Midwest Collaborative for Cultural Proficiency in Schools

LEADING CHANGE THROUGH THE LENS OF CULTURAL PROFICIENCY: A JOURNEY OF EDUCATING OUR STUDENTS

CHANGING CONVERSATIONS FOR OUR STUDENTS BEGINS WITH US

March 7, 2022

Missouri Learning Forward

9:30a.m. – 10:45a.m. & 11:00a.m. – 12:15p.m.

Facilitated by

Jaime E. Welborn, Ph.D.

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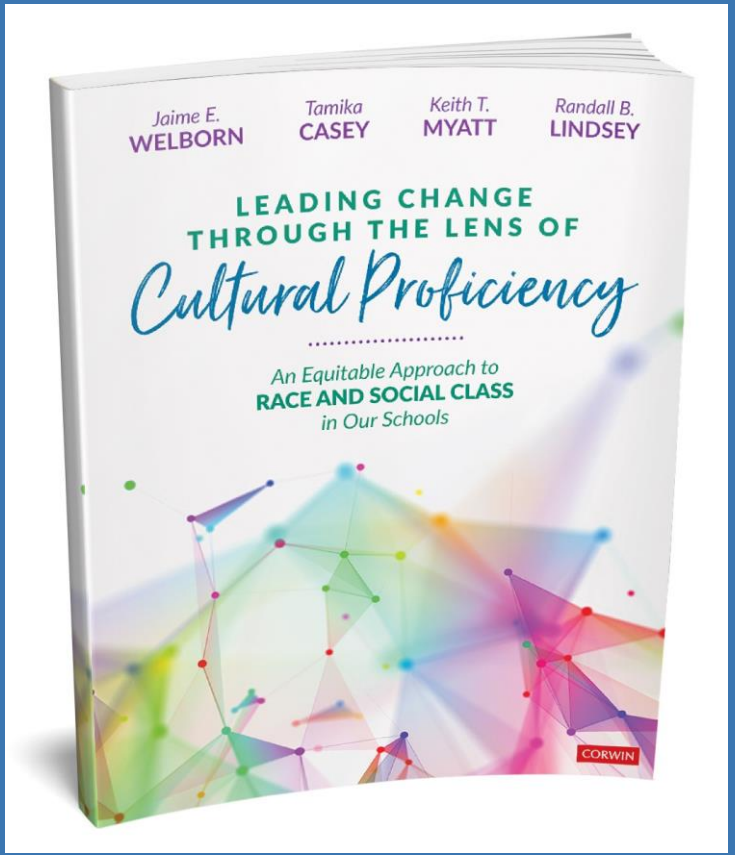
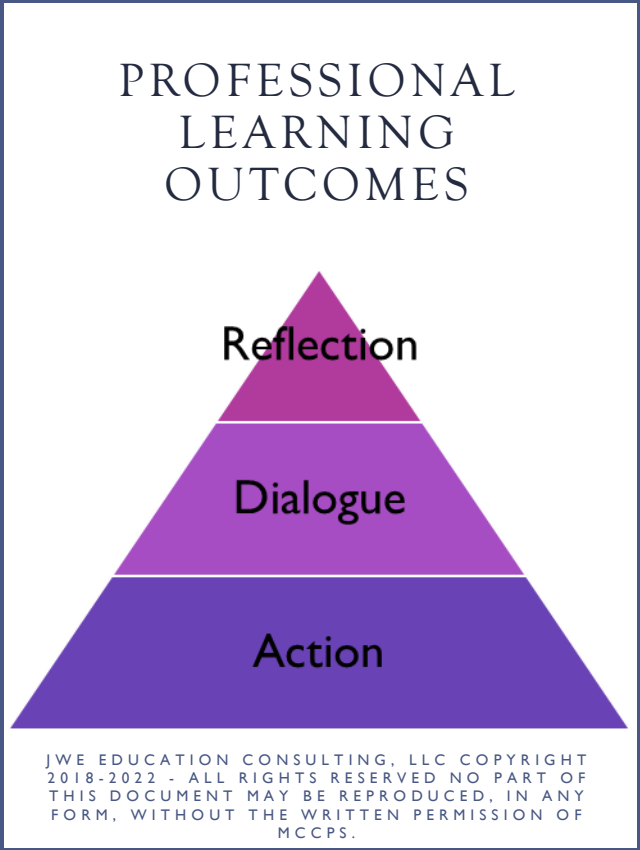
WHAT'S IN A NAME?

Share:

- Your complete name.
- Your preferred name.
- Who gave you your name.
- How you experience your name.
- How you think others experience your name.



Lindsey, et al., Cultural Proficiency
Manual Page 227



Participants will:

- Learn with and from other school leaders who are culturally different from yourself;
- Experience Cultural Proficiency as personal and professional work;
- Use the Framework of Cultural Proficiency in addressing equity, access, and inclusion issues in your schools, including developing a strategic plan for implementing the Cultural Proficiency Framework and embedding it in all aspects of the district/school; and
- Use the Tools of Cultural Proficiency to make intentional choices about the focus of your efforts as an educator to serve ALL students.

Today's Agenda

INTRODUCTION TO CULTURAL PROFICIENCY

Block 1: Cultural Proficiency and YOU

- What's in a Name?
- What is Culture?
- Who are Our Students?
- Core Values

Block 2: Learning and Applying the Tools of Cultural Proficiency

- What and Why of Cultural Proficiency
- Four Tools of Cultural Proficiency

Block 3: Applying the Tools of Cultural Proficiency

- Collecting Data on the Continuum
- Leading for Change

Block 4: Leading with Action - Strategic Planning

- Where are we now? Where do we want to go?

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CULTURE IS

Lindsey, et al. (2019) Manual p. 29

Zaretta Hammond

"the way that every brain makes sense of the world. That is why everyone, regardless of race or ethnicity, has a culture."

Surface, Shallow, Deep

Terrell & Lindsey

"When a person's cultural identity is constructive, race, ethnicity, gender, sexuality, social class, language, ability, religion, beliefs, traditions, and behaviors are all considered."

Lindsey, Nuri-Robins, Terrell, & Lindsey

"Culture broadly includes all shared characteristics of human description, including age, gender, geography, ancestry, language, history, sexual orientation, faith, and physical ability, as well as occupation and affiliations."

"Everything you believe and everything you do that enables you to identify with people who are like you and that distinguished you from people who differ from you."
– Cultural Proficiency Manual for School Leaders

CULTURAL IDENTITY

WHO AM I?

WHAT IS MY CULTURAL IDENTITY?

HOW DO I SHOW UP FOR OTHERS?

- Race
- Ethnicity
- National Origin
- Language
- Gender
- Social Class
- Sexual Orientation
- Faith
- Ableness

BREAKOUT

REFLECTION AND DIALOGUE

What do you notice about the descriptors of our students?

What themes emerged?

What themes are missing?

Of our students, who is not thriving? How do we define thriving? How do the cultures of those we are focused on differ from our own cultures?

For whom are we doing this work today?

Now what are we willing to do?

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OTHER PEOPLE'S CHILDREN (P. XXV)

"What should we be doing? The answers, I believe, lie not in a proliferation of new reform programs but in some basic understandings of who we are and how we are connected and disconnected from one another."

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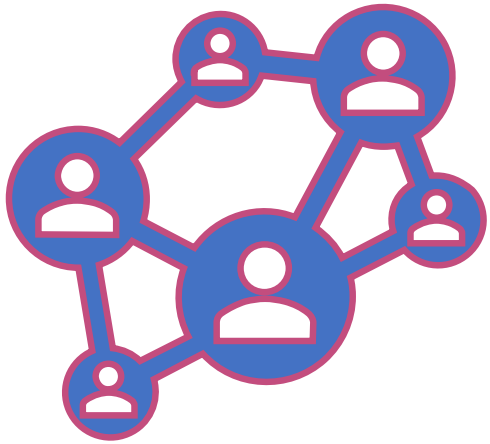
CORE VALUES OF A CULTURALLY COMPETENT EDUCATOR

"In order to be a great leader, you must clarify your values. In order to clarify your values, you must look inward."

Before you can consciously start your journey of Cultural Proficiency with the intent to provide equitable outcomes for all students in your classroom, school, or school district, you need to know clearly, who you are, and what your core values are.



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CLARIFYING LEADERSHIP CORE VALUES

- Communication
- Creativity
- Curiosity
- Freedom
- Prosperity/Wealth
- Discipline
- Teamwork
- Diversity
- Honest/Integrity
- Intelligence
- Love/Affection
- Growth
- Beauty
- Spirituality/Faith
- Family
- Hope
- Competition
- Loyalty
- Innovation
- Risk Taking
- Simplicity
- Quality
- Equality
- Achievement/Success
- Wisdom
- Decisiveness
- Health
- Service
- Productivity
- Recognition
- Trust
- Open-mindedness
- Autonomy
- Power
- Humor
- Dependability
- Flexibility
- Happiness
- Friendship
- Competence
- Truth
- Security
- Independence
- Strength
- Patience
- Harmony
- Courage
- Effectiveness
- Challenge
- Respect
- Empathy

Culturally competent school leaders are effective in cross-cultural situations that affect their students, the communities they serve, and the educators and staff members in their schools. They are committed to serving all students at high levels through knowing, valuing, and using cultural backgrounds to examine, change, and implement policies, practices, and behaviors to open doors for all students to thrive (Terrell, et al., 2018)

Most Important to you	Somewhat Important to you	Not That Important to you

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CLARIFYING YOUR VALUES FOR THE CONVERSATION TODAY

Sort the values according to their importance to you:

- Most Important
- Somewhat Important
- Not That Important

BREAKOUTS

EDUCATING WITH YOUR CORE

"Leaders take every opportunity to show others by their own example that they are deeply committed to the values and aspirations they communicate."

Reflection and Dialogue

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CULTURAL PROFICIENCY IS A...

- Mindset
- Worldview
- Perspective
- Mental Model
- Journey
- Lens to View & Experience the World

REFLECTION – DIALOGUE – ACTION

RDA Process

(Lindsey et al., 2019)

WHY CULTURAL PROFICIENCY?

Student/Employee Achievement and Wellness → Continuous School Improvement → Change

Dilt's Logical Levels of Change

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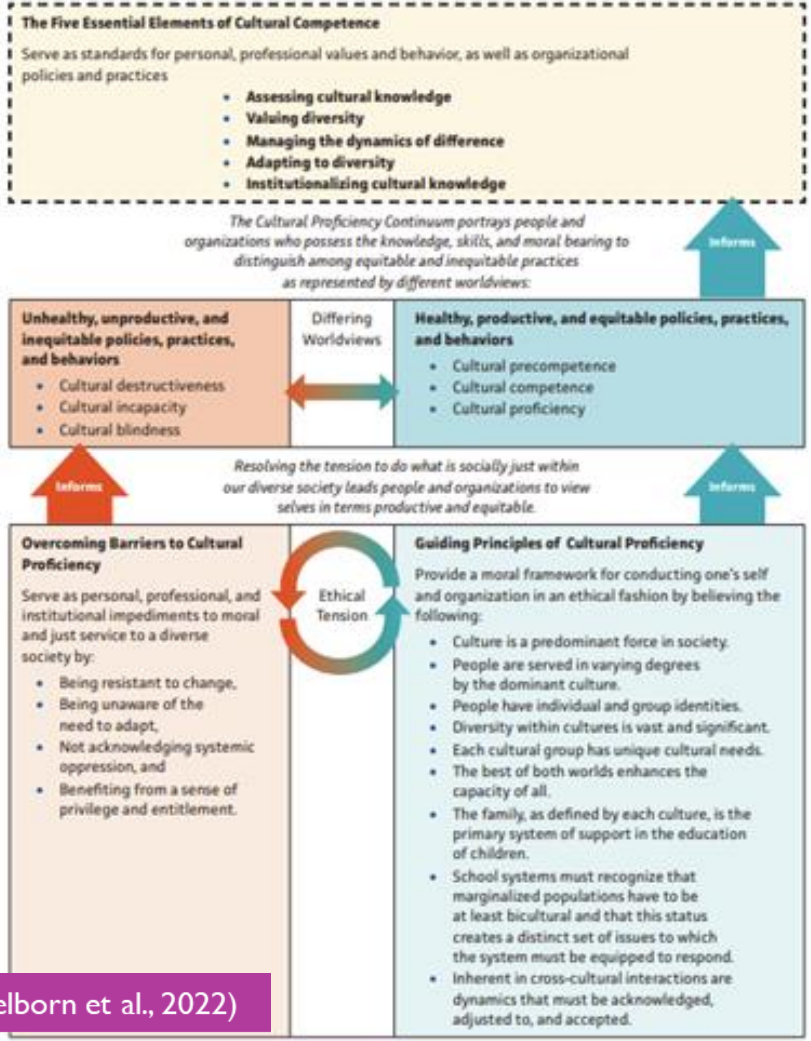

(Welborn et al., 2022)

WHAT IS CULTURAL 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).

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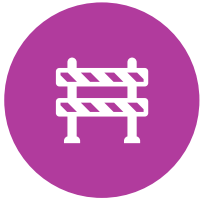
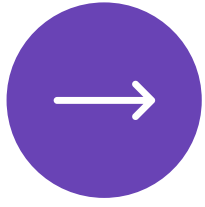
THE TOOLS OF CULTURAL PROFICIENCY



BARRIERS

GUIDING PRINCIPLES

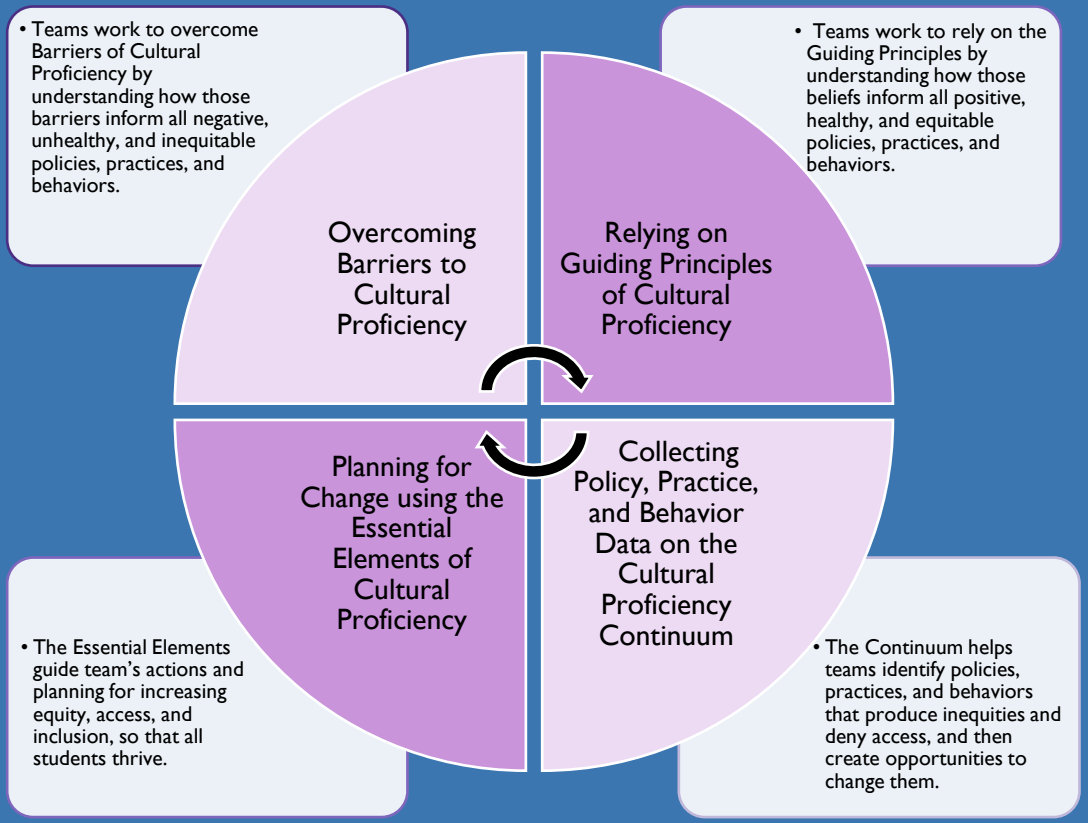


CONTINUUM

ESSENTIAL ELEMENTS

(Lindsey et al., 2019)

How to Apply *The Tools of Cultural Proficiency*



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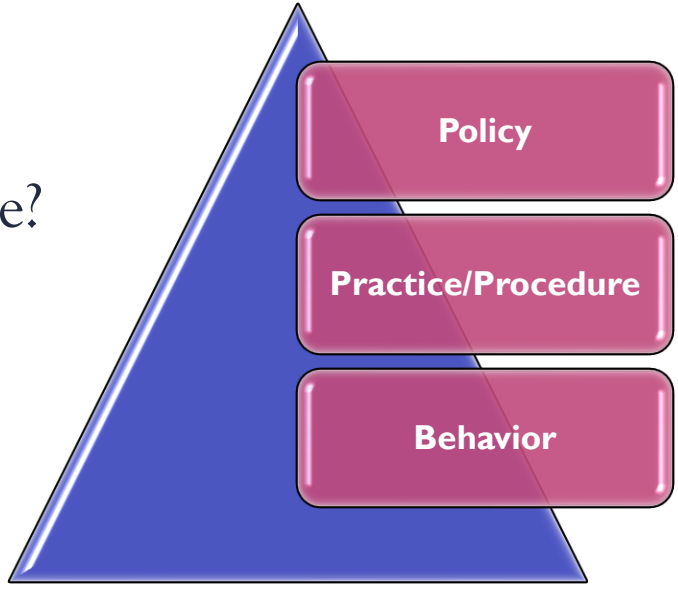
The Tools of Cultural Proficiency (Cross, 1989; Lindsey, Nuri-Robins, Terrell, & Lindsey, 2019)

Cultural Proficiency Professional Services, Learning Resources, Comprehensive Action Planning Guide (MCCPS © 2021)

BREAKOUT REFLECTION AND DIALOGUE

- What did you hear?
- What resonated with you?
- What questions do you have?



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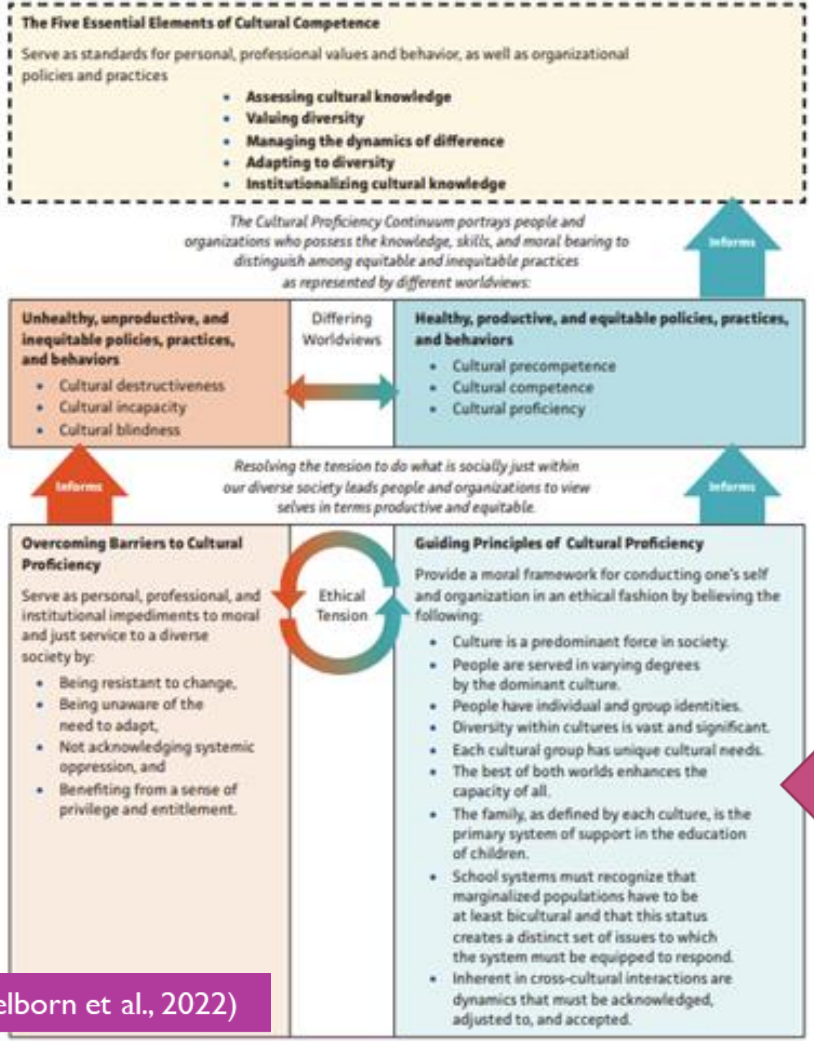

(Welborn et al., 2022)

TOOL 2: GUIDING PRINCIPLES TO CULTURAL PROFICIENCY

The Guiding Principles of Cultural Proficiency are belief statements that guide teams to develop a mindset to continuously surface, evaluate, and change practices and behaviors to support equity and access.

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TOOL 2: THE GUIDING PRINCIPLES

"Is what we say about educators congruent with what we do?"

Culture is a predominant force in society.

People are served in varying degrees by the dominant culture.

People have individual and group identities.

Diversity within cultures is vast and significant.

Each cultural group has unique cultural needs.

The Family, as defined by each culture, is the primary system of support in the education of children.

People who are not part of the dominant culture have to be at least bicultural.

School systems must recognize that marginalized populations have to be at least bicultural and that this status creates a distinct set of issues to which the system must be equipped to respond through culturally proficient educational practices.

Inherent in cross-cultural interactions are social and communication dynamics that must be acknowledged, adjusted to, and accepted.

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APPLICATION OF THE TOOLS OF CULTURAL PROFICIENCY

Tool 1: Barriers = Negative, Inequitable, Unproductive, Unhealthy Behaviors, Policies, Practices

Tool 2: Guiding Principles = Positive, Equitable, Productive, Healthy Behaviors, Policies, Practices

Tool 3: Continuum = Identification and Opportunity

Tool 4: Essential Elements = Action, Change, Increased Cultural Proficiency

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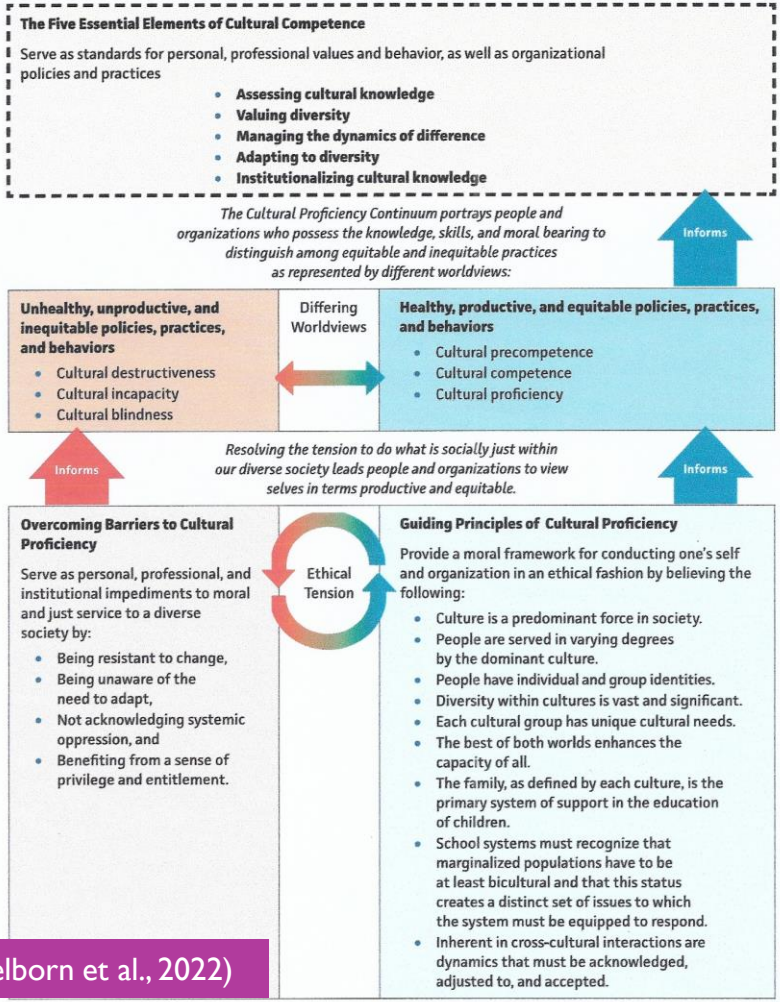

Source: Adapted from R. B. Lindsey, Nuri-Robins, and Terrell (2009, p. 60).

(Welborn et al., 2022)

TOOL 3: CULTURAL PROFICIENCY CONTINUUM

The Cultural Proficiency Continuum guides teams to examine policies, practices, and behaviors along six points arranged from culturally destructive to culturally proficient.

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TOOL 3: 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 differenc you see do not matter or not recognizing that there are differences amon 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.

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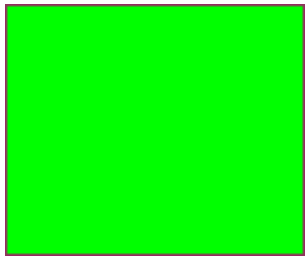
CULTURAL PRECOMPETENCE

BEGIN TO KNOW WHAT WE DON'T KNOW

- Short-term PD is event based, not data driven.
- Episodic events such as Women's History Month, Black History Month, International Night
- Begin to recognize issues of disproportionality such as gifted student identification, discipline data, members of certain clubs.
- "We are trying to teach the kids who used to go to school here."
- Reading a book or attending a presentation about an ethnicity different from your own to learn about your students.
- Microaggressions

Source: CampbellJones, CampbellJones, & Lindsey, 2010



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CULTURAL COMPETENCE

DOING/SPEAKING UP

- Students and visitors can see images like and different from them.
- School is using disaggregated data to drive decision making.
- Access data gathered and analyzed for developing strategies for inclusion, including but not limited to gifted, advanced placements, and sports.
- "I notice voices of our families who practice Islam are not present. We cannot make a decision until we engage them."
- Differentiating instruction or assessment to effectively support all learners.

Source: CampbellJones, CampbellJones, & Lindsey, 2010

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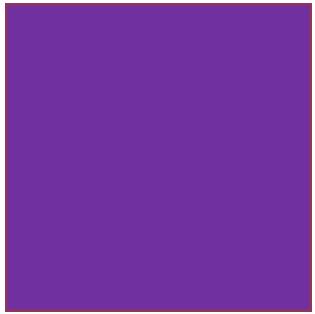
CULTURAL PROFICIENCY

ADVOCACY FOR SOCIAL JUSTICE

- Advocacy for Social Justice; doing what's right for students
- Life-long learning about self and others
- Realization that Cultural Proficiency is a "process"
- "I'm starting to seek conversations and learn about how people who self-identify as other than the dominant group may react to me because of my dominant group self-identification."
- Learning how to surface, examine, challenge, and change (if necessary) personal and organizational behaviors, policies, and practices.

Source: CampbellJones, CampbellJones, & Lindsey, 2010



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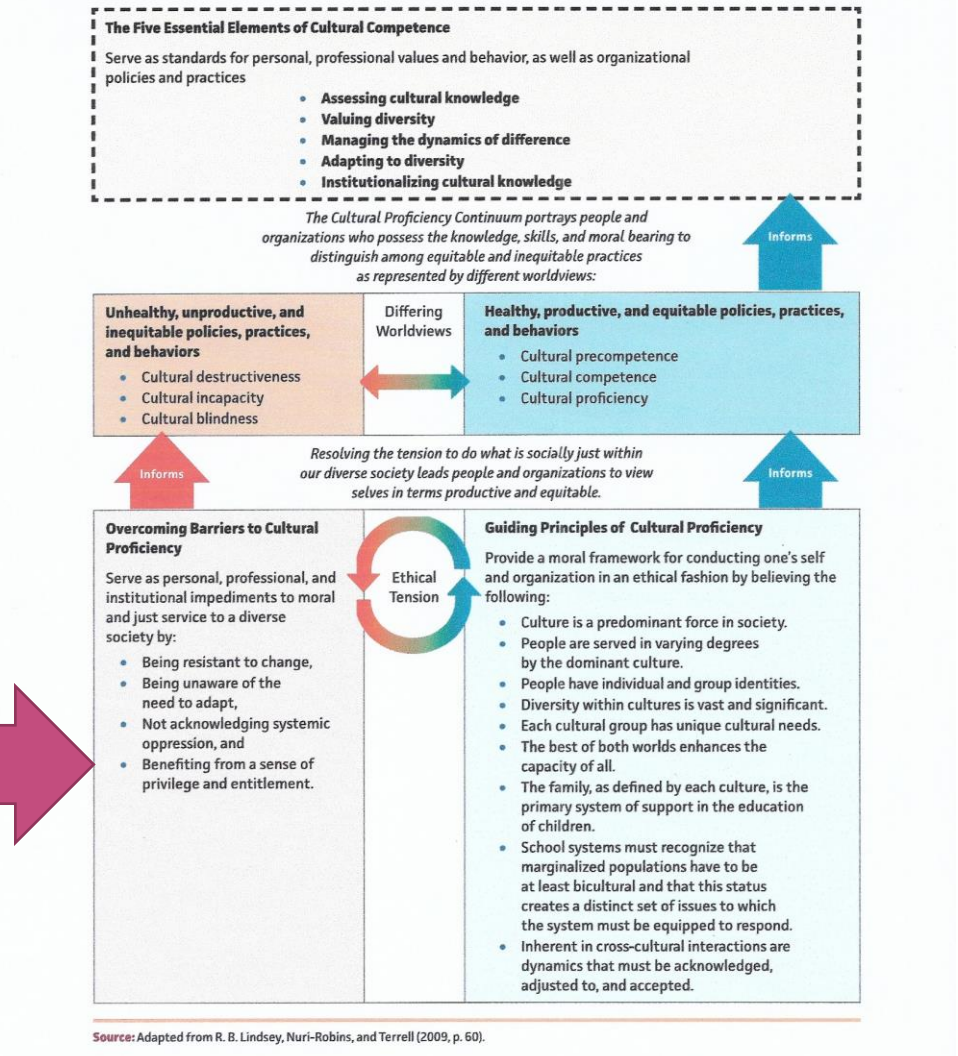

Source: Adapted from R. B. Lindsey, Nuri-Robins, and Terrell (2009, p. 60).

TOOL 1: OVERCOMING BARRIERS TO CULTURAL PROFICIENCY

The Barriers to Cultural Proficiency inform all unhealthy, unproductive, and inequitable practices, policies, and behaviors.

APPLICATION OF THE TOOLS OF CULTURAL PROFICIENCY

Tool 1: Barriers = Negative, Inequitable, Unproductive, Unhealthy Behaviors, Policies, Practices

Tool 2: Guiding Principles = Positive, Equitable, Productive, Healthy Behaviors, Policies, Practices

Tool 3: Continuum = Identification and Opportunity

Tool 4: Essential Elements = Action, Change, Increased Cultural Proficiency

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BARRIERS TO CULTURAL PROFICIENCY

Systemic Oppression

- Racism, Sexism, Ableism, Classism, Heterosexism
- Distributing power and privilege (consciously or unintentionally) only to members of dominant groups
- Abusing power accrued through rules and roles within the organization

A Sense of Entitlement and Unearned Privilege

- Not recognizing that members of certain groups receive more privileges because of their position or because of the groups to which they belong
- Assuming you accrued all your personal achievements and societal or organizational benefits because of your competence or your character

Unawareness of the Need to Adapt

- Not recognizing the need to make personal and organizational changes in response to the diversity of the people with whom you and your organization interact
- Believing instead that only the others need to change and adapt to you
- Lack of experience or differing cultural norms

Resistance to Change

- Believing that the changes need to be made externally, by others, not within self
- Not recognizing that the journey to Cultural Proficiency is a change process, not an event

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HOW DO THESE BARRIERS SHOW UP IN THESE PRACTICES?

Systems of Oppression

- Giving students whose family members display power or privilege in the community the benefit of the doubt, while assigning immediate discipline consequences to other students that add to the disparities in the discipline gap (i.e. race, gender, disability, social class).

Unawareness of the Need to Adapt

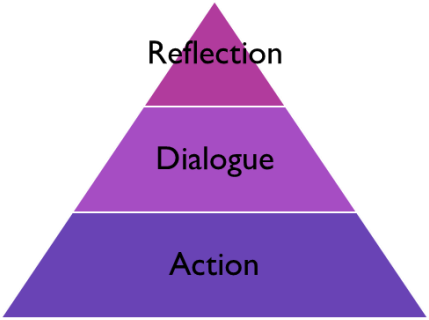
- Yelling at students who are referred to the office for disrupting class for authoritative purposes.

A Sense of Privilege/Entitlement

- Disciplining a student identified with a disability without regard to that disability.

Resistance to Change

- Always demanding students' eye contact as a sign of respect.



Journal

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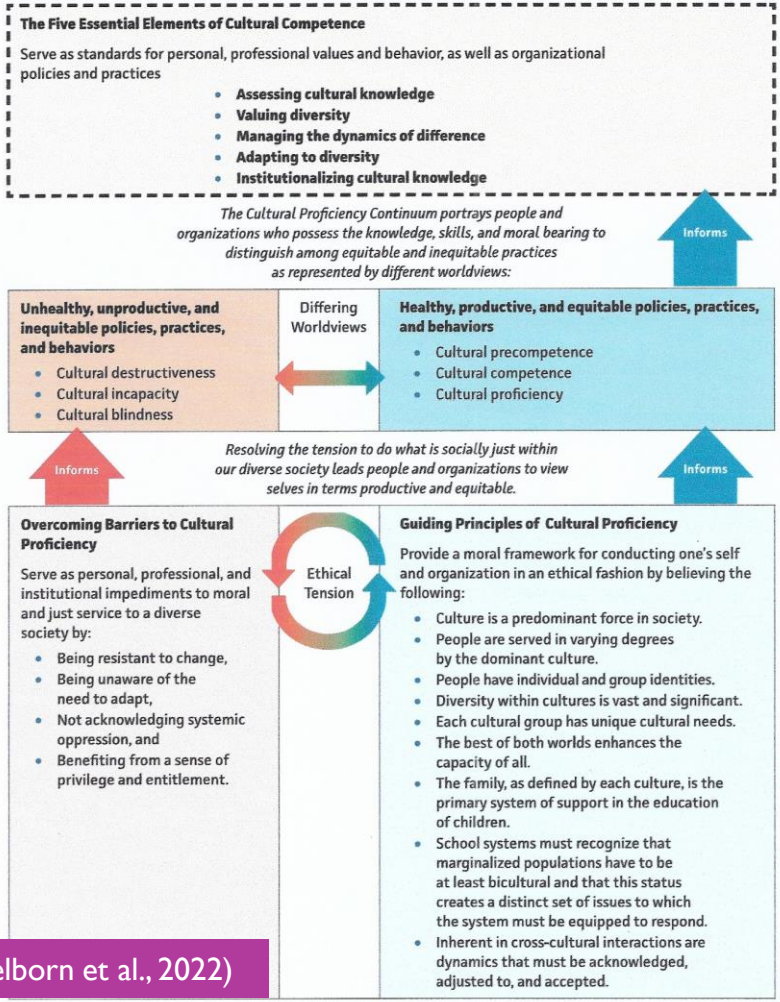

Source: Adapted from R. B. Lindsey, Nuri-Robins, and Terrell (2009, p. 60).

(Welborn et al., 2022)

TOOL 3: CULTURAL PROFICIENCY CONTINUUM

The Cultural Proficiency Continuum guides teams to examine policies, practices, and behaviors along six points arranged from culturally destructive to culturally proficient.

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TOOL 3: CULTURAL PROFICIENCY CONTINUUM

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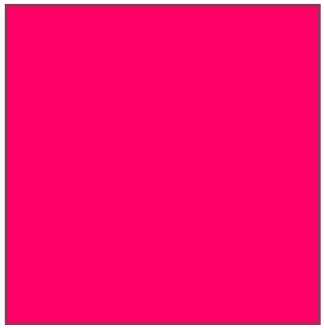
CULTURAL DESTRUCTIVENESS

DISMISSIVE/BLAMING

- Elimination of Curriculum topics
- "I don't want those kids in my class/school."
- "There is no such thing as autism."
- Physical or verbal abuse.
- "They don't value education."
- Macroaggressions – bold, blatant comments, policies, and practices that are wrong and offensive.

Source: CampbellJones, CampbellJones, & Lindsey, 2010



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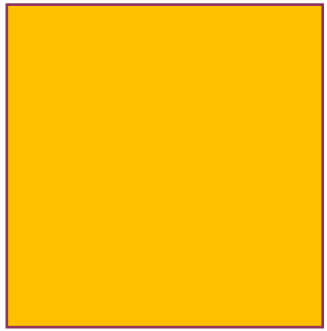
CULTURAL INCAPACITY

HOSTILITY/NEGATIVITY

- Questioning Qualifications
- Mispronouncing unfamiliar names; making fun of names or laughing at names.
- Mocking with an accent or behavior.
- Institutionalizing low expectations by tracking students.
- "His behavior is too bad for him to learn anything."
- "Their parents don't care, why should I?"
- Macroaggressions

Source: CampbellJones, CampbellJones, & Lindsey, 2010



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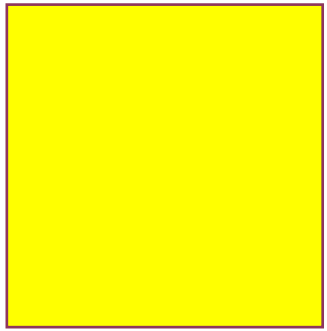
CULTURAL BLINDNESS

PRETENDING/UNABLE TO SEE CULTURE

- Diversity/Equity training separate from Professional Development
- Ignoring Access/Achievement Gaps
- "Really, I don't see color; I treat all kids the same."
- "I teach it in many ways, and they should learn it."
- "Don't be so sensitive. I was just "kidding."
- Always using whole-group instruction with no differentiation.
- Microaggressions – Often seemingly isolated comments or incidents that violators may not even know they did something wrong, but usually are repeated over time, unnoticed, but can become egregious.

Source: CampbellJones, CampbellJones, & Lindsey, 2010



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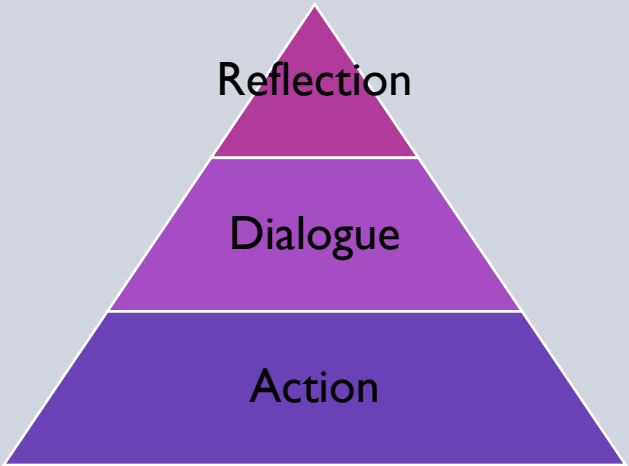
GALLERY WALK
RDA PROCESS



What do you notice?

What are you wondering?

How might you use this Continuum learning strategy in your district, school, or with your PLC or department team?

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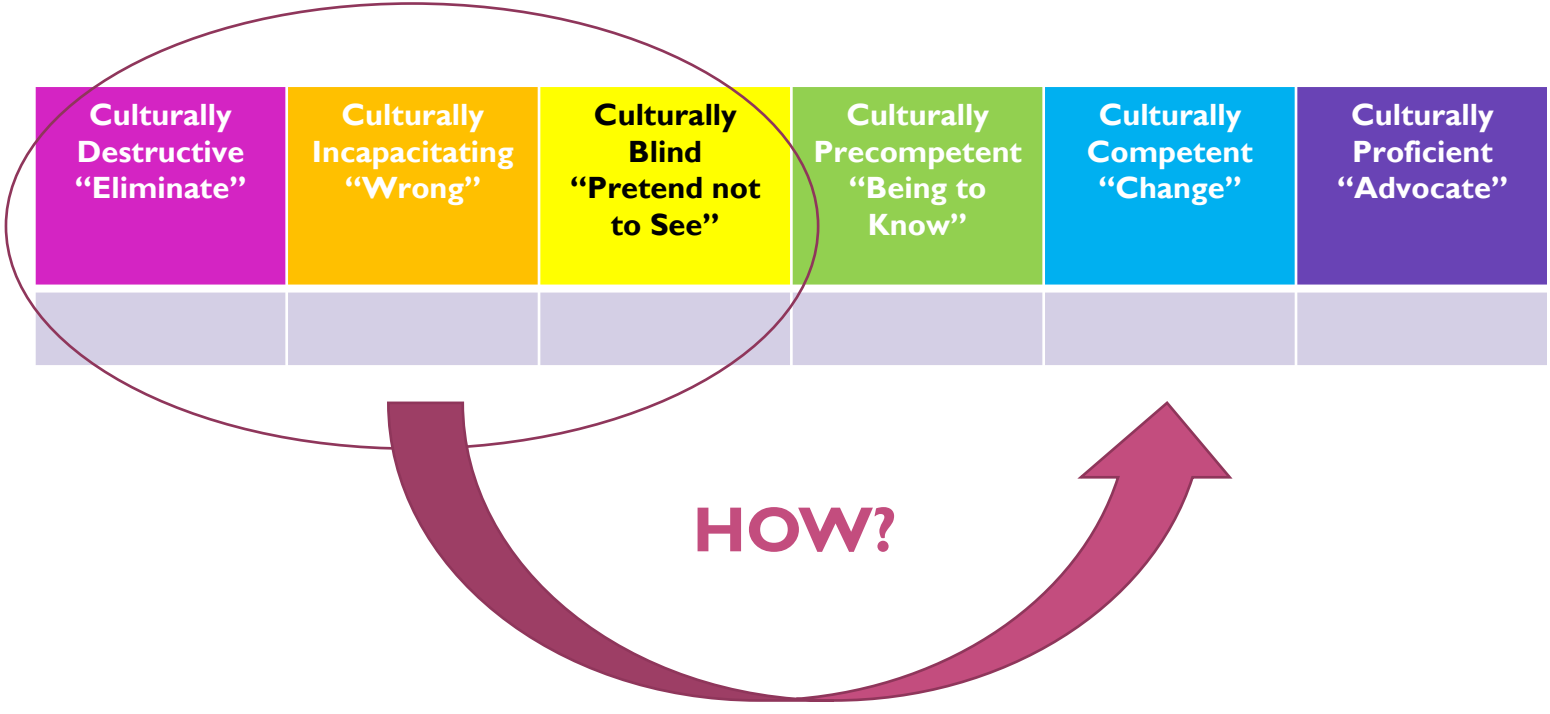
CULTURAL PROFICIENCY CONTINUUM



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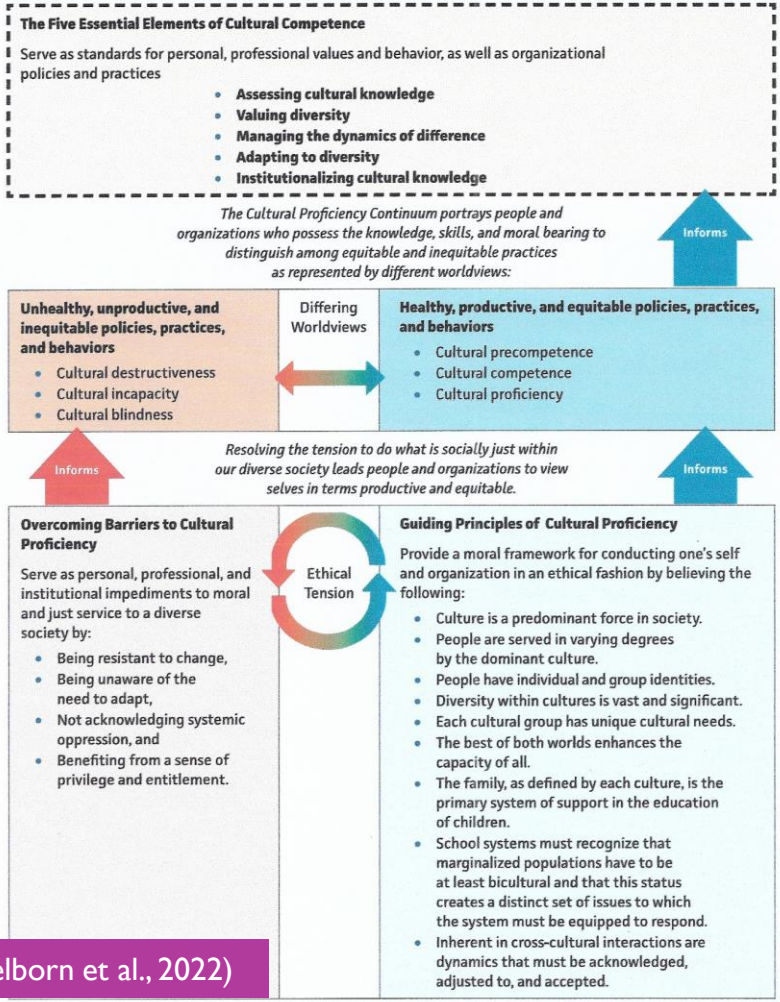

Source: Adapted from R. B. Lindsey, Nuri-Robins, and Terrell (2009, p. 60).

(Welborn et al., 2022)

TOOL 4: ESSENTIAL ELEMENTS OF CULTURAL PROFICIENCY

The Essential Elements are five action verbs that serve as standards for guiding personal, professional values and behaviors, as well as organizational policies and practices.

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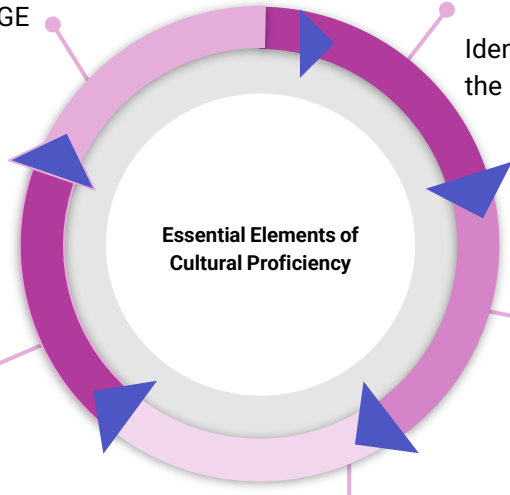
ACTION VERBS FOR CHANGE



INSTITUTIONALIZING CULTURAL KNOWLEDGE

Teach and learn about differences and how to respond to them effectively.

ASSESSING CULTURE

Identify and learn about the difference among the people in your environment.

ADAPTING TO DIVERSITY

Change the systems to ensure healthy and effective responses to diversity.

VALUING DIVERSITY

Embrace the differences as contributing to the value of the environment.

MANAGING THE DYNAMICS OF DIFFERENCE

Reframe the differences so that diversity is not perceived as a problem to be solved.

IN YOUR ROLE, HOW DO YOU LEAD FOR CHANGE TO HELP YOUR STUDENTS BE SUCCESSFUL?

How do you assess your cultural knowledge when change is needed for your students?	**How do you value diversity when change is needed for your students?**	**How do you manage the dynamics of difference when change is needed for your students?**	**How do you adapt to the diversity when change is needed for your students?**	**How do you institutionalize cultural knowledge when change is needed for your students?**
Type educator behaviors (things you say and do) HERE				

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HOW WILL WE USE THE ESSENTIAL ELEMENTS OF CULTURAL PROFICIENCY?

- To learn about the change process
- To conduct a self-assessment for learning this work
- To support change in policy, practice, and behavior through dialogue
- To "breakthrough" difficult situations and conversations through *Culturally Proficient Coaching*
- To develop a strategic, equity action plan
- To monitor progress toward equity goals

(Welborn et al., 2022)

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IMPLEMENTATION IDEAS

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WHO WILL YOU *INTENTIONALLY*
OPEN THE DOOR FOR THIS
SCHOOL YEAR?
Leading with Action
Strategic Planning

DISPERSION PATTERN OF POTENTIAL IMPACT OF CULTURAL PROFICIENCY

(WELBORN, CASEY, MYATT, LINDSEY ET AL., 2022)

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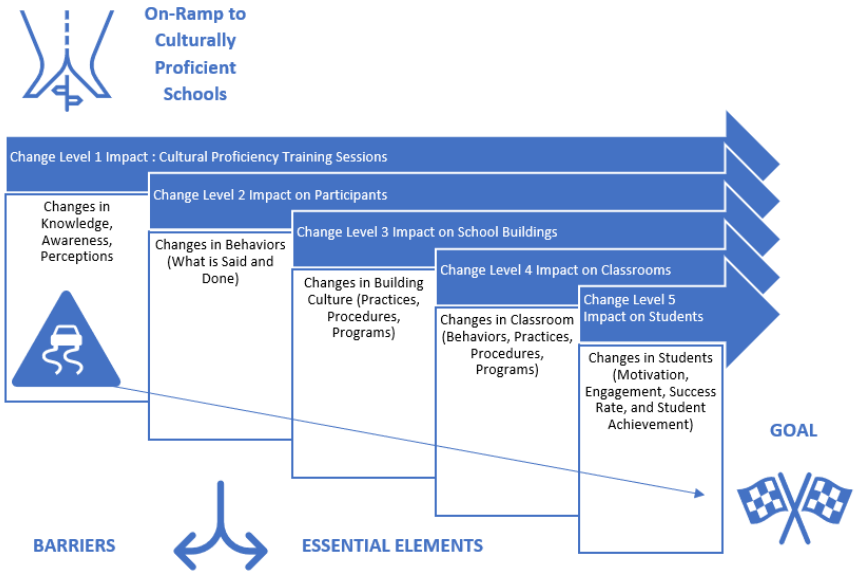

REFLECTION, DIALOGUE, ACTION

REFLECTION ON TODAY'S SESSION
2 STICKY NOTE

GIVE ONE

GET ONE

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THE JOURNEY

Cultural Proficiency is not a place in which we will arrive, but it is the journey of educating our youth so 'That ALL students thrive.'

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SESSION EVALUATION

QUESTIONS

JAIME.WELBORN@SLU.EDU

IN WHAT WAYS WAS TODAY HELPFUL TO YOU?

ONE WISH

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