Knowledge Base

Caring
The literature on caring and its importance to healthy development is extensive (Beck, 1992; Chaskin & Rauner, 1995; Mayeroff, 1971; Noddings, 1984, 1992, 2002). Caring is defined as both a practice and a perspective. Rauner (2000), blending theory and practice, defines caring as "an interactive process involving attentiveness, responsiveness, and competence" (p. 7). From her perspective, caring is seen as "a context for healthy development, one that promotes social connections, creates possibilities for students, and leads to positive outcomes" (as cited in Cassidy & Bates, 2005, p. 68). Additionally, Mayeroff (1971) states that caring is both responsible and responsive, and Cassidy and Bates (2005) conclude that caring is a "powerful catalyst for positive social, emotional and academic development" (p. 68).

Caring in education. Good teachers care, and good teaching is inextricably linked to specific acts of caring (Rogers & Webb, 1991, p.174) It is widely acknowledged and believed that caring is an essential part of good teaching, counseling and leadership, and the development of an ethic of care is an integral part of teacher, school counselor and organizational leadership, higher education programs and pre-service fieldwork experiences (Goldstein & Lake, 2000). In working with education pre-service candidates, it is essential to keep in mind "the importance of developing a caring and nurturing perspective. The latter asserts that mastery of content should be secondary to facilitating healthy intrapersonal development as part of learning" (Weston & Amundsen, 1999).

When caring is defined by educators, it is often rooted in the work of Noddings (1984) and Gilligan (1982). They both assert that "caring involves the establishment of meaningful relationships, the ability to sustain connections, and the commitment to respond to others with sensitivity and flexibility" (as cited in Goldstein & Lake, 2000, p. 862). Furthermore, practice in teaching should be practice in caring .... there is an attitude to be sustained and enhanced as well as a set of skills to be learned (Noddings, 1986, p. 504). Additionally, Rogers and Webb (as cited in Goldstein & Lake, 2000) apply the concept of caring to classroom teaching, suggesting that it includes "encouraging dialogue, exhibiting sensitivity to students' needs and interests, and providing engaging, rich and meaningful materials and activities ... [along with] other responsive pedagogical strategies" (p. 862). Rogers and Webb (1991) further state that "our knowledge of caring is tacit; it is implicit in action. In other words, although we have difficulty defining it, we know it when we see it" (p. 177). Finally, Goldstein (1998) defines caring as more than an affective concept, believing that it is also an "intellectual act that has deeply ethical, philosophical and experimental roots" (p. 245). She further asserts that caring "cannot be divorced from thought and is both an emotional and an intellectual act; caring is a deliberate moral and intellectual stance rather than simply a feeling" (p. 259).

Noddings (1984) states: "The primary aim of every educational institution and every educational effort must be the maintenance and enhancement of caring ... [this] establishes a lens through which all practices and possible practices are examined" (p. 172-3). "I have argued that education should be organized around themes of care rather than traditional disciplines. All students should emerge in a general education that guides them in caring for self, intimate others, global others, plants, animals and the environment, the human-made world and ideas. Such an aim doesn't work against intellectual development or academic achievement. On the
contrary, it supplies a firm foundation for both” (Noddings, 1995a, p. 679).

According to Noddings (1984), caring involves "desire, motivation and inclination ... a regard for [others'] views and interests" (p. 9). In other words, it is a fundamentally relational activity. There are four components that are integral for the caring model. Modeling, whereby students are "shown how to care by teachers, parents and other adults acting as caregivers" (Noddings, 1992, p. 22), is the first component in the ethic of caring, and it plays a crucial role in educating from the caring perspective. When students observe caregivers modeling appropriate and effective caring for others, they are encouraged to begin acting as caregivers themselves (Noddings, 1995, p. 140). Dialogue, the second component, can be defined as "a joint quest for understanding, insight, appreciation, or empathy ... a genuine interest ... in what the cared-for thinks, feels and does" (pp. 140-141). Both Friere (1970) and Noddings (1992) define dialogue as open-ended, with no predetermined outcome or decision. The process of continuing dialogue adds to our knowledge of ourselves and others, guiding our responses. Practice, the third component in the ethic of caring, emphasizes the "importance of the active, engaged, experiential quality of caring and learning how to care" (as cited in Noddings, 1992, pp. 23-24). In the educational environment, we can provide opportunities for students to "gain skills in caregiving and, more important, to develop the characteristic attitudes of caregivers" (p. 24). Buber (1965) defined confirmation, the fourth component of education from a care perspective, as "an act of affirming and encouraging the best in others" (in Noddings, 1992, p. 25), thereby encouraging the "development of the cared-for's better self" (p. 25). Trust and continuity of relationship are intrinsic parts of the confirmation process. Further, such relational competence, as described by Jordan (1999), involves the ability to positively affect someone in the emotional, cognitive, and behavioral realm. This kind of competence is based on a "mutuality that involves caring and learning, where empathy expands for both self and others" (p. 3). Jevne (1991) suggests that caring relationships are central to the presence of a hopeful outlook. At this turbulent time in history, children need to feel hopeful about their futures, and caring teachers, counselors and administrators are often the only source of hope for children from troubled homes. Caring is shown when adults model a hopeful outlook for children. "Hopeful people are somehow connected to other people and things that they care about. They are bonded to and care about others” (p. 152).

Tappan (1998), who has written extensively about the work of Lev Vygotsky, suggests that Vygotsky's sociocultural psychology represents "a form of caring pedagogy, and that the values of care, concern, and responsiveness in relationships that Noddings identified as central to a care perspective are also part and parcel of Vygotsky's approach" (p. 31). At it's core, Vygotsky's sociocultural psychology "advocates a caring, relational, dialogical process as the key to good learning" (p. 32). Tappan concludes that "caring, like all forms of higher mental functioning, is mediated by words, language and forms of discourse. Internalization occurs, therefore, as semiotically and linguistically mediated caring actions and relationships between persons become caring actions that the child can perform on his or her own" (p. 33). Additionally, Vygotsky's theory emphasizes the role of modeling as a key component of how children learn. Teachers, counselors, administrators and even older children can and should model the ethic of caring. "Good example still remains the best pedagogic method ... the methodological teaching of the curriculum is at most only half the meaning of school. The other half is the real psychological education made possible through the personality of the teacher. This education
means guiding the child into the larger world." (*Jung*, as cited in Hart, 2001).

**Caring in Higher Education.** Caring has been identified as a vital component of higher education. Lowman (1994) says that the university classroom is a "highly emotional interpersonal arena" (p. 213) where emotional reactions influence not only how much students learn, but how they feel about learning. Interpersonal connection, whose two components, interpersonal concern and motivation, are strongly related to caring, is essential to the development of "warm, caring relationships" (p. 213) between teachers and students that lead to student success. If caring is central to teaching, then it follows that teacher educators must care about future teachers, treat them in caring ways, and teach them, as future educators, to nurture the development of caring children and adults. When caring is at the heart of [higher] education, students bond socially as well as intellectually, gaining knowledge and then using it in humane ways (Boyer, 1990). Thus, teaching is not just a cognitive activity, but an emotional one as well. Excellent educators work with teacher candidates in the physical, cognitive, and psychosocial domains, always keeping in mind that learners are holistic beings in need of care of the total self. At its best, excellent teaching engages learners through connections of the mind, body, and soul. It is ironic that teachers and educational researchers define good teachers in terms of positive personal characteristics like caring, empathy and interpersonal relationship skills while policymakers define good teachers through student assessments and high stakes standardized testing.

**Caring and social justice in the educational arena.** Issues of social justice are an integral part of a pedagogy of caring. Doyle and Doyle (2003) describe five critical activities needed for teaching about and modeling caring: establishing powerful policies for equity, empowering groups through shared authority and decision making, cooperative learning, attending to students’ psychological and social well-being, and thinking, planning and implementing how students are involved in caring for others (p. 259-261). A caring classroom meets students' needs for success; belonging, dignity and respect; power, structure. and positivism; and recognition, attention, and emotional safety (Bluestein, 2000). Goldstein (1998) believes that caring is also an "intellectual act that has deeply ethical, philosophical and experimental roots" (p. 245). She asserts that caring "cannot be divorced from thought and is both an emotional and an intellectual act; caring is a deliberate moral and intellectual stance rather than simply a feeling" (p. 259). Mercado (1993) believes that the "ethics of care" (caring at the roots of ethical decision making) "is as fundamental as promoting literacy and academic learning" (p. 80), and DeVries and Zan (1994) describe a constructivist model based on a consistent practice of respect for others (p. 1). The model involves engagement in pro social behaviors: sharing, helping, comforting, politeness, honesty, integrity and generosity (p. 1).

Caring is, in essence, an integral component of effective leadership. sociocultural competence (diversity), and leads to excellence in academic and educational institutions and systems. Building and nurturing a culture of caring on campus creates an environment where students and faculty feel respected, cared about, and bonded to classmates, colleagues, and the university or school itself. Empathy, a quality that encompasses caring deeply, compassion for others and altruism toward others, breaks down barriers created by stereotypes, biases and socioeconomic factors and promotes genuine connection, understanding, tolerance and acceptance of differences.
Building and incorporating empathy and caring into education curriculum leads to the development of awareness and appreciation of and for others as well as mutual respect for all; in short, it empowers students. There is an increase in consciousness that leads to social responsibility, and "with emotional balance and a rich inner life, our children may grow to need less ‘stuff’." (Kessler, 2007, p. 19). The theoretical framework for Kessler's Passage Works, a systematic set of principles and practices for working with students, integrates "heart and community with strong academics' (p.14). Deep relationships that are "profoundly caring and resonant with meaning" (p.19) develop as students feel cared for. Redman (2006), veteran educator and advocate for teachers and students, reminds us that "teaching facts is important, but always in the context of the whole child" (p. 37). We are reminded that the primary goal of an educator is to create a "shared community of care and compassion" (Sapon-Shevin. 1990, as cited in Redman, 2006, p. 38).

**Excellence**

In 1983, the National Commission on Excellence in Education began a wave of interest in education quality in the United States with the publication of a report entitled, "A Nation at Risk." The Commission argued that an entire generation of children is at stake along with our nation's hope for the future. More than 25 years later, excellence in education is still desired by all, but seems as elusive as ever. Program for International Student Assessment (PISA) data for 2003 indicates that U.S. students continue to perform below their peers in other developed nations. In California, the stakes are even higher. In 2007, California students scored in the bottom 10% nationally in 8th grade math on the National Assessment of Educational Progress (NAEP). It is imperative, now more than ever before, that educators strive for excellence, both in themselves and in their students! Recent research has explored a whole new understanding of the key traits that lead to excellence and they include commitment, self-reflection, hard work and deliberate practice.

*Commitment.* Those with a passion to perform to the very best of their ability make the commitment necessary to realize their objectives. Commitment, then, is perhaps the most important key value guiding those who pursue excellence (Hunter, 1998). Since it is now clear that excellence is available to more than just a select few, it must come with an enormous price tag. It is the result of years, or even decades, of dedication to a single purpose, to be the best one can be. Only those who have made a genuine commitment to excellence can weather the inevitable obstructions and distractions that pave the way. These obstacles come in the way of setbacks, times of pain, doubt, health issues, distractions and uncertainty (Orlick, 2008). For example, a committed leader "is dedicated to growing, stretching, and continuously improving, that is, committed to becoming the best leader he/she can be" (Hunter, 1998, p. 120).

*Self-reflection, continuous improvement.* Those who achieve excellence highly value self-reflection and continuous learning. "The road backwards is paved by answers, but the road forward is paved by questions" (Wells, 1998, p. 15). Excellence is the reward for those who are constantly asking what they can improve upon, and how they set about making improvements. They recognize that the only way to improve oneself is through the learning process (Bender. 2004: Zimmerman, 2006). Orlick (2008) states that self-discovery and stretching limits is, by its very nature, the pursuit of excellence. It is a continual cycle of learning and improving, learning
and improving. Educational Psychologists recognize that those who achieve excellence regularly re-evaluate their own performances and outcomes (Zimmerman 2006; Webster & Schempp. 2008). They call this process: self-monitoring. Of course, this constant acceptance that one has not "arrived" requires a genuine sense of humility and a dedication to purpose. In order to achieve excellence, one must be willing to set aside ego and self-interest for the sake of improvement (Dweck, 2000; Collins, 2001; Webster & Schempp, 2008). After conducting decades of research on motivation and achievement, Dweck (2000) concluded that a key difference between those who achieve mastery and those who don't is the drive to learn. Mastery oriented individuals are driven to learn and grow and improve. They set their sights on future achievement rather than current performance. This is especially important for teachers, who must look beyond short-range performance milestones and desire to be constantly improving professionals. (Bransford, Derry, Berliner, Hammerness & Beckett. 2005) This drive toward continuous improvement empowers those who achieve excellence to stay current in an ever-changing environment. They recognize that complacency is the enemy of greatness (Collins, 2001).

**Hard work.** All who achieve greatness spend long hours daily sharpening their skills (Ericsson, 2006; Howe, Davidson & Sloboda, 2009; Colvin, 2009). In reality, accomplishments do not occur without hard work, and lasting meaning comes with only the greatest diligence. This is because the quality of an end product is directly proportional to the work invested (Hunter, 1998; Bender, 2004; Orlick, 2008). Teachers must strive to improve for many years in order to develop competency across their broad range of responsibilities. Only a relative few continue to develop for the many years necessary to achieve genuine excellence (Berliner, 2001; Hammerness, Darling-Hammond, Bransford, Berliner. Cochran-Smith, McDonald & Zeichner; 2005).

**Confidence through deliberate practice.** Those who achieve greatness exhibit the discipline to do whatever it takes to be the best they can be (Collins, 2001). They put long hours into the development of specific skills and thought processes designed to elevate their level of confidence. Yet, confidence does not come from hard work alone. Cognitive psychologists now recognize that it must be focused into deliberate practice (Ericsson & Charness, 1994; Darling-Hammond, Hammerness, Grossman, Rust, Shulman, 2005; Orlick, 2008; Colvin, 2009; Howe, Davidson, Sloboda, 2009). Deliberate practice as "activity that's explicitly intended to improve performance, that reaches for objectives just beyond one's level of competence, provides feedback on results and involves high levels of repetition" (Colvin, 2009, p. 2). There is a direct relationship between hours spent in deliberate practice and the level of performance of those who move beyond the ordinary (Ericsson. 2006). For example, concert musicians typically spend 10,000 hours in carefully directed practice, while those who serve as teachers in music conservatories spend 5,000 hours. Research shows that teachers trained using methods of deliberate practice linked to expert knowledge exhibit greater teaching performance (Darling-Hammond. Hammerness, Grossman, Rust, Shulman, 2005).

**The role of excellence in training of teachers.** Those who achieve greatness deliberately practice the components of excellence repeatedly until they are confident that, even in the face of difficulty, that they will ultimately prevail. In terms of clarifying the role of excellence, although under a different label, in the education of prospective teachers, Bransford, Derry, Berliner,
Hammerness and Beckett (2003) discuss the term "adaptive expertise," which is described in a publication of the National Research Council as the "gold standard for learning" (as cited in Bransford, et al. 2003, p. 49). They cited the work of Schwartz and others in constructing a conceptual framework for Adaptive Expertise. This framework views the teaching process on a two-axis grid, the horizontal axis being efficiency, the vertical axis being innovation. Schwartz and others note that:

People who are high on efficiency can rapidly retrieve and accurately apply appropriate knowledge and skills to solve a problem or understand an explanation. Examples include experts who have a great deal of experience with certain types of problems; for example, doctors who have seen many instances of diseases in many different types of people or who have performed a particular type of surgery. They can diagnose and treat a new patient quickly and effectively. Many instructional strategies are designed to develop the kinds of efficiency that enable people to act with fluency (as cited in Bransford, et al., 2003, p.50).

Bransford, however, cautions against an overemphasis on efficiency, citing Schwartz again, who noted that preparing professionals to be efficient works well if the environments for which people are being prepared are stable. Bransford goes on to cite Fullan (2001) as one who argues that we live in a "whitewater world," where change is the norm rather than the exception, and a primary emphasis on efficiency can produce so-called "functionally-fixed" behaviors that can be problematic in new situations (p. 50). It becomes critical to reconceptualize teaching and learning as more than just the ability to apply previously acquired skills efficiently for routine problem solving. Thus enters the Innovation axis, which involves the ability to "unlearn" previous routines, and to let go of previously held beliefs, forcing oneself to tolerate the uncertainty of having to rethink one's perspective as the landscape changes. To Bransford and his fellow writers, the key is to move professionals-in-training, e.g., prospective teachers, along both of the dimensions, efficiency and innovation, if we are going to produce the "Adaptive Experts" that the profession needs in order to excel.

Leadership

"Leadership is the ability to help create a shared vision; it is the ability both to see and to help others see beyond the present realities and glimpse the unlimited possibilities that exist in the future" (Pellicer, 2003 p. 24). Society faces a leadership crisis in most sectors, including schools, where almost half of school administrators will become eligible for retirement in the next five years (Reeves, 2008). Yet finding and training leaders can be a lengthy and costly process as illustrated by the fact that leadership development has become a multibillion-dollar industry in the United States (Yukl, 2002). Moreover, articulating the qualities of a good leader is a challenging task. Society has moved away from a factory model in which managers establish policy for getting a job done, and workers-sometimes perceived as interchangeable parts-follow the prescribed steps (DuFour & Eaker, 1998). In this post-industrial, knowledge-based society, leaders are called upon to create professional learning communities (DuFour & Eaker, 1998), to guide the emotional stability of the members of their organization (Goleman, Byatzis & McKee, 2002), and become change agents (Harvey, 2001, Fullan, 2001, Marzano, Waters & McNulty, 2005). Effective leadership is required to support and enhance the success of any organization,
and thus society as a whole. What then, are the characteristics that make up a good leader?

**Personal Characteristics of Leaders.** A leader must know what s/he values, thinks of oneself, believes about people, believes about children, and believes to be the purpose of schools and organizations. This comprises the person's disposition which influences leadership behavior. Through understanding of one's dispositions, a person is able to acquire a deeper understanding of how to respond to people and situations (Green, 2009; Collins, 2001, Sergiovanni, 2009). It is our belief that leaders who do not develop a sense of self and of how their behavior affects others will not function at their maximum capacity as leaders. Leaders depend upon the support of their followers. This relationship is directly affected, whether positively or negatively, by the leader's behavior. Theory X and Theory Y illustrate this. The concept inherent in Theory X is that people have a basic dislike for work and will avoid it when possible. Because of this, various strategies must be employed by the leader to get them to put forth the effort necessary to achieve the goals of the organization. This philosophy results in the belief on the part of the leader that his/her workers prefer to be directed, want to avoid responsibility, have little ambition and want security above all else. The leader will form his/her strategies accordingly. However, if the beliefs of the leaders are more aligned with Theory Y, then his/her leadership style will be quite different. Theory Y stresses that external control and the threat of punishment are not the only way to lead people. People will exercise self-direction and self-control in achieving the objectives of the organization to which they are committed. When leaders differ relative to Theory X and Theory Y, the difference is likely to occur in their attitudes toward people. Behaviors exhibited by successful leaders tend to align themselves with Theory Y characteristics (Green, 2009).

How then does one become more knowledgeable and aware of self? One strategy which facilitates this learning process is reflection. Senge (1990) and Wheatley (1992) have both argued that learning is the foundation of individual and organizational improvement. The link between experience and learning is reflection. Bright has written that" ... reflective practice ...is the process that underlies all professional practice." (in York-Barr, 2006, p.28) In organizations, reflective practice is a powerful process required for continuous improvement of teaching, learning, and leading.

A cycle then begins to emerge in the development of good leadership traits beginning with awareness, moving to reflection and culminating in the development of unique leadership characteristics. There are many lists of desirable leadership traits in the literature. One such list has been identified by Nordhouse (2009).

- Intelligence is a combination of assets that makes people good thinkers and better leaders.
- Confidence allows people to feel strong and secure about their positions and able to accomplish their goals.
- Determination requires leaders to know where they are going and how they are going to get there. It enables a leader to get the job done.
- Sociability describes a leader's ability to be sensitive to others' needs and well-being, have good interpersonal skills and create cooperative relationships within the organization.
- Integrity is characterized by honesty and ethics. Integrity makes a leader believable and...
worthy of our trust.

- One last trait which we would add is courage, courage to do the right thing for students and employees even in the face of opposition and unpleasantness.

Leaders as Visionaries & Agents of Sustainable Change. It is the role of a leader to identify the goals for the future of the organization and then to continually refocus the purpose and mission of the organization. The organization can be any system from a classroom to a professional learning community, from a school to a school district. It becomes the job of the leader to tap into the belief system of the organization to articulate what the structure can become. In this way a single vision can be made into a collective one (Deal & Peterson, 1994).

Vision and change are intertwined and leaders in schools and organizations today must have skills in both. In a recent study (Marcus et al, 2009) district administrators were asked to discuss areas in which new principals were unprepared. One of the areas mentioned most frequently was the ability to lead to achievement of a vision (Nanus, 1992). What techniques make this achievement possible? Green (2009) advocates using strategies such as site-based management, shared decision making, participatory governance, expanded leadership roles and collaboration. In other words, “... the learning environment of the school needs to be one where responsibility is shared to maximize ownership and accountability” (Green, 2009, p. 210).

Individuals who lead in today's schools must have a personal vision for the education of all children and they must be able to share that vision with their colleagues and the larger community. They must be able to create the kind of climate where a vision can be realized. They must have the leadership traits that will enable them to achieve the goal they envision. (Kotter, 1996; Harvey, 2001).

Leaders and Empowerment. Building a purposeful community, providing choices and giving people opportunities to collaborate are all essential in empowering the members of an organization (Katzenbach & Smith, 1993; Kouzes & Posner, 2002). We believe, as do Marzano, Waters and McNulty (2005), that a purposeful community is "one with the collective efficacy and capability to develop and use assets to accomplish goals that matter to all community members through agreed-upon processes" (p.99). Four important concepts are contained in this definition. It is the role of a leader to instill in group members the belief that they can contribute to the effectiveness of the organization. The community must utilize all tangible and intangible assets to achieve the core mission of the school. Goals must be strong, well articulated reasons for existing and it is the purpose of the community to articulate the reasons for these goals to exist. In order to achieve these goals, the community must agree upon processes for achieving them and enhance communication for the purpose of facilitating these processes. Through this framework all participants are empowered to assume leadership roles.

Structures that Facilitate Empowerment. There are a number of structures that facilitate collaborative community. Action inquiry is a way for leaders to model an ongoing process of reflection and growth. The steps of action inquiry involve what Torbert (2004) identifies as single-loop, double-loop and triple-loop feedback in which one examines behaviors, strategies and goals, and uses intention in an ongoing process to build sustainability. Leaders who give employees opportunities to make choices in their work create people who are more likely to be
committed and take ownership of it (Kouzes & Posner. 2002).

Interest in formal mentoring, which has helped facilitate management development, has been increasing in the last 10 years (Yukl, 2002). Mentoring is a relationship between a more experienced manager whose role is to support a protégé, but is not the protégé’s immediate supervisor (Yukl. 2002). Mentoring programs can be problematic when they are too formalized, however, when the participants are volunteers and have choices about with whom they will partner, the benefits, such as stress reduction during job transitions, and building self-confidence and motivation for the protégé, and increasing job satisfaction and developing leadership skills for the mentor, far outweigh the costs.

Although similar to mentoring, coaching tends to have a more limited time frame. Coaches are internal or external consultants and may be former executives or behavioral scientists with extensive experience as a management consultant (Yukl, 2002). Coaches are usually provided for executives to facilitate learning of relevant skills, and can provide advice on how to handle particular challenges, such as implementing change or working with people from different cultures. Unlike training courses, executive coaches offer the advantages of convenience, confidentiality, flexibility and more personal attention (Yukl, 2002). When people experience continual coaching and mentoring, they are more successful and fulfilled in their professional roles (Goleman, Boyatzis, & McKee, 2002).

In a professional learning community, an environment is created that fosters mutual cooperation, emotional support and personal growth in order to achieve what cannot be accomplished alone (Du Four & Eaker, 1998). The characteristics of professional learning communities include:

- Shared mission, vision and values
- Collective inquiry
- Collaborative teams
- Action orientation and experimentation
- Continuous improvement
- Results orientation

Another structure which enables a purposeful community is a leadership team consisting of “a group of individuals committed to the general well being of the school” (Marzano, p. 104). It is the job of the leadership team to address appropriate problems that matter, always maintaining the highest professional standards in their work. They are responsible for the public good and strive to maintain trust, respect and common values. Their decision making processes must be transparent, reflecting fair, just and compassionate understanding and insight.

Diversity

Today, in our "shrinking" world, as the United States and other nations are pulled together by communications and economics, our diversity becomes more visible and harder to ignore. Although diversity has always existed, our social institutions need to address it today more directly than they have in the past (Garcia, 2000, p. 3). Schools and other organizations can no longer overlook the needs of whole groups of individuals such as English learners or special education students, as was often the practice prior to the 1964 Civil Rights Act. As our society changes, so must our schools and organizations. Daggett states, "Society. whether it is viewed on
a local, national or global scale, is in perpetual flux. An effective education system is one that is adaptable to change" (as cited in Cushner, McClelland & Safford, 2009, p. 3.). All educators in the public schools work in diverse settings with many facets to consider: ethnicity, income, race, physical and cognitive abilities, housing, and language. The research on preparing educators to work effectively with diverse populations identifies the following main concepts: empathy, empowerment, flexibility, compassion, equality, and individuality/unique.

Empathy is at the core of effective training for educators and leaders. It has been demonstrated through research that empathizing with members outside a group leads to a reduction in prejudice (Batson. et.al., 1997; Stephan & Finlay, 1999). When people empathize with a group it often takes the form of cognitive empathy, where the role of the other person is adopted, and the world is seen from the alternate view. It often helps a member of an in-group view the world through eyes of an out-group individual (Stephan and Stephan, 2003, as cited in Banks & Banks, 2004). Empathy can also take the form of emotional empathy which focuses on compassion-related emotions coming from feelings around the concern of the suffering of others (Stephan and Stephan, 2003, as cited in Banks & Banks, 2004). "Role-playing of race-related issues has been shown to be effective in reducing prejudice and discrimination in students of all ages" (McGregor, 1993, p. 220). The importance of affirming students' identities and how the affirmation affects student learning has been the subject of much research. Gibson concludes, "students whose ethnicity is valued are more likely to connect strongly and positively with school and learning" (as cited in Nieto, 2003, p.p. 40-41). This provides a strong case for the importance of candidates in the education field developing empathy to foster full and developed relationships with future students.

Empowerment is considered a key component in the creation of inclusive environments in schools (Peterson, et al., 2003). Schools that strive to include all learners, Peterson and Hittie (2003) write, "are successful in responding to the needs of diverse children and families" (p.49). An important aspect of this success is the empowerment of citizens for democracy. They point to the idea that in inclusive schools educators work to build a culture of empowerment and democracy in the schools at all levels of decision making and classroom instruction and support. Educators must model democratic values and foster social responsibility; in doing so, educators prepare students for active, not passive, participation in their lives and in society.

Bandura (1995) states that "Teachers' belief in their personal efficacy affects their general orientation toward the educational process as well as their specific instructional activities" (p. 20). These beliefs affect the individual classroom and can contribute to the overall success of a school. He warns that, "Schools in which staffs collectively judge themselves as powerless to get difficult students to achieve academic success convey a group sense of academic futility that can pervade the entire life of the school" (p.20). "Modeling influences do more than simply provide a social standard against which to judges one's own capabilities. People seek proficient models that possess the competencies to which they aspire. Through their behavior and expressed way of thinking, competent models transmit knowledge and teach observers effective skills and strategies for managing environmental demands' (Bandura, 1995, p.4).
Effective educators demonstrate mastery in flexible approaches. This is seen in a variety of uses of pedagogy as well as in interactions with students tailored for the need. Choice exists in the methodology employed and in the ability to move to another option when the first isn't working. Sleeter and Grant (2006) present a typology that offers a variety of possibilities from which an educator can choose. The model has as one of its pillars the view of education as multicultural and social reconstructionist, both views supporting the need to be flexible. Banks's (2006) typology stresses the integration of multicultural content. In this model the curriculum needs to be reviewed and transformed to incorporate the diversity elements. The integration takes place in day-to-day activities, as well as carefully planned curriculum. Flexibility as a priority for education undergirds this model. In the counseling field culturally skilled counselors show competence in an assortment of verbal and nonverbal helping responses. "They are not tied down to only one method or approach to helping but recognize that helping styles and approaches may be culture bound" (Sue, Arrendondo, & McDavis, 1993, p. 478). This mind set opens the professional to multiple ways of supporting students.

Cochran presents and analyzes the work on critical, justice-oriented approaches to teacher education. She asserts that it is essential for teacher educators to practice and model the practices such as compassion, in their teaching. So much of what we teach is left brain oriented. Taylor, a neuroanatomist and a stroke survivor, discusses the importance of compassion and the right brain. "If I had to pick one word from my right mind: I would have to choose compassion" (Taylor, 2006). The author goes on to discuss how we tend to both use and teach using the left side of our brain. She encourages the use of delving into more frequent use of the right hemisphere of our brain.

Nieto and Bode (2008) make the distinction between equal education and equitable education. Both equal education and education equity are important factors in an educational system. But as stated by Lee "Equity is the process; equality is the result" (as cited in Nieto & Bode, 2008, p. 11). Equity goes beyond equality in that those involved in the process are given an equal playing field and are provided a real chance to succeed. One of the ways to afford one an opportunity to succeed is through the use of critical or equity pedagogy. According to Banks, equity pedagogy exists when teachers have a deeper understand of students' culture, language and learning styles, and they use techniques to maximize students' cultural and linguistic strengths in the learning process (Banks, 2007). Critical pedagogy is an interaction through which both the teacher and the student experience the world. It is not linear; it is a way of thinking and encourages questioning, cooperating and exploring (Nieto, 1999). In order to have equity in education, one must go beyond just providing equal textbooks and facilities: "Equity goes beyond equality. It means the all students must be given the real possibility of an equality of outcomes" (Nieto & Bode, 2008, p. 11).

Adult learners respond to instruction and advisement that recognizes their unique interests and individual needs (Knowles, 1984; Brookesfield, 1987). Attention to course delivery styles is an important focus through which individual uniqueness is addressed. Course content is presented using multiple methods of input and requiring a variety of productions from students, such as traditional papers, individual and group project, poster sessions and presentations. The delivery of instruction in multiple modes that address learning preferences and temperament differences assist adult learners (Keirsey, 1998) and models instruction delivery methods for educators-in-


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Jung, in Hart, 2001 (see above).


