



Cultural Proficiency: Beginning the Journey

Jaime E. Welborn, Ph.D.

Saint Louis University

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LET'S CONNECT

- YOU WILL NEED
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OBJECTIVES

1. Begin your personal leadership journey towards cultural proficiency.
2. Deepen your understanding of the Essential Elements of Cultural Proficiency in your role as an educator.
3. Engage with other educators in developing knowledge and strategies to reflect upon “your own practices and embrace culture as an asset” in your classroom.
4. Work with other educators to explore the current reality of cultural competence in your classroom and explore potential avenues for improvement so that “All Will Learn.”

In five words or less, describe the
CULTURE of the students you serve.



Text To: 22333

To Join (type in text message): JAIMEWELBORN033

Send and wait for a response text.

Type in your answer.

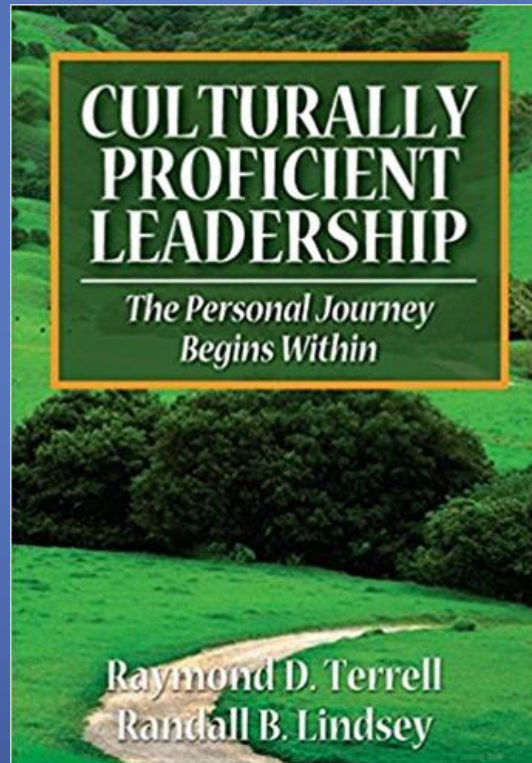
https://www.polleverywhere.com/free_text_polls/L_Gjlep6XLmdJQiy

WHAT IS CULTURAL COMPETENCE/PROFICIENCY?

- Proficiency is highest level of Competence
- “The personal values and behaviors of individuals and the organization’s policies and practices that provide opportunities for interactions among students, educators, and community members” (Lindsey, Terrell, Robins, & Lindsey, 2010, p. 12).

CULTURALLY PROFICIENT LEADERSHIP

The Personal Journey Starts Within



THINK ABOUT YOUR WORLD

THINK ABOUT YOUR CULTURE

Who am I, a school leader, as a cultural being?

Terrell, R. & Lindsey, R. (2009). *Culturally proficient leadership*. Thousand Oaks, CA: Corwin Press, Inc.

I am the daughter/son...

I am a teacher of...

I am a student...

I am a resident...

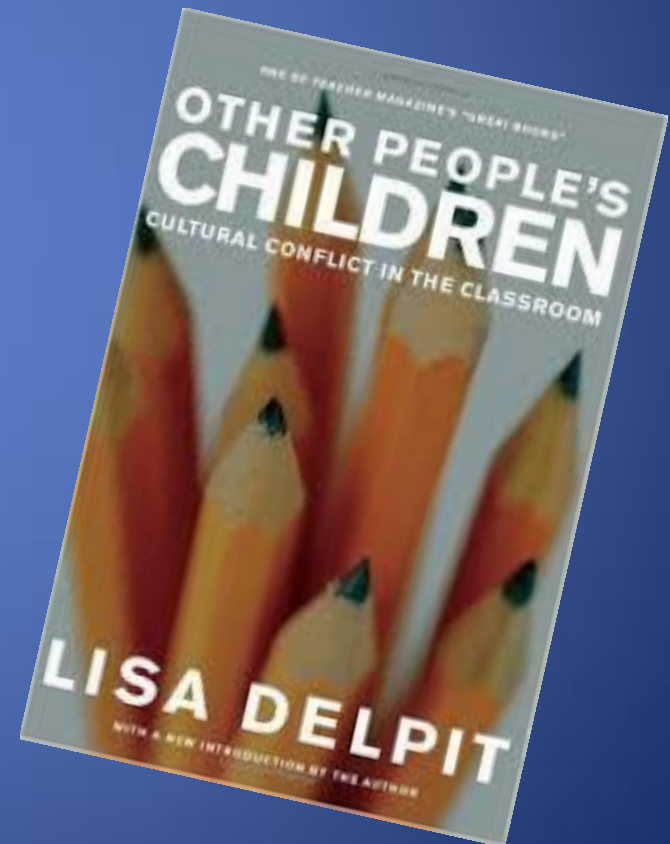
I am a mother/father of...

Take 2 Minutes to Journal

OTHER PEOPLE'S CHILDREN

Think About....

- ✓ Culture
- ✓ Your Students
- ✓ Achievement Gap



REFLECTION

“When we choose to surrender our beliefs and accept new positive truths about others, we are choosing to transform into our better selves”
(Krownapple, 2016, pg. 58).

What connections exist between this quote and Delpit’s *Other People’s Children*?

WHAT FACTORS INFLUENCE PROGRESS TOWARDS YOUR SCHOOL/CLASSROOM MISSION?

School Community

Outside of School

THE TOOLS OF CULTURAL PROFICIENCY



Source: Corwin Press Professional Development Website

“Cultural proficiency is an interrelated set of four tools, not strategies or techniques” (Lindsey, Nuri Robins, and Terrell, 2009, p. 61)

THE GUIDING PRINCIPLES

“Is what we say about teachers congruent with what we do?”

- *Culture is a predominant force in people’s and school’s lives.*
- *People are served in varying degrees by the dominant culture.*
- *People have group identities and individual identities.*
- *Diversity within cultures is vast and significant.*
- *Each cultural group has unique cultural needs.*
- *The best of both worlds enhances the capacity of all (p. 24).*

Terrell, R. & Lindsey, R. (2009). *Culturally proficiency leadership*. Thousand Oaks, CA: Corwin Press, Inc.

CULTURAL PROFICIENCY CONTINUUM

Cultural Proficiency Continuum

Reactive Change Mandated for Tolerance			Proactive Change Chosen for Transformation		
Destructiveness	Incapacity	Blindness	Precompetence	Competence	Proficiency
Eliminate differences. The elimination of other people's cultures	Demean differences. Belief in the superiority of one's culture and behavior that disempowers another's culture	Dismiss differences. Acting as if the cultural differences you see do not matter or not recognizing that there are differences among and between cultures	Respond inadequately to the dynamics of difference. Awareness of the limitations of one's skills or an organization's practices when interacting with other cultural groups	Engage with differences. Assessing one's own culture and the culture of the organization, valuing diversity, managing the dynamics of difference, adapting to diversity, and institutionalizing cultural knowledge.	Esteem and learn from differences as a lifelong practice. Knowing how to learn about and from individual and organizational culture; interacting effectively in a variety of cultural environments; advocating for others.

Adapted from Nuri-Robins, K.J., Lindsey, D.B., Lindsey, R.B., & Terrell, R.D. (2012). *Culturally proficient instruction: A guide for people who teach*. Thousand Oaks, CA: Corwin.

THE FIVE ESSENTIAL ELEMENTS OF CULTURALLY PROFICIENT LEADERSHIP

Terrell, R. & Lindsey, R. (2009). Culturally proficient leadership. Thousand Oaks, CA: Corwin Press, Inc.

Assessing Cultural Knowledge

Valuing Diversity

Managing the Dynamics of Difference

Adapting to Diversity

Institutionalizing Diversity

THE FIVE ESSENTIAL ELEMENTS ACTIVITY

OBJECTIVE

Match and discuss culturally proficient leadership practices to the Five Essential Elements of Cultural Proficiency.

TASK

1. Read your card (leadership practice) and think about how it relates to one of the Essential Elements of Cultural Proficiency.
2. Place your card on one of the related Essential Elements posters.
3. Be prepared to discuss with your colleagues why you chose that particular Essential Element and provide examples of this practice in your school or classroom.

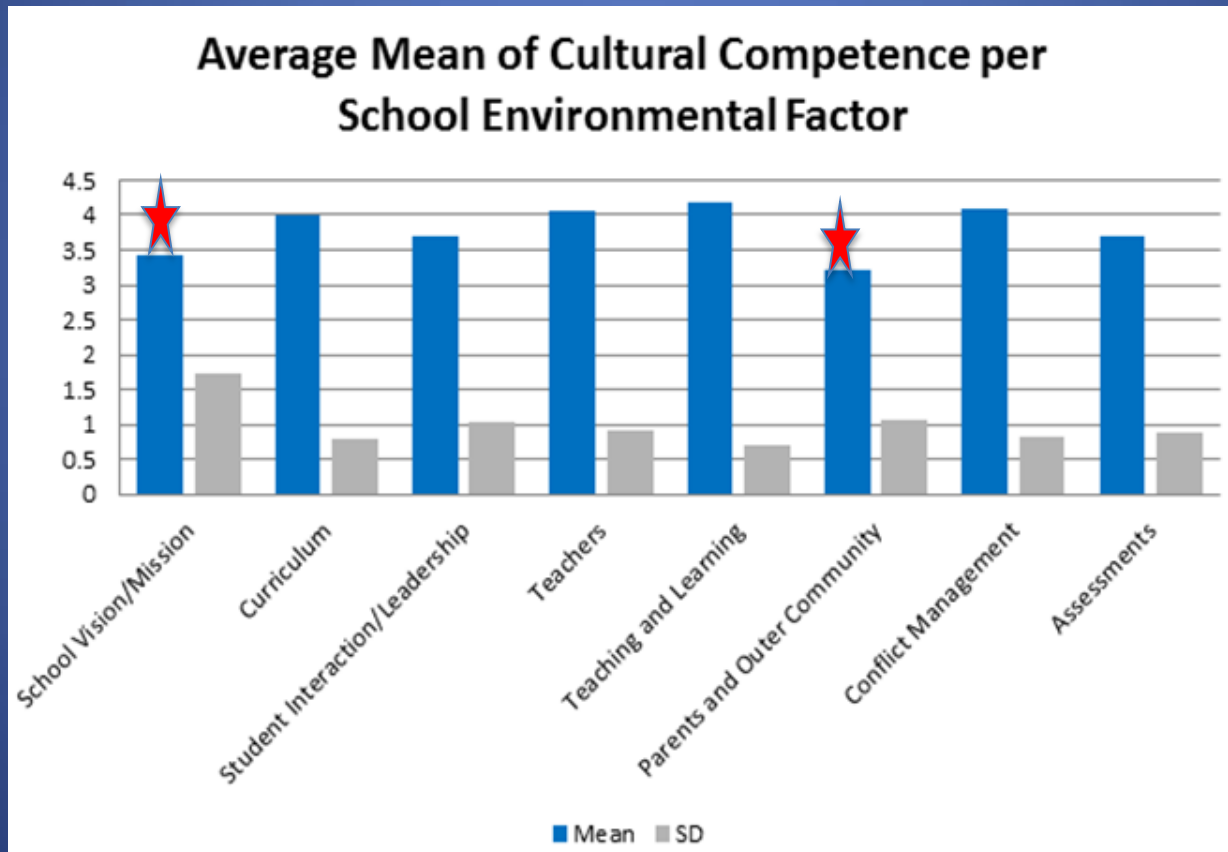
THE RESEARCH

The purpose of the study was to investigate educators' perceptions regarding cultural competence in their schools and their use of practices related to cultural competence.

SCHOOL FACTORS



WHAT ARE EDUCATORS' PERCEPTIONS REGARDING CULTURAL COMPETENCE IN THEIR SCHOOLS?



THE TENETS OF SCHOOL CHANGE FOR CULTURALLY PROFICIENT PRACTICE



- Understanding of Differences

- Recognition and Celebration of Cultural Diversity

- Establishment of High Expectations

- Communication and Resolution

- Improvement and Growth

VISION AND MISSION BEGINNING YOUR JOURNEY

Vision/Mission Statements			
What cultural groups are represented in the statement?	What cultural groups are not represented in the table?	What terms identify intention of culturally proficient practice?	What terms could be changed or added to improve the intent to provide equitable outcomes to all students?

YOU AND THE MISSION



TURN AND TALK:

1. How do you carry out the vision or mission statement through instruction and assessment practices?
2. In what ways are your instruction and assessment practices not serving various cultural groups?
3. What are your areas of growth?

THE TENETS OF SCHOOL CHANGE FOR CULTURALLY PROFICIENT PRACTICE


A framework for school change in assessing and planning for growth toward cultural proficiency.



INVESTIGATE PARTNERSHIPS WITH PARENTS AND THE COMMUNITY

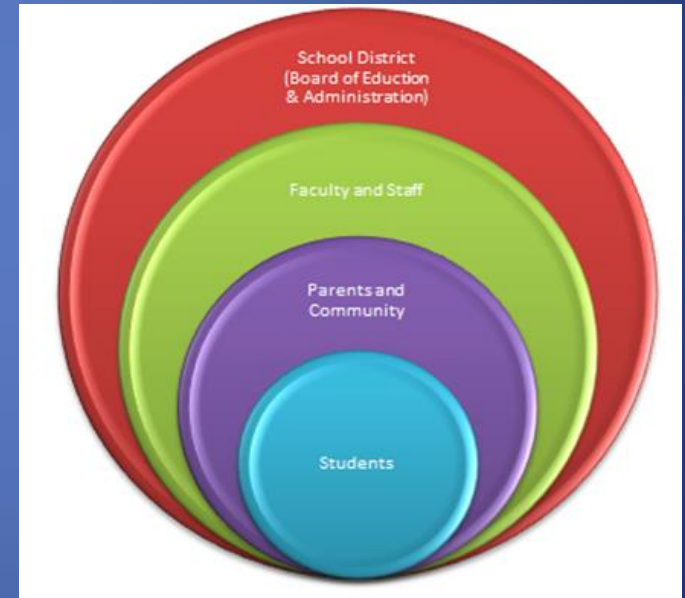
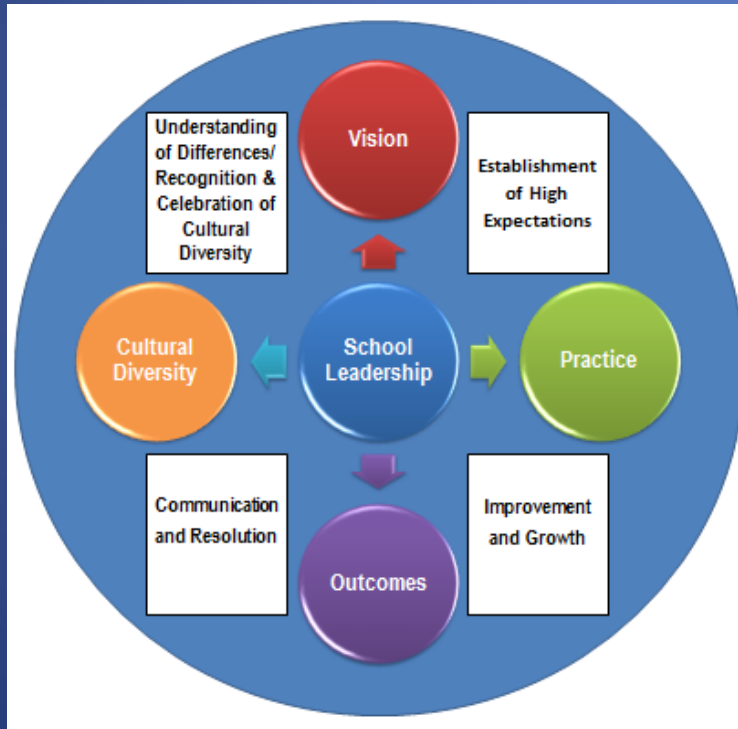
**Increasing Family and Community Partnerships
for Equitable Outcomes through Cultural Proficiency
Gallery Walk**

Directions: As a group, prepare the "art work" by writing at least one idea for family and community partnerships in your school in each of the following categories.

Understanding of Differences	Recognition and Celebrations of Cultural Diversity
Establishment of High Standards	Communication and Resolution
Improvement and Growth	

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YOUR MISSION and THE POWER OF ONE



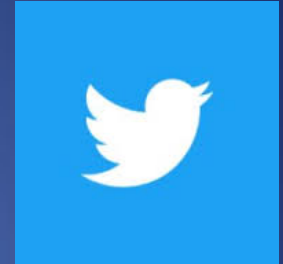
School Leadership FOR and WITH Culture Initiative

#forandwithculture



“We all get there together, or
we don't get there at all.”

TWEET ABOUT IT



1. Open Twitter App
 2. Follow Dr. Jaime Welborn @welborn_jaime
 3. Tweet one thing new you learned or practice you wish to implement today regarding culturally proficient leadership or beginning the journey of cultural proficiency in your classroom or school. #forandwithculture
- What questions do you have after the presentation today?
 - What feedback do you have for me regarding the presentation today?

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DISCUSSION or QUESTIONS?



CONTACT INFO

Jaime E. Welborn, Ph.D.

Saint Louis University

School of Education

3500 Lindell Blvd., Fitzgerald 204

Saint Louis, MO 63103

314-977-8178

Jaime.welborn@slu.edu



Follow Me on Twitter – Dr. Jaime Welborn



[@welborn_jaime](https://twitter.com/welborn_jaime)