Table of Contents

| Foreword Gail L. Thompson | xi |
|--|------|
| Acknowledgments | xiii |
| Publisher's Acknowledgments | xv |
| About the Authors | xvii |
| Introduction | 1 |
| PART I—COMMITMENT TO EQUITY, TRANSFORMATIVE CHANGE, AND IMPLEMENTATION | 7 |
| 1. Common Core and Cultural Proficiency: A Commitment Toward Equity | 10 |
| 2. History and Hope for Changing Schools | 22 |
| 3. The Tools of Cultural Proficiency | 35 |
| 4. Promise of the Common Core | 54 |
| 5. Leadership and the Common Core | 68 |
| 6. From Stuckness to Implementation (or From Yikes! to YES!) | 89 |
| PART II—CULTURALLY PROFICIENT PROFESSIONAL LEARNING | 111 |
| 7. Assessing Cultural Knowledge: Collecting, Analyzing, and Using Data to Guide Decisions | 112 |
| 8. Valuing Diversity: Developing Skillful Leaders to Create Support Systems for Professional Learning | 121 |
| 9. Managing the Dynamics of Diversity: Creating and Sustaining Learning Communities | 133 |

| 10. Adapting to Diversity: Applying Evidence-Based Approaches to Actively Engage Educators in Improving Practice | 144 |
|---|-----|
| 11. Institutionalizing Cultural Knowledge: Applying and Connecting a Commitment Toward Common Outcomes for All Students | 157 |
| PART III—MOVE TO ACTION | 173 |
| 12. Ensuring a Culturally Proficient Professional Learning Plan | 175 |
| Resources | |
| Resource A—Book Study Guide | 185 |
| Resource B—Cultural Proficiency Books' Essential Questions | 192 |
| References | 200 |
| Index | 207 |