

EQUITY LEADERSHIP INSTITUTE

SUMMER | FALL | WINTER 2019-2020

BUILDING CULTURAL PROFICIENCY IN YOUR DISTRICT



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ACSA, in conjunction with its equity partners, is proud to bring you a unique new professional development experience designed to build your cultural proficiency capacity in order to lead for equity. We have designed a rich program for district teams and individual leaders from all educational levels to assist in the development of deep belief systems and understanding of cultural proficiency that empowers you to be proactive and responsive to the diverse needs of the communities you serve.

Each session will consist of a full day of interactive and hands-on activities that will build the capacity of each participant. Educators will leave with an Equity Action Plan that can be used in their local district, school, or organization.

Target Audience

School and/or District Leadership Teams: Assistant Superintendents of Educational Services; Directors of Curriculum and Instruction; Principals; Assistant Principals; Teachers on Special Assignment; and, other designated district and/or school site leaders.

SESSION DETAILS

Session One: Assessing Cultural Difference

September 17, 2019

Session One introduces the Cultural Proficiency Framework and related tools as a launch to bridging cultural divides. Through a process of critical reflection, participants will be better able to identify personal bias and hidden barriers to inclusion. In this session, participants will engage in interactive examinations of cultural proficiency using the Cultural Proficiency Guiding Principles and the Cultural Proficiency Continuum to deepen understanding of cultural knowledge as demonstrated at the individual and LEA level. Working collaboratively, participants will explore these two Cultural Proficiency tools and will have extended opportunities to engage in courageous conversations around issues that emerge in diverse environments.

Questions that will guide the work:

- How do you define culture?
- What does it mean to be culturally proficient?
- How does the school/district respond to differences?
- How might we use the tools of cultural proficiency to assess cultural knowledge?

At the end of the session, participants will:

- Understand Cultural Proficiency as a shared priority
- Have explored Cultural Proficiency as personal and professional work
- Have developed a common language and common understanding of the equity work -Use activities from Lindsey et al. 2006

Session Two: Identifying Systemic Barriers

October 22, 2019

In Session Two, participants will explore the effects of the past through the continued use of the Cultural Proficiency Continuum. Additionally, this session introduces participants to the two final Cultural Proficiency tools –Overcoming the Barriers and the Essential Element stools. This session will utilize the barriers to focus on systemic privilege, oppression, and resistance to change as we address diverse perspectives regarding educational history, cultural correlations to educational opportunity gaps, and the historical impact of systems of oppression.

Questions that will guide the work:

- What barriers to student access, opportunity or learning exist within your classrooms, schools and district(s)?
- What educational practices do we currently exercise that have lost relevance for our students?
- How might we measure the effectiveness of our current practice?

At the end of the session, participants will:

- Understand diverse perspectives regarding the history of education in America
- Have explored the achievement gap and the cultural correlations
- Understand federal mandates and the cultural effects on students
- Understand how Cultural Proficiency tools guide addressing complex opportunity gaps and related achievement issues

REGISTRATION INFORMATION:

Five Day Institute registration:

\$750 per person

(site teams are strongly encouraged to attend)

Registration information, visit:

www.acsa.org/equity

to access the 2019-2020 Equity Institute brochure

For additional information contact

Dr. Marguerite Williams

Senior Director, Equity and Diversity

mwilliams@acsa.org

Sign-up teams:

<http://bit.ly/EquityLeadershipInstitute2019>

Location: TBD by ACSA Region

Session Three: Transforming Professional Practice

November 13, 2019

The student population in the United States is becoming increasingly diverse with a growing range of languages, races, cultures and values. This has resulted in a growing cultural gap between Euro-centric educators and their students. Teachers actively seek ways to better serve students in response to these demographic changes.

In this session, participants take a deeper look at opportunity gaps as well as achievement correlations and expand their understanding of how to effectively use the tools of Cultural Proficiency as a guide to addressing access, opportunity, and academic performance issues. Further, participants will continue the examination of culture at the individual and organization level by using the tools of Cultural Proficiency as a guide for transforming professional practice for inclusion and equity.

Questions that will guide the work:

- What role do you play in maintaining the limited historical perspective of student access and inclusion?
- What data might you want to collect and track to inform you and others about the barriers?
- How might we expand access opportunities for underserved student groups?
- How might we use the Guiding Principles of cultural proficiency to address ethical tension?

At the end of the session, participants will:

- Understand how to review the culture of the school and underserved cultures.
- Understand how to identify barriers that may prevent a person, school, and district from becoming culturally proficient.
- Have a deepened understanding of Cultural Proficiency as a shared priority to overcome barriers.

Session Four: Assessing Student Opportunities and Access

January 14, 2020

In Session Four, participants critically reflect on their current district/school level initiatives to evaluate student opportunities and access. The examination of key data including CAASPP data, the California Dashboard report and other multiple measures using selected rubrics will guide the inquiry process. As part of the development of an Equity Action Plan, participants will identify a deliberate set of equitable action steps and will collaborate to design a shared vision to pursue in order to achieve the equity and inclusion objectives.

Questions that will guide the work:

- What does assessment data tell you about the performance of student groups in your school/district?
- Based on current school or district initiatives, what is our primary focus?
- What beliefs, policies, and/or practices in your school/district shape or inhibit an equity driven system? What does equity look like at the school/classroom level?
- What can you do to create awareness and concern about the barriers and disproportional outcomes?
- How might we ensure equitable practices for underserved students?

At the end of the session, participants will:

- Be able to examine equity for education at the school level.
- Have used data and rubrics to guide support teams in the examination of policies and practices.
- Have engaged in cultural proficiency exercises to understand how the organizational capacity relates to the ability to leverage equity and inclusion.
- Have explored action steps for implementing a culturally proficient school

Session Five: Creating a Shared Vision; Moving from Vision to Implementation

February 12, 2020

In Session Five, participants will use the information gathered during previous sessions to assess the current practices of the organization and to complete a needs assessment that can be used to establish a culturally proficient educational environment. Participants will continue dialogue and development of language and behavior practices around cultural proficiency to impact cultural connection at every level of the school community. Participants will share their Equity Action Plan and employ collegial support to fine tune and make modifications based on feedback on the plan before implementation.

Questions that will guide the work:

- What action steps are needed to ensure systemic cultural and diversity values?
- How might we interrupt inequitable practices at the school level?
- What modifications are necessary to move the organization forward in equity and inclusion for all stakeholders?

At the end of the session, participants will:

- Have engaged in the skillful use of cultural proficiency conversations
- Be able to skillfully use techniques and tools to implement cultural proficiency as professional practice
- Understand cultural proficiency protocols to integrate into daily practice
- Produce action steps for implementing a culturally proficient school

EQUITY LEADERSHIP INSTITUTE TIMELINE

PLEASE NOTE: Dates can be customized to meet the needs of each ACSA region.

SESSION ONE:

Assessing Cultural Differences

September 17, 2019

SESSION TWO:

Identifying System Barriers

October 22, 2019

SESSION THREE:

Transforming Professional Practice

November 13, 2019

SESSION FOUR:

Assessing Student Opportunities and Access

January 14, 2020

SESSION FIVE:

Creating a Shared Vision

February 12, 2020

EQUITY LEADERSHIP INSTITUTE FACILITATORS



Daniel Moiroa

Dr. Dan is a leader of school improvement and cultural proficiency. Using the four 'C's' of the 21st Century learner: collaboration, communication, creativity and critical thinking, to guide him as a leader he has moved large urban and small rural school districts from academic and fiscal insolvency to districts of high performing and award-winning organizations. He has accomplished this through the lens of equity seeking social justice and liberation of all learners. Dr. Dan pushes both formal and informal leaders to identify their true purpose and

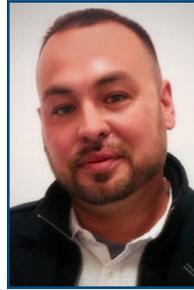
leadership style. Dr. Dan has served as Superintendent of schools in vastly diverse multicultural communities, urban, suburban, and rural. He has also been appointed as a State Administrator for a school district under state receivership.



Tovi Scruggs-Hussein, M.A.

Tovi is a visionary educator, author, and award-winning urban high school principal with over 25 years of leadership, school, and culture-climate healing and transformation work. Her unique approach is rooted in an empowerment-model to cultivate courage, consciousness, and connection. Tovi serves as an expert leader in equity, integrated self-mastery, trauma-informed leadership, and emotional literacy development for educators and other leaders. She believes that in order to successfully transform schools, organizations,

and the cultures we lead, we must first successfully transform ourselves. She boldly supports others in dismantling barriers to equity, social justice, organizational/team dysfunction, poor culture-climate, and wellness. She holds several certifications in facilitation, coaching, and leadership. Skillfully, Tovi creates interactive, reflective learning experiences that transform both mindsets and behaviors that lead to more peaceful, healthy, and effective schools and organizations where outcomes are measurably improved and interactions are more whole-hearted.



Itoco Garcia, Ed.D.

Dr. Garcia has been a professional educator for 18 years. He spent 12 years as a teacher and instructional coach and 6 years as a middle school and elementary school administrator in Oakland and Hayward. He is a San Francisco native and a graduate of Tamalpais High school in Mill Valley, UC Berkeley (B.A. & Ed.D.), and Fresno State (M.A.T.). He is currently a Director of Customized Support with Partners in School Innovation. He is also an MC and filmmaker (writer, producer, director).



Natalie McGee

Natalie McGee is an international speaker, educational consultant, and educator. With over 25 years in education, she has served in various roles. Natalie has served as an elementary school leader, site level instructional coach, and district level instructional coach in the area of literacy, math and cultural proficiency facilitator. Currently, Natalie serves as the lead cultural proficiency consultant helping school districts and organizations respond in healthy ways to diversity by developing inclusive policies and practices.

Natalie specializes in facilitating professional learning and organizational development focused on equity, diversity, inclusion, and social justice. She has designed, planned, and facilitated hundreds of learning experiences for administrators, teacher, parent groups, support and classified staff, students, and community members.

