

Book	Authors	Focus and Essential Questions
<p><b><i>Cultural Proficiency: A Manual for School Leaders, 3rd Ed., 2009</i></b></p>	<p>Randall B. Lindsey</p> <p>Kikanza Nuri Robins</p> <p>Raymond D. Terrell</p>	<p>This book is an introduction to Cultural Proficiency. The book provides readers with extended discussion of each of the tools and the historical framework for diversity work.</p> <ul style="list-style-type: none"> <li>• What is Cultural Proficiency? How does Cultural Proficiency differ from other responses to diversity?</li> <li>• In what ways do I incorporate the Tools of Cultural Proficiency into my practice?</li> <li>• How do I use the resources and activities to support professional development?</li> <li>• How do I identify barriers to student learning?</li> <li>• How do the Guiding Principles and Essential Elements support better education for students?</li> <li>• What does the “inside-out” process mean for me as an educator?</li> <li>• How do I foster challenging conversations with colleagues?</li> <li>• How do I extend my own learning?</li> </ul>
<p><b><i>Culturally Proficient Instruction: A Guide for People Who Teach, 3rd Ed., 2012</i></b></p>	<p>Kikanza Nuri Robins</p> <p>Randall B. Lindsey</p> <p>Delores B. Lindsey</p> <p>Raymond D. Terrell</p>	<p>This book focuses on the five Essential Elements and can be helpful to anyone in an instructional role. This book can be used as a workbook for a study group.</p> <ul style="list-style-type: none"> <li>• What does it mean to be a culturally proficient instructor?</li> <li>• How do I incorporate Cultural Proficiency into a school’s learning community processes?</li> <li>• How do we move from “mind set” or “mental model” to a set of practices in our school?</li> <li>• How does my “cultural story” support being effective as an educator with my students?</li> <li>• In what ways might we apply the Maple View Story to our learning community?</li> <li>• In what ways can I integrate the Guiding Principles of Cultural Proficiency with my own values about learning and learners?</li> <li>• In what ways do the Essential Elements as standards inform and support our work with the Common Core State Standards?</li> <li>• How do I foster challenging conversations with colleagues?</li> <li>• How do I extend my own learning?</li> </ul>

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<b><i>The Culturally Proficient School: An Implementation Guide for School Leaders, 2nd Ed., 2013</i></b>	Randall B. Lindsey  Laraine M. Roberts  Franklin CampbellJones	This book guides the reader to examine their school as a cultural organization and to design and implement approaches to dialogue and inquiry. <ul style="list-style-type: none"> <li>• In what ways do “Cultural Proficiency” and “school leadership” help me close achievement gaps?</li> <li>• What are the communication skills I need master to support my colleagues when focusing on achievement gap topics?</li> <li>• How do “transactional” and “transformational” changes differ and inform closing achievement gaps in my school/district?</li> <li>• How do I foster challenging conversations with colleagues?</li> <li>• How do I extend my own learning?</li> </ul>
<b><i>Culturally Proficient Coaching: Supporting Educators to Create Equitable Schools, 2007</i></b>	Delores B. Lindsey  Richard S. Martinez  Randall B. Lindsey	This book aligns the Essential Elements with Costa and Garmston’s Cognitive Coaching model. The book provides coaches, teachers, and administrators a personal guidebook with protocols and maps for conducting conversations that shift thinking in support of all students achieving at levels higher than ever before. <ul style="list-style-type: none"> <li>• What are the coaching skills I need in working with diverse student populations?</li> <li>• In what ways do the Tools of Cultural Proficiency and Cognitive Coaching’s States of Mind support my addressing achievement issues in my school?</li> <li>• How do I foster challenging conversations with colleagues?</li> <li>• How do I extend my own learning?</li> </ul>
<b><i>Culturally Proficient Inquiry: A Lens for Identifying and Examining Educational Gaps, 2008</i></b>	Randall B. Lindsey  Stephanie M. Graham	This book uses protocols for gathering and analyzing student achievement and access data. Rubrics for gathering and analyzing data about educator practices are also presented. A CD accompanies the book for easy downloading and use of the data protocols. <ul style="list-style-type: none"> <li>• How do we move from the “will” to educate all children to actually developing our “skills” and doing so?</li> </ul>

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	R. Chris Westphal, Jr.  Cynthia L. Jew	<ul style="list-style-type: none"> <li>• In what ways do we use the various forms of student achievement data to inform educator practice?</li> <li>• In what ways do we use access data (e.g., suspensions, absences, enrollment in special education or gifted classes) to inform school wide practices?</li> <li>• How do we use the four rubrics to inform educator professional development?</li> <li>• How do I foster challenging conversations with colleagues?</li> <li>• How do I extend my own learning?</li> </ul>
<b><i>Culturally Proficient Leadership: The Personal Journey Begins Within, 2009</i></b>	Raymond D. Terrell  Randall B. Lindsey	<p>This book guides the reader through the development of a cultural autobiography as a means to becoming an increasingly effective leader in our diverse society. The book is an effective tool for use by leadership teams.</p> <ul style="list-style-type: none"> <li>• How did I develop my attitudes about others' cultures?</li> <li>• When I engage in intentional cross-cultural communication, how can I use those experiences to heighten my effectiveness?</li> <li>• In what ways can I grow into being a culturally proficient leader?</li> <li>• How do I foster challenging conversations with colleagues?</li> <li>• How do I extend my own learning?</li> </ul>
<b><i>Culturally Proficient Learning Communities: Confronting Inequity Through Collaborative Curiosity, 2009</i></b>	Delores B. Lindsey  Linda D. Jungwirth  Jarvis V.N.C. Pahl  Randall B. Lindsey	<p>This book provides readers a lens through which to examine the purpose, the intentions, and the progress of learning communities to which they belong, or wish to develop. School and district leaders are provided protocols, activities, and rubrics to engage in actions focused on the intersection of race, ethnicity, gender, social class, sexual ableness with the disparities in student achievement.</p> <ul style="list-style-type: none"> <li>• What is necessary for a learning community to become a "culturally proficient learning community?"</li> <li>• What is organizational culture and how do I describe my school's culture in support of equity and access?</li> <li>• What are "curiosity," and "collaborative curiosity" and how do I foster them at my school/district?</li> </ul>

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		<ul style="list-style-type: none"> <li>• How will “breakthrough questions” enhance my work as a learning community member and leader?</li> <li>• How do I foster challenging conversations with colleagues?</li> <li>• How do I extend my own learning?</li> </ul>
<p><b><i>The Cultural Proficiency Journey: Moving Beyond Ethical Barriers Toward Profound School Change, 2010</i></b></p>	<p>Franklin CampbellJones Brenda CampbellJones Randall B. Lindsey</p>	<p>This book explores Cultural Proficiency as an ethical construct. It makes transparent the connection between values, assumptions, and beliefs, and observable behavior, making change possible and sustainable. The book is appropriate for book study teams.</p> <ul style="list-style-type: none"> <li>• In what ways does “moral consciousness” inform and support my role as an educator?</li> <li>• How does a school’s “core values” become reflected in assumptions held about students?</li> <li>• What steps do I take to ensure that my school and I understand any low expectations we might have?</li> <li>• How do we recognize that our low expectations serve as ethical barriers?</li> <li>• How do I foster challenging conversations with colleagues?</li> <li>• How do I extend my own learning?</li> </ul>
<p><b><i>Culturally Proficient Education: An Assets-based Response to Conditions of Poverty, 2010</i></b></p>	<p>Randall B. Lindsey Michelle S. Karns Keith Myatt</p>	<p>This book is written for educators to learn how to identify and develop the strengths of students from low-income backgrounds. It is an effective learning community resource to promote reflection and dialogue.</p> <ul style="list-style-type: none"> <li>• What are “assets” that students bring to school?</li> <li>• How do we operate from an “assets-based” perspective?</li> <li>• What are my and my school’s expectations about students from low income and impoverished backgrounds?</li> <li>• How do I foster challenging conversations with colleagues?</li> <li>• How do I extend my own learning?</li> </ul>

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<b><i>Culturally Proficient Collaboration: Use and Misuse of School Counselors, 2011</i></b>	Diana L. Stephens  Randall B. Lindsey	<p>This book uses the lens of Cultural Proficiency to frame the American Association of School Counselor's performance standards and Education Trust's Transforming School Counseling Initiative as means for addressing issues of access and equity in schools in collaborative school leadership teams.</p> <ul style="list-style-type: none"> <li>• How do counselors fit into achievement-related conversations with administrators and teachers?</li> <li>• What is the "new role" for counselors?</li> <li>• How does this "new role" differ from existing views of school counselor?</li> <li>• What is the role of site administrators in this new role of school counselor?</li> <li>• How do I foster challenging conversations with colleagues?</li> <li>• How do I extend my own learning?</li> </ul>
<b><i>A Culturally Proficient Society Begins in School: Leadership for Equity, 2011</i></b>	Carmella S. Franco  Maria G. Ott  Darline P. Robles	<p>This book frames the life stories of three superintendents through the lens of Cultural Proficiency. The reader is provided the opportunity to design or modify his or her own leadership for equity plan.</p> <ul style="list-style-type: none"> <li>• In what ways is the role of school superintendent related to equity issues?</li> <li>• Why is this topic important to me as a superintendent or aspiring superintendent?</li> <li>• What are the leadership characteristics of a Culturally Proficient school superintendent?</li> <li>• How do I foster challenging conversations with colleagues?</li> <li>• How do I extend my own learning?</li> </ul>
<b><i>The Best of Corwin: Equity, 2012</i></b>	Randall B. Lindsey, Ed.	<p>This edited book provides a range of perspectives of published chapters from prominent authors on topics of equity, access, and diversity. It is designed for use by school study groups.</p> <ul style="list-style-type: none"> <li>• In what ways do these readings support our professional learning?</li> <li>• How might I use these readings to engage others in learning conversations to support all students learning and all educators educating all students?</li> </ul>

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<p><b><i>Culturally Proficient Practice: Supporting Educators of English Learning Students, 2012</i></b></p>	<p>Reyes L. Quezada</p> <p>Delores B. Lindsey</p> <p>Randall B. Lindsey</p>	<p>This book guides readers to apply the five Essential Elements of Cultural Competence to their individual practice and their school's approaches to equity. The book works well for school study groups.</p> <ul style="list-style-type: none"> <li>• In what ways do I foster support for the education of English learning students?</li> <li>• How can I use action research strategies to inform my practice with English learning students?</li> <li>• In what ways might this book support all educators in our district/school?</li> <li>• How do I foster challenging conversations with colleagues?</li> <li>• How do I extend my own learning?</li> </ul>
<p><b><i>A Culturally Proficient Response to LGBT Communities, 2013</i></b></p>	<p>Randall B. Lindsey</p> <p>Richard Diaz</p> <p>Kikanza Nuri Robins</p> <p>Raymond D. Terrell</p> <p>Delores B. Lindsey</p>	<p>This book guides the reader to understand sexual orientation in a way that provides for the educational needs of all students. The reader explores values, behaviors, policies, and practices that impact lesbian, gay, bisexual, and transgender (LGBT) students, educators, and parents/guardians.</p> <ul style="list-style-type: none"> <li>• How do I foster support for LGBT colleagues, students, and parents/guardians?</li> <li>• In what ways does our school represent a value for LGBT members?</li> <li>• How can I create a safe environment for all students to learn?</li> <li>• To what extent is my school an environment where it is safe for the adults to be open about their sexual orientation?</li> <li>• How do I reconcile my attitudes toward religion and sexuality with my responsibilities as a PK–12 educator?</li> <li>• How do I foster challenging conversations with colleagues?</li> <li>• How do I extend my own learning?</li> </ul>