

March 2, 2017
Zankel 418 (AM only)
Horace Mann 150 (after lunch)
Agenda

- 7:30 am Breakfast
- 8:00 am Welcome and Overview of Day
Reflections and Applications from Past Sessions
- 8:15 am Understanding the IDI and Intercultural Competencies

- 10:00 am Break

- 10:15 am *ELDEx Simulation - Intercultural Competencies in Instructional Leadership*
- 11:15 am Debrief
- 11:30 am Research Update
Superintendent Amon's remarks and reflections "Taking the learning back to D16: from theory to application."

- 12:15 pm Lunch

- 1:00 pm Intercultural Competencies in Leadership Coaching Meetings & D16 Check-ins
- 3:15 pm Debrief of Day
[Reflective Evaluation - Session 7](#)



Intercultural Competencies

Defining Concepts

Intercultural Development Continuum

“Developing intercultural competence is a core capability in the 21st century and involves cultural self-awareness, understanding the experiences of people from diverse communities, and the capability to adapt one’s mindset and behavior to bridge across differences.”

-Mitchell R. Hammer, 2011

Intercultural competence is **the capability to accurately understand and adapt behavior to cultural difference and commonality**. Intercultural competence reflects the degree to which cultural differences and commonalities in values, expectations, beliefs, and practices are effectively bridged, an inclusive learning environment is achieved, and specific differences that exist in your institution are addressed from a “mutual adaptation” perspective.

People are not alike in their capabilities to recognize and effectively respond to cultural differences and commonalities. The intercultural development continuum, adapted from the Developmental Model of Intercultural Sensitivity originally proposed by Dr. Milton Bennett, identifies specific orientations that range from more monocultural to more intercultural or global mindsets.

This continuum indicates that individuals who have a more intercultural mindset have a greater capability for responding effectively to cultural differences and recognizing and building upon true commonalities. That is, your success in achieving educational goals is better served when you are able to more deeply understand culturally-learned differences, recognize commonalities between yourself and others, and act on this increased insight in culturally appropriate ways that facilitate learning and personal growth among diverse groups.

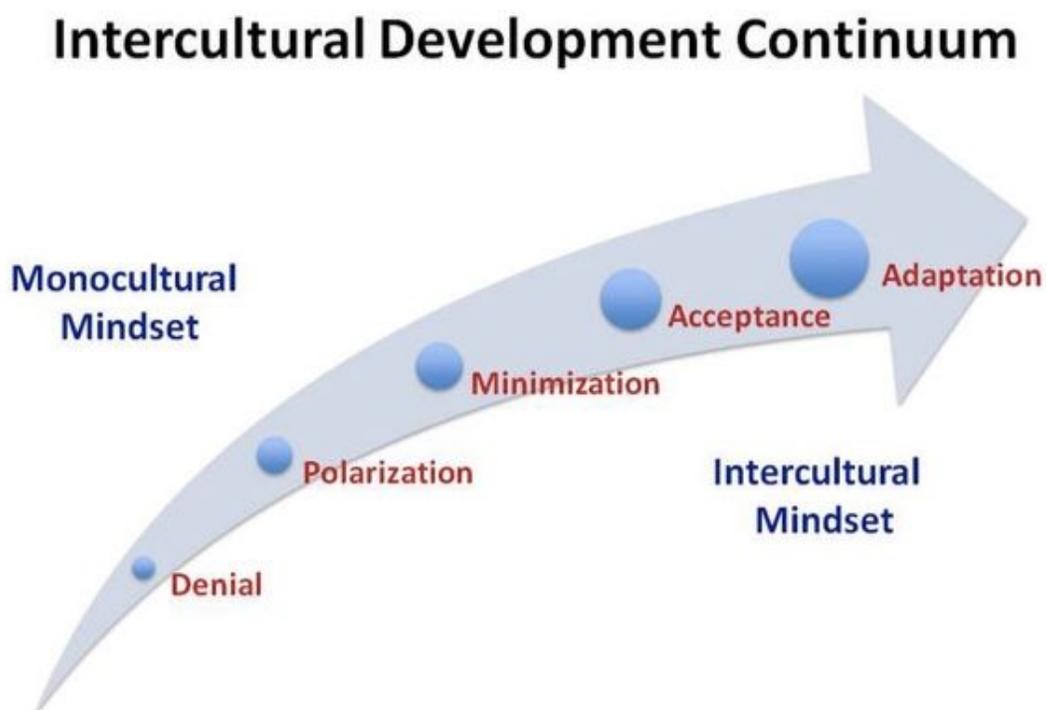
The multicultural person is someone who is intellectually and emotionally committed to the fundamental unity of all human beings while at the same time [recognizes], legitimizes, accepts, and appreciates the fundamental differences that lie between people from different cultures.

-Peter Adler

Monocultural Mindsets	Intercultural/Global Mindsets
Makes sense of cultural differences and commonalities based on one’s own cultural values and practices.	Makes sense of cultural differences and commonalities based on one’s own <i>and</i> other culture’s values and practices.
Uses broad stereotypes to identify cultural difference.	Uses cultural generalizations to recognize cultural difference.
Supports less complex perceptions and experiences of cultural difference and commonality.	Supports more complex perceptions and experiences of cultural difference and commonality.

The specific competence orientations identified in the developmental continuum are **Denial, Polarization (Defense & Reversal), Minimization, Acceptance, and Adaptation.**

The IDI also measures Cultural Disengagement as a separate dimension. **Cultural Disengagement** is not a dimension of intercultural competence along the continuum. Nevertheless, it is an important aspect of how people relate to their own culture group and other cultures.



Summary of Orientations Descriptions - Intercultural Development Continuum	
Denial	An orientation that likely 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 cultural differences.
Polarization	A judgmental orientation that views cultural differences in terms of “us” and “them”. This can take the form of: Defense: An uncritical view toward one’s own cultural values and practices and an overly critical view toward other cultural values and practices. Reversal: An overly critical orientation toward one’s own cultural values and practices and an uncritical view toward other cultural values and practices.
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 is capable of shifting cultural perspective and changing behavior in culturally appropriate and authentic ways.
Cultural Disengagement	A sense of disconnection or detachment from a primary cultural group.

Aldous Huxley, after he returned from his first overseas exploration, said:

So the journey is over and I am back again, richer by much experience and poorer by many exploded convictions, many perished certainties . . . I set out on my travels knowing or thinking I knew, how [people] should live, how be governed, how educated, what they should believe. I had my views on every activity of life. Now, on my return, I find myself without any of these pleasing certainties . . . When one is traveling, convictions are mislaid as easily as spectacles, but unlike spectacles, they are not easily replaced.

-Quoted in J. Wurzel, 2004, Toward Multiculturalism, p. 7

Exploring Our Own Experiences - Intercultural Development Continuum		
	Mindset	Skills
Denial		
Polarization Defense Reversal		
Minimization		
Acceptance		
Adaptation		
Cultural Disengagement		

Activity Instructions:

1. Read the assigned scenario(s) out loud as a group.
2. Discuss the educator's strengths and challenges that the group noticed while reading the scenario.
3. What is the educator's orientation on the intercultural development continuum (*Denial, Polarization, Minimization, Acceptance, Adaptation*)? What leads you to think this?

Scenario 1

Mel is a teacher in a multicultural high school. Mel's efforts at building cross-cultural understanding and awareness within the school environment across diverse administrators, faculty, staff and students are effective insofar as Mel is able to identify relevant commonalities for bridging across cultural diversity. Mel uses teaching strategies that have been successful across a number of classroom situations to make sure everyone has the opportunity to participate in class discussions and learn.

Mel's developmental orientation has a "blind spot" insofar as Mel may not be attending to how cultural differences need to be recognized and adapted to in the classroom in order to help students learn more effectively. Mel may experience a sense of frustration that a number of culturally diverse students do not participate in class discussions very often.

What Mel may not be fully aware is that many of the specific strategies being used to help students participate are strategies that Mel believes, based on personal experience, are effective "learning approaches" may not be as effective with students whose learning approach is culturally different. In this case, Mel is not attending to cultural differences as deeply Mel might in order to facilitate learning in the classroom.

Scenario 2

Derick is a teacher in an urban high school. His efforts at building cross-cultural understanding and awareness within the school environment across diverse administrators, faculty, staff and students are not as effective as they could be.

Derick uses teaching strategies that have worked well for him in the past to make sure everyone has the opportunity to participate in class discussions and learn. His developmental orientation has a “blind spot” insofar as he may be perceived as “too judgmental” toward the behaviors of culturally diverse staff and students in his school compared to individuals from his own cultural group.

Derick feels at times that his teaching motivation and skills are being questioned, particularly by people whose cultural background and experiences are different from his own.

Derick tries to create a more inclusive classroom by attempting to help his cultural diverse students learn how to assimilate to the way things have been done in his school. He at times experiences a sense of frustration that a number of his culturally diverse students do not participate in class discussions as often as he would like.

Derick is not fully aware that many of the specific strategies he is using to help students participate are actually strategies that likely work well with students from his own cultural background but may not be as effective with students whose learning approach is culturally different. In this way, Derick is not valuing cultural differences as deeply he might in order to facilitate learning in his classroom.

Scenario 3

Sarah is a teacher in a multicultural high school. Her efforts at building cross-cultural understanding and awareness within the school environment across diverse administrators, faculty, staff and students are generally effective as she is able to both recognize commonalities across diverse groups and also values cultural differences.

Further, Sarah possesses an accurate sense of what it means to create an inclusive, multicultural school environment. She has a relatively clear idea of the ways culturally diverse students participate in class discussions and learn. Sarah uses a variety of teaching strategies that are based on a recognition that students often participate in class discussions and learn through different methods depending on the cultural frameworks they have gained from their cultural community.

Sarah also bridges cultural commonalities and differences in ways that encourage mutual adaptation in her classroom. Her challenge is to engage in deeper cognitive frame-shifting and behavioral code-shifting toward other cultural values and practices with which she has less familiarity.

Scenario 4

Ann is a teacher in a multicultural high school. Her efforts at building cross-cultural understanding and awareness within the school environment across diverse administrators, faculty, staff and students are generally effective as she is able to both recognize commonalities across diverse groups and also values cultural differences.

Ann is developing a generally accurate sense of what it means to create an inclusive, multicultural school environment. She is open to using a variety of teaching strategies that are based on a recognition that students often participate in class discussions and learn through different methods depending on the cultural frameworks they have gained from their cultural community.

Ann's developmental orientation has a "blind spot" insofar as she is at times challenged to identify and implement specific adaptive teaching strategies that facilitate cross-cultural learning. She has a sense that there are different, culturally learned ways students participate in classroom discussions. However, Ann has some difficulty in developing creative, mutually adaptive teaching and learning approaches.

Scenario 5

William is a teacher in an urban high school. His efforts at building cross-cultural understanding and awareness within the school environment across diverse administrators, faculty, staff and students are not as effective as they could be.

William uses teaching strategies that have worked well for him in the past to make sure everyone has the opportunity to participate in class discussions and learn. His developmental orientation has a "blind spot" insofar as he may be perceived as "too judgmental" toward the behaviors of culturally diverse staff and students in his school compared to individuals from his own cultural group.

William is perceived by many in the school as being too critical toward his own cultural values and practices and uncritical toward other cultures.

William tries to create a more inclusive classroom by attempting to help his cultural diverse students learn how to assimilate to the way things have been done in his school. He at times experiences a sense of frustration that a number of his culturally diverse students do not participate in class discussions as often as he would like.

William is not fully aware that many of the specific strategies he is using to help students participate are actually strategies that likely work well with students from his own cultural background but may not be as effective with students whose learning approach is culturally different. In this way, William is not valuing cultural differences as deeply he might in order to facilitate learning in his classroom.

Protocols

Critical Incidents Protocol

A variation of Costa and Kallick's model (See "Through the Lens of a Critical Friend" by Costa and Kallick, *Educational Leadership*, October 1993) and based on the theory and language used by David Tripp in *Critical Incidents in Teaching: Developing Professional Judgment* (Routledge, 1993). Also see: "Reflection Is at the Heart of Practice," Simon Hole and Grace Hall McEntee, *Educational Leadership*, May 1999 for Alternative Critical Incidents Protocol. Revised February 2002 by Gene Thompson-Grove. Revised January 2007 by Kim Feicke.

Purpose

To provide a small group of colleagues a window into each other's practice

Time

35-40 minutes for each round (after the writing)

Roles

- The facilitator follows the protocol, keeps time, and participates fully.
- The presenter shares a critical incident from his or her work. This is to be used as a text for professional learning within the group.

Process

The presenter writes about an incident, with as much detail as she/he can muster. This writing should tell only what happened, like a snapshot, without interpretation or analysis. The writing should be crisp and succinct, but it should be clear that the group's discussion will be about what happened, and not about the quality of the writing. (10 minutes)

1. The presenter reads the written account of what happened and sets it within the context of professional goals or outcomes that she/he is working on. (5 minutes)

1 - Protocols



Protocols are most powerful and effective when used within an ongoing professional learning community and facilitated by a skilled facilitator. To learn more about professional learning communities and seminars for facilitation, please visit the School Reform Initiative website at www.schoolreforminitiative.org

2. Colleagues ask clarifying questions about what happened or about why the incident occurred. (5 minutes)
3. The group raises questions about what the incident might mean in the context of the presenter's work. They discuss these as professional, caring colleagues. The presenter listens and takes notes. (10 minutes)
4. The presenter reflects back to the group what she/he heard that was significant, and then the group engages in a general conversation about what the implications might be for the presenter's practice and/ or for their own practice. A useful question at this stage might be, "What new insights occurred for all of us?" (10 minutes)
5. Debrief the process. The group talks about what just happened. How did the process work? (5 minutes)

Adaptation

This protocol can also be designed in a way that allows everyone in a group to share a critical incident. In this version, provide time for everyone in the group to write their critical incident and then break into small groups of 3 or 4 to go through the protocol. You will need 30-40 minutes for each presenter in the small group.

Peeling the Onion - Defining a Dilemma Protocol

Developed in the field by educators.

Purpose

To provide a structured way to develop an appreciation for the complexity of a dilemma in order to avoid the inclination to start out by "solving" the problem before it has been fully defined.

Time

Approximately 40 minutes. The times for each step can be adjusted to fit the available amount of time and the number of people in the group.

2 - Protocols



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Facilitation Tips

Most of us are eager to solve dilemmas before we truly understand their depth. This protocol is designed to help us peel away the layers in order to address the deeper issues that lie underneath the surface. If the dilemma were easy to solve, it would not still be a concern to the presenter. The facilitator should keep to the steps and gently remind people when they are giving advice too early.

Process

1. The keeper of the dilemma describes the problem/dilemma and asks a question to help focus the group's responses. (5 minutes)
2. Clarifying questions from group members to the presenter — these must be purely informational (3 minutes)
3. A series of rounds begins in which each participant speaks to the same prompt. During the rounds the presenter remains silent and takes notes. Facilitator may choose to repeat a round if new responses seem to be emerging.

Prompts (in order)

- “What I heard [the presenters] say is ...”
 - “One assumption that seems to be part of the dilemma is...,” or, “One thing I assume to be true about this problem is ... “
 - “A question this raises for me is...” (See Pocket Guide to Probing Questions)
 - “Further questions this raises for me are...” (If needed)
 - “What if...?” Or, “Have we thought about...?” Or, “I wonder...?”
4. Presenter reviews her/his notes and reflects aloud on what she/he is learning. (The group members are silent and take notes.)
 5. If the presenter desires, then engage in this step: Now What? Together, the presenter and participants talk about the possibilities and options that have surfaced.
 6. Debrief the process. How was this like peeling an onion? What about the process was useful? Frustrating? Interesting?

3 - Protocols



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Equity Perspectives: Creating Space for Making Meaning on Equity Issues

National Coalition for Equity in Education, Julian Weissglass

Below are a set of perspectives or assumptions that have important implications for schools and communities. These perspectives provide the opportunity to dialogue and build shared meaning on the beliefs, values and assumptions that generally are not discussed in schools or other public spaces. Note: It is very helpful to use constructivist listening dyads as a structure to help support a discussion of the equity perspectives.

1. No one is born prejudiced. All forms of bias, from extreme bigotry to unaware cultural bias, are acquired, actually imposed, on a young person.
2. We are all one species. All humans are very much alike.
3. In many societies, many of the assumptions, values and practices of people and institutions of the dominant culture serve to disadvantage students from the non-dominant culture.
4. Individual prejudice and institutionalized biases are dysfunctional for individuals and to the society as a whole.
5. Systematic mistreatment (such as racism, prejudice against people with disabilities, classism, or sexism) is more than the sum of individual prejudices. Thoughtful action with regard to curriculum, pedagogy, school policies and school organization is necessary to overcome the effects on people and institutions with a long history of prejudice and discrimination.
6. Individuals and groups internalize and transfer the systematic mistreatment. They often act harmfully toward themselves and each other. This process must be identified and eliminated.
7. Educators are an important force in helping many people overcome the effects of societal bias and discrimination, but educational institutions also serve to perpetuate the inequalities and prejudices in society.
8. Race, class, perceived ability, and gender bias are serious issues facing U.S. society and education. Unfortunately, they are issues that are usually not discussed. Talking about them is necessary, not to lay blame, but to figure out better ways of educating our students.

4 - Protocols



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9. Lack of acceptance and support is an impediment to the development of educational leadership among people of color, women, and the working class.
10. To make progress on this very complex problem it will be necessary to improve alliances between educators from different ethnic and racial groups, between males and females, between those with disabilities and those without, and between people of different class backgrounds.
11. Discussing and gaining new understandings about the existence and effects of bias and discrimination will usually be accompanied by strong emotions.
12. Changed attitudes and actions will be facilitated if we are listened to attentively and allowed to release our emotions as we attempt to make sense of our experiences and the experiences of others.

5 - Protocols



Protocols are most powerful and effective when used within an ongoing professional learning community and facilitated by a skilled facilitator. To learn more about professional learning communities and seminars for facilitation, please visit the School Reform Initiative website at www.schoolreforminitiative.org

Simulation Team Preparation

Case Background

In the UELC Module 14 simulation, your team will have an opportunity to apply their knowledge and skills in the areas of instructional leadership and intercultural competencies. You are part of a school instructional leadership team. In today's simulation your team will be working to improve teaching and learning in each classroom across your building. Based on your own experiences as a school leader, please choose one role you believe you can play in a way that allows you to bring your authentic self to roleplaying in today's simulation experience.

Roles

1. Principal
2. Assistant Principal
3. Literacy Coach (Internal) - Supports ELA and Social Studies Teachers
4. Teacher Leader - Supports Inter-visitations
5. Teacher Leader - Mentor Teacher
6. Consultant (external) - Literacy Specialist for All Subject Areas

Simulation Context for Decision-Making

In the simulation today, you will be reviewing the intervisitation observation notes of one of your teacher leaders who is supporting a school-wide inter-visitation initiative [[review Protocol for Inter-visitation](#)]. To begin the simulation, this teacher leader on your team will share notes from the observation along with questions for the team about how to follow up with next week's post-intervisitation session given what took place during the intervisitation.

Given this simulation context, please decide as a group which decision-making style would best suit your group's work in the simulation.

1. **Individual-Consultative** – share problem and solicit ideas individually; make the decision
2. **Group-Consultative** – share problem and generate ideas in the group; then make the decision
3. **Group-Agreement** – attempt to reach consensus

School Context and Case Background

Your middle school is one of the most high performing and affluent schools in your district. Year after year your district and your school have struggled with an increasing achievement gap among children living in poverty and their more affluent peers. The achievement gap at your schools is significant with African-Americans the lowest performing subgroup. Please see tables below for demographic information.

Student Demographic Data (%) Number of students: 901	
African-American	42%
White	28%
Latino	15%
Asian	10%
Multiracial or Other	5%
Special Education	15%
LEP	10%
Free & Reduced Lunch	40%

Teacher Demographic Data (%) Number of teachers: 72	
African-American	20%
White	70%
Latino	4%
Asian	4%
Multiracial or Other	2%
Female	80%
Masters Degree or Higher	56%
Annual Turnover	16%

Inter-visitation Protocol for Reciprocal Peer Mentoring

Reciprocal Peer Mentoring¹ is a teacher-facilitated, non-evaluative classroom visit focusing on the collaborative development of instructional knowledge and skills. As described on page 89 of the Handbook for Professional Learning, this type of mentoring involves each teacher taking turns as host and visitor. During Peer Mentoring, a Host Teacher uses evidence from what students did (i.e., their work, questions, and conversations) to reflect upon his/her practice using the *Framework for Teaching* and identified professional learning goals. The Visiting Teacher uses evidence aligned to the *Framework for Teaching* to confirm the Host Teacher's reflection and/or bring to light additional areas of strength and potential areas for growth.

When to Use this Protocol: This protocol is intended for all teachers interested in supporting one another in reflective teaching practice.

Before the Visit:

The partners meet prior to the lesson in order to establish norms for the visit:

- *Establish Trust and Collegiality:* Teachers should select partners whom they trust in comfortably sharing warm and cool feedback.² They could agree to take turns being the Host and Visiting Teachers. The pair should establish ground rules for giving and receiving feedback (e.g., "our observation data will remain confidential," "we will meet to follow up within 24 hours of the observation").
- *Share Professional Learning Goals:* The teachers share their professional learning goals and the Host Teacher may specify a focus for the visit based on those goals (e.g., a question such as: "How can I better engage all students in learning?"). The "[Specific Considerations for Teachers of Students with Disabilities](#)" and the "[Specific Considerations for Teachers of English Language Learners](#)" can guide teachers in selecting a focus related to better supporting students with disabilities and/or English Language Learners.³

The Visiting Teacher may ask questions prior to his/her visit to the Host Teacher's classroom to gain contextual background and focus his/her observation and feedback such as the following:

- How can I be of help to you?
- What are you working on?
- What background do I need to know coming into your classroom?
- Is there something in particular you would like me to capture low-inference evidence on (e.g., a group of students, a student, and/or response to something you are teaching)?
- What are your objectives and expectations for the lesson?
- What kind of feedback will be most helpful?

During the Visit:

The Visiting Teacher visits the Host Teacher for a full period (or, at minimum, 15 minutes), taking low-inference notes.⁴ These notes will support the Visiting Teacher and Host Teacher to then engage in a collaborative conversation grounded in teaching practice and student work.

¹ Additional suggestions and resources for Peer Mentoring are included in "A Handbook for Professional Learning: Research, Resources, and Strategies for Implementation," pages 94-98.

² "Warm" and "cool" refers to feedback that supports and challenges. For more information, visit <http://www.nsrffharmony.org/protocol/doc/tuning.pdf>

³ These documents can be found in the "Measures of Teacher Practice" section of the *Advance* Intranet page.

⁴ For information and resources on low-inference note-taking, including a note-taking template, please visit Learn LO 467: Introducing Your Staff to the Danielson Components - Module C "Introduction to Taking Low-Inference Notes."

After the Visit:

First, the Visiting Teacher and Host Teacher independently reflect on the visit to plan for a professional conversation that maximizes their time using Part 1 of the optional note taker (see page 4):

- The Visiting Teacher reviews the gathered evidence, and makes connections to components of the *Framework for Teaching* and the Host Teacher's professional learning goal(s).
- The Host Teacher reflects upon his/her practice, analyzing the student work that resulted from the lesson and recalling evidence of student learning during class. The Host Teacher uses his/her professional goal(s) and the *Framework for Teaching* to inform his/her reflections, selecting two to three components to discuss with the Visiting Teacher that highlight areas of strength and areas for growth.

The Host Teacher might prepare for the professional conversation by reflecting on these questions:⁵

- *To what extent did my students and I meet my instructional goals? What evidence helps me to know?*
- *Were there students for whom the work was too difficult or too easy? What evidence helps me to know?*
- *What are the similarities and differences between what I planned and what actually happened?*
- *What changes would I make if I were to teach this lesson again to the same group of students?*
- *Thinking about the results I got, how did I design the lesson in a way that helped yield those results?*
- *Did this lesson reveal any aspects of my practice that would benefit from focused professional development?*

Next, the Host Teacher and Visiting Teacher meet face-to-face to discuss the lesson using Part 2 of the optional note taker (see page 5), and the Host Teacher leads this reflective conversation:

Suggested time: 30-40 minutes

1. The partners jointly prioritize two to three components of the *Framework for Teaching* they would like to discuss based on their earlier independent reflections that most relate to the professional learning goal(s) and the collected evidence. *(2 minutes)*
2. The partners review the collected evidence and make connections to the components selected for discussion with the Host Teacher initiating the conversation. This evidence may include student work samples and/or low-inference notes from the observation (e.g., *a first grade Host Teacher shares, "When [student] Cali said that she thought half a pie and half a cupcake are both a half but are still different sizes, I connected that to the following language in Effective for Component 3c: "active intellectual engagement...with important and challenging content"*). *(15-20 minutes)*
3. The Host Teacher summarizes the evidence discussed including the connections made to selected components, highlighting areas of strength and areas for growth. *(5 minutes)*
4. The Visiting Teacher confirms and/or adds to the Host Teacher's reflection and may suggest new ideas based upon examining the evidence gathered during the visit. *(3-5 minutes)*
5. The partners then brainstorm next steps for the Host Teacher and create a timeline of the actions that will lead to the teacher's identified goals. They also create a plan to monitor the progress and analyze the success of the next steps in positively impacting student learning. The teachers identify any resources that will support the Host Teacher in this work (e.g., *in the next lesson, the teacher is going to plan flexible groupings that she will adjust after an initial assessment of the students' understanding of the planned instructional objective mid-point in the lesson*). *(5-8 minutes)*

⁵ Adapted from Charlotte Danielson's (2009) *Implementing the Framework for Teaching in Enhancing Professional Practice*. ARIS Learn LO 740 provides these questions in the Lesson Self-Reflection Template.

Adapting this Inter-visitation Protocol for Teacher Teams

This protocol can be adapted so that more than one Visiting Teacher can engage in inter-visitation with a Host Teacher. When conducting inter-visitation with teacher teams, in addition to the protocol outlined in the prior pages, consider the following:

- Strategically plan partnerships or small rotating groups. Consider starting out with partners and then expanding to triads and groups of four.
- Assign a teacher to serve as a facilitator of the post-visit conversation with the Visiting Teachers and Host Teacher. The facilitator can help ensure that there is balance between the Host Teacher's reflection and the Visiting Teachers' feedback and reflections.
- When the Host Teacher and Visiting Teachers meet to engage in the post-visit conversation:

Suggested time: 45 minutes (The times on the Optional Note Taker [page 5] correspond to the times in the pair protocol, and teams would need to adjust the times to correspond with the times below.)

1. The facilitator leads the Host Teacher and Visiting Teachers to agree upon two to three components to focus on in their conversation that most relate to the Host Teacher's professional learning goal(s) and the collected evidence. The components should reflect both areas of strength and potential areas for growth for the Host Teacher. *(3 minutes)*
2. The facilitator leads the Host Teacher and Visiting Teachers in reviewing the collected evidence and making connections to the components selected for discussion, with the Host Teacher initiating the conversation. The Visiting Teachers add on, sharing evidence they observed and linking these practices to specific language in the *Framework for Teaching* (e.g., the Visiting Teacher may share, "I saw that you placed two ELLs in the same group with native English speakers so that they could support one another in their home language. I connected that to the language in *Effective for Component 1e* when it says lessons demonstrate "varied use of instructional groups"). *(20 minutes)*
3. The Host Teacher summarizes the evidence discussed including the connections made to selected components, any trends, areas of strength, and areas for growth. *(5 minutes)*
4. The Visiting Teachers confirm and/or add to the Host Teacher's reflections and may suggest new ideas upon examining the evidence gathered during the visit. *(5 minutes)*
5. The Host Teacher identifies next steps for his/her classroom, including a plan to reflect on the impact of the instructional adjustments. *(7 minutes)*
6. The Visiting Teachers share any ideas that emerged in the visit and this conversation that they plan to try in their practice. *(5 minutes)*

Optional Note Taker for After the Visit - March 1, 2017

Context – Ms. Styne’s 7th Grade Social Studies

Ms. Styne is one of six high-performing teachers voluntarily participating in a new schoolwide inter-visitation initiative this year. A teacher leader on your leadership team has been working with teachers to lead regular inter-visitations. Yesterday, the inter-visitation team visited Ms. Styne’s classroom to help her better support her “high needs” class by working on new approaches to differentiation.

This lesson focuses on Ms. Styne’s use of interactive notebook (IN). Each student is responsible for keeping his/ her “IN” up to date. Ms. Styne stamps individual assignments in the notebooks daily and collects them every few weeks for evaluation. She is the only member of the social studies department who uses the IN approach, but the department has been exploring adopting the approach for the upcoming school year.

This Note Taker may be completed by both the Host Teacher and Visiting Teacher(s).

Part 1: Independent Reflection (to complete before the discussion of the lesson)

Plan for a collaborative conversation that maximizes your time:

Relevant evidence from the lesson (refer to low-inference notes and student work)	Connections to the <i>Framework for Teaching</i> components and the Host Teacher’s professional learning goal(s)
<p>T - “Heads up! This is a real crabby day for me today. If anybody talks, I will write your name in my ‘book of transgressions.’</p> <p>S - Several share looks, noticeably sit up straighter. Several students without pencils reach for pencils from their bags, one asks a friend.</p> <p>T - I spent the entire weekend grading your notebooks, and I was thoroughly depressed, seeing what wasn’t there. I’m exhausted and I have no tolerance today. Now, we will have two new programs moving forward from today “instituted by me for you. One is called M.I.N.T., which stands for Mandatory IN Tutoring. It won’t replace an F, but its purpose is to make sure you understand what I need you to do. Students will get points for showing they are trying to improve their learning. Many of you are on the MINT list. If you didn’t fail, it is highly recommend you come and get “voluntary tutoring” to earn some points and help improve your poor score. This will all happen during lunchtime. Yours and mine.</p> <p>T - Otherwise if you don’t come, I’ll make a phone call</p>	<p>Host Teacher Learning Goal is to use history interactive notebook for 3 purposes:</p> <ul style="list-style-type: none"> • Make learning fun with interactive notebook activities • Differentiate for students using scaffolds (graphic organizers, clear directions, student-friendly rubrics aligned to standards), games, art, experiential, and text-based activities. • Address social studies and literacy common core standards in each lesson • Increase student accountability and engagement <p>Danielson 2B – establishing a culture for learning 2C – managing classroom procedures</p>

<p>home: 'Hey, did you know your child is flunking history?' It's halfway through the semester and many of you need to need your grades. This is getting pretty serious. You need to do the most you can do, and I will do what I can to help.</p> <p>S - quiet while teacher speaks</p> <p>T - asks for six volunteers to hand out the IN's.</p> <p>S - Almost everyone raises their hands. There's a tiny bit of chatter while the notebooks are distributed. One student whispers to a neighbor, "I got a D. ... What'd you get?"</p> <p>T - Intervienes: These are for you, not anyone else. It's your own business. I don't want to hear discussion about grades. And those with Ds and Fs, get your parents to sign them. Look in your notebooks. I wrote you notes about what you need to work on to improve your grades. It's simple. If you want the same grade, keep doing what you're doing. If you want to improve, you must do the work, and come to see me for tutoring.</p> <p>S - work quietly in their notebooks for the remainder of class</p> <p>T - calls students one by one to her desk to conference on notebook work until class ends.</p>	<p>3A – communicating with students 3C – engaging students in learning 3D – using assessment in instruction 3E – demonstrating flexibility and responsiveness</p>
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Which two to three components would you like to discuss during the post-visit conversation that most relate to the collected evidence and the professional learning goal(s)?

Are there any questions you'd like to bring to the conversation?

Part 2: Paired or Group Professional Conversation about the Lesson (30-40 minutes)

Which two to three components do all participants agree to focus on during the discussion of the lesson that most relate to the collected evidence and the professional learning goal(s)? (2 minutes)

Review the collected evidence and make connections to the components selected for discussion with the Host Teacher initiating the conversation: (15-20 minutes)

Relevant evidence from the lesson	Connections to the <i>Framework for Teaching</i> components and Host Teacher's focus

Summarize the evidence, including connections made to selected components, highlighting areas of strength and areas for growth [the Host Teacher initiates (5 minutes), the Visiting Teacher(s) confirm or add on (3-5 minutes)]:

Brainstorm next steps that include a clear timeline of the actions that will lead to the Host Teacher's identified goals¹: (3-5 minutes)

How will the Host Teacher monitor progress and analyze the success of these next steps? What resources might he/she need? Who could he/she reach out to for this support? (2-3 minutes)

¹ Teachers may want to use the "Sample Teacher Professional Learning Plan" on page 97 or the "Sample Professional Learning Peer Support" template on page 98 of the Handbook for Professional Learning for planning these next steps.

First Decision

Teacher Leader's Written Account of the Intervisitation Dilemma

I'm concerned about how to lead the post intervisitation observation conversation next week. We are scheduled to meet as a team. Five of us were in the lesson, one was teaching, and one was out that day. I'm not sure what other teachers will think of the lesson, but I was really concerned about the relationships that Ms. Styne has with the students and the ways that she communicates high expectations seem rather harsh and cold. It's clear that she cares about students doing quality work, and she works really hard to create interesting and engaging material for students and that she is trying to differentiate for students. She gives kids lots of options for how they complete interactive notebook assignments. It seems like a really good structure, but I feel like by "amping up the rigor" she is cutting herself off from students. I also know these methods work for her in her honors classes but not for her groups, so I am also concerned about equity issues and how she supports students who she sees as not ready to learn. **How should I approach next week's meeting with the group?**

Dilemma Protocol

Your instructional leadership team has been using dilemma and equity protocols this year to support the instructional leadership capacity of your administrators, coaches, and teacher leaders. Your team has the next 35-40 minutes to support your teacher leader in answering this question. Which of the three dilemma protocols do you think would best allow your team to facilitate a supportive conversation for your team leader bringing this instructional leadership dilemma?

Leveraging each member of the team sitting around the table, you are required to discuss and select one choice below. After you have selected your choice, click "**Confirm.**" Afterward your UELC facilitator will unlock the page for your team to continue through the case.

Option 1: Critical Incidents Protocol

The presenter writes about an incident, with as much detail as she/he can muster. The presenter reads the account and then gives context of professional goals and outcomes s/he is working on that relate to the dilemma. Group members ask clarifying questions to the presenter. Next the presenter sits back from the group, listening and taking notes while the group raises questions about the dilemma. Then the presenter returns to the conversation, shares what s/he learned from listening, and then joins a full group

discussion of the issues in insights gained. The protocol concludes with the group debriefing the process.

Option 2: Peeling the Onion - Defining a Dilemma Protocol

This protocol allows a group to thoughtfully understand the depth of an issue by peeling back the layers of a dilemma one team member is facing. The presenter begins by describing the dilemma or problem and then posing a question to focus the group's responses. The group then asks clarifying questions. Next the presenter sits back from the group, listening and taking notes while the group raises questions about the dilemma. One facilitator moves through group in a structured way through a series of prompts. Then the presenter returns to the conversation and shares what s/he learned from listening. The presenter can then engage the group in a conversation about: Now What: The protocol concludes with the group debriefing the process.

Option 3: Equity Perspectives: Creating Space for Making Meaning on Equity Issues

This protocol allows a group to consider their perspectives and assumptions regarding equity in schools. This is a looser protocol where team members go one by one through 12 equity statements and discussing where they have common agreement and where they see difference in their definition and practice of equity in schools. The protocol concludes with the group debriefing the process.

Second Decision

After participating the protocol, your team must decide together how to advise your team's teacher leader how to best steer the post inter-visitation meeting on Monday with the teacher team, including Ms. Styne.

Leveraging each member of the team sitting around the table, you are required to discuss and select one choice below. After you have selected your choice, click "**Confirm.**" Afterward your UELC facilitator will unlock the page for your team to continue through the case.

Option 1: Cogens - Danielson 3E

Advise the post intervisitation discussion be focused on looking at Danielson 3E: Demonstrating Flexibility and Responsiveness. Relate the discussion to Ms. Styne's goal to use the interactive notebook to differentiate for students. Focus discussion on questions regarding how Ms. Styne invites students into rigorous learning opportunities. Raise questions about student voice and adapting the curriculum for students' individual experiences, interests, and identities. Suggest exploring Dr. Christopher Emdin's work on co-generative conversations.

Option 2: Face Work - Danielson 2A

Advise the post intervisitation discussion be focused on looking at Danielson 2A: Creating an Environment of Respect and Rapport. Relate the discussion to Ms. Styne's goal to use the interactive notebook to increase student engagement and accountability. Focus discussion on questions regarding how Ms. Styne invites students into rigorous. Invite the entire group to consider the idea of "Face Work" where teachers pay attention to their verbal and nonverbal language to create supportive relationships in the classroom. Focus discussion on questions regarding how Ms. Styne invites students into rigorous learning opportunities. Raise questions how teachers in the building show care for students and adapt their behaviors to validate students' individual experiences, interests, and identities.

Option 3: Adaptive Intercultural Competencies - Danielson 3A

Advise the post intervisitation discussion be focused on Danielson 3A: Communicating with Students. Relate the discussion to Ms. Styne's goals to differentiate with scaffolding and to increase student engagement and accountability. Raise questions about the ways that Ms. Styne might tap into students' individual experiences, interests, and identities through adapting the presentation of content and creating more speaking opportunities for students. Suggest observing a teacher who has adaptive intercultural competencies.

Option 1: Cogens - Danielson 3E

Advise the post intervisitation discussion be focused on looking at Danielson 3E: Demonstrating Flexibility and Responsiveness. Relate the discussion to Ms. Styne's goal to use the interactive notebook to differentiate for students. Focus discussion on questions regarding how Ms. Styne invites students into rigorous learning opportunities. Raise questions about student voice and adapting the curriculum for students' individual experiences, interests, and identities. Suggest exploring Dr. Christopher Emdin's work on co-generative conversations.

Dr. Christopher Emdin - "Seven Cs for Effective Teaching" from Educational Leadership - September 2016 | Volume 74 | Number 1 - Excerpt

Co-generative dialogues—or cogens—are structured exchanges in which students and their teacher co-develop strategies for instruction that focus on the students' socioemotional and academic needs. The dialogues enable open communication concerning both the teacher's and students' perspectives on schooling.

Ideally, cogens should take place outside of traditional classroom lessons, such as before school or during lunch. The teacher invites four students who are otherwise not connected to one another to join the group; they may be from different racial or ethnic groups, or they may perform at different academic levels. The point is, they will have different relationships both to the content being taught and to the teacher.

In the classic example of a cogen, a teacher asks four students to meet after school—a student who has high exam grades, another who has failed a few exams, a student who is highly verbal in class, and another who rarely says anything. The teacher thanks the students for coming and tells them that they are part of an advisory group to help the teacher be more effective. The teacher assures the students that their perspectives are valuable and sets down three simple rules: no voice is more important than another, everyone will have equal turns to talk, and all students will create a plan of action together for improving their next class.

Initially, students respond with apprehension about working with unfamiliar students. However, as the teacher encourages them to participate, these students start making suggestions. Before long, they develop strategies for improving the class on the basis of their unique needs and experiences. For example, they may co-create a plan for the teacher to move around the class more often and to spend more time talking with all students rather than a select few.

These discussions foster positive relationships among students and between students and their teacher. Strong relationships foster positive emotions, which create a more

powerful connection to the content. Students will likely take more pleasure in working with the content because they're emotionally connected to it. They will also connect more strongly to the person teaching the content, and to the space where it's taught. By consistently having these discussions, teachers connect with their students in ways that allow for more powerful teaching to happen in the classroom. Further, teachers learn to mold instruction to the needs of all their students.

The role of the administrator is to introduce cogens to teachers, and then model this practice. For instance, a principal can invite teachers to a cogen to discuss how to improve the school's leadership. It is imperative that administrators support teachers as they enact cogens, such as by providing a snack or meal for the teacher and students and by commending students for their participation. By doing so, school administrators create a context that fosters powerful relationships and sets the stage for students to engage with content in an academically rigorous way.

Danielson Framework (2013) 3E - Demonstrating Flexibility & Responsiveness

Distinguished - Level 4

The teacher seizes an opportunity to enhance learning, building on a spontaneous event or students' interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community, the teacher persists in seeking effective approaches for students who need help.

Critical Attributes

- The teacher seizes on a teachable moment to enhance a lesson.
- The teacher conveys to students that she won't consider a lesson "finished" until every student understands and that she has a broad range of approaches to use.
- In reflecting on practice, the teacher can cite others in the school and beyond whom he has contacted for assistance in reaching some students.
- The teacher's adjustments to the lesson, when they are needed, are designed to assist in individual students.

Possible Examples

- The teacher stops a lesson midstream and says, "This activity doesn't seem to be working. Here's another way I'd like you to try it."
- The teacher incorporates the school's upcoming championship game into an explanation of averages.
- The teacher says, "If we have to come back to this tomorrow, we will; it's really important that you understand."

Option 2: Face Work - Danielson 2A

Dr. Judith Pace - The Charged Classroom: Predicaments and Possibilities for Democratic Teaching (2015) Taylor and Francis, Kindle Edition - Excerpt

Erving Goffman's (1967) concept of face-work helps illuminate how teachers manage the charged arena of public communication of academic expectations. Face refers to the social identity desired by the individual in a particular setting. Face-work involves the verbal and nonverbal tactics people use to protect their own, and each other's, social identities, especially when they are threatened by offending situations...

Face-work in the Classroom

Face-work is influenced by context. Classrooms are distinctive cultural spaces and the rules of engagement are different than in other social settings. Cazden (2001) explains that teaching is inherently face-threatening, particularly as it involves controlling students' actions and evaluating them. Students understand that teachers will tell them what to do and assess their performance; however, solidarity, approbation, and tact may matter a great deal for student consent to the teacher's agenda.

Courtney Cazden applies Brown and Levinson's politeness theory to the elementary school classroom and shows that teachers' everyday discourse is filled with linguistic strategies that offset their face-threatening acts. Language that indicates warmth, appreciation, and caring supports positive face. Cazden (2001, pp. 170– 178) describes Latina teachers who use a personalized style called "carino" (p. 171), signaled by terms of endearment, diminutives, and physical affection. Language that suggests choice or minimizes demands is used to save negative face. Cazden refers to her own indirect, hesitant approach with a "difficult" 3rd grader: " 'Greg, um— I've got a job that I'd like to show you, so that you can, um, show, um, uh—' " (p. 166). Research shows that when teachers address face in ways that are congruent with their students' cultural backgrounds, and communicate warmth and respect, children of all ages respond positively (Cazden, 2001).

Scholars doing research at the higher education level argue that teacher skill in supporting desired classroom identities, especially bolstering positive face needs to appear competent and connected with others, has a psychological impact on students (Trees et al., 2009). When receiving feedback on academic performance, face-work helps students focus on academics instead of their bruised student identity. Trees et al. (2009) find that "acceptance of instructional guidance apparently improves when they perceive tactful, affiliative, and competence-focused framing of feedback by their instructors" (Trees et al., 2009, p. 409).

Claude Steele's (1997, 2010) research on stereotype threat experienced by minority students also suggests that face-work has an important psychological impact. Critical feedback "can undermine the student's self-confidence and motivation to succeed" (Cohen et al., 1999, p. 1302). Thus, the teacher is challenged to "provide feedback in a wise manner ... that minimizes stereotype threat" (p. 1303) by recognizing their abilities (approbation) and affirming their belonging (solidarity). Wise feedback explicitly challenges students to meet specified high standards and assures students they can meet them through their efforts.

Danielson Framework (2013) 2A - Creating an Environment of Respect and Rapport

Distinguished - Level 4

Classroom interactions between teacher and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result is an environment where all students feel valued and are comfortable taking intellectual risks.

Critical Attributes

- The teacher demonstrates knowledge and caring about individual students' lives beyond the class and school.
- There is no disrespectful behavior among students.
- When necessary, students respectfully correct one another.
- Students participate without fear of put-downs or ridicule from either the teacher or other students.
- The teacher respects and encourages students' efforts.

Possible Examples

- The teacher inquires about a student's soccer game last weekend (or other extracurricular activities or hobbies).
- Student says "Shhh" to classmates who are talking while the teacher or another student is speaking.
- Students clap enthusiastically for one another's presentations for a job well done.
- The teacher says, "That's an interesting idea, Josh, but you're forgetting..."
- A student questions a classmate, "Didn't you mean ____? And the classmate reflects and responds, "Oh, maybe you're right!"

Option 3: Adaptive Intercultural Competencies - Danielson 3A

Danielson Framework (2013) 3A - Communicating with Students

Distinguished - Level 4

The teacher links the instructional purpose of the lesson to the larger curriculum; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher's explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding and connecting with students' interests. Students contribute to extending the content by explaining concepts to their classmates and suggesting strategies that might be used. The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies, both within the discipline and for more general use. Students contribute to the correct use of academic vocabulary.

Critical Attributes

- If asked, students are able to explain what they are learning and where it fits into the larger curriculum context.
- The teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life.
- The teacher points out possible areas for misunderstanding.
- The teacher invites students to explain the content to their classmates.
- Students suggest other strategies they might use in approaching a challenge or analysis.
- The teacher uses rich language, offering brief vocabulary lesson where appropriate, both for general vocabulary and for the discipline.
- Students use academic language correctly.

Possible Examples

- The teacher says, "Here's a spot where some students have difficulty; be sure to read it carefully."
- The teacher asks a student to explain the task to other students.
- When clarification is about the learning task needed, a student offers it to classmates.
- The teacher, in explaining the westward movement in U.S. history, invites students to consider that historical period from the point of view of Native Peoples.
- The teacher asks, "Who would like to explain this idea to us?"
- A student asks, "Is this another way we could think about analogies?"
- A student explains an academic term to classmates.
- The teacher pauses during an explanation of civil rights movement to remind students that in- as a *in* inequality means "not" and that the prefix un- also means the same thing.

An Intercultural Development Plan (IDP)

Completing the Intercultural Development Inventory® and reviewing your own individual IDI® profile results with an IDI Qualified Administrator provides key insights into how you make sense cultural differences. The next step is to systematically increase your intercultural competence by working through your Intercultural Development Plan™ (IDP). This Plan is specifically *customized to your particular IDI Profile results*. After completing the suggested activities in your IDP, you should again take the IDI to determine your progress in increasing your intercultural competence. Accompanying this new IDI profile report will be another customized and *different* Intercultural Development Plan that can help you further increase your skills in shifting cultural perspective and adapting behavior.

By completing this customized, Individual Development Plan, you will:

- Gain insights concerning intercultural *challenges* you are facing and identify intercultural competence development *goals* that are important for you,
- Gain increased *understanding* of how your Developmental Orientation (and Trailing Orientation(s), if any) impacts how you perceive and respond to cultural differences and commonalities, and
- Identify and *engage* in targeted, developmental learning that increases your intercultural competence in bridging across diverse communities.

Why Have an Intercultural Development Plan?

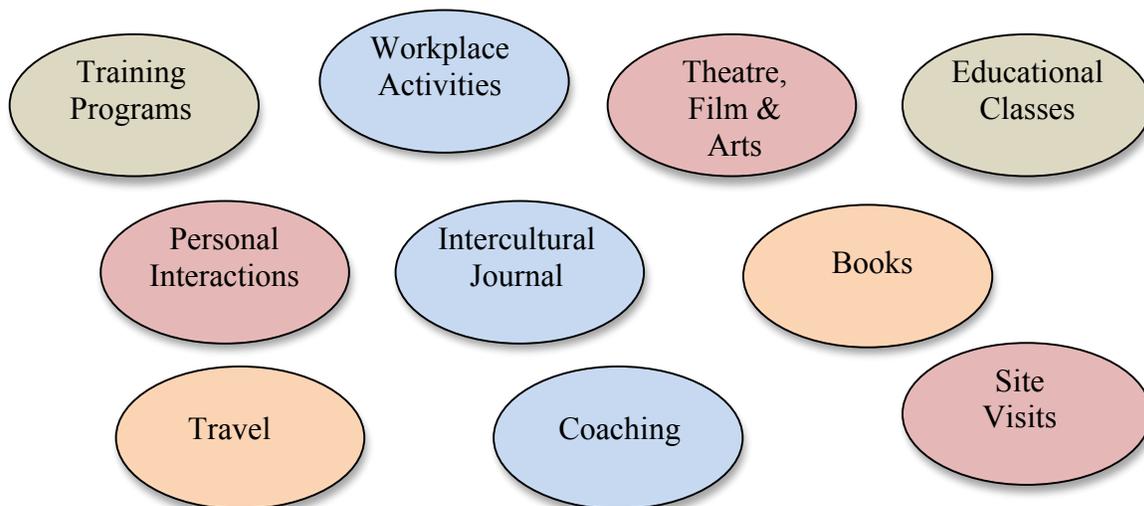
Some of us may believe that as we gain experience in the world, we should be better at communicating and interacting effectively with people who are from different cultures. We may also believe that traveling and living in another country for a period of time automatically results in our developing greater intercultural competence. Unfortunately, these are two common myths regarding the development of intercultural competence. Intercultural competence does not simply happen as a result of being in another culture. For example, assume you are from the United States and you go to Japan live for six months—or even six years! Does this mean that you increased your ability to shift cultural perspective and adapt behavior more effectively as a result of your “Japanese experience”? Not necessarily. You may have lived in and experienced Japan largely from your own, monocultural perspective. You may, for instance, have lived in an area of Japan where people from your own culture predominate and your relationships may have remained largely with people from your own cultural group. Further, your behavior may have changed little even though you were working and living Japan rather than the United States. Under these circumstances, you would likely gain little intercultural competence development.

Making A Commitment

Developing intercultural competence is a *self-reflective, intentional process* focused on understanding patterns of difference and commonality between yourself (and your cultural group) and other culture group's perceptions, values and practices. It is this self-reflective, intentional process that is highlighted in this Intercultural Development Plan. Before working through your Individual Development Plan (IDP), it is important that you have reviewed and understood the Intercultural Development Continuum (the foundational concepts identified in the revised DMIS (Developmental Model of Intercultural Sensitivity). This information may have come from a presentation by a qualified IDI administrator and/or information from our website, www.idiinventory.com. You may also have received information about your "Group IDI Profile" and/or feedback regarding your own individual IDI profile results from an IDI Qualified Administrator.

Concentrated, self-reflective efforts at building your intercultural competence—tailored to your own IDI profile results—can result in movement along the developmental continuum of one or more orientations (e.g., from Minimization to Acceptance and to Adaptation). These efforts can include a wide variety of activities. Below is a list of ten key learning opportunities to consider for your Intercultural Development Plan. Throughout this IDP, look for ways to incorporate some of the suggestions given into one or more of these ten powerful learning arenas.

Ten Key Intercultural Learning Opportunities



- Which of these ten learning opportunities can you do to accomplish your intercultural goals and address your intercultural stress points? Below is a description of these ten learning opportunities to consider as you create your Intercultural Development Plan.



Training
Programs

Training programs: Are there training programs offered by your organization, educational institution or community that focuses on intercultural relations? These programs may include e-learning training on cultural patterns, websites that present solid information on cultural differences, and various programs that review both culture general patterns of difference as well as culture specific dimensions.



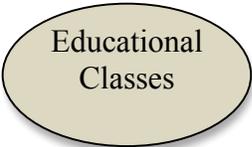
Workplace
Activities

Workplace activities: 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, volunteering on diversity or inclusion committees, and taking on additional work-related responsibilities that involve cultural bridging.



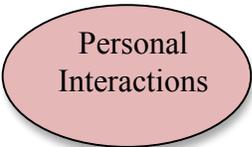
Theatre,
Film &
Arts

Theatre, Film & Arts: Are you able to attend cross-cultural movies, plays and other artistic exhibits and performances? Use the opportunity to attend cross-cultural theatre/film/art events to increase your own cultural self-awareness as well as learn about the cultural perspective found in the theater/film/art work. Such events often hold post event discussions that allow you to explore the concepts presented with others who share your interest.



Educational
Classes

Educational classes: 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.



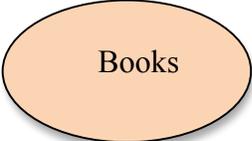
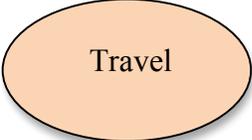
Personal
Interactions

Personal interactions: Could you engage in intentional work-related, personal, social, or community interactions with people from different cultures? This could focus on cross-cultural communication with others in ways that provide insights into how people from other cultures experience the world and more specifically, how their experiences are similar and/or different from your own.



Intercultural
Journal

Intercultural journal: Could you keep an intercultural journal in which you reflect on cultural differences and commonalities you observe in your daily interactions with people from other cultural groups? In what ways do these individuals perceive, value and act that is similar to or different from your own group? You might consider focusing your intercultural journal on "critical incidents"—that is, situations you have observed or been a part of in which cultural differences arose and you and/or others needed to understand those differences and then respond appropriately. You can structure this journal in terms of: who was involved, what happened, what you think were the cultural differences present, how people responded, and the outcome.

	<p>Books: Are there books you would like to read that specifically describe and explain patterns of cultural difference and similarity? Many of these books can be obtained from www.interculturalpress.com. Select books that relate to past, current or future cross-cultural settings you have or will have some experience. These settings can be domestic (within your own country) or international (cultural groups you may be working with who are outside your own country). There are also many novels and fiction books that can provide insights into the history and cultural norms of culturally diverse groups.</p>
	<p>Travel: Are there cross-cultural travel opportunities on the horizon where you can systematically observe and engage cultural diversity? When visiting or traveling for shorter periods of time in other cultures, make efforts to experience how people from that cultural community interact, make decisions, share information, and treat “visitors”.</p>
	<p>Intercultural coaching: Is there an opportunity to contract for IDI Guided Development® coaching? This kind of one-on-one engagement should be done with an IDI Qualified Administrator who also has experience and training in workplace coaching. Reviewing your IDP with a coach can be helpful to your own development.</p>
	<p>Site visits: Are there specific cultural/ethnic site visits that can increase your knowledge about diverse cultural experiences? Visit, for instance various museums and centers in which diverse cultural group experiences are represented. Many countries have National Museums of Art and Culture, within the U.S. you might visit the National Civil Rights Museum or Ellis Island. Make additional efforts to engage a Docent or someone who can be share their expertise with you in order for you to gain a deeper understanding of your site visit.</p>

Remember, however, it is not simply participating in activities or attending cultural events that is important; rather, it is the *intentional reflection on the cultural patterns of commonality and difference* that make up these activities/events that will contribute to your intercultural competence development.

You should plan to spend approximately thirty to fifty hours of concentrated effort at building intercultural competence to achieve a gain of one full orientation (or more) along the Intercultural Development Continuum. While this thirty to fifty hour recommendation is not rigid, it nevertheless provides a guideline for you to determine the time frame you should plan to dedicate to your Intercultural Development Plan.

It is recommended that working on your Intercultural Development Plan should take place over approximately three to nine months, with participation in training or some coaching interaction that can range from weekly interaction to once-a-month programs or dialogues. To initiate this process, the information in this Intercultural Development Plan is an important first step.

The following five-step process will help guide you through your Intercultural Development Plan (IDP):

- Review your IDI Individual Profile results
- Describe your intercultural background in terms of your IDI Profile results
- Analyze developmental goals and progress indicators
- Identify those intercultural stress points that are barriers to your goal attainment
- Create your Intercultural Development Plan (IDP)

Each of these five steps is explained in greater detail in the following sections with sample activities for each step.

Developing intercultural competence is a core capability in the 21st century and involves cultural self-awareness, understanding the experiences of people from diverse communities, and the capability to adapt one's mindset and behavior to bridge across differences.

Mitchell R. Hammer, 2011

Preparing an Intercultural Development Plan: Step 1—Review Your IDI Individual Profile Results

As a first step, review the results from your individual IDI profile. Take some time to answer the following questions. Some of these questions you may have already discussed with an IDI Qualified Administrator; if so, then you can move more quickly through these questions.

- 1.1 What are your overall Developmental Orientation and Perceived Orientation? Check your orientation in each column.

Developmental Orientation

- Denial
- Polarization
(Defense/Reversal)
- Minimization
- Acceptance
- Adaptation

Perceived Orientation

- Denial
- Polarization
(Defense/Reversal)
- Minimization
- Acceptance
- Adaptation

- 1.2 Is there an Orientation Gap between your Developmental Orientation and your Perceived Orientation indicated in your IDI profile? What does this mean in terms of your own sense of how capable you are in shifting cultural perspective and appropriately adapting behavior around cultural differences and commonalities?
- 1.3 Do you have any Trailing Orientations? If so, what are they? What impact do you feel these Trailing Orientations have in terms of “holding you back” from more effectively dealing with cultural differences and commonalities?
- 1.4 What is your Leading Orientation? As you design your Intercultural Development Plan, your Developmental Orientation and your Leading Orientation are the Orientations on which your development planning should focus.

Preparing an Intercultural Development Plan: Step 2—Your Intercultural Background & IDI Profile Results

Surprisingly, people often have not thought much about the experiences they have had—or not had—around cultural differences and commonalities. For some of us, we may have had quite varied and extensive living and working experiences in different countries yet have not reflected much on those experiences. For others of us, we may think we have had little “cross-cultural” experience when in fact we may have had significant cultural influences on how we live our lives and the goals we set for our work teams and ourselves.

2.1 Take a moment to reflect on your experiences with culturally diverse groups.

- When did you first become aware of cultural groups that were different from your own?
- What kinds of experiences have you had with people from different cultural communities?
- What has been challenging and what has been rewarding in interacting with people from different cultures?

2.2 Listed below are 12 primary dimensions of diversity. Put a check mark by the three diversity dimensions that have most influenced your views of cultural commonalities and differences?

Diversity Dimension	Check (✓) your Top Three Diversity Dimensions
Gender	_____
Nationality	_____
Race/Ethnicity	_____
Age	_____
Family background	_____
Abilities/disabilities	_____
Religion	_____
Educational background	_____
Home/geographic “roots”	_____
Sexual orientation	_____
Socio-economic status	_____
Work experience	_____

2.3 How have your top three diversity dimensions influenced (1) your perspective toward cultural similarities and differences, and (2) your work practices? If this is difficult, you may wish to return to this question later in the process.

2.4 In what ways might your experiences with people from your own nationality/ethnic group and with people from different countries and ethnicities have influenced:

- Your perceptions about what you find challenging in working with people from difference cultures?
- Your Developmental Orientation identified in your IDI individual profile?

Preparing an Intercultural Development Plan: Step 3—Analyze Developmental Goals & Progress Indicators

The third step is to identify key goals and progress indicators important to you. These goals should focus on what you would like to achieve when cultural differences and commonalities are present and need to be successfully navigated. The progress indicators are how you will know you are achieving your goals.

Review your responses to the contexting questions in your individual IDI profile in identifying your goals.

- 3.1 Identify 3-5 goals and their progress indicators that you are willing to commit to achieving in the immediate future. Make sure these goals are important to you and are directly related to increasing your ability to effectively navigate cross-cultural differences and commonalities.

Write out each goal and progress indicator in the following format:

I would like to I will know I have made progress on this goal when

Here are two examples of different goal/progress indicator statements:

*Goal #1: **I would like to** more deeply understand how my own cultural community has influenced some of my core beliefs and values.*

*Progress Indicator #1: **I will know I have made progress on this goal when** I can better explain my own views and values in cultural terms to people from my own cultural community and to people from diverse groups.*

*Goal #2: **I would like to** increase my leadership in my organization around diversity and inclusion efforts.*

*Progress Indicator #2: **I will know I have made progress on this goal when** I volunteer and become a member of the Diversity and Inclusion Committee, when I insure each of our monthly work meetings includes an agenda item related to our team's progress in meeting diversity and inclusion goals, and when I engage in conversations about cultural differences with people from my own cultural group and other cultural communities.*

Preparing an Intercultural Development Plan: Step 4—Identify Intercultural Stress Points

The next step is to identify those work-related, personal, social or community challenges or situations you are facing or will be facing in which cultural differences and commonalities “make a difference”. These challenges or situations should be related to your goals to be more interculturally successful that you identified in step 3.

One way to think about these situations is to think of them as *intercultural stress points* where you are challenged to be more effective around cultural differences. For example, some people find situations in the workplace that revolves around how to handle disagreements or conflicts when the other party is from a cultural community different from their own to be challenging. Another situation might involve how to more effectively interview diverse talent for your organization. A third situation may involve how to more effectively manage classroom learning when students are from multiple cultural backgrounds. As you think about these situations, you might find it useful to refer back to your responses to the contexting questions in your individual IDI profile.

- 4.1 Identify 3-5 intercultural stress points that you find challenging in effectively responding to cultural differences. These intercultural stress points should describe situations you face that you believe interfere with your effectively accomplishing the goals you identified earlier in Step 3 of this IDP.
- 4.2 How do these stress points act as barriers to you being as effective as you'd like to be? Consider factors over which you have some control and the removal of which would enhance your capability in navigating cultural differences and commonalities.

Preparing an Intercultural Development Plan: Step 5—Create Your Intercultural Development Plan

This section highlights questions, activities, and opportunities for intercultural development related to *your specific Developmental Orientation and Leading Orientation*. Not every suggestion may be useful to you. Review the various suggestions and select those you feel would be most beneficial to increasing your understanding of cultural differences and commonalities and helping you more effectively adapt to observed differences.

The first set of suggestions is related to your primary Developmental Orientation while the second set of suggestions focuses on your Leading Orientation. You should review these suggestions in the order presented, first working through suggestions related to your Developmental Orientation and then moving to activities related to your Leading Orientation.

The suggestions are organized into three main developmental categories:

- ? This symbol refers to a learning suggestion that involves reflection on past, current or future perceptions, values, and behaviors.
-  This symbol identifies a topic that is suited for writing your thoughts and observations in an intercultural journal.
-  This symbol refers to an activity in which you do something that is beneficial in building your intercultural competence.

When selecting some of the suggestions provided, *we encourage you to select those recommendations that you feel would be most helpful and applicable to you, your goals and the situations (intercultural stress points) you identified earlier in the developmental plan*. This will best support your intercultural competence development. Your IDI® development journey is now underway. Aldous Huxley, after he returned from his first overseas exploration, said:

So the journey is over and I am back again, richer by much experience and poorer by many exploded convictions, many perished certainties . . . I set out on my travels knowing or thinking I knew, how [people] should live, how be governed, how educated, what they should believe. I had my views on every activity of life. Now, on my return, I find myself without any of these pleasing certainties . . . When one is traveling, convictions are mislaid as easily as spectacles, but unlike spectacles, they are not easily replaced.

Quoted in J. Wurzel, 2004, *Toward Multiculturalism*, p. 7