Cultural Proficient Leadership-The Person Journey Begins Within  (Lindsey, Terrell)

Cultural Proficiency-A Marin for School Leaders  (Lindsey, Robins, Terrell)

The focus of these books is to clarify perspectives and locate ourselves through narratives in our work as culturally proficient leaders. It is designed to cause leaders to couch their personal and professional behaviors in the context of understanding, appreciation, and recognition of difference and diversity. Leadership is a journey that begins from within.

**Introduction**

**Goals**
1. Learn how and from whom you developed your assumptions, values and beliefs about people culturally different from yourself.
2. Learn from people who are culturally different from yourself.
3. Develop an intentional frame for culturally proficient leadership practice.

The books are organized in distinct learning patterns.

1. Recent history of equity movement and how they impact public schools and leadership
2. Use of one’s own journeys to amplify awareness and facility with equity issues
3. Provide protocols and instruments to record your own equity story
4. Provide a means to make intentional choices

These books use:

1. Reflective practice to identify one’s values and behaviors and making changes in policy and practice
2. Moral imperative in the education of all children
3. An inside out model- a leader must clarify one’s own assumptions, beliefs, and values to be effective in cross cultural settings

The first book is designed in three parts.

1. Importance of school leadership, four tools of cultural proficiency and opportunity to construct a Cultural autobiography
2. Process of reflection and interviews to deepen knowledge of cross cultural relationships
3. Synthesis and development of an action plan to address cultural proficiency

**Chapter 1 pg. 9-18 The Leadership Journey Begins Within**

1. Adult role models in schools often have contrasting experiences and limited shared experiences
2. Reflection includes:
   a. identify your reaction to your school
   b. identify equity issues
   c. identify access and achievement gaps
   d. how does NCLB affect your school
3. Equity issues are the elephant in the room that we pretend we don’t see
4. Leaders lead school to provide equitable opportunities irrespective of students’ cultural membership
5. Bridging achievement gaps is a complex undertaking that requires leaders who have knowledge of society and schools that foster disparities
6. Educational achievement has 2 components:
   a. high quality curriculum and instruction
   b. outcome measures
7. Systems restructuring must be addressed rather than blaming students, families, and their cultures
8. Schools must address:
   a. access of high quality instruction
   b. quality experienced teachers
   c. equitable school funding
9. Brown versus Topeka Board of Education 1954 ended separate but equal
10. Students of color and English Learners will comprise 40% of all students very soon (p. 14)
11. Teaching work force is primarily white middle class and female
12. Students most successful are those that align with the dominant paradigm (values, beliefs, socio economic status, behaviors, world view, language, and degree of ableness)
13. How do educators meet the academic and social needs of young people who enter our schools with a different set of values, beliefs, socio economic experiences, behaviors, world view, home language, and degrees of ableness?

**NCLB as a Leadership Tool**
The legislation illuminates the disparity among achievement groups. Ask yourself what kind of leaders you are:

1. Who am I, as a school leader, as a cultural being?
2. What are my values, beliefs, behaviors, language, class, race, ethnicity and world view?
3. What values, beliefs, behaviors, language, class, race, ethnicity, and world view do the various students bring into my classroom and school?
4. How does my culture affect the students who come to my classroom/school?
5. How will the students’ cultures affect me?
6. What must I do when my culture and the students’ culture is different?

**Definition of Key Terms pg. 16-17**
1. culture
2. culture informancy
3. demographic groups
4. dominant culture
5. equity
6. ethnicity
7. national origin
8. nativism
9. race
10. reflection
11. sexual orientation
Chapter 2 pg. 10-29 The Cultural Proficiency Leadership Lens

1. What do you do when students are discussed by adults in unhealthy manners?

2. What does it sound like when educators are engaged in healthy conversations about their practice?

3. Three agreements:
   a. gaps are historical and persistent
   b. to close the gap leaders must step forward and examine values, behaviors, policies, practices.
   c. as equity educators leaders must address cultural proficiency by:
      1. beginning with examining oneself
      2. shift thinking to embracing and esteeming culture
      3. introduce culture proficiency as a lens through which educators view their roles
      4. culture proficiency is a concept comprised of a set of 4 interrelated tools to guide our practice:
         a. inside out
         b. leadership paradigm
         c. education leadership lens
         d. toolkit

Inside out Process

1. Cultural proficiency is who we are more than what we do
2. Ability to see that change is an inside out process
3. Common leadership
   a. recognize own culturally proficient assumptions
   b. retain those assumptions that promote cultural proficiency
   c. change assumptions that impede
   d. use inside out process to examine and change policies and practices to facilitate cultural proficiency
   e. self-examination is fundamental to addressing gaps
4. Assess and change to become a culturally proficient system with four tools:
   a. guiding principals
   b. a continuum
   c. essential elements
   d. barriers
5. Cultural proficiency represents a leadership paradigm of:
   a. a world view with values, language, standards and practices
   b. a belief that there are no shortcuts to achieving authenticity
   c. a collaborative reflection to assist with the journey
   d. a shift from tolerance to transformational commitment to equity
   e. Tolerance is a lack of value for education, they just need to work harder, race equals socio-economic status, and they must pull themselves up by their bootstraps
   f. proficiency is an ability to create a positive educational experience, learn how the system can be more effective, search for best instructional practice, and being solution oriented
Educational Leadership Lens

1. **Guiding principle**- build ethical professional frames for effective cross-cultural communication and problem solving
2. **A continuum**- behaviors are diagnosed to better influence policies and practices
3. **Essential elements**- standards of personal and professional conduct to create a framework to address academic and social needs
4. **Barriers**- intentional in the use of the guiding principles and essential elements

**Toolkit**

1. Key questions in creating guiding principles
   a. Ask ourselves: Is what we say as school leaders congruent with what we do?
   b. Consider your own beliefs and core values
   c. Develop a coherent approach to honor and build on student strength
   d. Culturally proficient principles provide a framework to inform professional practice for student learning
   e. Are your school and district mission statement inclusive and realized by all students?
   f. Do your own and staff values align with established school values of cultural proficiency?

**Leadership and the Culturally Proficient Continuum**

Key components to be analyzed and addressed:

1. **Cultural Destructiveness**- eliminate cultures of others at school and in the community
2. **Cultural Incapacity**- trivialize other cultures and seek to make the culture appear wrong
3. **Cultural Blindness**- don’t see or acknowledge others and ignore experiences of those cultures
4. **Cultural Pre-competence**- increase awareness of practices in a diverse setting and what learning is needed
5. **Cultural Competence**- leading with values and behaviors that are inclusive of all cultures
6. **Cultural Proficiency**- leading as an advocate for lifelong learning to increase effectiveness in serving the educational needs of all cultural groups. Hold the vision that you as a school community are instruments for creating socially just democracy.

**Five Essential Elements of Cultural Competence** (p.26)

1. assessing cultural knowledge
2. valuing diversity
3. managing the dynamics of difference
4. adapting to diversity
5. institutionalizing cultural knowledge

**Overcoming Barriers to Cultural Proficiency** (p.27)

1. Resistance to change
2. Systems of oppression
3. A sense of privilege and entitlement
4. Barriers are seen in commonly made statements within the system
   a. It is not me that need to change
   b. I have been a successful educator for years
   c. These kids and their parents need to get a clue
5. Need to recognize one’s own and school entitlement and privilege
6. See roadblocks and address them
7. Dominant culture reflecting a non-inclusive system can be heard in staff room comments
   a. Parents don’t show up for conferences and they don’t care
   b. Why help the future gang bangers; they are just like their parents
   c. Why learn their culture; they are living here and should assimilate
8. Cultural proficiency is:
   a. an approach for surfacing educators assumptions and values that undermine the success of some groups
   b. a lens for examining how to include and honor all groups and their learning needs

Chapter 3 pg. 30-41 Constructing Your Cultural Autobiography
1. Develop your own autobiography and the various cultural groups to which you belong
   a. Six cultural groups
      1. race/ethnicity
      2. gender
      3. sexual orientation
      4. social class
      5. ableness
      6. faith

Summary of Learning (pg.40)
Questions to ask yourself:
1. What is your value for people different from you or like you?
2. What beliefs do you have about those who are like or different from you?
3. What customs are emerging in how you respond to those different from or like you?
4. What cross cultural traditions if any, endure in your life?
5. What is your view of the language you speak and the language spoken by others?
6. How do you view the world-small around you; large and more encompassing; or somewhere in between?
7. What assumptions do you make about those different from you?

Chapter 4 pg. 45-62 Responding to Issues Related to Race, Ethnicity, and National Origin
1. Having authentic discussion is difficult; however, this is how one progresses toward proficiency
2. Address achievement gaps as they relate to:
   a. isms
   b. race, ethnicity, and national origin
   c. language
   d. cultures and customs
   e. socio economic

National History of Racism and Ethnocentrism
1. Question your own beliefs
   a. Has racism existed in the history of America?
   b. Does Racism exist today?
   c. If assimilation were practice would disparities cease to exist?
2. Legacy of racism
a. pitting people against each other from a socio economic base

3. Segregation, desegregation, integration
   a. 1970’s moved from segregated to desegregated (mandatory plan)
   b. Does desegregation achieve equity?

4. Social, economic, and political forces impinge on schooling
   a. disparities in access to health, care, employment, economic forces, housing affect schooling
   b. educators have ethical and moral responsibility to educate all students
   c. generational poverty affects learning opportunities

5. Achievement gap is a test of moral being
   a. clear gaps of subgroups in reading and math
   b. Do school districts and policies channel students to maximize their learning and promote inclusive practice?

The Cultural Proficiency Continuum: A guide for your reflections
1. The shift from tolerance to equity occurs when we shift from:
   a. blaming students
   b. blaming their culture
   c. blaming their parents
   d. blaming their neighborhoods

2. Use the continuum to analyze your own school’s learning environment (p. 53-54)
3. Tolerance=cultural destructiveness, incapacity, blindness
4. Proficiency=cultural pre-competence, competence, proficiency

See questions on p. 60 to guide cultural interviews.

Chapter 5 pg. 63-80 Responding to Issues Related to Language, Gender, and Social Class
1. Language, gender, and social class are equally different conversations as race, ethnicity, and national origin
2. Need courage to confront undiscussables
3. Address access to education for language, females, and low socio economic

Language Acquisition (Krashin/Cummins)
1. Language has a tangles history
2. Value some European languages
3. Instruction in native language to be addressed
4. Language issue as it related to illegal immigration is a current issue (Advocacy in politics for English only)
5. 1974 Lau vs. Nichols-SFUSD
   a. class action law suit and US Supreme Court case to provide instruction in the primary language
Gender Issues
1. Glen Singleton, 2006, addressed the issue of “Oppression Olympics” to avoid entrapment in not allowing issues of sexism to be pit against race
2. 1970’s more sexism in education was visible; assignments and curriculum
3. Few females in math and science in 1970’s; male white teachers were dominant. Women were Elementary teachers and nurses
4. Title IX 1972 gave promise to address moral courage for gender inequities; athletics, education, child care, salaries, and access to math and science
5. Gender equity has been a relatively success story as compared to other cultural issues

Social Class Issues
1. Universal pre-school would assist with more children having access to pre-school
2. 27 states require education end at age 16
3. FRL, Title I, Head Start are required federal programs to address equity in access to quality education
4. Promote addressing cultural proficiency continuum to begin these conversations (p.73)

Cultural Interviews
1. Challenge with thoughtful intention to learn about yourself as a person and educator
2. See interview questions on pg. 78 to discuss the heart of inequity of language, gender, social class
3. Learn about others through interviews and your reactions to their responses

Chapter 6 pg. 81-98 Responding to Issue Related to Sexual Orientation, Faith, and Ableness
1. Ask ourselves what biases we bring to education based on sexual orientation, faith, and ableness
2. Relatively new issues of sexual orientation, faith, and ableness are being addressed in education as compared to race and ethnicity
3. Bullying, sexual harassment, and discrimination are being addressed as a society, while many point to education to resolve the issues
4. Can all students see themselves represented in the curriculum?
5. What occurs when students perceive themselves as invisible in school?
6. As of 2002, only 4 states explicitly prohibit discrimination based on sexual orientation (California, Connecticut, Vermont, and Wisconsin)
7. Courage by school leaders to step forward and address the moral issue of basic human rights is needed

Issues of Faith
1. European faith seems to dominate history books, with little known of faith or spiritual practices of indigenous people or populations forcibly brought to America as slaves
2. First Amendment of the Constitution, “Congress shall make no law respecting the establishment of religion, or prohibiting the free exercise thereof.” Everyone is guaranteed religious freedom.
3. Forty years ago, school prayers were declared unconstitutional
4. Many faith based issues are front and center at school
   a. evolution
b. use of Christmas trees
c. Halloween
d. allowing clothing declaring homosexuality offends some faith based groups; but is it a
freedom of speech that would be violated?
e. religious dress at school

Ableness

1. Ableness inclusion has been addressed through federal law
2. Prior to 1970, only 20% of students with special needs were in schools
3. 1954 Brown vs. Topeka-US Supreme Court case decision for special needs kids to gain access to
public schools
4. Since 1975 several laws have emerged:
   a. PL 94-142 Education for All Handicapped Children Act (1975)
   b. PL 101-476 Individual with Disabilities Act (1990)
5. Issues include: funding, mainstreaming, implementation of IEP’s, NCLB subgroup achievement,
and state required STAR Testing
6. Use the word challenge with thoughtful intentionality
   a. interview a person from this group
   b. learn from them
   c. do not generalize responses

See interview questions p. 94-95

Chapter 7 pg. 101-111 Culturally Competent and Proficient Leadership Actions

1. Learning is at the center of what educators are about
2. Too often staff development is perceived as something administrators do to teacher rather than
with teachers
3. Schools are the linchpin in creating a democratic society that is inclusive
4. Transformative leaders are:
   a. serious students themselves
   b. agree that educations is the key for all students
   c. believe it is their job to teach in ways students can learn in culturally proficient
environments
5. Intentional leadership is created through:
   a. guiding principles-moral and philosophical frameworks
   b. continuum-language established for healthy values and practice
   c. barriers-describe impediments and changing the status quo

See pg. 103 definitions and p. 26 Five Essential Elements
6. Essential Elements for Culturally Proficient Leadership (p 104)
   a. assessing cultural knowledge-lead learning for all
   b. valuing diversity-inclusion
   c. managing the dynamics of difference-model problem solving
   d. adapting to diversity-learning about others
e. institutionalizing cultural knowledge-professional development implemented in your school

7. Three step process to synthesize information
   a. your placement on the continuum
   b. synthesize your personal growth experience
   c. synthesize your interview results

8. See the Rubric on p. 108-09
   a. reflect on the rubric with descriptors to identify your own profile and that of your school
   b. Based on the rubric reflection, develop an a school action plan

Chapter 8 pg. 112-118  Educators and the Promise of Democracy
1. Education is a right not a privilege
2. Children know how educators feel about them even if words are not spoken
3. There are disproportionate numbers of suspensions of African American males. Is this culture clash?
4. Be bold and address inequities
5. Be willing to make undiscussables visible
6. USA must strive for excellence and equity
7. Jonathan Kozol’s work for equity is critically important: Savage Inequalities and Letters to a Young Teacher
8. As a culturally proficient leader one must:
   a. develop one’s own autobiography
   b. provide guidance
   c. interview others
   d. develop action plans
9. Leaders promote:
   a. Be at the here and now change process
   b. Commit to life-long learning
   c. Internalize advocacy as a means for social justice
   d. Be a mentor to underserved communities
   e. Address cultural conflict for action
10. Make a commitment to take social responsible action
11. Believe all kids can learn
12. Educate all at high levels
13. Be a life-long learner in service to others