



Los Angeles County
Office of Education

Serving Students • Supporting Communities • Leading Educators



EQUITY LEADERSHIP INSTITUTE

Fall/Winter 2018-2019

Equity, Assessment, and
Curriculum Support Unit

EQUITY LEADERSHIP INSTITUTE



Los Angeles County Office of Education
in partnership with



The workshop series has been designed to enable district and school administrators and teacher leaders to **lead for equity**. This series builds on the approach of Cultural Proficiency as a model for shifting the culture of the school or district; it is a model for individual transformation and organizational change. On the individual level, culturally proficient educators display personal values and behaviors that enable them and others to engage in effective interactions among students, educators, and the community they serve. At the organizational level, culturally proficient leaders foster policies and practices that provide the opportunity for effective interactions among students, educators, and community members.

Each session is designed as a full training day of interactive activities that build participants' cultural proficiency capacity. At the end of the institute, educators will leave with an **Equity Action Plan** that can be used in their LEAs

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

REGISTRATION INFORMATION:

Five-session Institute Registration Fee: \$600 per person
(Participants are encouraged to attend in teams.)

Please visit the Assessment webpage at
<https://www.lacoe.edu/Curriculum-Instruction/Assessment>
to access the 2018-19 Equity Institute brochure

For additional information contact
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Registration Link:
<https://lacoe.k12oms.org/eventdetail.php?gid=1534&id=152420>

- **Assessing Cultural Differences**
September 18, 2018, 8 a.m. - 3 p.m.
- **Identifying Systemic Barriers**
October 22, 2018, 8 a.m. - 3 p.m.
- **Transforming Professional Practice**
November 8, 2018, 8 a.m. - 3 p.m.
- **Assessing Student Opportunities and Access**
January 10, 2019, 8 a.m. - 3 p.m.
- **Creating a Shared Vision**
February 14, 2019, 8 a.m. - 3 p.m.



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Session Details

Session One: Assessing Cultural Difference - *September 18, 2018*

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, 2018*

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 Elements*** tools. 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:

- *Have an understanding of 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*

Session Three: Transforming Professional Practice - November 8, 2018

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 10, 2019

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 14, 2019

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*
- *Have an understanding of cultural proficiency protocols to integrate into daily practice*
- *Produce action steps for implementing a culturally proficient school*

Equity Leadership Institute Facilitators

Nicole Anderson



Nicole Anderson has served as an advocate and facilitator of educational equity across the nation. Most recently, she served as Diversity and Equal Access Executive for the Association of California School Administrators (ACSA). In this role, she led work focused on equity and diversity including the facilitation of statewide professional learning for ACSA leaders, State Board members, coordination of the California Equity Leadership Alliance, as well as the development of networks for administrators of diverse backgrounds.

Before joining the ACSA staff, Nicole served as an administrator for 10 years, working as an Elementary Principal, High School Assistant Principal/Dean and Vice Principal in Vallejo City Unified School District. She also served as a Leadership Teacher, Spanish Teacher and Activities Director for 6 years at Jesse M. Bethel High School in Vallejo.

As an ACSA member, Nicole served at the Chair of ACSA's Equity Committee (formerly called the EADS- Equity Achievement, and Diversity for success Committee) where she focused on leading the work of implementing a system that effectively addressed ACSA's beliefs around equity for students and leaders in California. In her role as a consultant, she continues to work with board members as well as administrators at the site, district, and county levels.

Daniel Moirao



Daniel R. Moirao is an educator who teaches students from kindergarten through working professionals. He has served as a classroom teacher and site and district administrator in a variety of school districts ranging from rural to urban to suburban, representing every level of the socioeconomic spectrum.

Many recognize Moirao as a pioneer in school reform and a distinguished educator. He works extensively with teachers, administrators, school communities, and school districts to create climates where all students can learn. His focus is on learning style theory and teaching strategies, and he has been credited with bringing several school districts out of the doldrums of performance improvement to high-performing school districts where students can and do learn.

During his tenure as Superintendent in a highly multicultural area, Moirao was instrumental in gaining the State Board of Education's approval for his district to develop and implement a curriculum that was representative of the community's rich and diverse cultural heritage. Since then, he has worked with client school districts to help them develop curricula that differentiate instruction with a goal of developing the higher-order thinking skills of all students.