Creating Safe and Inclusive Schools by Advancing Equity and Cultural Proficiency Systemically.

Ohio’s Annual Statewide Education Conference

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Objectives

To view Cultural Proficiency as an effective asset based strategy for 21st Century educators

To look at how expectations, assumptions, and even causal bias can affect both student academic success and behavior

To understand how an collaborative inquiry process can be used to advance educational equity at the systems level

To examine tools for promoting Cultural Proficiency and equitable educational practices
Conditions for Success

Be Open, Present, and Engaged

Speak Your Truth from the “I” Perspective

Ask Questions for Clarification

Lean Into the Discomfort

Accept and Expect Non-Closure

Listen, Listen, Listen, and Process

Honor Confidentiality
Why Cultural Proficiency?

http://corwinlearning.ning.com/video/nebraska
What is Cultural Proficiency?

Cultural proficiency is a way of being that allows individuals and organizations to interact effectively with people who differ from them. It is a developmental approach for addressing the issues that emerge in diverse environments.

Culturally Proficient Instruction 3rd Edition
What is Cultural Proficiency?

“Culturally Proficient educators and organizations do not necessarily know all there is to know about every cultural group. They do, however, acquire the knowledge, skills, and attitudes that enable them to find out what they need to know, to learn that information, and to use it effectively.”

Culturally Proficient Instruction 3rd Edition
What is Cultural Proficiency?

“The best way to describe cultural proficiency is that it is a state of mind where we respond to each other in a way where we appreciate one another’s culture. There is reciprocal space, where people look to understand one another.”

Dr Franklin Campbell Jones

- Complex and Analytical Thinking
- Creative and Innovative Problem Solver
- Informational Researcher, Processor, and Consumer
- Technological Practitioner
- Effective Communicator
- Collaborative Worker
- Global, Cross-Culturally Competent Person
- Self-Directed Learner
Village of 100
Why Cultural Proficiency?

Cultural Proficiency is an asset to educators because:

- It helps educators take responsibility for their own attitudes, beliefs, behaviors and performance
- It helps educators build authentic relationships so ALL students can feel safe, valued, respected and empowered to do their best
- It empowers educators to make a difference in the lives of children who are different
- It helps educators to enhance student social adjustment to the school environment and prepare them for our growing multicultural society
- It helps educators and students to adapt rather than just assimilate
21st Century Preparedness

“Any student who emerges into our culturally diverse society speaking only one language and with a monocultural perspective on the world can legitimately be considered educationally (socially) ill-prepared.”

—Sonia Nieto (2004, p. xv)
Cultural Proficiency & Equity

“Excellence without Equity is Privilege”

Mike Taylor Former Superintendent
Lakota Local Schools

10 years in a Row Excellence with Distinction
Educational Equity is ...

when educational practices, policies, curricula, resources, and school cultures are representative of all students, such that each student has access to, participate and make progress in high quality learning experiences, regardless of her or his race, ses, gender, ability, religion affiliation, national origin, linguistic diversity, or other characteristics.
The Cultural Nature of Learning

What people bring with them

What's already there

The work people do together

Institutional Culture

The Culture We Create

Adapted From The Equity Alliance at ASU, 2011
The Culture We Create

The work people do together

Adapted From The Equity Alliance at ASU, 2011
Equity is the vision!

Culturally Responsive/Proficient Education is the Strategy.
Culturally Responsive/Proficient Education is...

the overall **approach** one takes to delivering instruction, using curricular materials, making educational decisions, including student discipline; and interacting with students and their families.

the **lens** through which teachers see their students and their students' learning.

the **filter** through which teachers **listen** to how students express their needs and desires.

Gonzales & Skelton (2011) Equity Alliance at ASU
Creating and Sustaining Equitable Practices

- Depth
- Breath
- Distributed Ownership
Equitable  Emancipatory  Research-based

Educate  Access
Competencies for equitable practices

- Examining one’s own cultural identities
- Engaging in inquiry and reflection for continuous improvement
- Getting to know the cultural practices of students
- Implementing equitable instructional practices
- Surfacing issues of power and privilege

Engaging in inquiry and reflection for continuous improvement

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Enacting systemic change through addressing policies, people and practices

Leading systems transformation through the collaborative inquiry process

Changing the discourse

Expanding our solutions

Building the capacity for equity and excellence
Collaborative Inquiry Process

1. Analyze Local context
2. State Needs and Desired Outcomes & Plan
3. Implement Plan
4. Reflect & Evaluate

The process is cyclical, allowing for continuous improvement and adaptation.
Collaborative inquiry places educators in the role of actively constructing professional knowledge through treating their classrooms and schools as sites for investigation.

Educators engage in learning and conversation from inside their practice and build on their professional knowledge by examining and reflecting on new learning through the lens of prior knowledge and experience, new information and data, and the impact of their actions.
In the supportive context of collaborative inquiry, participants explore agreements about learning and teaching, uncover tacit knowledge, and come to individual and shared understandings of how, why and under what conditions instruction and leadership yield student results.
Changing the Discourse

Reframe deficit thinking

Creating opportunities to and possibilities

Dislodge deficit discourse

Demonstrate a valuing of diversity and use the language of possibility

Revising Stratifying Discourse

Negotiate agreements for cultural practices that create inclusive, respectful, supportive and responsive learning environments.

Briscoe, Arrizaza & Henze, 2009
Technical Solutions

• Focus on strategies for solving specific and direct problems of practice

Adapted from Equity Alliance at ASU
Contextual Solutions

• Focus on strategies that uncover contextual practices (i.e. historical patterns, local written and practice-based policies) that afford and/or constrain decision-making and shape everyday practice

Adapted from Equity Alliance at ASU
Critical Solutions

- Focus on strategies that surface information about underlying beliefs and behaviors that maintain and sustain the status quo in power and privilege; and reproduce inequities

Adapted from Equity Alliance at ASU
Tools to Advance the Work

- Engaging School Communities in Critical Reflection on Policy
- Cultural Proficiency Continuum
Engaging School Communities in Critical Reflection on Policy

Equity by Design:
Engaging School Communities in Critical Reflections on Policy

Erin M. Macey
Kathleen K. A. Thorius
Seena M. Skelton

Policy Review Guide

For each item, please examine the policy and generate rationale statement(s). For each rationale statement, provide a solid body of data to support the claim you assert in the rationale statement (i.e., evidence). You may have several rationale statements for each item and several pieces of evidence for each rationale. Each piece of evidence should address ONE topic. NOTE: For some items, you will be asked to select a rating. In those instances, your rationale statement should clearly support and address the rating you select.

Policies Content

Legal
To what extent does the policy satisfy the legal mandates?
- To a Great Extent
- Somewhat
- Very Little
- Not At All

Rationale-Explanation Statement

Evidence

Consideration = Recommendation

Research-Based
In what ways does the policy adhere to or deviate from principles derived from scholarly research that will likely bring about effective outcomes?

Rationale-Explanation Statement

Evidence

Consideration = Recommendation
Schools and school systems that are predicated on continuous improvement and responsiveness to the changing needs of new generations of students work to deepen their understandings of race, class, gender, language, culture, and democracy and develop practices that promote the success of all students.

NCCREST Position Statement 2005
Welcome to the Great Lakes Equity Center, one of ten regional Equity Assistance Centers (EACs) funded by the U.S. Department of Education. We provide technical assistance resources and professional learning opportunities related to equity, civil rights, and systemic school reform throughout our six-state region of Illinois, Indiana, Michigan, Minnesota, Ohio, and Wisconsin. Please explore our website to learn more about what we do and how we may serve as a resource for you. We look forward to hearing from you!
Thank you for your participation!

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