A Journey Towards Cultural Proficiency

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Lincoln Unified School District
Stockton, California
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Agenda

• Overview of Lincoln Unified
• Phase 1: Awareness of Need
• Phase 11: Getting Buy-in
• Phase III: Implementation
• Phase IV: Next Steps

Lincoln Unified Overview

• K-12 District with 8,652 students located in the Central Valley
• District API 780
• Overall AYP met for ELA and Math
• Year 3 Program Improvement (Spec. Ed., EL)
• 43% Socio Economically Disadvantaged
• Demographic groups not equally represented in AP classes, expulsions, intervention groups
• Increase in bullying- especially cyberbullying
Lincoln Unified Overview

10 Year Change in Demographics

<table>
<thead>
<tr>
<th></th>
<th>Asian</th>
<th>Hispanic</th>
<th>African American</th>
<th>White</th>
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</thead>
<tbody>
<tr>
<td>2001</td>
<td>16%</td>
<td>22.7%</td>
<td>11.8%</td>
<td>44%</td>
</tr>
<tr>
<td>2011</td>
<td>10%</td>
<td>39.6%</td>
<td>12.4%</td>
<td>30.5%</td>
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Phase 1: Awareness

2009-10

9 Year Evaluation of AYP
CST/ELA

Phase 1: Awareness

2009-10

9 Year Evaluation of AYP
CST/Math
Conclusion:
We were working hard but not getting the results we wanted because we were still trying to teach the kids who were no longer there. Lincoln Unified had equity issues!

In short: We had to change - not the students.

Comprehensive Plan for Student Achievement

Turn and Talk

...it takes the courageous leader to be able to change the focus from “what is wrong with the student” to “what is it we need to do differently to meet students needs”


Q. How does this apply to the work you are doing and the work of Lincoln Unified?
Phase 2: Getting Buy-in
2009-10

- Key Stakeholders were selected:
  - Parents representative of demographics
  - Board Members
  - Certificated from K-12
  - Classified from District and Sites
  - Administrators (including Superintendent)
  - PD was planned to front load a workshop with Randall Lindsey

Phase 2: Getting Buy-in
2009-10

A short introduction to Cultural Proficiency was provided

- Read the article: “Cultural Proficiency: Changing the Conversation”
- Discuss how this relates to Lincoln Unified and the achievement gap data we have looked at
- For Friday May 7: Read *The Cultural Proficiency Journey* with an emphasis on Chapter 2 “The Tools of Cultural Proficiency”

Phase 2: Getting Buy-in
2009-10

A day with Randall Lindsey

- Many participants were anxious about the day
- What’s in a name activity - got people relaxed
- Tools of Cultural Proficiency - preview of work to come
- Cultural Proficiency Continuum activity - related work to LUSD specifically
- 100% of PD survey responses were positive
Debriefing and Planning with Stakeholders

- Unanimous decision to proceed working with Randy
- Strong validation for working with staff across job categories and to include parents
- School Board approves plan for Cultural Proficiency Training

Turn and Talk

“As long as we inhabit a universe made homogeneous by our refusal to admit otherness, we can maintain the illusion that we possess the truth about ourselves and the world.”


Q. What does this mean to you in terms of your work in education?
Phase 3: Implementation
2010-11 Year One

District Led Book Study at 3 Sites:

- District run PD monthly for 1.5 hours on early release Mondays
- Focus began with personal journeys and moved outward toward classroom implications

Reflections on Chapters 1-3

**SAMPLE ACTIVITY**

With your partner discuss:

- How culture, cultural lens, and cultural proficiency affects the classroom
- What classroom behaviors most challenge you and how they may be related to cultural lenses
- How are you addressing the achievement gap

Chapter 5: Our Racial Identity

**SAMPLE ACTIVITY**

- Working with a partner, use a Venn Diagram to compare and contrast Bonnie and Dorothy’s racial histories
- Jot down the key events in your racial autobiography on page 51
Sierra’s Groups

- Divide your poster into boxes and list the groups at Sierra
- Discuss and record the “privilege” associated with each group
- What are the benefits and deterrents (see example on page 60)

Phase 3: Implementation
2010-11 Year One

District Wide Cultural Proficiency Workshops
- 2 Saturday workshops: 6 sites each day
- Invited: administrators, leadership team, office supervisor/clerks, counselors, paraprofessionals, parents from site committees
- Randall Lindsey presenter
- Total of 168 participants with rave reviews

Phase 3: Implementation
2010-11 Year One

Cultural Proficiency Institute- June, 2012
- Administrative Team Attended: Superintendent, Assoc. Superintendent of Ed. Services, Director State and Federal, Staff Development Administrator, and 2 Principals
- Met with Randy and Delores to plan “next steps” for LUSD
Phase 3: Implementation

2011-12 Year Two

District Wide Cultural Proficiency Workshops

• Two additional workshops with Randy and Delores Lindsey
• Classified (Food Services, Maintenance, Office staff, Transportation) and Certificated
• Very powerful interplay between classified and certificated - validation for all everyone does

Phase 3: Implementation

2011-12 Year Two

Two Sites chosen for deeper work to focus on common vision and expectations

• The Lindseys focused on activities regarding Culturally Proficient Learning Communities, (2009) Corwin
• K-2 teachers for half day, 4-8 teachers half day
• Second day: Leadership Team

Phase 3: Implementation

2011-12 Year Two

Administrator Book Study

• Culturally Proficient Leadership
  (2009), Terrell & R. Lindsey, Corwin

• All administrators from Superintendent down

“It was fantastic to be involved in meaningful reflections in a safe environment with all top leadership participating.”

Assoc. Superintendent of Ed. Services
Part 1: Informed Personal Perspective

As you think about your school, what possible inequities might exist?

Breakthrough questions

• Invite us to think and avoid negative thinking
• Avoid the “Why” questions
• Use exploratory language and plural forms
• Open new pathways to thinking about...

Example: “Let’s brainstorm all the ways that we could change that result.”

Adapted from: Culturally Proficient Learning Communities (2009)

With a partner, brainstorm some breakthrough questions
**Phase 4: Next Steps**

**Building Capacity**

<table>
<thead>
<tr>
<th></th>
<th>% Trained</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classified</td>
<td>30</td>
</tr>
<tr>
<td>Certificated</td>
<td>32</td>
</tr>
<tr>
<td>Administrators</td>
<td>100</td>
</tr>
</tbody>
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The question becomes how to broaden the work to include all staff given the budget climate in California.

**Phase 4: Next Steps**

- **Culturally Proficient Instruction: A Multimedia Kit for Professional Development** - Corwin
- Model a Book study each month with principals
- Principals will lead book study with site staff
- Continue using "breakthrough questions" to move the thinking from deficits to assets
In Conclusion

The world in which you were born is just one model of reality.

Other cultures are not failed attempts at being you:

They are unique manifestations of the human spirit

Wade Davis, Anthropologist

References:


