Consider the impact of your practices and beliefs on other people.
- Be cognizant of how you interact/manage/supervise.
- Understand the range of human reactions to diverse people you encounter.
- Intellectually and emotionally understand the social and demographic changes taking place.
- Ongoing assessment and systemic review.
- Review and monitor new employee onboarding process. How do you introduce new employees to your organization?
- Discuss organization's strategy and monitor the work of hiring committees. ("Good fit" )
- Review website. Add equality or human rights statement. Add diversity statement on website and to all job posts/advertisements.

## **Valuing Diversity**

**The Company values the diversity of the people with whom we work and the contributions**

**they make. We have a long-standing commitment to equal opportunity and intolerance of**

**discrimination and harassment. We are dedicated to maintaining workplaces that are free from**

**discrimination or harassment on the basis of race, sex, color, national or social origin, religion,**

**age, disability, sexual orientation, political opinion or any other status protected by applicable**

**law. The basis for recruitment, hiring, placement, training, compensation and advancement at**

**the Company is qualifications, performance, skills and experience.**

**Regardless of personal characteristics or status, the Company does not tolerate disrespectful**

**or inappropriate behavior, unfair treatment or retaliation of any kind. Harassment is**

**unacceptable in the workplace and in any work-related circumstance outside the workplace.**

*Source Coca-Cola*

# Proof of Commitment

- Work constantly to reduce the gap between “saying and doing.”
- Lead by example.
- Examine the demographic of your staff and compare to that of the larger population. (Region?)
- Monitor actions/measure the impact of policies and procedures.
- Establish a recruitment process for attracting highly qualified candidates and *retaining* them. Review hiring patterns.
- Be aware of and accountable for your comments and actions.

# Summary

- Enhance leadership and organizational awareness
- Review data (internal and external)
- Prepare to lead the conversation
- Contemplate organizational culture
- Expand recruitment effort
- Analyze interview, selection, onboarding process
- Prepare for an ongoing effort
- Understanding intent vs. impact
- Ongoing contemplation and assessment

Fred Coverdale “Mr. C.” Teacher, Coach, Administrator, Mentor,  
and One of the Founding Fathers of Our Football Program,  
Booster Club, and Bayport-Blue Point Foundation.



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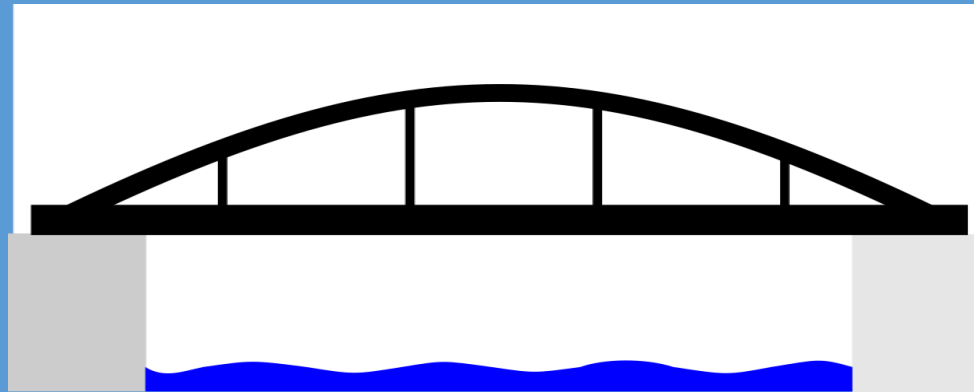
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*Building Bridges to Better Workplaces!*

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# A Few Resources

- Aperian Global (Formerly Global Smart) [www.aperianglobal.com](http://www.aperianglobal.com)
- [www.culturalnavigator.com](http://www.culturalnavigator.com)
- [www.tolerance.org](http://www.tolerance.org)
- Harvard University Project Implicit (Implicit Association Test)  
implicit.harvard.edu
- The Chronicle List-Highest Representation of Racial and Ethnic Groups at 4-Year Public Institutions.
- Where Have You Been? An Exercise to Assess Your Exposure to the World's Peoples.