



*Proposal for Professional
Learning Services:
Cultural Proficiency
Initiative*



Joliet Public Schools District 86

Submitted to:
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Our History

Generation Ready is the only national provider of professional learning services that uniquely combines deep instructional job-embedded expertise, innovative technology tools, and a targeted digital content library that ensures sustained professional growth and improved student learning. For the past 20 years, our primary focus has been improving instructional practice in the classroom. Our professional learning services are:

- **Experienced** - We only hire education consultants with at least 10 years of classroom teaching experience and proven success as instructional leaders in the content area in which they consult. Our research-based approach has been refined by working in thousands of urban, suburban and rural schools throughout the country.
- **Evidence-based** – Our professional development is always based on instructional and school-wide approaches that are empirically proven to improve student outcomes. These are contained within our Six Essential Practices for Effective Schools, a framework that guides our work with schools.
- **Collaborative** - Using data from formal accountability systems and from Generation Ready's innovative planning, informal observation, reporting and content tools, consultants work with teachers and leaders to guide professional conversations about individual needs and support wider professional development planning.
- **Customized** - Our differentiated professional development builds on teachers' and leaders' expertise, previous experiences, and learning styles, regardless of a school's chosen curricula, assessments or observation tools.

Our mission is to support teachers and school leaders in order to educate a stronger, more vibrant generation of students prepared to meet life's challenges.

Generation Ready's roots are in instruction. Many of our education consultants have been trained in Australia, New Zealand, and Canada where instruction is considered some of the most effective in the world. Our consultancy methodology is based on the research of Dr. Richard Elmore, John Hattie, Robert Marzano, Charlotte Danielson, Joyce and Showers, David J. Johns, Randall B. Lindsay, Asa G. Hilliard, and Dr. Jawanza Kunjufu.

Generation Ready's Cultural Proficiency Initiative

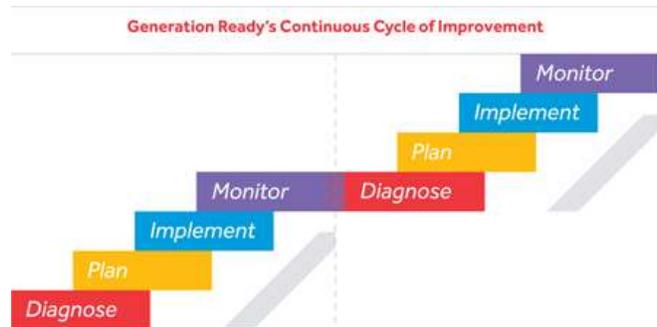
Generation Ready's Cultural Proficiency Initiative helps improve academic instruction by developing effective leaders and teachers that align policies, practices, values and procedures to meet the needs of *all* students, regardless of culture, ethnicity, or socioeconomic status. This allows for schools to close the achievement gap in minority students, increase student engagement in the classroom, improve attendance and student discipline, and enhance student achievement for all.

The Initiative's inside-out approach encourages school leaders and teachers to reflect on their own understandings and values about others –validating their current beliefs and feelings of people and encouraging change without threatening their own self-worth. This enables a shift in the culture by tackling ethnic and social gaps, and an environment shaped by diversity. The Cultural Proficiency Initiative supports both the development of teachers as individuals, and the improvement of schools/districts as a whole using theory, practice and collaboration.

Key Elements of Generation Ready's Cultural Proficiency Initiative

Educators are responsible to respond to the diversity of the community, not just that of the dominant mainstream culture. Generation Ready's education consultants work with leaders and teachers in a combination of workshops and job-embedded professional development to foster multicultural and culturally proficient educational institutions. The purpose is to enrich the quality of teaching by enhancing the capacity of all teachers and administrators and to deepen the quality of education being taught to the students.

Generation Ready employs a Continuous Cycle of Improvement that builds leader and teacher capacity, allowing for your schools to change in ways that support teacher and leader development to improve practices that impact student learning. Cultural proficiency cannot be addressed with a one-size-fits-all approach. As such, each engagement begins with a diagnostic process, followed by a shared “Plan of Action” to ensure your school fosters a multicultural environment with input and collaboration of key stakeholders.



We implement a comprehensive approach to cultural proficiency that includes:

- **An individual and whole-school focus** – In order to provide equitable education to all students, leaders and teachers must assess their own culture, the culture of their school and surroundings, and learn to manage the dynamics of difference between all parts
- **Workshops** – A workshop series will focus on the core principals of achieving a culturally proficient educational community. This includes covering the guiding principles of cultural proficiency, the continuum of cultural proficiency rubric, the essential elements of cultural competence that serve as guidelines for culturally proficient interaction, and barriers to cultural proficiency. These workshops provide leaders and teachers of all subject areas with the knowledge, tools, and skills to increase students’ academic engagement and achievement in an environment that addresses the many components of culture and diversity. Participants will have the opportunity to examine research on underlying attributes, identify ways to change processes, and review videos, case studies and vignettes that demonstrate culturally proficient skills/behaviors and collective capacity building.
- **Job-embedded professional development** – The cornerstone of Generation Ready’s professional learning is ongoing classroom-based, job-embedded support and coaching for teachers and leaders. Our education consultants work as mentors and coaches and are experts at modeling new instructional strategies for teachers to enable them to improve the effectiveness of instructional practices. Research shows that this learning is most effective when it takes place in the teacher’s classroom with the teacher’s own students. Job-embedded consulting takes many forms and may include: in-class modeling, support and feedback, individual and small group sessions before, during or after school, support of professional learning communities, as well as participation in grade-level and content-area meetings. Education consultants work with leaders and teachers in delivering core content job-embedded professional development and address topical areas through the duality of cultural proficiency.

Key Components of the Cultural Proficiency Initiative

1. A valuing of cultural diversity

This stage involves integrating respect for diversity into programs, policies and services and also recognizing that members of certain cultural groups may have cultural as well as individual needs.

2. Conducting a cultural self-assessment

Organizations develop an awareness of their own cultures and communities, assumptions, and biases and identify actions to reduce such barriers.

3. Managing the dynamics of difference

At this stage the dynamics of cultural difference are proactively managed, improving the interactions between different cultures.

4. Acquiring and institutionalizing cultural knowledge

As all organizations inevitably encounter cultural diversity, a need exists to integrate an understanding of different cultures into service delivery and practices.

5. Adapting to diversity and cultural contexts

At this stage cultural knowledge is embedded throughout the hierarchy of the organization and policy, practices, service delivery and behaviors are adapted to fit the cultural diversity of the community engaged.

(Source: National Centre for Cultural Competence 2006)

Continuum of Cultural Proficiency Rubric for Improving Student Outcomes

Generation Ready’s education consultants work with school teams in a combination of workshops and job-embedded professional development to sustain a culturally proficient school environment. Through assessments, pre-and post-testing to evaluate how the school/district has developed since the launch of the Initiative, and through sensitive conversations, schools and teachers are able to see where they lie on the continuum and ultimately, focus on the achievements that need to be made individually and as a whole in order to achieve cultural proficiency.

School leaders and teachers work with education consultants to have healthy discussions regarding cultural proficiency, identifying counterproductive actions and behaviors, and work together establishing best practice strategies that will allow for healthy policies, practices and individual behaviors.

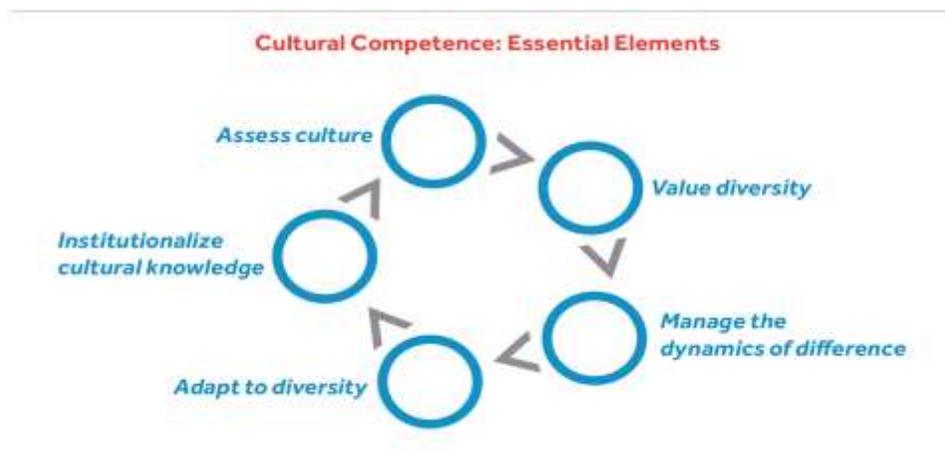
CONTINUUM OF PROFICIENCY



Cultural Proficiency	Is manifest in organizations and people who esteem culture, who know how to learn about individual and organizational cultures, and who interact effectively with a variety of cultural groups. Cultural proficiency is not a destination, but rather a way of being. It is an ongoing and unfolding process as you learn about yourself, your organization and the people who work with you.	Practices that reflect knowing how to learn and teach about different groups; having the capacity to teach and to learn about differences in ways that acknowledge and honor all people and the groups they represent.
Cultural Competence	Is any policy, practice, or behavior that uses the essential elements of cultural proficiency as the stand for the individual or the organization. These essential elements include assessing culture, valuing diversity, managing the dynamics of difference, adapting to diversity, and institutionalizing cultural knowledge.	Effective interactions with individuals and groups of people from different ethnic and social cultures; use of the essential elements as the standards for individual behavior and organizational practices.
Cultural Pre-competence	Recognize that their skills and practices are limited when interacting with other cultural groups	Behavior or practices that seek to acknowledge cultural differences in healthy ways but that are not quite effective.
Cultural Blindness	Is any policy, practice, or behavior that ignores existing cultural differences or that considers such differences inconsequential.	Failure to see or to acknowledge that differences between groups often make a difference to the groups and to the individuals who are members of those groups.
Cultural Incapacity	Is any policy, practice, or behavior that venerates one culture over all others.	Treatment of members of nondominant groups based on stereotypes and with the belief that the dominant group is inherently superior.
Cultural Destructiveness	Is any policy practice or behavior that effectively eliminates all vestiges of other people’s cultures; it may be manifested through an organization’s policies and practices or through an individual’s values and behaviors.	The elimination of another cultural group or the suppression of the culture’s practices.

Behavioral Standards for Measuring Cultural Proficiency

Aligned to cultural competency in the continuum, Generation Ready's education consultants work with schools and districts to discuss and implement essential elements that all leaders and teachers should integrate into individual and organizational practices. These behavioral standards will be used to plan for and assess change, and will serve as a cornerstone to culturally proficient interactions. Each teacher and leader have different roles that correspond to each essential element, and education consultants will work with schools/districts to identify individual and organizational activities that are currently in practice and those that can be introduced within the school/district.



Identifying Barriers to Cultural Proficiency

Education consultants will work with schools/districts to identify the organizational and individual barriers in place that create obstacles in achieving culturally proficient educational environments. These barriers can be systemic, value-based, or experience-based. Our consultants address the three categories of barriers in a framework that allows for data-focused and culturally sensitive conversations. The categories of barriers include:

- Being unaware of the need to adapt and resistance to change
- A presumption of entitlement and unearned privilege
- Systems of oppression and privilege

Customization

The Cultural Proficiency Initiative will be customized to fit the specific needs of schools/districts. Each engagement would begin with a diagnostic phase where the school/district is assessed to understand the need for cultural proficiency and the steps that need to be taken for a school/district to achieve a fully culturally proficient environment so that individual and organizational behavior align to the expressed values and mission of the school/district. The framework for cultural proficiency will be discussed and schools/districts will have the opportunity to express how they would like to customize their Initiative.

In order to customize the Cultural Proficiency Initiative for a school/district, specific questions must be addressed, including, but not limited to:

- What are the areas of need based on analysis on feedback from leaders and teachers?
- What is the cultural background of the students at your school/district and are they academically succeeding?
- Are there any cultural proficient practices currently in place?
- Are the cultures, languages, heritages, and experiences of all students and families valued, respected, and used to facilitate learning and development?

Cultural Proficiency Initiative for Joliet Public Schools District 86

Generation Ready will assist the Joliet Public Schools District 86 with focused support for teachers and administrators in order to build an awareness of the components of cultural proficiency.

Work Plan -

Based on conversations with the school/district, we recommend the following work plan for your Cultural Proficiency Initiative.

WORK PLAN FOR CULTURAL PROFICIENCY INITIATIVE-- INTRODUCTION TO CULTURAL PROFICIENCY		
<i>This is the most basic cultural proficiency package. A Generation Ready education consultant will assess the school environment, as well as leader and teacher goals to make the school a culturally proficient environment, as well as give an overview of the framework of how to achieve a culturally proficient school environment.</i>		
PLANNING AND WORK SCHEDULE		
	Content Goals	Module Outline
Workshops and School Site Job-Embedded Professional Development	<ul style="list-style-type: none"> Meet with leadership to explain goals and objectives of the work Determine planning team Review current climate around cultural proficiency by meeting with targeted staff and leaders Conduct school walk through Develop and discuss timeline for program Determine next steps Recognize how ones individual culture affects the culture of others Describe ones individual culture and the cultural norms of the organization Understand how the cultural norms of the organization affects those with different cultures 	<p>Discuss framework around cultural proficiency, the continuum of cultural proficiency and the essential elements of cultural proficiency</p> <p>Recognize how ones individual culture affects the culture of others</p> <p>Describe ones individual culture and the cultural norms of the organization</p> <p>Understand how the cultural norms of the organization affects those with different cultures</p> <p>Explore personal beliefs</p> <p>Cross-cultural Communication</p>

Investment Proposal

	Activity	Number of days	Sessions	Cost per Day	total
2018-2019 School Year Partnership Plan					
Monthly Principal Meetings and District Office Support	Workshop	10	10	\$3,000	\$30,000
School Site Support – Equity Walks	Equity Walks	10	10	\$2,500	\$25,000
					Total Investment:
					\$55,000