

2016
HCPSS Cultural Proficiency Conference



An Instrument for Inclusion and Equity

Wednesday & Thursday, June 29–30
Atholton High School



A Message from the SUPERINTENDENT



Renee A. Foose, Ed.D.
Superintendent
HCPSS

Welcome and thank you for participating in the 2016 HCPSS Cultural Proficiency Conference. Your commitment and passion are essential to giving students an important voice in decisions affecting their classmates, classrooms and the school environment. Over the next two days, you will share ideas and learn practical techniques for ensuring an inclusive, equitable learning community, which is a critical component of Vision 2018, our school system strategic plan.

As you know, more than half of our student body represents ethnic minorities. Poverty, language barriers, and other impediments to learning affect a large and growing proportion of students. While this diversity can sometimes present challenges, it is also one of our system's greatest strengths. Diversity offers unparalleled potential to enrich our school and work environments and drive innovation.

Recognizing diversity alone is not enough; inclusion and equity are essential to giving every student full access to opportunity. By participating in this conference, you are taking an important step toward translating our vision of excellence with equity into positive action and results.

A Message from the CHIEF HUMAN RESOURCE AND DEVELOPMENT OFFICER



Helen Nixon, Ed.D.
Chief Human Resource and
Development Officer
HCPSS

It is my great pleasure and honor to welcome you to the 2016 Cultural Proficiency Conference. The Office of Cultural Proficiency is thrilled to provide you with resources that help our school system grow as a community committed to cultural proficiency and student voice. I commend you for seizing this professional learning opportunity.

Cultural proficiency is our journey. Excellence with equity is our chosen destination. Each of us has a role to play in shaping a culture of educational excellence with equity. Through your attendance at this event, you are expressing a desire to influence positive change that moves us closer to realizing this vision for every student.

Over the next two days you will learn more about how to use cultural proficiency and how to amplify student voice for inclusion and equity. You will explore many practical techniques and develop new skills for:

- Ensuring equal access to a high-quality education through a culture of high expectations.
- Fostering a strong sense of belonging and the educational and social benefits of diversity through inclusion.
- Interacting effectively and forming authentic relationships across differences through cultural competence.
- Providing precise supports for ensuring equal access and opportunity.

It is our hope that your experience will leave you energized and inspired as we engage as a community committed to excellence and equity in the Howard County Public School System.

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CONFERENCE AGREEMENTS

The HCPSS Cultural Proficiency and Equity Advisory Committee (CPEAC) served as the planning committee for this event. The committee envisioned a learning community of authentic engagement in which each participant makes a personal commitment to the challenging work of inclusion and equity for all.

To that end, the planning committee encourages each participant to commit to these conference agreements.

We agree to:

- Take personal responsibility for our own engagement, learning, and growth.
- Speak our own truth and seek to understand others' truths.
- Keep personal stories confidential to honor privacy, the process, and the people.
- Use our learnings from this event to improve our schools and offices.

KEEP IN TOUCH DURING AND AFTER THE CONFERENCE!

During the conference...

Tweet during the conference with: **#HoCoVoice** and **@HoCoCPro**

Tweets of the day win a prize!

Follow us **@HoCoPro** for timely articles and news stories relevant to equity and student voice.



After Day One:

Please complete the **feedback** form at <http://tinyurl.com/zuvu5uj>



After Day Two:

Please complete the **feedback** form at <http://tinyurl.com/j99uzyd>



Anytime:

Visit our website: <http://studentvoiceconference.weebly.com/>



SCHEDULE OVERVIEW

Wednesday, June 29, 2016 DAY ONE: CULTURAL PROFICIENCY		
7:30–8:30 am	Registration, Coffee, and Networking	Front Lobby, Cafeteria
8:30–10 am	Opening General Session	Auditorium
10:15–11:45 am	Concurrent Sessions <i>Next Steps on My Cultural Proficiency Journey</i>	Rooms listed on page 4
11:45 am–1 pm	Lunch and Team Time Secondary Lunch: 11:45 am–12:30 pm Team Time: 12:30–1 pm Elementary Team Time: 11:45 am–12:15 pm Lunch: 12:15–1 pm	Cafeteria/Rooms listed on page 6
1:15–2:15 pm	Concurrent Sessions <i>Culturally Proficient Practices</i>	Rooms listed on page 4
2:30–3:30 pm	Closing General Session	Auditorium
3:30–4:30 pm	Optional Team Time	Rooms listed on page 6

Thursday, June 30, 2016 DAY TWO: STUDENT VOICE		
7:30–8:30 am	Registration, Coffee, and Networking	Front Lobby, Cafeteria
8:30–10 am	Opening General Session	Auditorium
10:15–11:45 am	Concurrent Sessions <i>Introduction to Student Voice for Inclusion and Equity</i>	Rooms listed on page 5
11:45 am–1 pm	Lunch and Team Time Secondary Lunch: 11:45 am–12:30 pm Team Time: 12:30–1 pm Elementary Team Time: 11:45 am–12:15 pm Lunch: 12:15–1 pm	Cafeteria/Rooms listed on page 6
1:15–2:15 pm	Concurrent Sessions <i>Student Voice in Action</i>	Rooms listed on page 5
2:30–3:30 pm	Closing General Session	Auditorium
3:30–4:30 pm	Optional Team Time	Rooms listed on page 6

WEDNESDAY JUNE 29, 2016

**Concurrent Sessions | Day One | Wednesday morning
Set A | Wednesday | June 29, 2016 | 10:15–11:45 am**

	Session	Room
A01	Introduction to the Cultural Proficiency Framework	A101, A102, A105, A106, A108, A110, A112, A113
A02	Going Deeper with the Cultural Proficiency Framework	C145, C143, C141, C139, C137
A03	Moving from Awareness to Action: Cultural Proficiency in Practice and Policy	C151, C150, C148, C147, C146
A04	Leadership: Influencing a Commitment to Excellence with Equity	Media Center

**Concurrent Sessions | Day One | Wednesday afternoon
Set B | Wednesday | June 29, 2016 | 1:15–2:15 pm**

	Session	Room
B01	Comprehensive Approach to Building Community & Developing School Identity	A101
B02	Sustained Cultural Proficiency: Fostering a Multi-Year Commitment	A102
B03	Using Mentoring to Shift Mindset & Address Disciplinary Disparities	A105
B04	Changing Unjust Historical Patterns of Disciplinary Actions	A106
B05	How Do We Shape Positive Math Identities Among Our Students?	A108
B06	Presuming Competence: A Strengths-Based Articulation Process	A110
B07	Fierce Conversations: Productive Communication in Work/Life	A112
B08	Restorative Practices to Manage the Dynamics of Difference	A113
B09	Cultural Proficiency Champions – CPro In the House!	C156
B10	Spanish for Educators: Learning to Support Hispanic Families	C152
B12	Cultural Proficiency Curriculum and Instruction	C151
B13	Restorative Practices – A Facilitator’s Perspective	C150
B14	Connecting Restorative Practices to CPro and Student Voice. Fun With Shapes!	C148
B15	CPro: What Do Strengths Have to Do With It?	C154
B16	Poverty Matters: How to Respond in a Healthy Manner	C147
B17	Discipline and Respect – MHMS Looks at Both Sides	C153
B18	Staff Engagement: A Tale of Two Successful Leaders	C146
B19	Putting Growth Mindset into Action for Greater Equity	C145
B20	Fostering Diversity and Inclusion: Universal Design for Learning (UDL)	C143
B21	From Conversation to School Improvement Plan	C141
B22	On Ramps to Advanced Classes for Underrepresented Groups	C139
B23	Responsible Whole-Staff Cultural Proficiency Professional Development	C137
B24	Conflict in the Workplace – The Good Kind	D157

THURSDAY JUNE 30, 2016

**Concurrent Sessions | Day Two | Thursday morning
Set C | Thursday | June 30, 2016 | 10:15–11:45 AM**

	Session	Rooms
C01-C20	Introduction to the <i>Student Voice for Inclusion and Equity</i> Conceptual Model	
	C01-C02 – Early Childhood	A101, A102
	C03-C09 – Elementary	A105, A106, A108, A110, A111, A112, A113
	C10-C14 – Middle School	C156, C155, C152, C151, C150
	C15-C20 – High School	C147, C146, C145, C143, C141, C139, C137

**Concurrent Sessions | Day Two | Thursday afternoon
Set D | Thursday | June 30, 2016 | 1:15–2:15 pm**

	Session	Room
D01	Using Student Voice Circles to Drive School Improvement	A101
D02	Empower Learning: Goal Setting and Student-Led Conferences	A102
D03	Institutionalizing Student Voice into the School Environment (5th Grade Advisory and Student-Led Conferences)	A105
D04	Goals for Life: Creating a Vision for Student Success	A106
D05	Problem Solving Groupwork: An Engaging and Inclusive Instructional Strategy	A108
D06	Student Voice at Centennial High School	A110
D07	Engaging Student Leaders in the Work of Cultural Proficiency	A112
D08	Partnering with Students for School Improvement: Student Voice Circles	A113
D09	Student Voice & Danielson: Moving From Good to Great Instruction	C156
D10	Student Voice in Curriculum & Instruction: Creating a Safe Space for Dialogue & Exploration	C152
D11	Instruction That Amplifies the Student Voice	C155
D12	The Voices in the Middle: Capitalizing on the Unique Middle School Student Perspective	C151
D13	In Their Voices: A Panel of MHHS Student Activists	C150
D14	High Schools Can & Should Do Student-Led Conferences, Too!	C148
D15	Unique Learners & The Stage: Finding Their Place to Shine	C154
D16	Sustaining Student-Led Conferences: Not Returning to Traditional Ways	C147
D17	Ignite the Light-Engaging in Dialogue at LRHS	C153
D18	Reaching Out – Student Voice Beginning with Alternative Education	C146
D19	Listen: Hearing the Voice of Young Learners	C145
D20	Collaboratively Creating Space for Student, Parent and Staff Voice at Hammond HS	C143

TEAM TIME

Each school has an assigned room in which to meet to discuss and plan as a team.

Room	ELEMENTARY 11:45 am–12:15 pm		SECONDARY 12:30–1 pm	
A101	AES	BSES	BBMS	BMMS
A102	BBES	BWES	CMS	DMS
A105	BPES	CLES	ELMS	EMMS
A106	CES	CCES	FQMS	GMS
A108	CrES	DOES	HMS	HCMS
A110	DRES	DLES	LEMS	LKMS
A112	EES	FRES	MWMS	MVMS
A113	FES	GCES	MHMS	OMMS
C156	GES	HES	PMS	PVMS
C155	HSES	IES	TVMS	WLMS
C154	JHES	LWES	ARL	AHS

Room	ELEMENTARY 11:45 am–12:15 pm		SECONDARY 12:30–1 pm	
C153	LES	LoES	CHS	CedLaS
C152	MWES	NES	GHS HaHS	Homewood
C151	PLES	PRES	HHS	LRHS
C150	RES	RBES	MRHS	MHHS
C148	SJLES	SFES	OMHS	RHS
C147	SES	TSES	RHHS	WLHS
C146	THES	TRES	Central Office	
C145	VES	WatES	Community	
C143	WavES WoES	WFES		
C141	Central Office			
C139	Community			

MY PERSONALIZED SCHEDULE

Use this space to record your concurrent sessions and assigned rooms.

DAY ONE			DAY TWO		
Time	Room	Session	Time	Room	Session
8:30 am	Auditorium	General Session	8:30 am	Auditorium	General Session
10:15 am		Concurrent A:	10:15 am		Concurrent C:
11:45 am		Lunch or Team Time	11:45 am		Lunch or Team Time
12:15/ 12:30 pm		Team Time or Lunch	12:15/ 12:30 pm		Team Time or Lunch
1:15 pm		Concurrent B:	1:15 pm		Concurrent D:
2:30 pm	Auditorium	Closing Session	2:30 pm	Auditorium	Closing Session
3:30 pm		Team Time	3:30 pm		Team Time

WHAT IS CULTURAL PROFICIENCY?

Cultural Proficiency has been defined as:

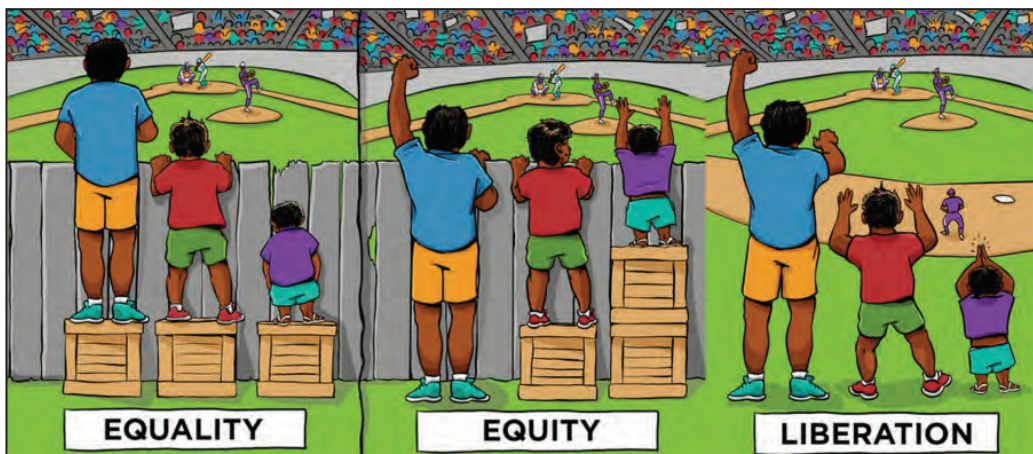
- An approach to shaping a culture of **excellence with equity**; a way of being.
- An “inside-out” journey (the process) of awareness to action.
- A framework (the content) consisting of four specific tools for effectively describing, responding to, and planning for issues that emerge in diverse environments.
 - The Barriers
 - The Guiding Principles
 - The Cultural Proficiency Continuum
 - The Essential Elements
- Policies and practices at the organizational level; and values, beliefs, and behaviors at the individual level that enable effective cross-cultural interactions between and among staff members, students, and community members.






WHAT DOES EXCELLENCE WITH EQUITY LOOK LIKE?

Excellence with equity is “a way of being” within which educators advocate for and ensure that every student receives the benefits of:

- **High expectations:** access to a high-quality education, based on 1) a belief that every student will meet and exceed rigorous standards and 2) a fundamental assumption that every educator will educate students to the highest of standards.
- **Inclusion:** 1) a strong sense of belonging and 2) the educational benefits of a diverse environment and curriculum.
- **Cultural competence:** an ability to interact effectively with individuals across cultures and dimensions of difference.
- **Equity:** the exact supports that a student needs in order to succeed, as opposed to the exact same supports as everyone else.



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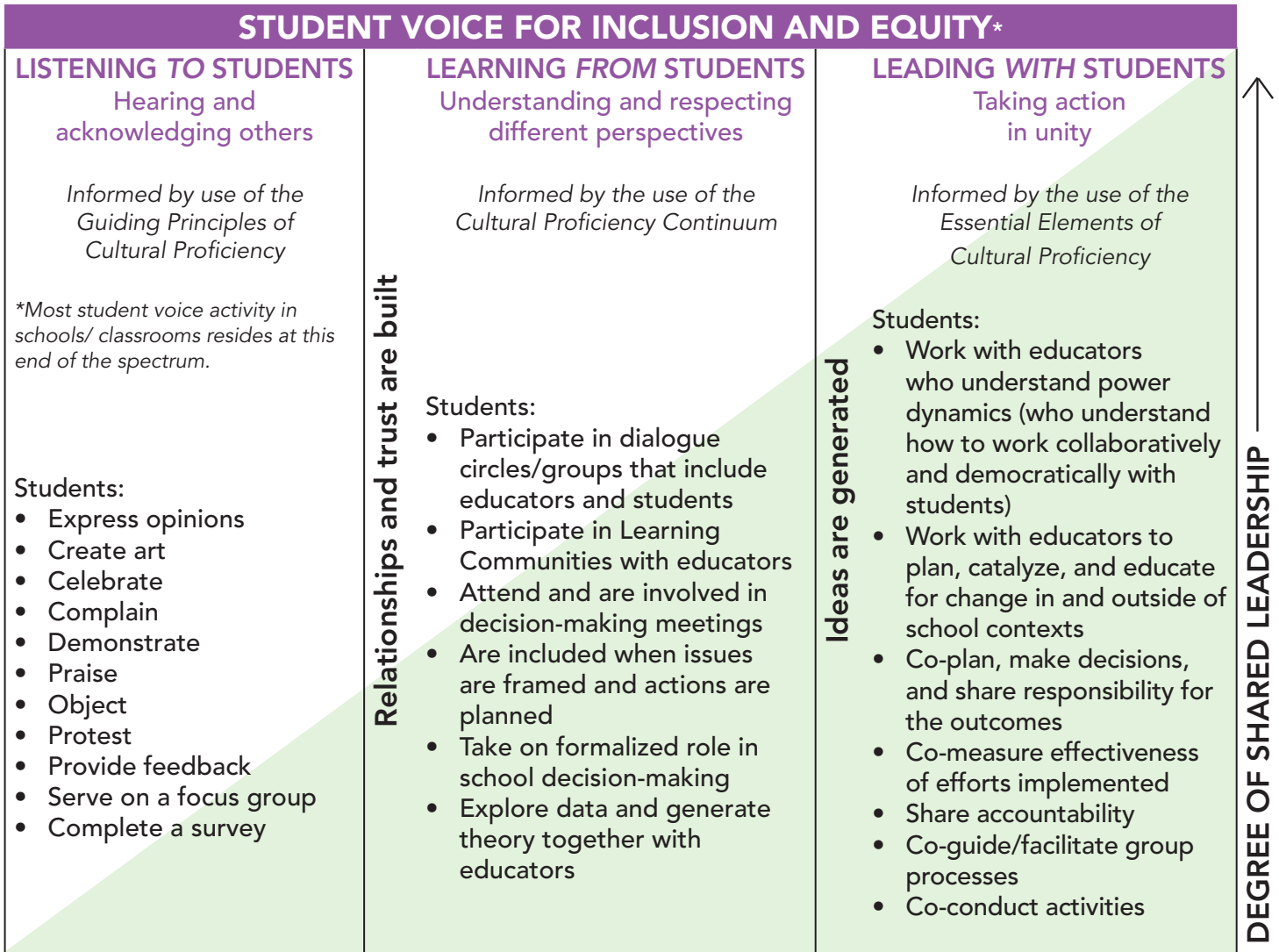
THE CULTURAL PROFICIENCY FRAMEWORK*							
Unhealthy Paradigm Informed by the Barriers			Healthy Paradigm Informed by the Guiding Principles				
The Barriers <ul style="list-style-type: none"> • Aberrations to culturally competent practice and policy • Reactive Behaviors 			ETHICAL TENSION Differing Actions 	The Essential Elements <ul style="list-style-type: none"> • Standards for culturally competent practice & policy • Proactive Behaviors 			
<ul style="list-style-type: none"> - Resisting Change - Dismissing Systems of Oppression and Privilege - Benefiting from a Sense of Entitlement - Remaining Unaware of the Need to Adapt - Misusing or Abusing Power 				<ul style="list-style-type: none"> - Assessing Culture - Valuing Diversity - Managing the Dynamics of Difference - Adapting to Diversity - Institutionalizing Cultural Knowledge 			
(Unhealthy World View)			The Cultural Proficiency Continuum				(Healthy Worldview)
Cultural Destruction <i>Destroy:</i> Differences are wrong and should be eliminated	Cultural Incapacity <i>Demean:</i> Differences are demeaned and the norm is revered	Cultural Reductionism <i>Blindness</i> <i>Discount:</i> Differences don't exist or matter and should be dismissed or ignored	Differing World Views  Differing Beliefs  Differing Core Values	Cultural Pre-competence <i>Accommodate:</i> Differences deserve a positive response	Cultural Competence <i>Collaborate:</i> Differences should be valued, engaged with, adapted to, and institutionalized	Cultural Proficiency <i>Co-Create:</i> Difference is our way of being; we should advocate for and learn from differences	
Impeding Principles				Guiding Principles			
<ul style="list-style-type: none"> - The system provides everyone a fair opportunity. - Systems of oppression and privilege do not exist. - Disproportionate outcomes are attributable to group differences not to the system. - Change is a threat. - Others should adapt to our current conditions. - All benefits, special treatment, and advantages are deserved because they are earned and awarded exclusively according to merit. - People with more power are justified in using their power however they deem appropriate with people that have less power. 				<ul style="list-style-type: none"> - Culture is a predominant force - People are served in varying degrees by the dominant culture. - People have group identities and individual identities. - Diversity within cultures is vast and significant. - Each cultural group has unique cultural needs. - The best of both worlds enhances the capacity of all. - The family, as defined by each culture, is the primary system of support in the education of children. - Marginalized populations have to be at least bicultural and that this status creates a unique set of issues to which the systems must be equipped to respond. - Inherent in cross-cultural interactions are dynamics that must be acknowledged, adjusted to, and accepted. 			
uniformity, status quo, disregard, inequality, tyranny, oppression, dominance, self-importance			diversity, culture, consciousness, equality, democracy, justice, freedom, humility				

Flowing from bottom-to-top, the progression through the Framework is as follows.

- Core values elementally describe what we appreciate, desire, or seek to achieve.
- Beliefs incorporate core values and describe what we hold to be true.
- A set of beliefs forms a worldview. A worldview also serves to validate our beliefs and values.
- Action manifests from our worldviews; we codify into practice and policy our assumptions about ourselves and the world around us.
- Action takes the form of behaviors, practices, and policies.

The Cultural Proficiency Framework clearly implies the goal of moving from left to right. In other words, the goal of the Awareness Phase of the process is a paradigm shift resulting from an individual or group choosing to cross the line that divides the Framework in half -- the important line that represents ethical tension. Ethical tension implies a struggle to decide what is right and to choose to act accordingly, even if it is uncomfortable, difficult, and a complete shift in values, beliefs, and behaviors. The goal of the Action Phase of the process is to apply the Essential Elements to practice and policy while facing the Barriers.

*Adapted from Randall B. Lindsey, Kikanza J. Nuri Robins, & Raymond D. Terrell (2009). *Cultural Proficiency: A Manual for School Leaders, Third Edition*. Thousand Oaks: Corwin.



← **STUDENT-VOICE-ORIENTED ACTIVITY** →

- Need for educators to share power, foster trust, protect against cooptation, learn from students, and manage the dynamics of difference increases from left to right.
- Students' influence, responsibility, decision-making, and roles increase from left to right.

**Inspired and Adapted by the HCPSS Office of Cultural Proficiency and Office of Leadership Development from:*

- Quaglia Institute for School Voice and Aspirations
- Motivation, Engagement, and Student Voice: The Students at the Center Series by Eric Toshalis and Michael J. Nakkula
- Lindsey, Randall B., Nuri Robins, Kikanza J., & Terrell, Raymond D. (2009). Cultural Proficiency: A Manual for School Leaders, Third Edition. Thousand Oaks: Corwin.

ATHOLTON HIGH SCHOOL CLASSROOM MAP



* In observance of Ramadan, Room A100 will be available for Zuhr prayer.