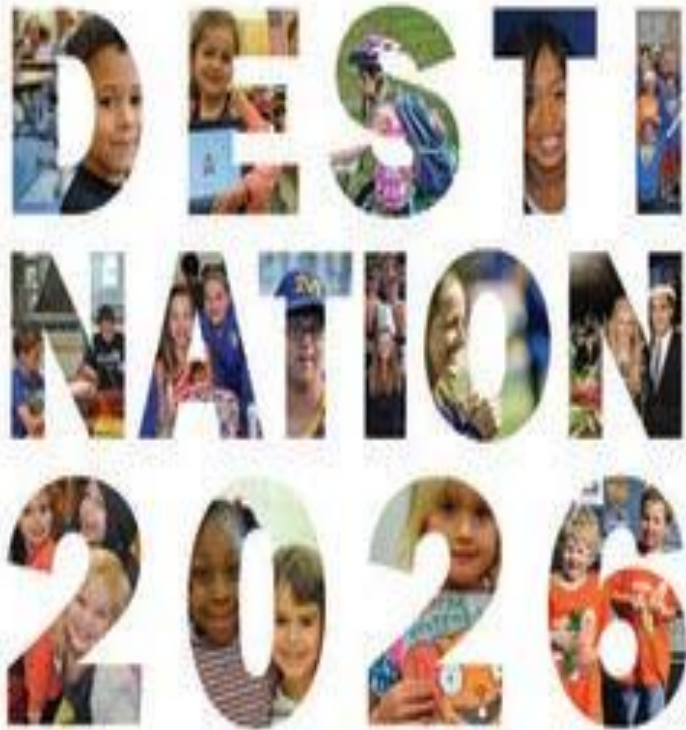




**Mariemont
Global & Cultural
Perspectives
Committee
Professional
Development**

*Academy Day
April 16, 2018*



- Students will be global learners, have a well-rounded educational experience and be deeply committed members of the community and world.

The ENGAGED student...

- Is **GLOBALLY COMPETENT** and understands other perspectives and cultures.

Vision

Build an equitable, inclusive and responsive learning community that values the dignity and uniqueness of all students, staff, and members of the community.



**Global & Cultural
Perspectives Committee
2017**

District Action Plan 2017-2018

- 1) To develop the capacity of the staff to begin to apply the tools of the “Cultural Proficiency Continuum” in order to build global competencies, bridge gaps and ultimately improve student engagement (District Action Plan Obj. 1, Action Step 1).**
- 2) To conduct a global competency and cultural proficiency needs assessment to gather some baseline information so that we can establish some measurable outcomes for our work as well as to provide our committee with more clarity and focus for our next steps (District Action Plan Obj. 1, Action Step 2).**

Global & Cultural Needs Assessment Results

- ◆ There were 4 categories included in the survey: **Assessment of cultural knowledge; Value for diversity; Ability to manage the dynamics of difference; Ability to institutionalize cultural knowledge**
- ◆ **139 Staff Members** participated in responding to questions within each of the categories.
- ◆ Learned that we believe in these things but saw a difference in what we **believe** and the actual **behaviors** needed to support the work. Gap in who we want to be versus our actions.

Cultural Needs Assessment

Assessment of cultural knowledge							
		Rarely	Occasionally	Sometimes	Often	Usually	NA
508	1 School Districts Should ... Provide opportunities for people to describe their cultural groups to others	1 - 1%	11 - 8%	28 - 20%	61 - 44%	36 - 26%	1 - 1%
509	This District Does ... Provide opportunities for people to describe their cultural groups to others	19 - 14%	36 - 26%	57 - 41%	17 - 12%	6 - 4%	3 - 2%
510	2 School Districts Should ... Examine policies for unintentional discrimination	0 - 0%	3 - 2%	14 - 10%	67 - 48%	54 - 39%	0 - 0%
511	This District Does ... Examine policies for unintentional discrimination	14 - 10%	26 - 19%	43 - 31%	34 - 24%	9 - 6%	12 - 9%
512	3 School Districts Should ... Communicate clearly its norms, values, and cultural expectations	0 - 0%	1 - 1%	12 - 9%	62 - 45%	63 - 45%	0 - 0%
513	This District Does ... Communicate clearly its norms, values, and cultural expectations	2 - 1%	14 - 10%	46 - 33%	55 - 40%	21 - 15%	0 - 0%

**YOU CAN CHOOSE COURAGE
OR YOU CAN CHOOSE COMFORT,
BUT YOU CANNOT CHOOSE BOTH.**

—DR. BRENÉ BROWN



Intended Outcomes

- ❖ To view Cultural Proficiency as a shared priority and to build some common language
- ❖ To experience Cultural Proficiency as personal and professional work
- ❖ To use the lens of *Cultural Proficiency* as a guide with colleagues in addressing access, equity and achievement gap issues
- ❖ To use Tools of Cultural Proficiency to build professional capital for changing conversations.



Awareness Learning Station

“What’s In A Name?”

Activity

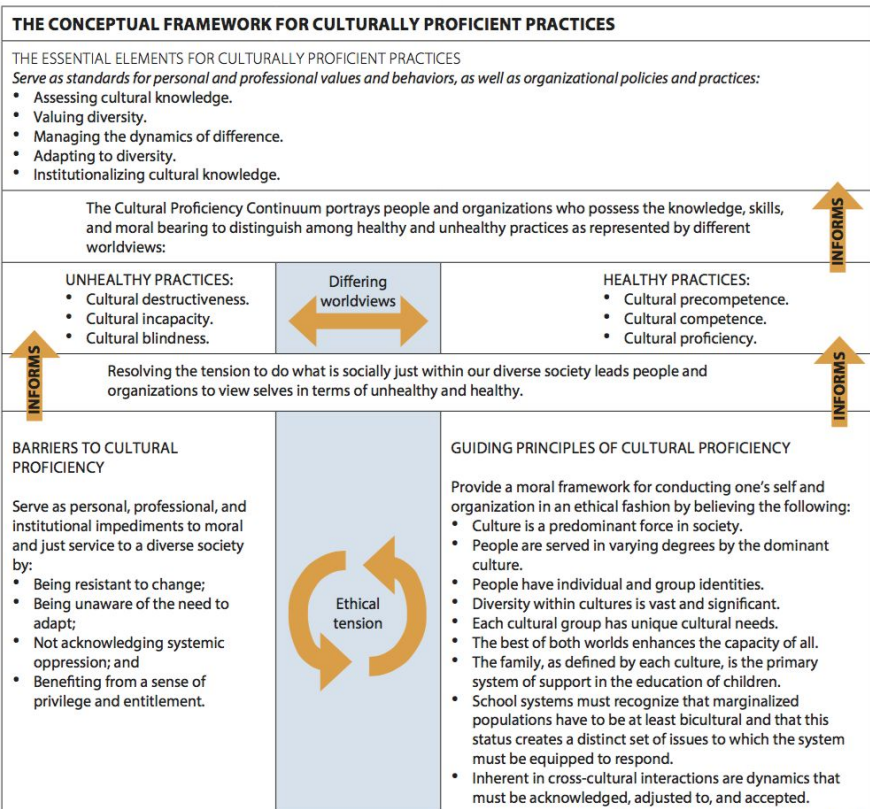


Continuum Results from

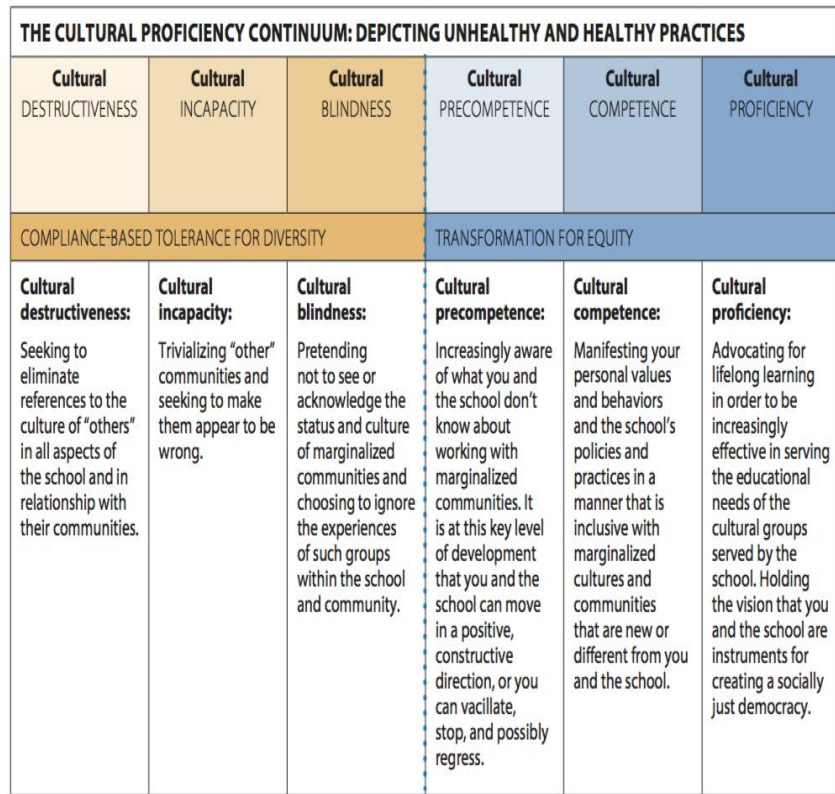
April 2017



Cultural Proficiency Continuum Cards



SOURCE: Lindsey, Nuri Robins, & Terrell, 2009.



SOURCE: Adapted from Terrell & Lindsey, 2009.



Cultural Proficiency Framework

Four Unique Tools

- **The Barriers**
 - Caveats that assist in responding effectively to resistance to change
- **The Guiding Principles**
 - Underlying values of the approach
- **The Continuum**
 - Language for describing both healthy and non-productive policies, practices and individual behaviors
- **The Essential Elements**
 - Five behavioral standards for measuring, and planning for growth toward cultural proficiency



Pushing and Pulling to the Right Side of the Cultural Proficiency Continuum

Destructiveness-Incapacity-Blindness (Left side)	Pre-competence-Competence-Proficiency (Right side)
Deficit Approach: We discuss students, their parents/guardians, and their neighborhoods as problems	Assets Approach: We discuss our educational practices in terms of how we can learn to do things differently to meet educational needs
They can't; They don't; We can't; We won't	They can; They will; We will; We can
Comments about "they/them" (people)	Comments about we and programs
We use terms such as underperforming	We use underserved or needing to be served differently
We describe students as members of sub-groups	We describe students as being members of demographic groups or students groups
The predominant focus is on the 17 hours students are not on campus	Our predominant focus is on the 7 hours students are on campus
Too often on this side is the language of compliance with mandates, legislation, reforms, etc.	This side focuses on the language of transforming our practice in service of others.
In response, we often walk away self-righteously; It is what it is; Not our fault!	We make the commitment to stay in the conversation and ask ourselves, If I stay, what will I say?

“Trying to provoke movement (our own or others’) from the *left side* to the *right side* of the continuum requires us and others to have a Moral Purpose, a vision for societal and educational equity.

Such a vision *pulls* us to the right side of the continuum. Understanding the role we play in perpetuating societal and educational inequity and our desire to move to the right side of the continuum”

Changing Paradigms

FROM:

TOLERANCE FOR DIVERSITY

Destructiveness, Incapacity, Blindness

- Seek and value tolerance, commonalty and similarity;
- Focus on “them,” their differences, deficits and need to assimilate or acculturate;
- Prevent, mitigate, avoid cultural dissonance and conflict;
- Expect others to change; Ensure access/opportunity but not support;
- Demographics viewed as a challenge; Ad-hoc policies, practices may be developed

TO:

TRANSFORMATION FOR EQUITY

Pre-competence, Competence, Proficiency

- Respect and seek differences and seek to understand them;
- Focus on the “self” and one’s and responsibility to serve the needs of others;
- Anticipate, manage, leverage, facilitate conflict;
- Adapt to difference; Ensure access to opportunity **and support** for success;
- Demographic data sought and used to inform policy and practice which are integrated across the system;

Clint Smith: A NY Teacher



https://www.ted.com/talks/clint_smith_the_danger_of_silence

“We began to speak the unspoken”

How to Not Stay Silent

- I don't find that funny
- I am surprised to hear you say that
- I don't like works like that
- That phrase is hurtful
- What do you mean by that?
- Will you tell me more?
- What point are you trying to make by saying that?
- Did you mean to say something hurtful when you said that?
- Using that word doesn't help others feel safe, welcomed or accepted here.




*Because of my learning today,
I want to try and/or do differently.....*



<https://www.mentimeter.com>




["Do You Believe In Me" Video](#)



**We cannot solve our problems
with the same thinking we
used when we created them.**

Albert Einstein

 quoteFancy

Essential Elements- The Gold Standard

- Assess Culture
- Value Diversity
- Manage the Dynamics of Difference
- Adapt to Diversity
- Institutionalize Cultural Knowledge

The Essential Elements of cultural competence for the standards for individual behavior and organizational practices.



Essential Elements Examples

- As we assess our students, I find that they all bring something of value to the classroom. It is my responsibility to highlight and support their uniqueness. **(Assess Culture)**
- That's interesting because if we value all learners we will find different ways to work with them **(Value Diversity)**
- As you talk about some students who disrupt learning, what might be some ways to manage and honor culture coming together differently? **(Manage the Dynamics of Difference)**
- The students and parents you describe are newcomers to our community. In what ways might we all work together to better understand who they are and the needs of the students? **(Adapt to Diversity)**
- In what ways can we continue to learn about underserved cultural groups (their experiences and perspectives) in order to make this an integral part of the district's professional development? **(Institutionalize Cultural Knowledge)**



Equality is giving everyone
a shoe

Equity is giving everyone
a shoe that fits

www.everyday-democracy.org

**“Excellence
without
Equity is
Privilege.”**