TRANSFORMING PROFESSIONAL PRACTICE THROUGH EQUITY

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GENERATION READY
Partnersing for School Success
EQUALITY VS. EQUITY

• How do we ensure equity?
• How do districts create conditions for all students to excel by building powerful learning environments that ensure equity?
• How does educational access inform the equity discussion?
## Transforming Professional Practice

<table>
<thead>
<tr>
<th>FROM: TOLERANCE FOR DIVERSITY</th>
<th>TO: TRANSFORMATION FOR EQUITY</th>
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</thead>
<tbody>
<tr>
<td><em>Destructiveness, Incapacity &amp; Blindness</em></td>
<td><em>Precompetence, Competence &amp; Proficiency</em></td>
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<td>The focus is on <em>them</em>.</td>
<td>The focus is on <em>our practices</em>.</td>
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When assessing one’s and the school’s culture, the leader views changing demographics as a threat or challenge.

When assessing one’s own and the school’s culture, the leader studies demographics to inform policy and practice.
What is Cultural Proficiency?

Culturally proficient is defined as an ongoing process by which individuals and systems respond respectfully and effectively to people of all cultures, languages, classes, races, sexes, ethnic backgrounds, religions, sexual orientations, abilities, and other diversity factors “in a manner that recognizes, affirms, and values the worth of individuals, families, and communities and protects and preserves the dignity of each.”

(NASW, 2001)
What is Cultural Proficiency?

A way of being that enables both individuals and organizations to respond effectively to people who differ from them.

- Cultural proficiency is not an off-the-shelf program. It is an approach; it provides tools and help for an increasingly diverse world with an increasing number of well-intentioned and fearful people.

- The **use of specific tools** effectively describing, responding to, and planning for issues that emerge in diverse environments.

- **Policies and practices** at the organizational level and **values, beliefs and behaviors** at the individual level that enables effective cross cultural interactions among employees, clients, and community.
Cultural Proficiency Equity Check

- A system in place to determine family preferences for communication.
- Specific efforts are made to involve families who generally have low participation.
- Family and Community involved in decision making

- Assessment data is consistently used to inform instruction
- Assessment data is disaggregated by race, ethnicity, language and IEP status
- Varied assessment methods are used to assess student learning

- Student work, information, and other materials displayed represent the cultures of the school
- Bilingual staff or interpreters are utilized
- The school is a safe, caring, and responsive learning environment for all students.

- Teachers are knowledgeable of learners (cultural, social, ethnic, personal context and needs/strengths)
- Teachers review learning process to ensure it not reinforce stereotypes, prejudice & discrimination
- Instructional strategies are varied to meet the need of all learners
Transformation From The Inside/Out
Cultural Proficiency An Inside-out Approach

Is an **inside-out** approach

• Is about being aware of how we – as individuals and as organizations - work with others
• Is about being aware of how we respond to those different from us
• Is about visible and not so visible differences
• Is about preparing to live in a world of differences
• Is a worldview, a mindset; it is the manner in which we lead our lives

*Cannot be mandated; it can be nurtured*
Culture is a combination of thoughts, feelings, attitudes, beliefs, values, and behavior patterns that are shared by racial, ethnic, religious, social or organizational groups.

Culture refers not only to those that we are born into (racial or ethnic groups), but also those that we choose to belong to, such as religious or social groups.
Who Are You?

Other samples:
- Country of family origin and heritage
- Languages spoken
- Interests or hobbies
- Favorite foods
- Preferred sports
- Preferred types of music
- Religious Beliefs
Dimension of YOU

Choose a dimension that is important to you and share with table members

- Clubs
- Religion
- Race
The Culture Conundrum

The big “C” culture
- Race
- Ethnicity
- Gender
- Groups developing common identity

The little “c” culture
- Individual culture identity
- Not tied to any specific group
- Honors the complexity in each of us

What is your culture?
• Select an identity membership in which there is negative stereotype about people who have membership within the dimension.

• Record two – three of the stereotypes.

• Complete the sentence stem that fails to describe you accurately.

“I am (a/an) __________________________ but I am not a/an_______________________.

• Share the completed sentence with your table members.
See the difference, respond positively, engage, adapt, commit and take action for social justice.

Honor the differences among cultures, seeing diversity as a benefit and interacting knowledgeably and respectfully among a variety of cultural groups.
Transformation at the Classroom level
The challenges posed for American education require substantial teacher learning across cultures.

- Not enough teachers can work successfully with students from diverse cultural, ethnic, and economic backgrounds.
- Not enough teachers can relinquish the role of classroom “sage’ and knowledge transmitter to assume a new role focused on facilitating, problem-solving and developing knowledge among students.

What’s the Answer?

(McLaughlin & Talbert, 2006, p. 1)
Culturally Responsive Teaching

It’s low self-esteem

Misconceptions of Culturally Responsive Teaching

It’s about social justice

It’s a mystery

It’s a gimmick

It’s a classroom management tool

It’s about hip hop
What is Culturally Responsive Teaching?

Culturally Responsive Teaching is a student-centered approach to teaching in which the students’ unique cultural strengths are identified and nurtured to promote student achievement and a sense of well-being about the student’s cultural place in the world.
1. DEVELOP AN APPRECIATION OF DIVERSITY

To be effective in a diverse classroom, teachers must have an appreciation of diversity. They must view difference as the “norm” in society and reject notions that any one group is more competent than another. This entails developing respect for differences, and the willingness to teach from this perspective. Moreover, there must be an acknowledgment that the teachers’ views of the world are not the only views.
2. **ANCHOR YOUR CURRICULUM IN THE EVERYDAY LIVES OF YOUR STUDENTS**

Connect their knowledge and skills to content knowledge. Spend time on helping students learn the content. **Use real life, authentic texts. Engage students in inquiry about things that matter to them.**
3. **LEARN ABOUT THE HISTORY AND EXPERIENCES OF DIVERSE GROUPS**

It is important that teachers learn about the lives and experiences of other groups in order to understand how different historical experiences have shaped attitudes and perspectives of various groups. **Further, by learning about other groups, teachers begin to see differences between their own values and those of other groups.** To learn about the histories of diverse groups, particularly from their perspectives, teachers can read literature written by those particular groups as well as personally interact with members of those groups.
Culturally Responsive Teaching

Research has shown that no one teaching strategy will consistently engage all learners. The key is helping students relate lesson content to their own backgrounds.
“Teachers can empower students to succeed by providing them with a Learning environment that respects their culture, embraces their diversity, and celebrates their differences.”

--Sam Savage
Transformation at the School Level
Culture

VALUES
ATTITUDES
BELIEFS
LANGUAGE
COMMUNICATION
BEHAVIOR

INDIVIDUAL

VALUES
ATTITUDES
BELIEFS
LANGUAGE
COMMUNICATION
BEHAVIOR

INDIVIDUAL

School Culture

Values-Attitudes-Beliefs
Mission-Vision-Goals
Histories-Norms-Traditions-Stories
Policies-Habits-Expectations-Rituals-Ceremonies
Decision-Making
Communication
Collegiality/Professional Collaboration
(Professional Learning Community)

RELATIONSHIPS and INTERACTIONS
(How people treat each other, feel about each other and work together...)

<table>
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<tr>
<th>Administrator to</th>
<th>Staff</th>
<th>Students</th>
<th>Staff to Staff</th>
<th>Staff to Student</th>
<th>Student to Student</th>
<th>School to Parents/Community</th>
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Cultural destructiveness
Cultural incapacity
Cultural blindness
Cultural pre-competence
Cultural competence
Cultural proficiency

There are six points along the cultural proficiency continuum that indicate unique ways of perceiving and responding to differences.
Cultural incompetence: See the difference, make it wrong.

Cultural pre-competence: See the difference, respond inadequately.

Cultural blindness: See the difference, act like you don't.

Cultural destructiveness: See the difference, stomp it out.

Cultural competence: See the difference, understand the difference that difference makes.

Cultural proficiency: See the differences and respond effectively in a variety of environments.

Adapted from: Cultural Proficiency by Randall B. Lindsey, Kikanza Nuri Robins, and Raymond D. Terrell (Corwin Press, 1999, 2003), and Culturally Proficient Instruction by Kikanza Nuri Robins, Randall B. Lindsey, Delores B. Lindsey, and Raymond D. Terrell (Corwin Press, 2001)
Tool #4 - Essential Elements for Cultural Competence –
Leaders, 3rd Ed, Page 7

- Assess Culture
- Value Diversity
- Manage the Dynamics of Difference
- Adapt to Diversity
- Institutionalize Cultural Knowledge

The Essential Elements of cultural proficiency provide the standards for individual behavior and organizational practices.
# The Essential Elements

**"–"**

**School Environment (Climate & Culture)**

<table>
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<tr>
<th>Essential Elements</th>
<th>Cultural Destructiveness “See the difference; stomp it out”</th>
<th>Cultural Incapacity “See the difference; make it wrong”</th>
<th>Cultural Blindness “See the difference; act like you don’t!”</th>
<th>Cultural Precompetence “See the difference; respond inappropriately”</th>
<th>Cultural Competence “See the difference; value it”</th>
<th>Cultural Proficiency “Seek difference; esteem it; Advocate for equity.”</th>
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<td>Contains artifacts that communicate intolerance of variation and a purpose of purging differences.</td>
<td>Contains artifacts displaying rules and consequences purposed for assimilation.</td>
<td>Lacks artifacts that reflect school values and beliefs, or reflects values and beliefs of a past staff and/or do not align with a culture of trust, transparency, and collaboration.</td>
<td>Contains artifacts that reflect stated values and beliefs. Some groups (e.g., students, staff) are held accountable for practices aligned with stated values and beliefs while practices of others (e.g., teachers, administrators) are incongruent.</td>
<td>Contains artifacts that reflect shared values and beliefs of current staff and align with a culture of trust, transparency, and collaboration. Practices of all staff and stakeholders are congruent with and communicate shared values and beliefs. Uses timely disaggregated climate and engagement data in aggregate form to inform decisions about the school environment.</td>
<td>Continuously engages staff, students, and families in learning about, critiquing, planning for, and shaping a dynamic school environment that • engages staff and students, • promotes success for each student, • ensures social and emotional safety and well-being, • prepares each student for a diverse and changing world.</td>
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**Assessing Cultural Knowledge – Extent to which the school environment facilitates learning about the school culture (shared practices, beliefs, and values).**

- Practices/behaviors motivated by self-assertion, fear, anger, and/or survival.
- Neglects to collect or analyze climate and engagement data, and/or discourages or prohibits attempts to assess the climate.
- Devalues climate and engagement data, viewing them as a distraction from valuable data (e.g., academic data).

**“+”**
“Excellence without Equity is privilege”
Thank you for your willingness to share and grow with us today!

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