The Impact of Equity and Leadership Practices: Producing a Powerful learning Culture for Student Success

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What is Equity?
(Not Equality!)

• How do we ensure equity?
• How do we create alliances to support equity?
• How do districts create conditions for all students to excel by building powerful learning environments that ensure equity?
• Why do leaders fear the politics of equity?
• How does educational access inform the equity discussion?
LEADERSHIP FOR EQUITY: A Culturally Proficient Society Begins in School

• Our book is a tool to begin the conversation
• Stories from our lives can provide the content for courageous conversations about equity
• Our Culturally Proficient Leadership Rubric serves as a roadmap for measuring your organization’s status
• The Essential Elements of Cultural Competence provide a tool to show progress
• *Educational access* is present throughout the Rubric as an equity issue
A Culturally Proficient Society Begins in School

Leadership for Equity

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Featuring Conversations with
Randall B. Lindsey and
Stephanie M. Graham

Foreword by
Thelma Meléndez de Santa Ana
The Cultural Proficiency Framework

CULTURAL PROFICIENCY—WHAT IS IT?
- It’s PERSONAL
  - It is an inside-out approach and a model for change;
  - It is about being intentional about how we react to those different from us;
  - It is a mind set, a way of being; a paradigm shift for some;
- It’s ORGANIZATIONAL
  - It is the use of specific tools for effectively assessing our progress and describing, and planning for the changes we want to make;
  - It is the policies and practices at the organizational level, and values and behaviors of the leader that enable effective cross cultural interactions among service providers, families, and community partners.

CULTURAL PROFICIENCY—THE FOUR TOOLS

Cultural Proficiency—Guiding Principles
The Guidelines are the core values—the assumptive foundation upon which cultural proficiency is built.
- Culture is a predominant force; you cannot NOT be influenced by culture.
- People have group and individual identities.
- There is diversity within and between cultures.
- Unique cultural needs are respected.
- People are served in varying degrees by the dominant culture.
Cultural Proficiency—5 Essential Elements
The Essential Elements set the standards that guide our behavior.

- Name the differences: Value diversity.
- Claim differences: Assess your own cultural membership and status and that of others.
- Reframe the differences: Manage the dynamics of difference and cultural conflict.
- Change because of differences: Adapt to diversity.
- Train, teach and model new behaviors in all you do: Institutionalize cultural knowledge.

Cultural Proficiency—Continuum of Practice
Six points along the Cultural Proficiency Continuum indicate unique ways of perceiving and responding to differences.

Cultural Proficiency—Understanding the Dynamics of Difference
- The presumption of entitlement and unearned privilege;
- Systems of oppression and privilege, perpetuating the domination/victimization of individuals and groups;
- Unawareness of the need to adapt;
- Resistance to change, not recognizing need to change/adapt, and believing only others need to adapt to you.

HOW TO GET THERE:
Five Domains of Professional Learning Communities—(Hord, 1997)
- Shared values and vision for culturally proficient practices;
- Supportive and shared leadership for equitable access, opportunity and outcomes;
- Collective data analysis, learning and application to improve services and outcomes for underserved clients;
- Shared personal and professional practice;
- Supportive organizational conditions, which result in powerful learning and applications and which lead to closing service and outcome gaps.

Adapted by S. Graham from Jungwirth, L., Lindsey, R.B., & Pahl, J. 2010
Cultural Proficiency Leadership Rubric
Five Essential Elements of Cultural Competence

• Assessing cultural knowledge
• Valuing diversity
• Managing the dynamics of difference
• Adapting to diversity
• Institutionalizing cultural knowledge
Cultural Proficiency Continuum

- Cultural Destructiveness
- Cultural Incapacity
- Cultural Blindness
- Cultural Pre-Competence
- Cultural Competence
- Cultural Proficiency
# Adapting to Diversity

## Table 6.1 Cultural Proficiency Leadership Rubric

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<thead>
<tr>
<th>Adapting to Diversity</th>
<th>Cultural Destructiveness</th>
<th>Cultural Incapacity</th>
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<tr>
<td>The extent to which the leader facilitates an understanding about the truth of an organization’s effectiveness in achieving equitable outcomes.</td>
<td>Leaders do not collect, share or disaggregate data that shows patterns of performance for underserved groups. Leaders may misuse disaggregated data to reinforce deficit perspectives about some students/parents to justify withholding resources for some groups. Data is used to conceal or manipulate the truth.</td>
<td>Leaders use data to develop programs and services that focus on interventions or remediation but limit student access to further learning opportunities needed for educational success or post-school options. Data is used to obscure the truth and serve the organization’s needs but not challenge its capacity to adapt to meet stakeholder needs.</td>
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Our Stories

Education became an important part of growing up, and I like to think that my immediate family set the stage for this. I had such positive experiences with my elementary school teachers that it was inevitable that I would decide to become a teacher...I was thrown into leadership roles beginning my second year. Even with such a goal, I have never worn a label of identity formation. I was self-motivated and self-driven, and the drive to succeed was heavily intrinsic. I view myself first as having been a successful superintendent and educational leader.

- Franco
The greatest obstacle that I faced in relationship to my culture was overcoming expectations. My teachers helped me shape dreams of a better life. As an adult, I have come to appreciate the sacrifices made by my parents. I believe that my early leadership roles were positively influenced by the work ethic, appreciation for being Mexican-American, and the respect for my first culture (German) that were demonstrated in my family. My personal strength comes from within, and I hope to inspire others to find their potential.  

- Ott
Education I had tremendous and unconditional love and support from my mother and a very large extended family that supported all of us. No matter what, I knew who I was, even though others tried to ignore me or overlook my strengths and talents. I was proud to be able to take the negative treatment of me and turn it into an opportunity to reinforce my strength. Early in my career, I found support and recognition from my peers and supervisors. What I have learned is that the work is hard, but necessary, and one must have a strong network of family and friends to succeed. - Robles
ACTIVITY

• As relates to educational access, the role of the leader is essential to creating conditions for educator effectiveness and student success.

• Think of the learning culture in your organization. Is there a clear and explicit commitment to equity and access to rigorous learning opportunities?

• Reflect on the element of *Adapting to Diversity* in relationship to your organization.

• What steps can you take to move your organization across the continuum?
SHARE OUT ACTIVITY

• Describe the equity and leadership practices that emerge from this conversation and the rubric.

• What can we as educational leaders do to promote and build powerful learning cultures that produce student success for all groups?
Next Steps

Please share your efforts with us:

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