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
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

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<th>Adapting to Diversity</th>
<th>Cultural Destructiveness</th>
<th>Cultural Incapacity</th>
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<td>The extent to which the leader facilitates an understanding about the impact 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 or misinterpret data to minimize deficit perspectives about some students’ needs. Data is used to conceal or manipulate the truth.</td>
<td>Leaders use data to develop programs and services that focus on interventions or compensations 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

Our Stories

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

Our Stories

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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