

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

Ohio's Annual Statewide Education Conference

Co-Presenters

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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](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.”

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.”

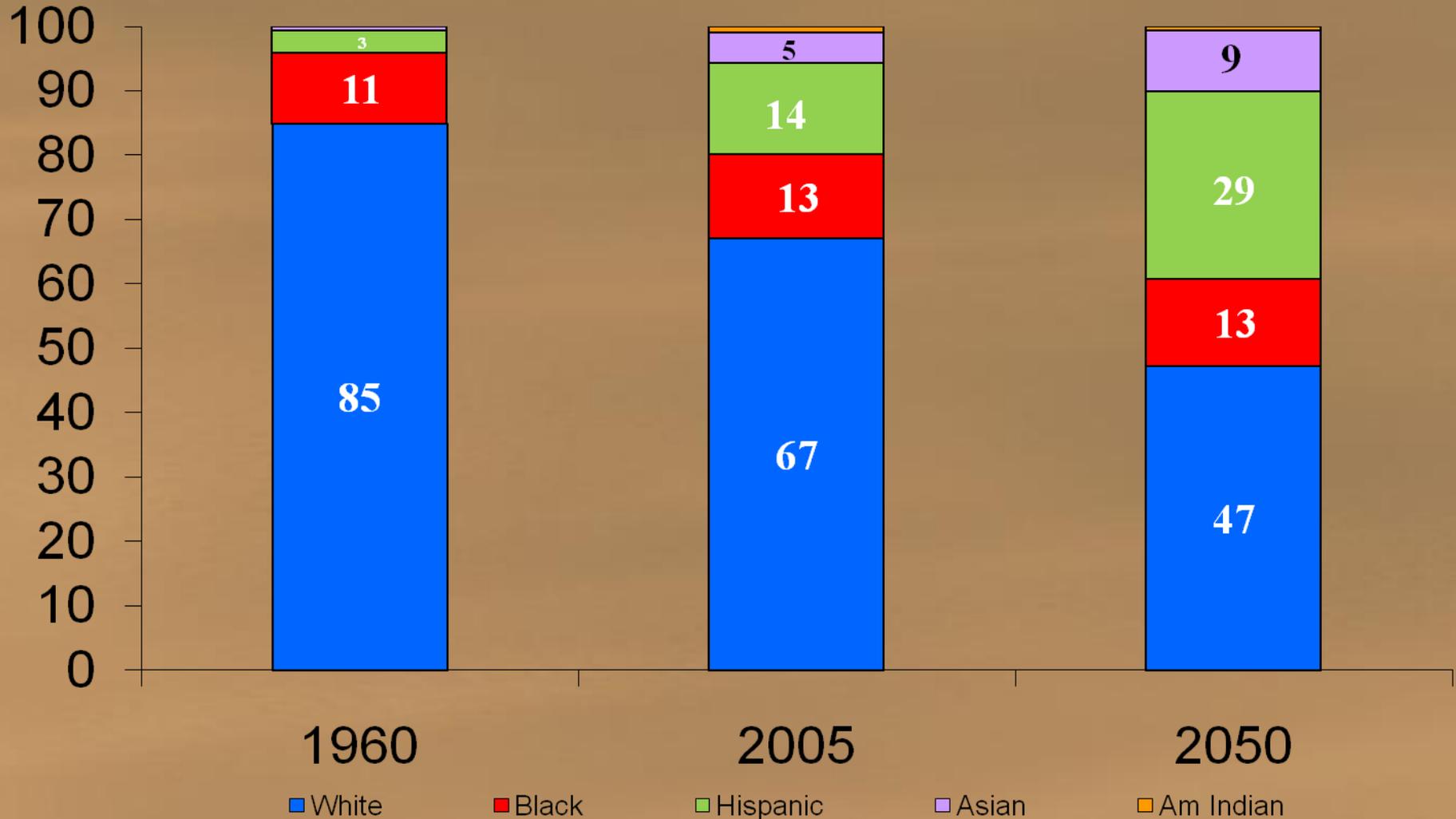
Dr Franklin Campbell Jones

Aspects of 21st Century Learning.

- 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

United States Population Projections (%)



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, sex, gender, ability, religion affiliation, national origin, linguistic diversity, or other characteristics.



**The Cultural Nature
of Learning**

**Cultural
Histories**

**What
people
bring with
them**

**What's
already
there**

**The work
people
do
together**

Institutional Culture

The Culture We Create



The Culture We Create

The work people
do together

A globe of the Earth is the central focus, held gently by several hands of diverse skin tones. The hands are positioned around the globe, with fingers spread, suggesting a collective effort or support. The background is a clear blue sky with a few wispy white clouds. The text is overlaid on the image in a bold, white, sans-serif font.

Equity is the vision!

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

Culturally Responsive/Proficient Education is...

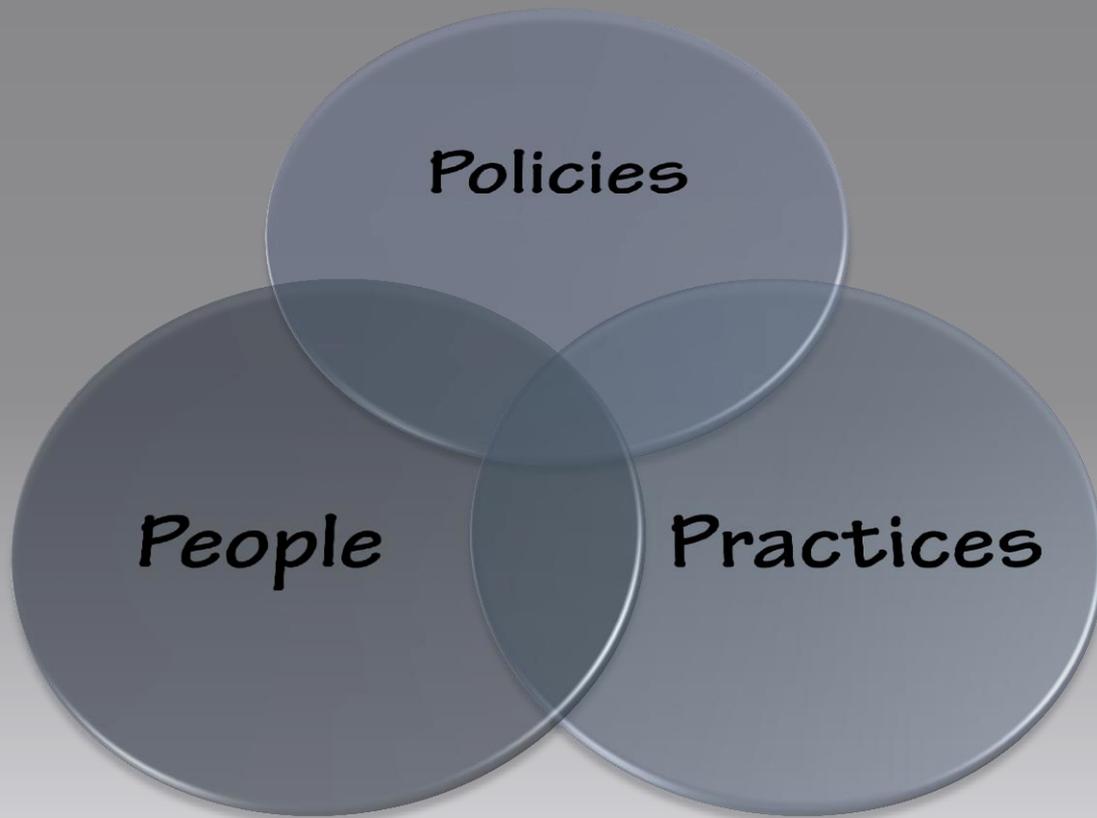
the overall approach one takes to delivering instruction, using curricular materials, making educational decisions, including student discipline; and interacting with students and their families.

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.



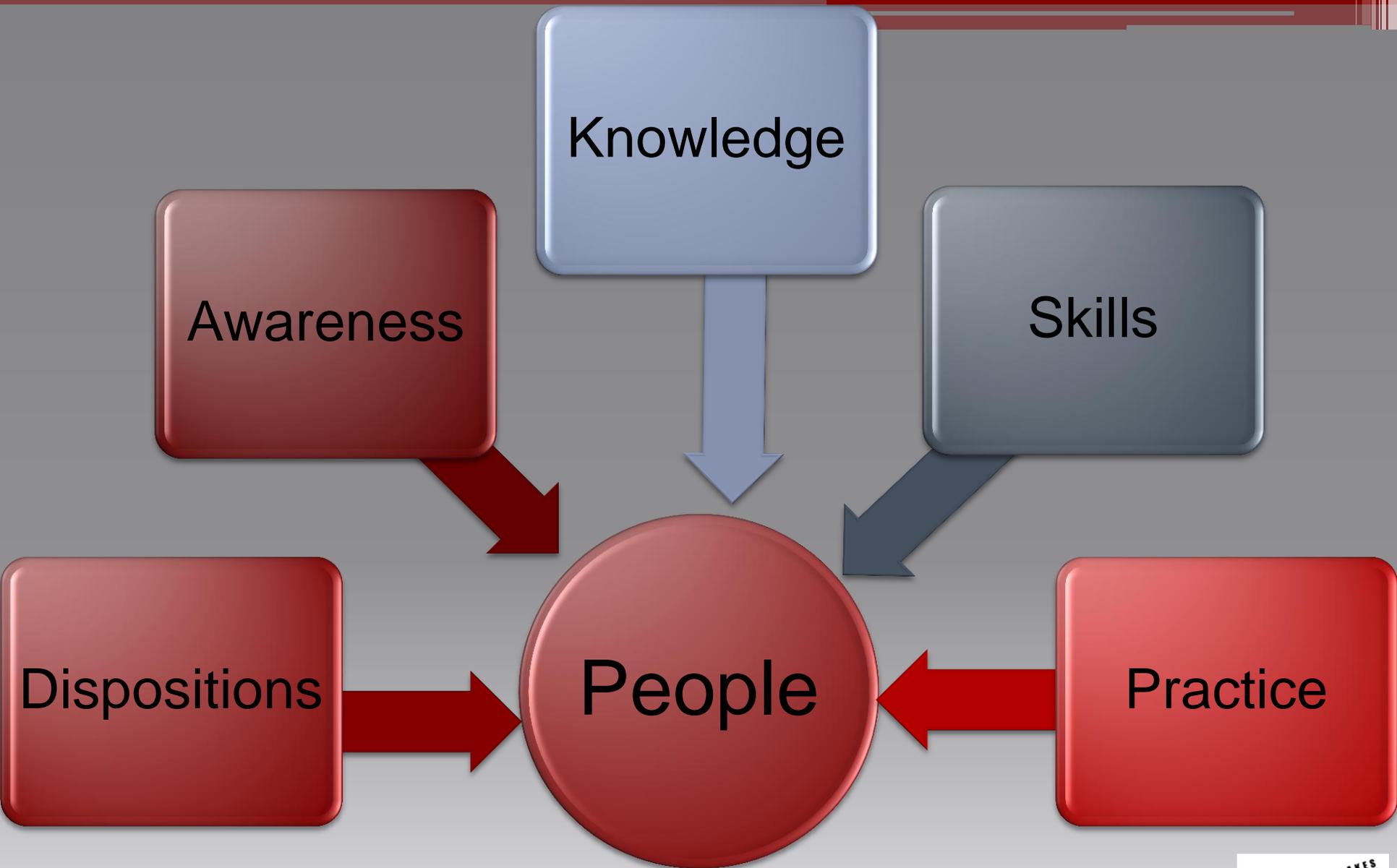
Creating and Sustaining Equitable Practices



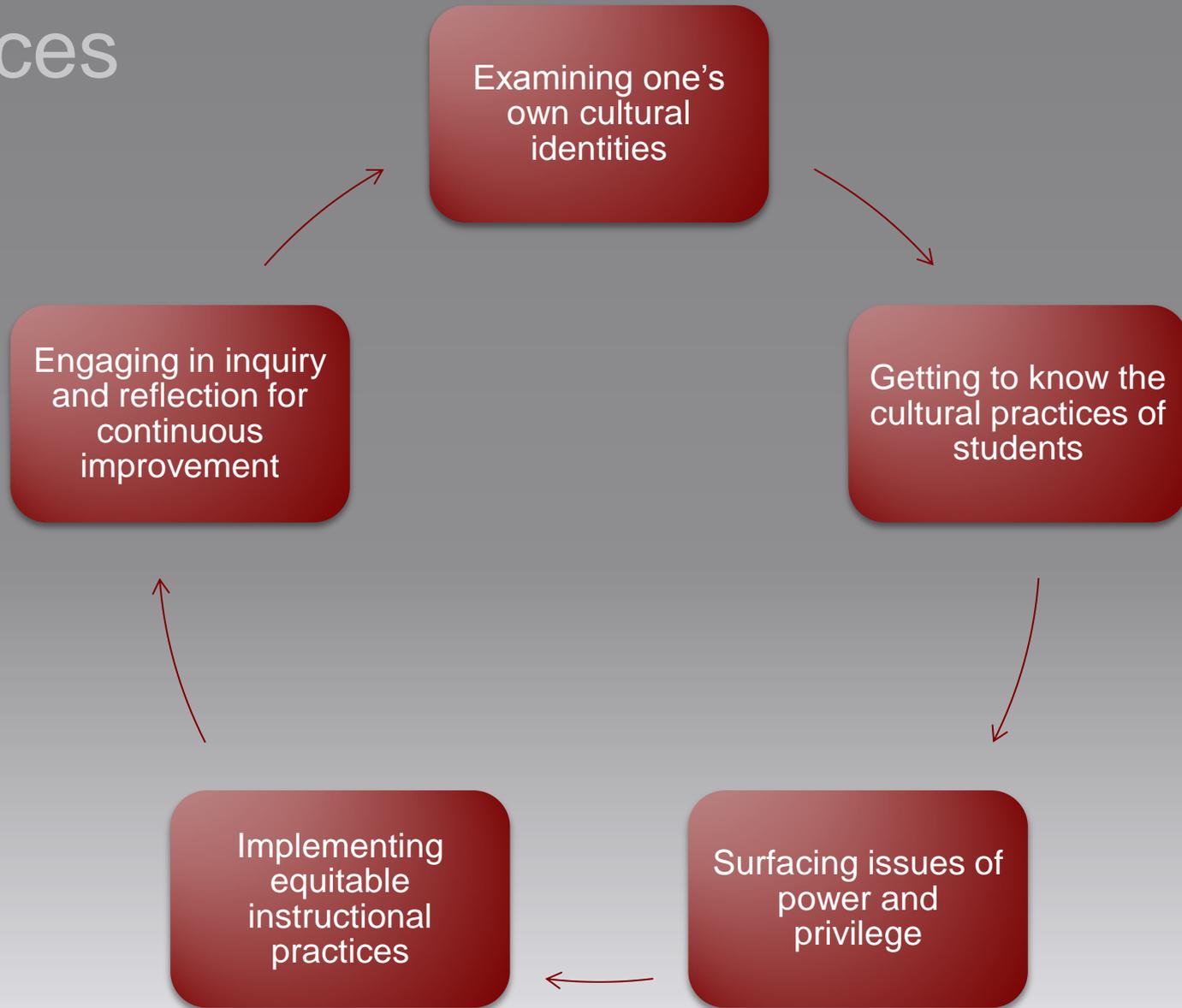
- Depth
- Breath
- Distributed Ownership

Policies

Equitable
Emancipatory
Research-based
Educate
Access



Competencies for equitable practices



Enacting systemic change through addressing policies, people and practices

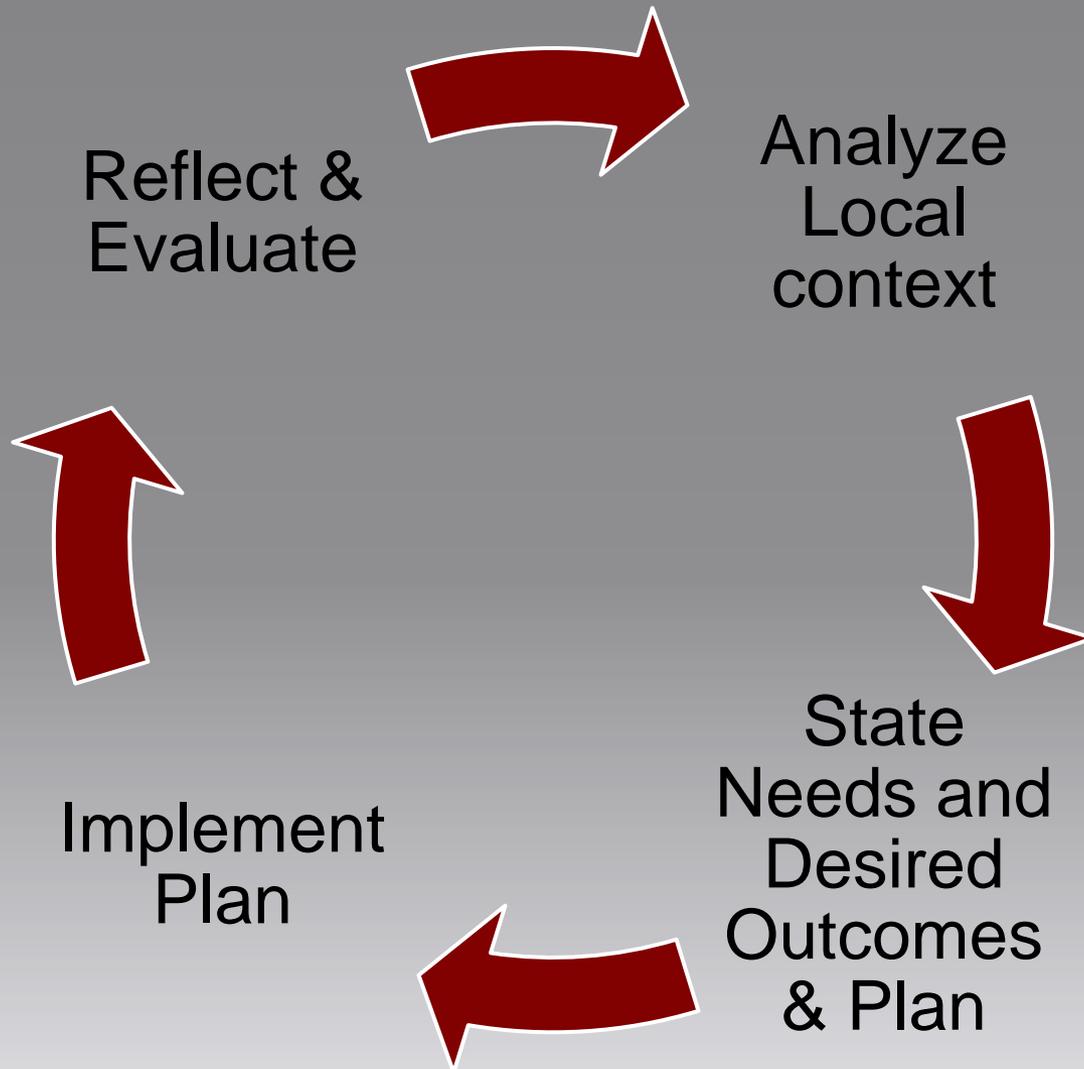
Leading systems transformation through the collaborative inquiry process

Changing the discourse

Expanding our solutions

Building the capacity for equity and excellence

Collaborative Inquiry Process



Collaborative inquiry

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.

Technical Solutions

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

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

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

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

Policy:	Reviewer:	Date:
Policy Goal:		

For each stem, 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 stem and several pieces of evidence for each rationale. Each piece of evidence should address ONE topic. NOTE: For some stems, you will be asked to select a rating. In these instances, your rationale statement should clearly support and address the rating you select.

POLICY CONTENT

Legal			
To what extent does the policy satisfy/meet the legal mandates?			
To A Great Extent <input type="checkbox"/>	Somewhat <input type="checkbox"/>	Very Little <input type="checkbox"/>	Not At All <input type="checkbox"/>
Rationale/Explanation Statement			
Evidence			
Consideration <input type="checkbox"/> Recommendation <input type="checkbox"/>			
Research-Based			
In what ways does the policy adhere to or depart from principles derived from scholarly research that will likely bring about effective outcomes?			
Rationale/Explanation Statement			
Evidence			
Consideration <input type="checkbox"/> Recommendation <input type="checkbox"/>			



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



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Thank you for your participation!

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