

# An Inside-Out Approach to Cultural Proficiency

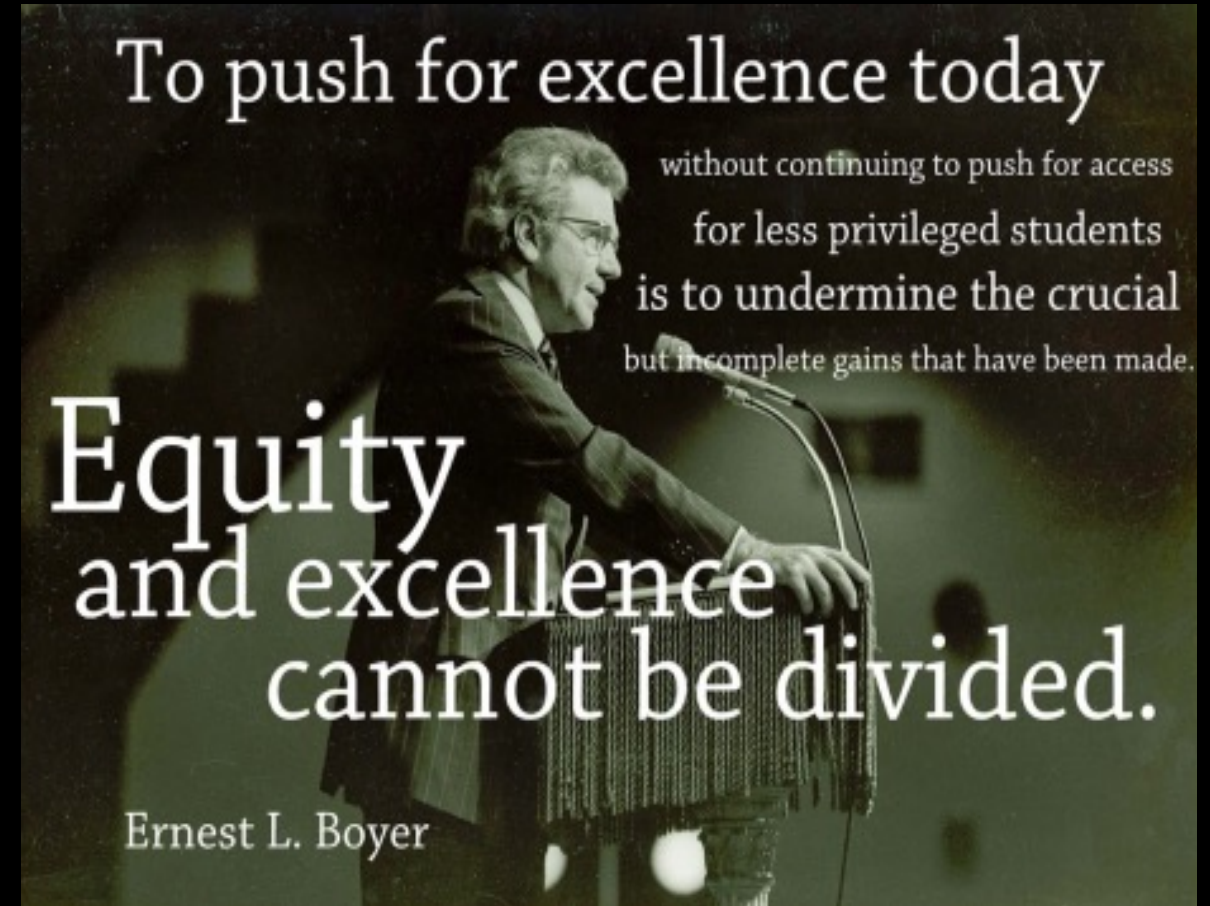
Beyond evaluation to culture change

Cultural Proficiency is an individual and organizational journey

Define cultural proficiency as a mindset

Identify the 4 tools for culture proficiency

Practice learning strategies that develop and encourage self-exploration and transformative conversations



STAND  
UP

# An Inside-Out Approach

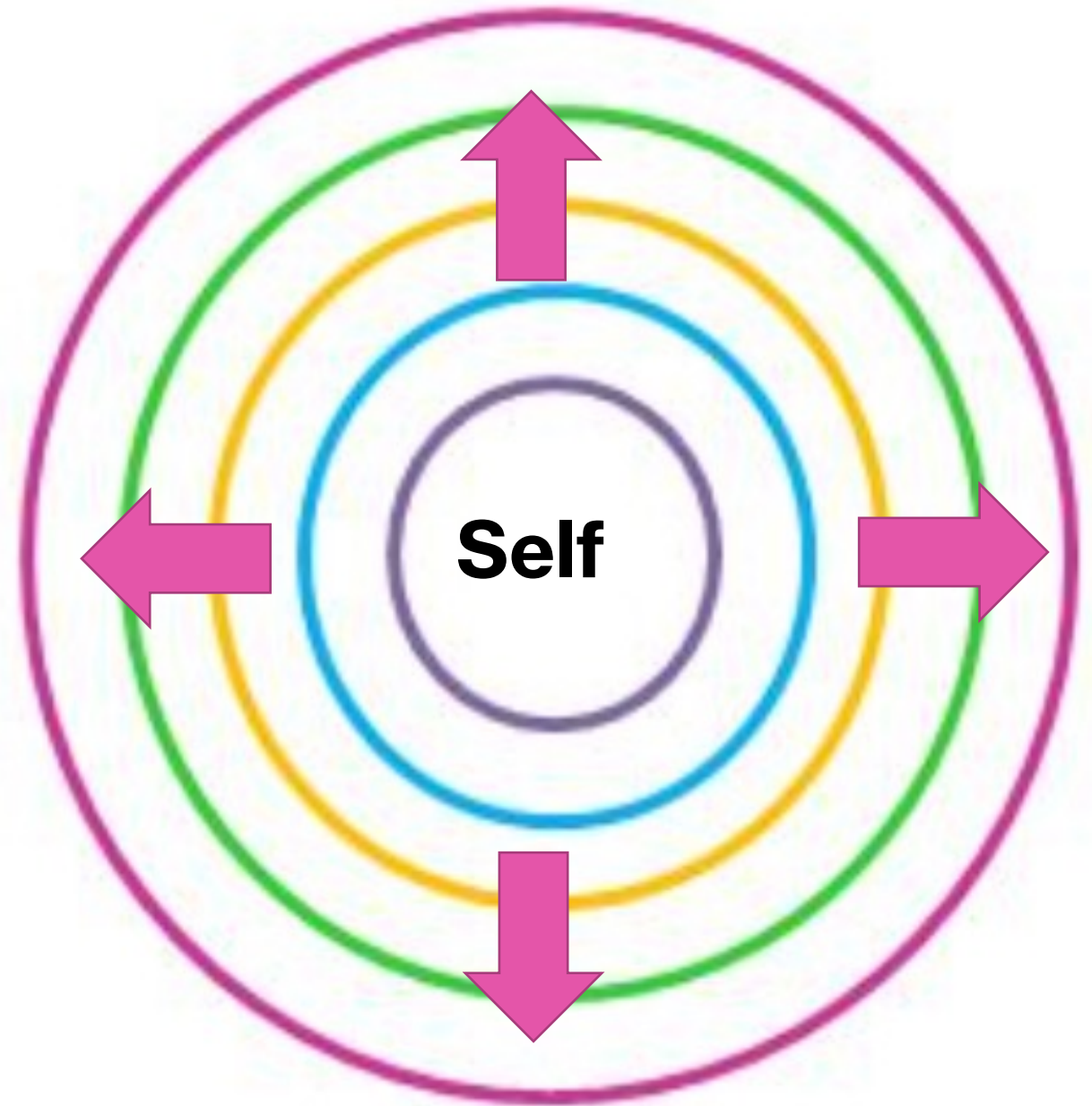
Focus first on those inside the organization, encouraging reflection of their own understanding & values

Learning about self rather than simply learning about others

Results in a way of being that acknowledges & validates current values and feelings of people, encouraging change without threats to feelings of worth

Values individuals but focuses on organizational culture

Involves members of the school community in aligning policies, practices, and procedures to achieve cultural proficiency



# Cultural Proficiency: A Mindset

A model for shifting the culture of the school through organizational change and individual transformation



Just educational policies and practices



Cultural differences = problems to cultural  
differences = assets



From viewing differences to learning to adapt to  
differences



# 1. **Barriers:** Recognize, acknowledge and overcome

Presumption of privilege and entitlement

Societal forces that impact groups

Unawareness of the need to adapt

Resistance to change

## **2. Guiding Principles:** Develop inclusive core values

- **Culture is a predominant force**
- **Dominant culture serves people to varying degrees**
- **Group identity is as important as individual identity**
- **Diversity within groups is vast and significant**
- **Each group has unique cultural needs**
- **Family is defined by culture, and is the primary support in the education of children**
- **Marginalized populations have to be at least bi-cultural**
- **Inter-cultural interactions are dynamics that must be acknowledged, adjusted to, and accepted**
- **The school must incorporate cultural knowledge into practice and policymaking**

# 3. Cultural Proficiency Pyramid

- Proactive
- Use tools across contexts to know where you are
- Values and behaviors
- Applies to both organizational and Individual behavior
- Use data to *inform* not *indict*

## Cultural Proficiency

Leading as an advocate for life-long learning with the purpose of being increasingly effective in serving the educational needs of cultural groups. Holding the vision that you and the school are instruments for creating a socially just democracy.

## Cultural Competence

Leading with your personal values and behaviors and the school's policies and practices being aligned in a manner that is inclusive with cultures that are new or different from you and the school.

## Cultural Pre-competence

Leading with an increasing awareness of what you and the school don't know about working in diverse settings. At this level of development, you and the school can move in a positive construction direction, or you can falter, stop and possibly regress.

## Cultural Blindness

Leading where you don't see or acknowledge the culture of others and you choose to ignore the discrepant experiences of cultures within the school.

## Cultural Incapacity

Leading in a way that you trivialize other cultures and seek to make the culture of others appear to be wrong

## Cultural Destructiveness

Leading in a manner that you seek to eliminate the cultures of others in all aspects of the school and in relationship with the community served.

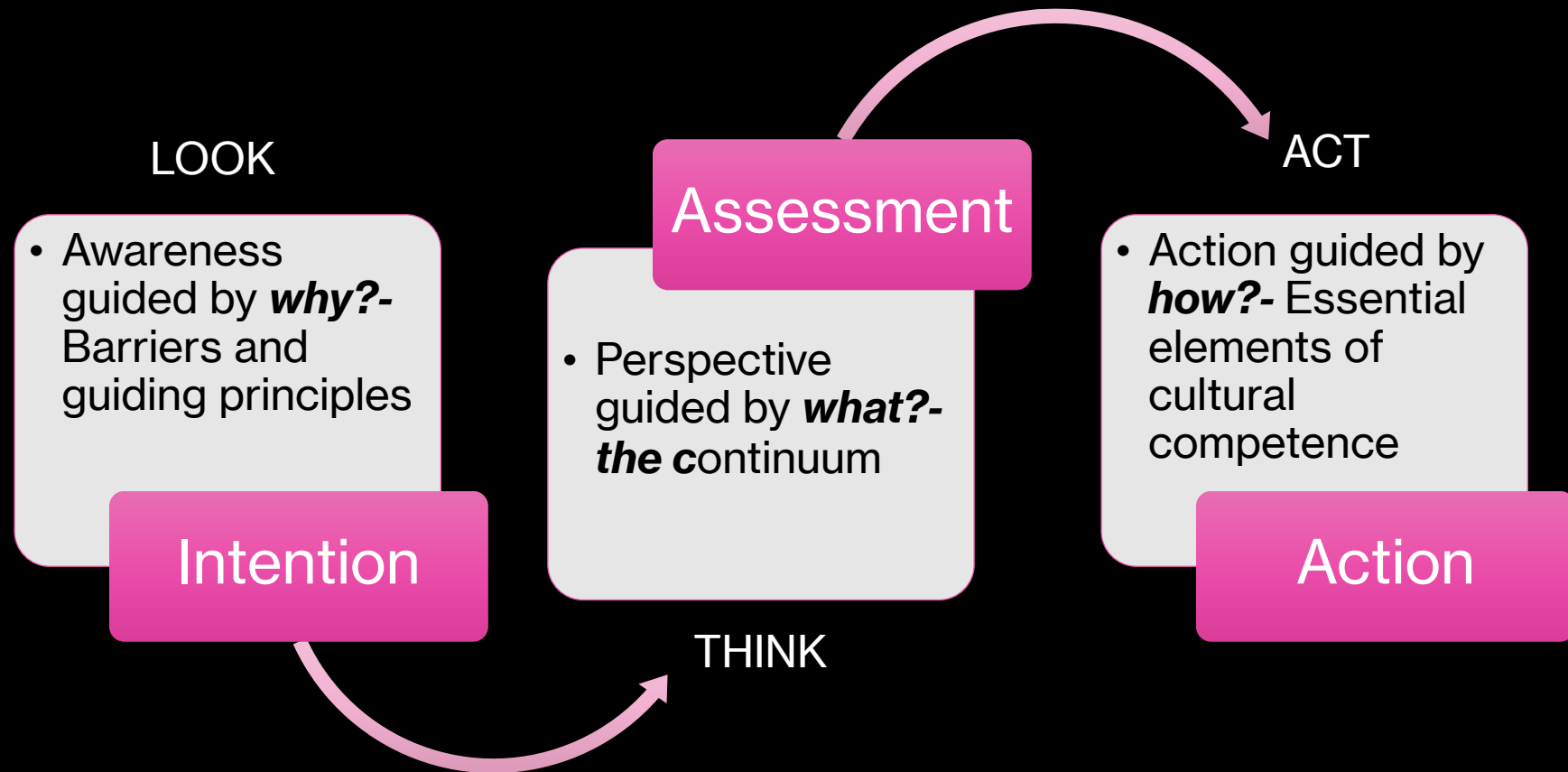
## 4. The Essential Elements of Cultural Proficiency: A template for individual and organizational action

- **Assess Culture:** Identify & learn about the differences among the people in your environment
- **Value diversity:** Embrace the differences as contributing to the value of the environment
- **Manage the dynamics of differences:** Reframe differences so that diversity is not perceived as a problem to be solved
- **Adapt to diversity:** Teach and learn about differences and how to respond to them differently
- **Institutionalize cultural knowledge:** Change the systems to ensure healthy and effective responses to diversity





# Cycle of Interrelatedness: Culturally Proficient Leadership



# Using the tools as a Framework for Change

## LOOK: *Why*

- All populations are not being educated in an equitable manner
- Some demographic groups do not have equitable access
- Asking questions about disproportionality of student populations in special education
- Being engaged in conversations about data related to accountability, access and achievement
- Challenge the status quo: Are we who we say we are?
- Differences are assets

## THINK: *What*

- Wondering why some stakeholders are excluded
- Notice that certain populations are experiencing isolation
- Listening to your inner voice that may be telling you that something is wrong
- Mining data to determine if you are living your mission
- Mining data to show which programs serve demographic groups
- Respond to negatives that emanate from the bottom

## ACT: *How*

Developing inclusive values and behaviors for school policies and behaviors

Actions based on *what* questions

Practices based on new beliefs, Assumptions, accurate access and achievement data from cultural groups at the school

# Cultural Proficiency Continuum

## Cultural Proficiency

Organizational policies and practices are designed to improve services based on cultural needs

## Cultural Competence

Individual and cultural differences are recognized, diverse groups are included and engaged in the organization

## Cultural Pre-Competence

Exploration of cultural issues, assessment of organization and individual needs.

## Cultural Blindness

Denying differences, sameness, everyone is treated the same, only dominant groups needs are fully met

## Cultural Incapacity

Racism, maintain stereotypes, disproportionality,

## Cultural Destructiveness

Forced assimilation, other cultures adapt to the dominant culture, rights and privileges for dominant and assimilated groups only



# Digging in Deep

- Generate examples for the points on the continuum-
  - Think about both positive and negative comments about students, colleagues, communities, populations that you have heard from others.
  - Consider how each is manifested in data collection & analysis, pedagogy, resource allocation, master scheduling, leadership roles, programs of study, exceptionality identification...
  - Think about both positive and negative actions, policies, practices.
  - Use the 5 senses





**Instructional Leadership**

- Quality learning system
- High performing faculty
- Relevant, rigorous and research-based

**Adaptive Leadership**

- Data informed continuous school improvement
- A purpose driven shared vision
- Focus on follower growth and development

**Transformational Leadership**

- Model cultural responsiveness
- Sustain inclusive learning communities



# The Four Skills of Equity Literacy

## Ability to recognize even subtle biases and inequities

- Notice even subtle bias in materials, interactions, policies
- Reject deficit views that locate the sources of outcome inequalities (ex test scores are a result of cultures rather than inequities in educational opportunity)

## Ability to redress biases and inequities in the long term

- Advocate against inequitable practices, such as racially and economically biased tracking
- Never confuse celebrating *diversity* with *equity* such as responding to racial conflict with cultural celebrations

## Ability to respond to biases & inadequacies in the immediate term

- Have the facilitation skills and content knowledge necessary to intervene effectively when bias or inequities arise
- Foster conversations with colleagues

## Ability to create & sustain a bias-free and equitable learning environment

- Express high expectations for all through higher order pedagogies and curricula
- Cultivate an environment in which everyone feels free to express themselves openly and honestly



**“...Education, as a specifically human experience, is a form of intervention in the world”**

*Freire, 1998*

**Personal Reflection and Dialogue: Know thy self**

**Speaking the truth in ways that others can hear**

**Stay engaged**

**Experience discomfort**

**Accept non-closure**

# Cognitive-Affective-Behavioral

**What issues of social justice and/or inequity may be present in your school or context?**

**How do you know? Data source?**

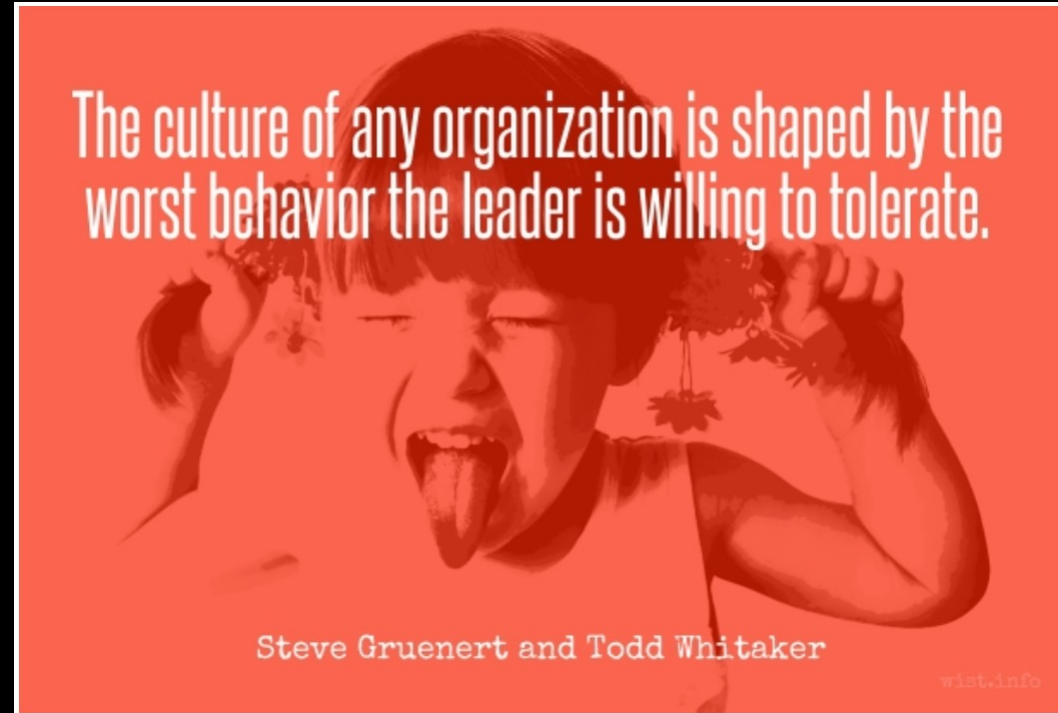
**Are there other issues you may be aware of? What action steps will you take to find out?**

**What might be the mitigating circumstances or root cause(s) of the issue?**

**What action steps have been taken to address these issues? Are they successful? How do you know?**

**How will personal discomfort and fear (yours and others) contribute to the success or failure of a plan?**

**Identify the skills necessary to be a change agent. Reflect on your own skills to determine which ones you have and those you will need to acquire.**





# 5 Things

# 7 Dynamics of Change

When change occurs in relationships or in an organization...

People will feel awkward and uncomfortable

People will think first about what they will lose

People will feel alone, even though they are all going through the same thing

People can only handle so much

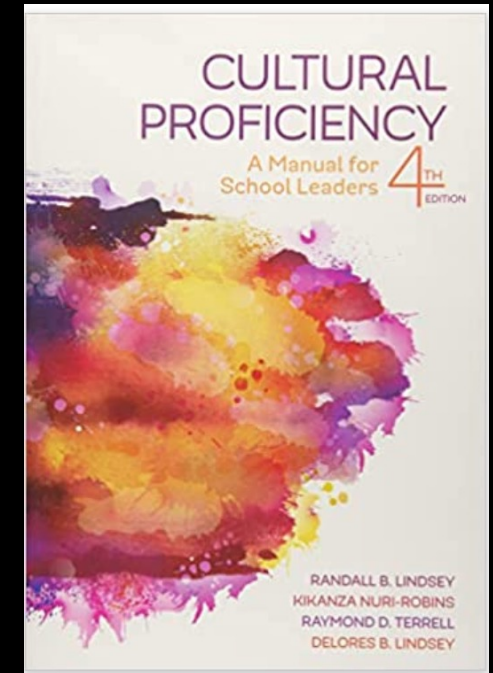
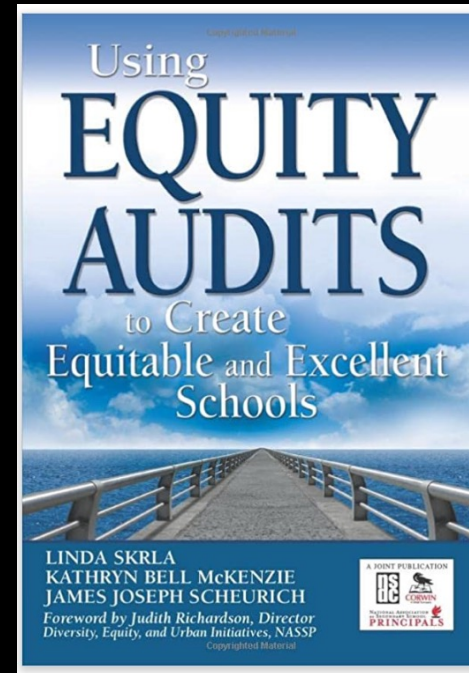
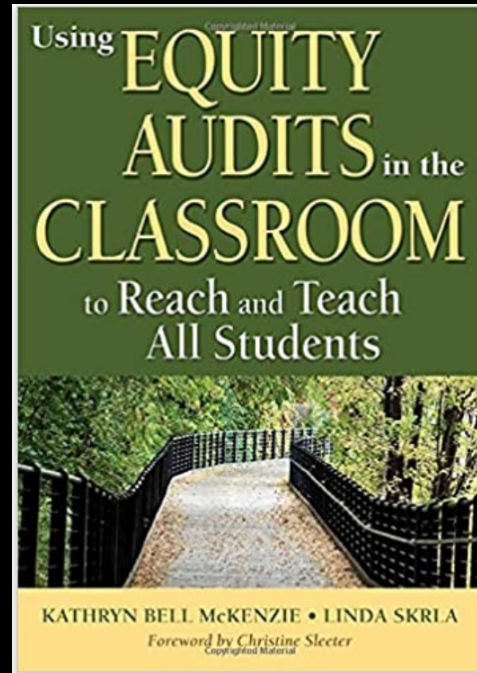
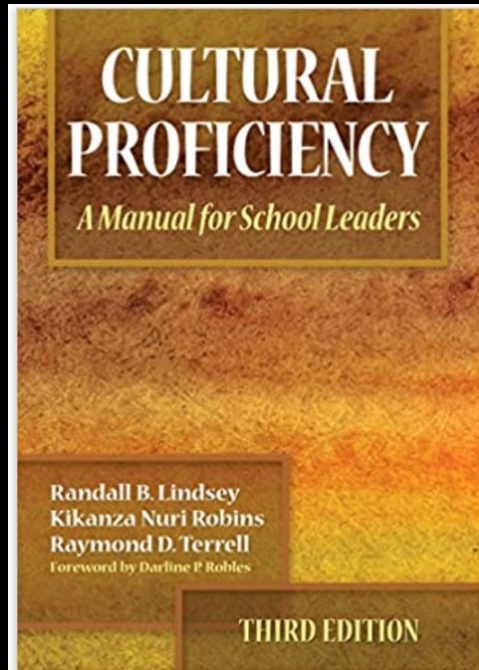
People tend to be concerned that they will not have enough resources

When the pressure is off, people will spring back to old behavior





Every Child Needs a  
Champion



**The extent to which core values are intentional, public and explicit opposed to being implicit, embedded and unspoken becomes important in addressing issues of equity**