
Book Study Guide

The Culturally Proficient School: An Implementation Guide for School Leaders

Second Edition

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Chapter 1 Culture Frames Achievement Gaps

Content Questions to Consider

- In what ways do you describe achievement gaps?
- What documented achievement gaps have been identified in your school?
- What do you understand the purpose of this book to be?

Personal Reaction Questions to Consider

- What is your reaction to the intent of this book?
- What is your reaction to examining and discussing access and achievement gaps in your school?

Chapter 2 The Importance of Culturally Proficient Leadership

Content Questions to Consider

- In what ways is Maple View similar to and different from your school or district?
- What did you learn about yourself from the Receptivity Scale?

Personal Reaction Questions to Consider

- What is your reaction to the Receptivity Scale?
- In what ways does the Scale affirm or inform how you view yourself?
- What is your reaction, personally or professionally, as you become acquainted with the Tools?
- What more do you want to know/learn about Cultural Proficiency?

Chapter 3 Overcoming Self-Imposed Barriers to Moral Leadership

Content Questions to Consider

- Describe resistance to change and unawareness of the need to adapt as Barriers to Cultural Proficiency.
- Describe entitlement and privilege as functions of systemic oppression.
- In what ways are self-determination and personal responsibility intended to mitigate the effects of systemic oppression?
- Differentiate among transactional, transformational, and transformative leadership.
- What new insights do you have to the Barriers?

Personal Reaction Questions to Consider

- What are your reactions or feeling about the concepts of entitlement and privilege?
- In what ways did the chapter add to your knowledge and understanding of systemic oppression?

Chapter 4 Cultural Proficiency in Practice: The Guiding Principles

Content Questions to Consider

- What are the Guiding Principles of Cultural Proficiency?
- In what ways are the Guiding Principles of importance to educators?
- In what ways are the Guiding Principles important to schools and school districts?
- What new insights do you have to the Guiding Principles?

Personal Reaction Questions to Consider

- In what ways are the core values expressed in the Guiding Principles consistent with how you view yourself as an educator?
- In what ways does this chapter contribute to your knowledge of your values and assumptions about people who are culturally different from you?
- In what ways are the core values consistent with how you view your school?

**Chapter 5 The Cultural Proficiency Continuum:
Changing the Conversation*****Content Questions to Consider***

- In what ways is your understanding of the Continuum deepened after reading the chapter?
- Where do you see yourself at different points of the Continuum, depending on which cultural group you are considering? Why do you think the differences exist for you?

Personal Reaction Questions to Consider

- What reactions do you have to the Continuum? How might colleagues and members of the community view your placement along the Continuum? How do you react to the prospect of having such information?
- What are two or three goals you might want to set for learning about cultures in the community served by your school?

**Chapter 6 The Essential Elements as Standards for
Leadership Behavior*****Content Questions to Consider***

- Name the five Essential Elements.
- Describe the manner in which the Essential Elements are informed and supported by the Guiding Principles.
- In what ways do the Essential Elements serve as standards for personal and professional behavior?
- In what ways do the Essential Elements serve as standards for organizational policy and practice?
- How might the Essential Elements be useful for you and your school?

Personal Reaction Questions to Consider

- In what ways is Cultural Proficiency a *journey*?
- How might the Tools of Cultural Proficiency increase your effectiveness? What might be next steps for you?

Chapter 7 Conversation: A Skill for the Culturally Proficient Leader***Content Questions to Consider***

- Name Senge's four modes of conversation.
- Describe instances of each mode of conversation being present in your school in the recent past.
- In what ways do modes of conversation support educators' personal Cultural Proficiency journey?
- In what ways do modes of conversation support schools' Cultural Proficiency journey?

Personal Reaction Question to Consider

- What were your thoughts and reactions about the material in this chapter? In what ways do your reactions inform your future communication choices?
- In what ways can you and your school use the information from this chapter?

Chapter 8 Leading in a Culture of Learning and Transformative Change***Content Questions to Consider***

- Describe the purpose and use of the lab protocol.
- In what ways does the lab protocol support your Cultural Proficiency *journey*?
- Describe how the process in the lab protocol supports thinking and behavior intent on transformative school change.

Personal Reaction Question to Consider

- How do you react to the prospect of being a transformative leader in addition to a transactional and transformational leader?
- What are the indicators that you are willing and able to display the moral bearing required of moral, transformative leaders?