

Dr. Erick Witherspoon

# Anchoring Success through Equity Leadership!

## Turning the Ship Around.



# Learning Agreements

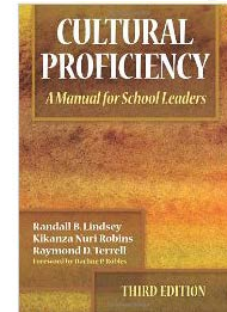
- Tech check – phones, etc.
- Hand signals
- Be 100% present
- Enjoy the session!

# What To Expect

**DIALOGUE**

Reflection and Dialogue are essential processes for individuals and organizations engaged in a journey toward Cultural Proficiency:

- Reflection is the discussion we have with ourselves to understand our values and behaviors



**ACTIVITIES**



## Four Agreements

1. Stay Engaged
2. Experience Discomfort
3. Speak Your Truth
4. Expect/Accept Non-Closure.

## REFLECTION

Dialogue is the discussion we have with others to understand their values and behaviors

# Intended Outcomes

- Participants to view Cultural Proficiency as a shared priority
- Participants to experience Cultural Proficiency as personal and professional work
- Participants to view the Tools of Cultural Proficiency as a guide for addressing access and achievement gap issues.
- Participants to explore the valuable contribution of the school leader in the implementation of a culturally proficient environment.

# In Appreciation

## Terry Cross

Co-Authored *Towards a Culturally Competent System of Care*, published by Georgetown University. He has 40 years of experience in child welfare, including 10 years direct practice.



## Randall Lindsey

Co-Author of *Cultural Proficiency: A Manual For School Leaders* ; Emeritus Professor, California State University, Los Angeles





# What is Cultural Proficiency?

Culturally proficiency 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)



# Equity Coaching



# Elements of Equity through CP Coaching

Frame: (Individuals, Families, and Communities)

- Recognizes
- Affirms
- Values Worth
- Protects
- Preserves Dignity



## The Olympics History Teacher

- The history teacher is teaching a lesson about Civil Rights. She discusses how Jesse Owens could have easily protested Hitler's regime during the 1936 Olympics without consequence. To students shock, she then proclaimed, "we all know that white people are stronger and smarter than black people anyway!"

# The New Superintendent

The district is moving in a new direction and there is great excitement about the new superintendent who will assume her role next week. Your colleague dampens the enthusiasm by saying to you, “I don’t know about this new superintendent.” She has a strong track record, is highly awarded, and has national recognition for improving student achievement. I’m just concerned because this is our first female superintendent and women can be “moody.” Not only that, she is a Latina – I’m not sure if this community is ready for that. Also – I heard that she is married to a woman!

# Cultural Proficiency



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

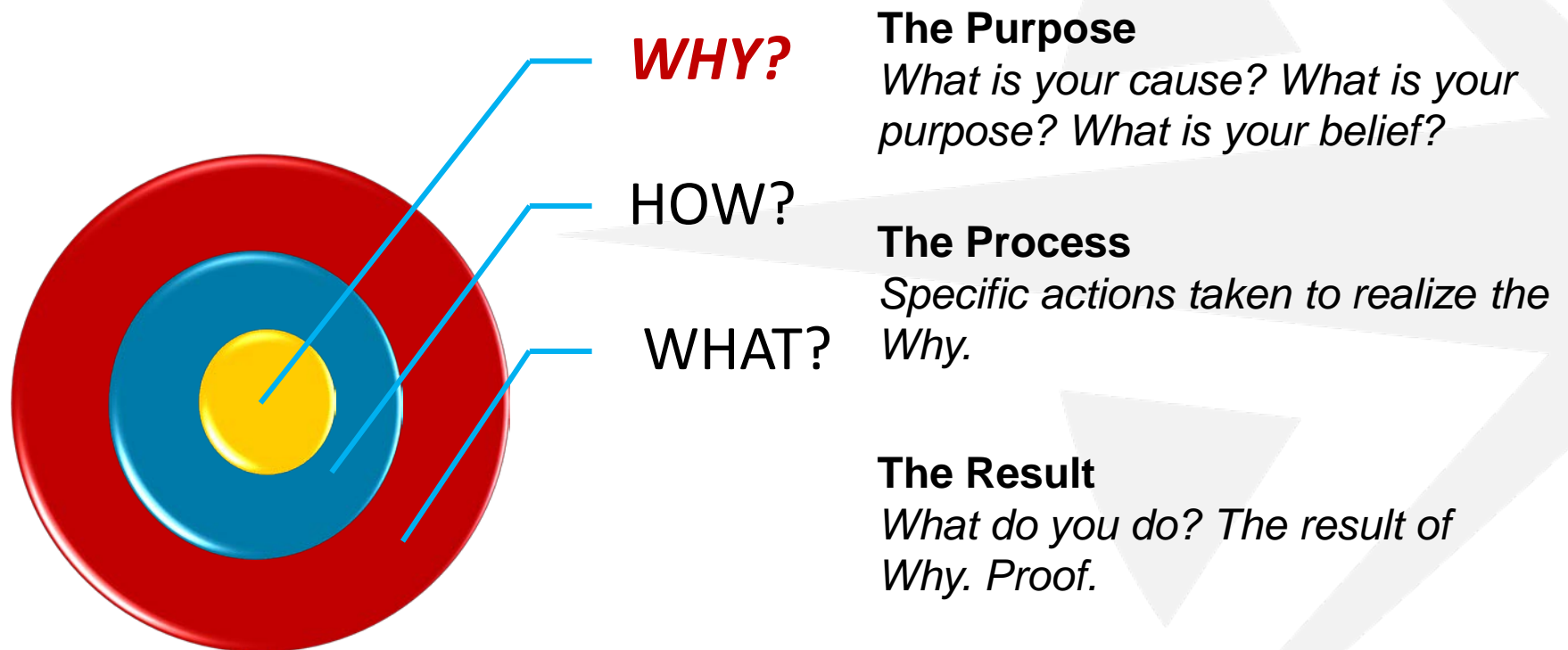
- Cultural proficiency is not an off-the-shelf program. It is an approach; it provides tools and help for an increasingly diverse world with an increasing number of well-intentioned and fearful people.
- The **use of specific tools** effectively describing, responding to, and planning for issues that 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 Functions as a...

- Worldview
- Perspective
- Mindset
- Mental model,
- Lens **through which to view your work**
- Manner in which we lead our lives.

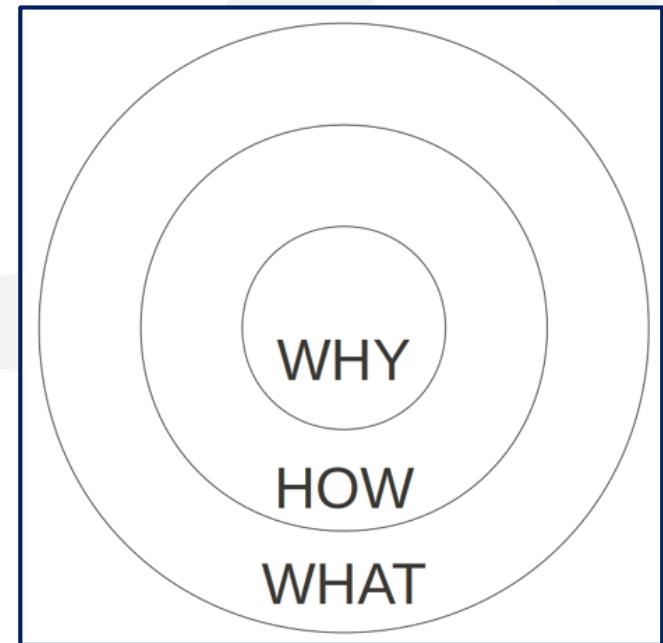


# Sinek's Golden Circle



# Exercise: District Reflection

- **WHY do you do what you do in the district?**
  - Express in terms of your underlying values, beliefs and assumptions that guide your behaviors?
  - Share with table members and look for common language, beliefs, and behaviors





# Moral Purpose



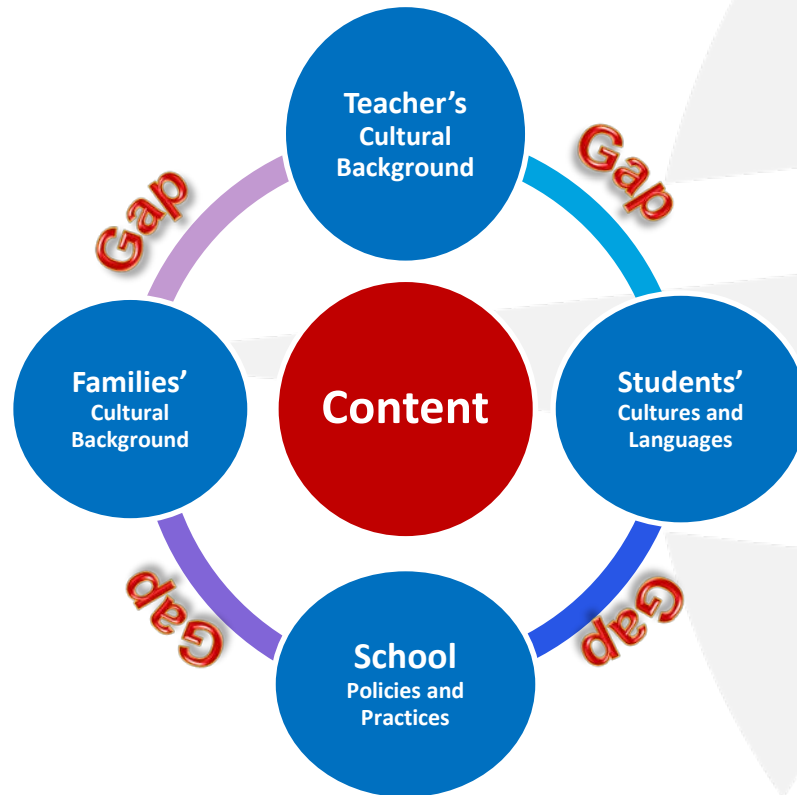
- Defined as: “acting with the **intention of making a positive difference** in the lives of all stakeholders, and society as a whole” (p. 3).
- Moral purpose is what infuses an organization with passion and purpose.
- Fundamentally, “**moral purpose** and **sustained performance** of organizations are **mutually dependent**” (p.28).

# Moral Purpose (Con't)



- One must have moral purpose in order to have a guiding force. It defines both the **end product of leadership, and how one gets to the end product.**
- Moral purpose of the highest order is **having a system where all students learn,** the gap is greatly reduced, and what people learn enables them to be successful citizens and workers in a morally based knowledge society.

# Cultural Connections





# All Teaching is Cultural



# 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, but can be nurtured***

# The Framework for Cultural Proficiency Uses Four Unique Tools

Schools, 3rd Ed, pages 4-7

- **The Guiding Principles**

- Underlying values of the approach

- **The Continuum**

- Language for describing both healthy and non-productive policies, practices, and individual behaviors

- **The Essential Elements**

- Five behavioral standards for measuring, and planning for, growth toward cultural proficiency

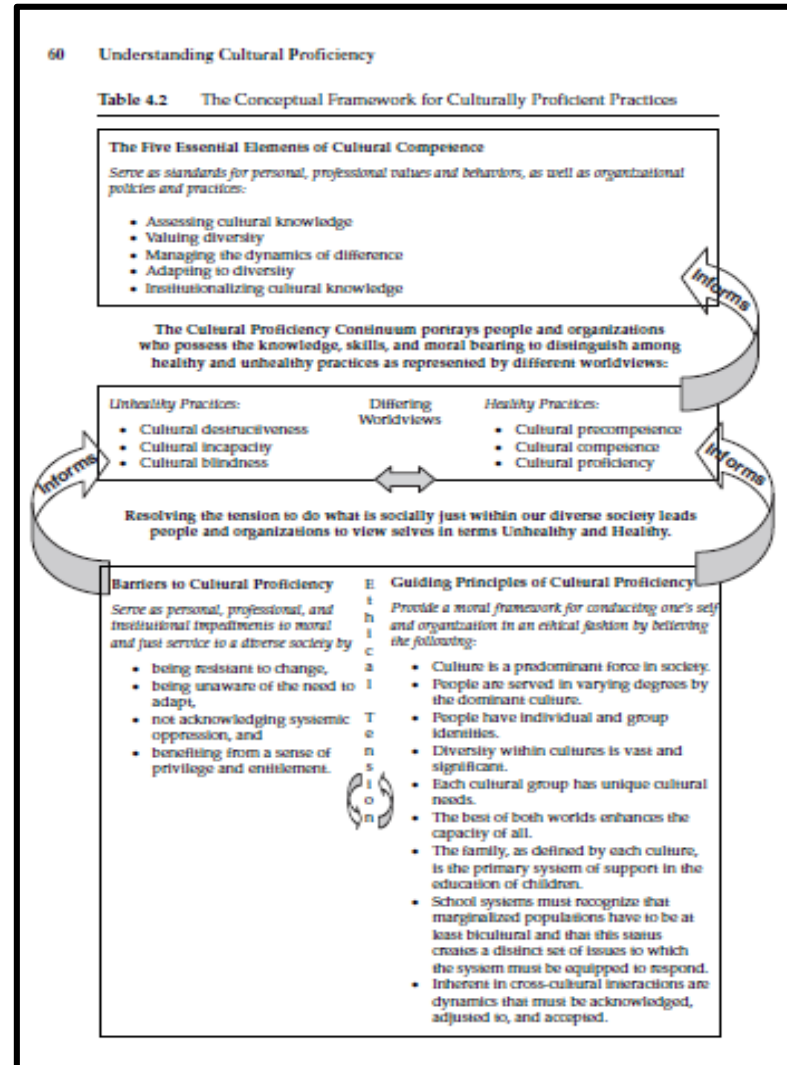
- **The Barriers**

- Two caveats that assist in responding effectively to resistance to change



# Conceptual Framework

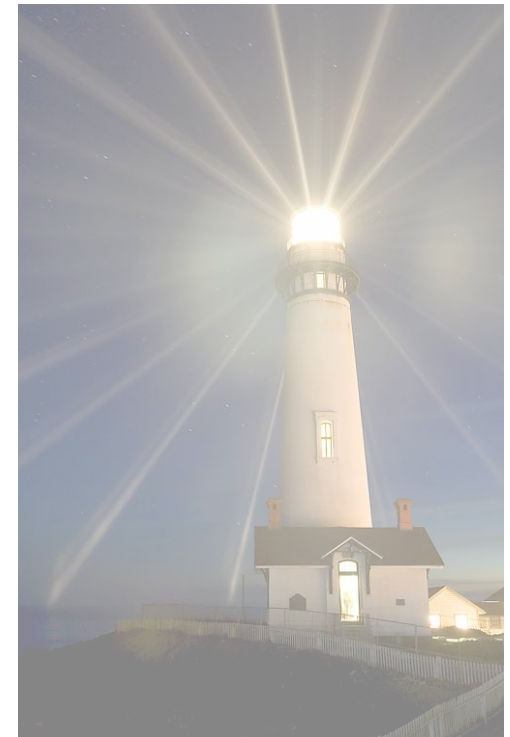
## Deepens Learning



# Tool #1: Guiding Principles

- Culture is a predominant force
- People are served in varying degrees by the dominant culture
- Acknowledge group identities
- Diversity within cultures is important
- Respect unique cultural needs

*The Guiding Principles are the core values, the foundation upon which the approach is built*



# Guiding Principles (cont'd)

- The best of both worlds enhances the capacity of all.
- The family, as defined by each culture, is the primary system of support in the education of children.
- **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**

**'Community-centric' vs 'School-centric'**

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

**Say Something**

# Cultural Perceptions

Manual, 3<sup>rd</sup> Ed., 214 Deepens Learning

Engage in the activity:

- Select a partner that you do not know well.
- A and B?
- A shares her perceptions about B (next slide)
- B responds to those perceptions
- B shares his perceptions about A
- A responds to those perceptions

# Share your perceptions: How do you think your partner would respond?

- ✓ Country of family origin and heritage
- ✓ Languages spoken
- ✓ Interests or hobbies
- ✓ Favorite foods
- ✓ Preferred types of movies, TV programs
- ✓ Preferred types of music
- ✓ Pets, if any, or favorite animals
- ✓ Fantasy vehicle

# Guiding Principles

## Deepening Learning



- Organize into trios to read article: ***Focus on Assets; Overcome Barriers***
  - Divide the 9 Guiding Principles among the 3 participants
- Take 8 minutes to read your portion of the essay and to locate *2-3 Most Important Points*.
- Then, individually share a MIP– the most important finding, or key idea from the reading (10 min)
- As a group discuss themes or commonalities or differences that emerge from your reading. (7 minutes)
- In what ways might the information from the reading apply to quality teaching and learning at your school?



# Tool #2: Overcoming Barriers to Cultural Proficiency

- The presumption of entitlement
- Systems of oppression
- Unawareness of the need to adapt
- Resistance to change

*The barriers to cultural proficiency are systemic privilege, oppression, and resistance to change*



# Other Cultures

The world in which you were born  
is just one model of reality.

**Other cultures are not  
failed attempts at being you:**

They are unique manifestations  
of the human spirit

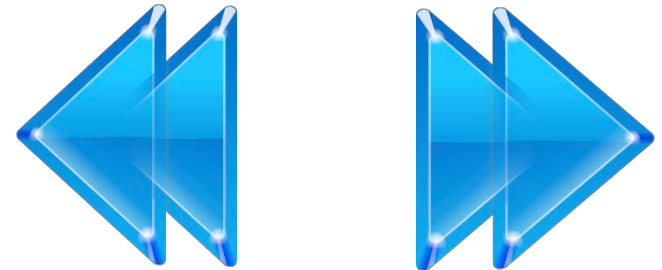
Wade Davis, Anthropologist

# Tool #3: The Continuum

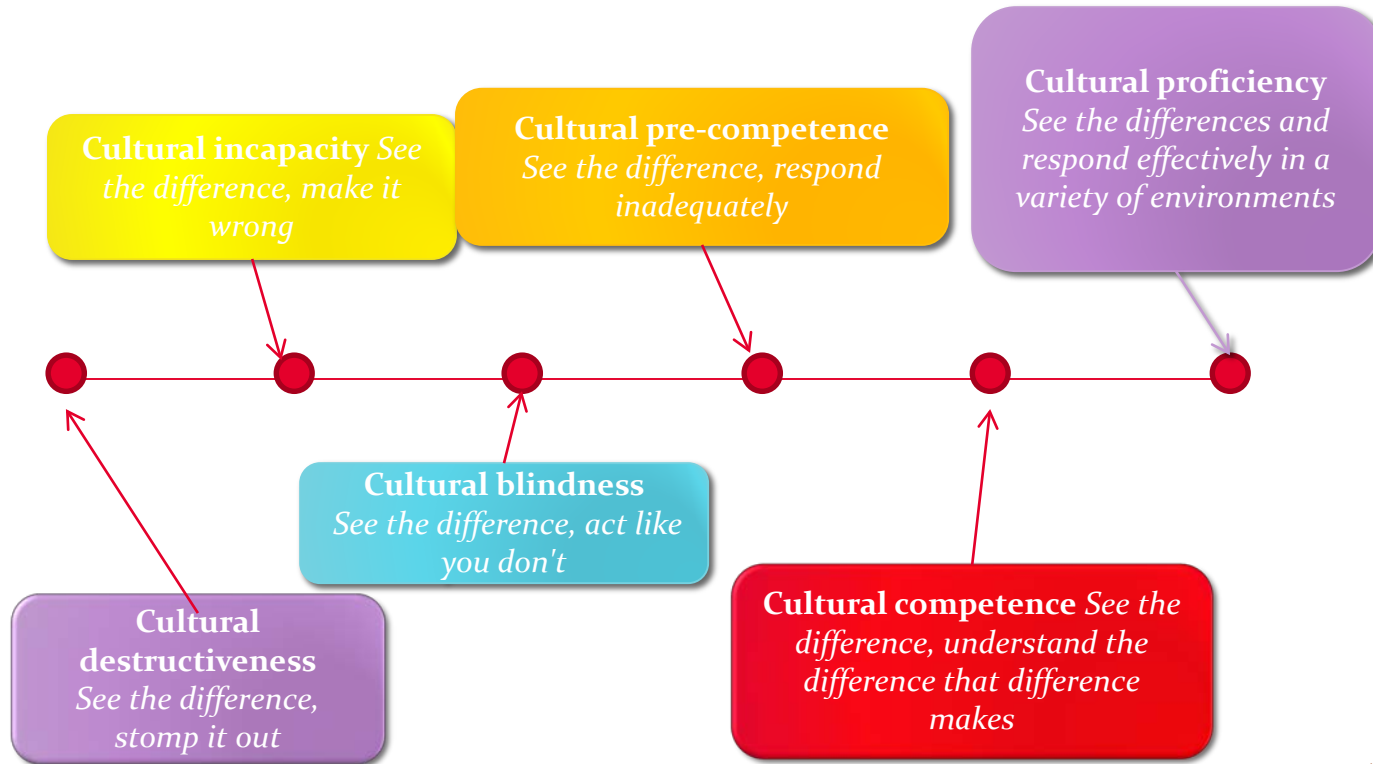
Schools 3<sup>rd</sup> Ed, Chapter 5, pages 111-123

- ✓ 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 PROFICIENCY CONTINUUM



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)

**HANDOUT**

# Cultural Destructiveness

*“See the difference; stomp it out.”*

*Using one’s power to eliminate the culture of another.*

## ***Hostility/Negativity***

- Period preceding 1492 – Pre-Columbian
- *I don’t want those kids in my class/school*
- *No such thing as autism*
- *Physical abuse*
- *‘They don’t value education’*

# Cultural Incapacity

*“See the difference; make it wrong.”*

*Believing in the superiority of one’s own culture and behaving in ways that disempower another’s culture.*

## ***Dismissive/Blaming***

- Questioning qualifications
- Mispronouncing unfamiliar names; making fun of
- *With an accent like that, they couldn’t be very smart*
- *Their parents don’t care, why should I?*
- *I’m very successful when working with ‘normal kids’*

# Cultural Blindness

*“See the difference; act like you don’t.”*

*Acting as if cultural differences do not matter or as if there are not differences among/between cultures.*

## ***Pretending/Unable to see Culture***

- Diversity/equity training separate from other PD
- Ignoring access/achievement gaps
- *Really, I don’t see color; I treat all kids alike*
- *What’s wrong with what we are doing; most are doing well*
- *Don’t be so sensitive; I was ‘just kidding’*

# Cultural Pre Competence

*“See the difference; respond to it inappropriately.”*

*Recognizing the limitations of one’s skills or an organization's practices when interacting with other cultural groups.*

***Begin to know what we don’t know; becoming aware of culture***

- Short-term PD is event based
- Long-term PD is data driven; what is needed to be learned
- Begin to recognize issues of disproportionality
- *We are trying to teach the kids who used to go to school here*



# Cultural Competence

*“See the difference; respond positively. Engage and adapt.”*

*Esteem culture; knowing how to learn about organizational culture; interacting effectively in a variety of cultural groups.*

## ***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
- School functions as a learning community
- Multiple perspectives invite speaking out against unfairness

# Cultural Proficiency

*“See the difference; respond positively. Engage and adapt.”*

*Esteeming culture; knowing how to learn about organizational culture; interacting effectively in a variety of cultural groups*

## ***Advocacy for Social Justice***

- Lived commitments to
  - Advocacy
  - Social justice; doing what’s right for students
  - Life-long learning
- Realization that Cultural Proficiency is a ‘process’
- Commitment to mentoring at 2 levels

# Cultural Proficiency in Our Schools

## Using the sticky notes provided at your table...

1. Record one example per sticky note of a situation, quote, scenario, or something you have heard that represents each of the six parts of the continuum.
2. Try your best to provide *at least* one examples of each:
  - **Cultural Destructiveness**
  - **Cultural Incapacity**
  - **Cultural Blindness**
  - **Cultural Pre-Competence**
  - **Cultural Competence**
  - **Cultural Proficiency**
3. When you are finished, place the sticky notes on the corresponding chart paper.



# Tool #4: Essential Elements for Leaders

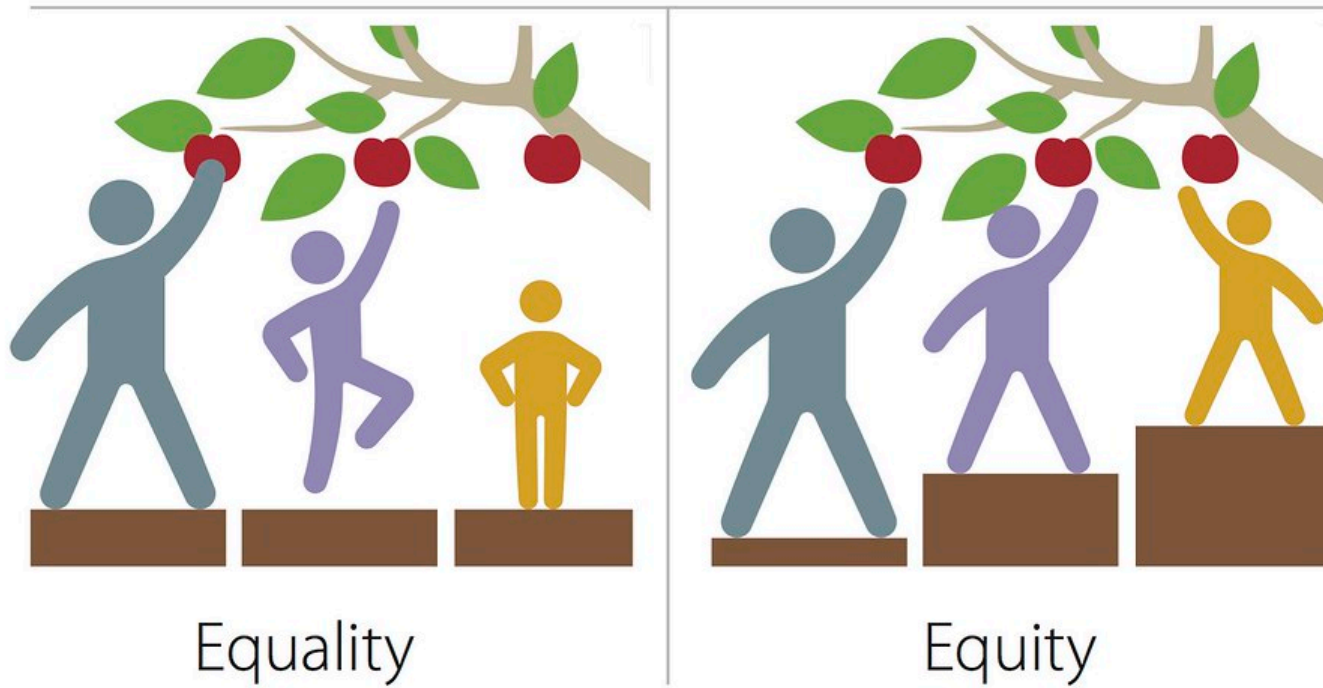
3<sup>rd</sup> Ed, Page 7

- 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*



# Vision



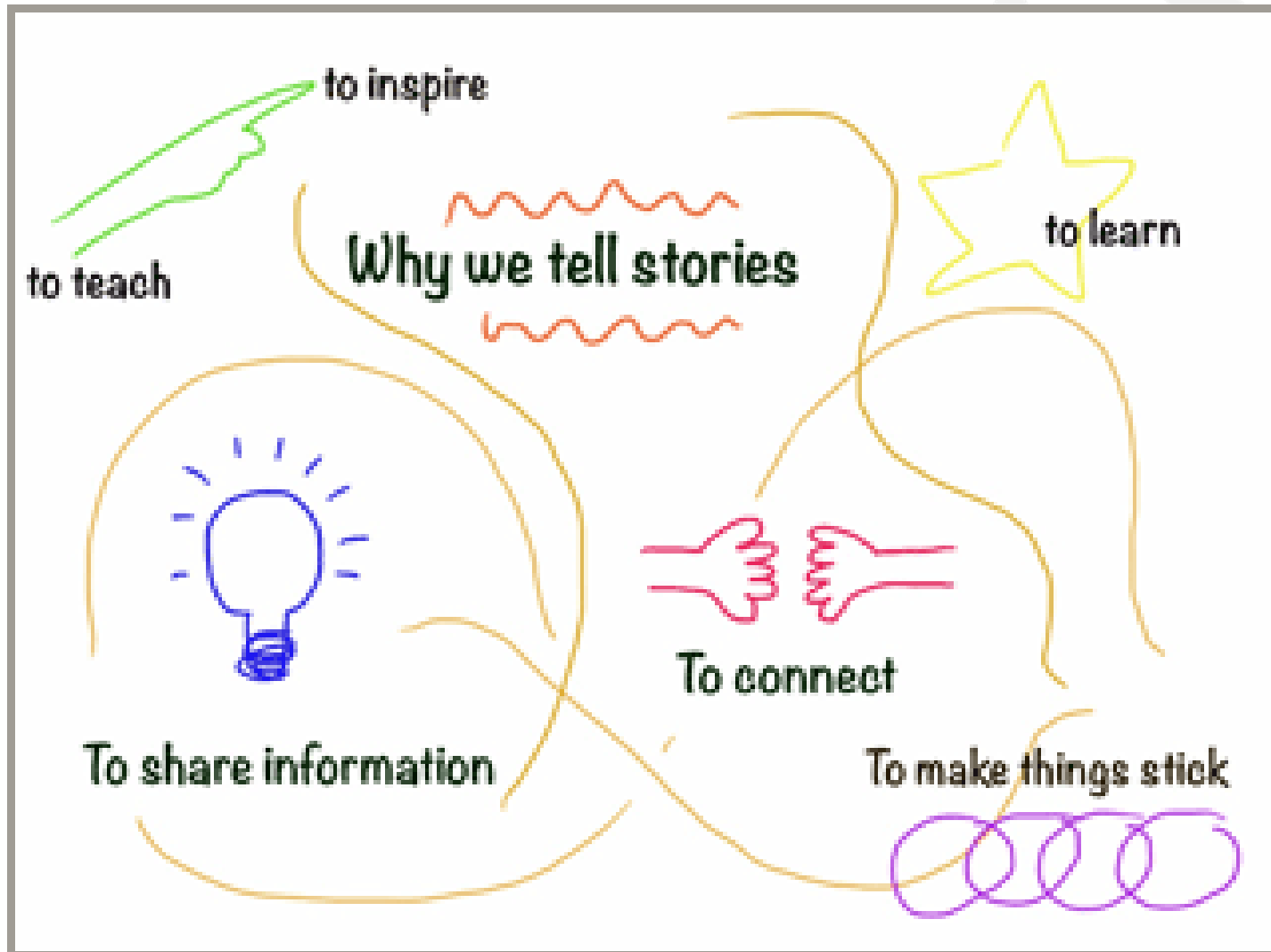
# What is your current Equity Landscape?



# What is Your Vision?



# Define Your Equity Leadership Story





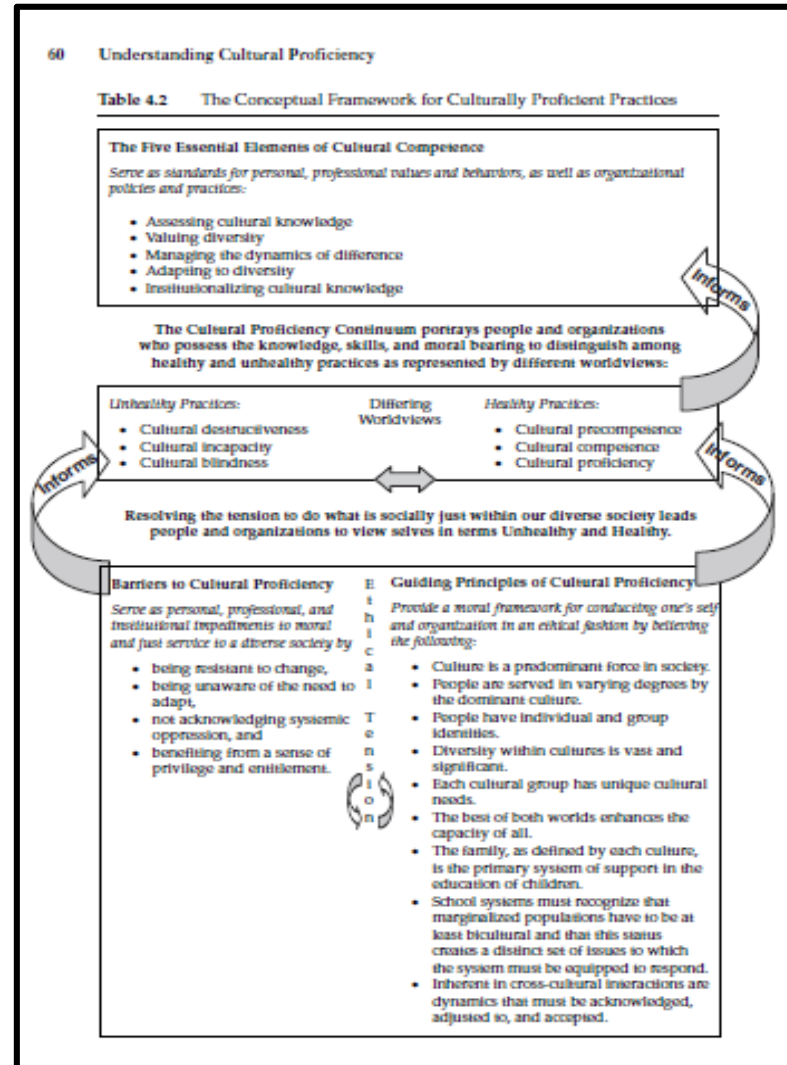
# Crystalize Your Equity Values



®

# Conceptual Framework

## Deepens Learning



HANDOUT

# Equity Literacy – Paul Gorski



# Equity Literacy Deconstructed

Inequity is unfair distribution of access and opportunity, including access and opportunity to material and non-material resources.

Equity requires a redistribution – not a mitigation, no an add-on program, but a redistribution of access and opportunity.

# The Four Abilities of Equity Literacy

1. The ability to **Recognize** even the subtlest biases and inequities.
2. The ability to **Respond** skillfully and equitably to biases and inequities in the immediate term.
3. The ability to **Redress** biases and inequities by understanding and addressing them at their institutional roots.
4. The ability to **Create and Sustain** a bias-free and equitable learning environment even in the face of discomfort or resistance.

# Group Conversation

- Discuss an inequity or injustice you've recognized and responded to in your school or district.

# Principles of Equity Literacy

1. There is no path to justice that does not involve a direct confrontation with injustice.
2. Equity and justice initiatives must focus, not on fixing marginalized people, but on fixing conditions that marginalize people.
3. Examining generational injustice equips us to address poverty better than examining generational poverty.

# Elements of Equity Literacy

- How to create a safe and caring learning environment for all learners that **values** relationships in both word and deed.
- Equity Literacy is the ability to recognize bias and inequities and the **willingness to disrupt** those patterns.



# Hidden Images – Conceptualizing Equity



# Conceptualizing Equity

- Reflect –

What are examples of the hidden curriculum in your school(s)?

What are the implications of this hidden curriculum?

Equity literacy lesson: Inequities often are subtle, so we must learn to recognize them in order to respond to them.

# Equity Literacy Equation

- Good will (desire for justice)
- +
- Depth of Knowledge (understanding how inequity operates and how to cultivate equity)
- +
- Will (commitment to action, not just belief)
- = The possibility of Equity!



# The Lettuce Lesson!



## Conditions for Growth...

- “When you plant lettuce, if it does not grow well, you don’t blame the lettuce. You look for reasons it is not doing well. It may need fertilizer, or more water, or less sun. You never blame the lettuce.”

- Thich Nhat Hanh

## Priority Principle

- Each policy and practice decision should be examined through the question, “How will this **impact** the **most marginalized members** of our community? Equity is about **prioritizing** their interests.

## One Size Fits Few Principle:





## One Size Fits Few Principle:

No individual identity group shares a single mindset, value system, learning style, or communication style. Identity-specific equity frameworks (such as group level “learning styles”) almost always are based on simplicity and stereotypes, not equity.



## Equity Literacy – Build Relationships!

**"Great teachers focus not on compliance, but on connections and relationships."**

**- PJ Caposey in Education Week Teacher**

# How to Build Relationships with Students

- Confer with Students
- Beware of nonverbal
- Greet Students
- Know their Names
- Build a Community

# Teachers Greeting Students...



## Your Stories

- Recall a time when you felt particularly included, engaged, and validated as a student. What were the conditions that supported this feeling?
- Recall a time when you felt particularly alienated as a student. What were the conditions that created this feeling?

# The Pathway...The Equity Action Plan



# Champion Equity Daily!

Every child deserves a  
**champion**  
-- an adult who will  
**never give up**  
on them,  
who understands the  
power of  
**connection**  
and insists that they  
**become**  
the best that they can  
possibly  
**be.**  
-- Rita F. Pierson

toddlerapproved.com

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<https://www.surveymonkey.com/r/BMCMXJT>



**Thank you for your willingness  
to share and grow with us  
today!**