A little more than a decade ago one of the best kept secrets in education, namely the achievement gap, burst onto the national consciousness. For many school leaders issues related to the achievement gap have been with us throughout our careers as educators. The achievement gap has been used as the impetus for legislated school desegregation, special education, bilingual education and gender equity.

However, these landmark issues are too often addressed at the periphery of school leadership. Irrespective of history, we are now publicly responsible to educate all students to high standards. And, though there are school site success stories, as a profession we continue to struggle to educate all learners.

Our intent in this article is to describe our collective experiences from the lens of cultural proficiency. Having served as teachers, principals, district office personnel, desegregation specialists and college of education faculty, we chose cultural proficiency as the approach to frame our work as educators.

We define cultural proficiency as the personal values and behaviors of individuals and the organization’s policies and practices that provide opportunities for interactions among students, educators and community members.

Culturally proficient educators value their school community shaped by its diversity. Cultural proficiency enables educators to respond to people effectively in cross-cultural environments by using a powerful set of interrelated tools to guide personal and organizational change (Lindsey, Nuri Robbins & Terrell, 2009). The tools for culturally proficient practices allow school leaders to focus on assets to overcome barriers to student success.

Using our assets

Asset-based strategies are known to focus on how to best serve the needs of students, and yet are too rarely applied to our roles.

By Delores B. Lindsey, Raymond D. Terrell, Kikanza J. Nuri Robbins and Randall B. Lindsey
as educational leaders. The asset-based resource our schools and school districts must rely on is the moral authority and responsibility of doing what is right for our students.

When we recognize skillful reflection and dialogue as assets and combine those assets with the moral authority behind well thought out approaches to strategic planning and professional development, reflection and dialogue serve as bridges for closing learning gaps among the demographic and cultural groups of our students that have been allowed to exist for too long.

Inclusive approach to closing learning gaps

Are our school districts leaving out the role of district office leaders and boards of education as important links to closing the achievement gap? Since the recent "discovery" of the achievement gap (the theme for this issue of Leadership more appropriately has identified it as "learning gap"), we in the education community have placed more attention on assessment and accountability than at any time in our history. Much of the impetus for this attention has been as the result of sanctions built within California's Public Schools Accountability Act (1999) and No Child Left Behind (2002).

A barrier to closing the learning gaps in many of our schools is one over which we have direct influence, namely resistance to change. Systemic reform, or change, has become an important phrase for school leaders to use in addressing learning needs/gaps vertically throughout our school systems, from the superintendent and board of education to the classroom.

However, the usual attention for change focuses on teachers and site administrators (principals and assistant principals). When the focus is on changing the behavior of only those at the school site, systemic change is ignored.

Surfacing values, beliefs and assumptions

We invite you to read the following questions and the brief discussions that follow and employ your skills of reflection and dialogue. First, read each question and the comments and reflect on your personal responses. Ask yourself, "What is my truthful, honest response to each question and how do I react to the comments that follow each question?"

Educational leaders who are willing to look deep within themselves to examine the why of how they developed certain attitudes and values are well prepared to lead schools serving diverse communities.

Second, in your role as school leader -- county, district or site level -- we invite you to engage with your colleagues in dialogue to surface deeply held assumptions and reach shared understanding of what "closing the learning gap" means to the school community. From these inclusive dialogue sessions carefully crafted statements will emerge to inform everyone in your school community.

Asset-based strategies focus on how to best serve the needs of students, and yet are too rarely applied to our roles as school leaders. The tools for culturally proficient practices allow us to focus on assets to overcome barriers to student success.

of your shared beliefs and values about all students learning.

These nine questions are designed as guides for individual educators and school districts to probe and understand their core values in working with communities that have populations with cultural characteristics different from their own.

The purpose of these questions and comments is to actualize the intent of this quote, often attributed to Malcolm X: "Don't tell me what you value, tell me what you do and I will tell you what you value."

Nine questions for reflection and dialogue

1. To what extent do you honor culture as a natural and normal part of the community you serve?

The Public Schools Accountability Act and No Child Left Behind have brought us face-to-face with the reality of cultural demographic groups in ways that we have never before experienced in this country. Though always present, we now have the opportunity to discuss student learning in terms of race, ethnicity, gender, ability and language learning.

Each educator and each school district must recognize the extent to which we regard these and other cultural groupings as asset-rich resources upon which to build our educational programs, not as accountability inconveniences, deficits or sources of problems.

To what extent do you recognize and understand the differential and historical treatment accorded to those least well served in our schools?

The disparities that we have come to acknowledge as the achievement or learning gap in many cases have been developed over many generations. Though we may not have been party to intentional practices of segregation, racism, sexism, ethnocentrism or any other form of oppression, it is our collective responsibility to recognize the historical and current bases of discrimination and assume responsibility for rectifying and correcting past injustices through socially just actions now.

Initiating socially just actions begins with recognizing how many of us today have privileges earned by being members of dominant groups. Responsibility for change must begin with those of us in the education community and the manner in which we see the achievement/learning gap as our issue.

When working with a person whose culture is different from yours, to what extent do you see the person as both an individual and as a member of a cultural group?

We estimate that all of us like to be seen and valued for who we are. We may enjoy being part of a team that achieves; however, one's group identity does not detract from also wanting to be appreciated for who we are as individuals.

Yet, when working in cross-cultural venues, some educators too often revert to use of terms such as they and them when referencing people from cultural groups different from themselves. At best, this often
gives rise to the "model minority syndrome" that occurs when one member of the dominated group learns the cultural norms of the dominant group. At worst, this leads to pitting one cultural group against another and asks, "Why can't you be like ____ (the other group)," or other forms of scapegoating.

To what extent do you recognize and value the differences within the cultural communities you serve?

The cultural groups in our schools are no more monoliths than those of us educators who populate the ranks within our schools. Each of the cultural groups we serve has vast differences in education, incomes, faith practices and lifestyles. The cultural groups in our school communities are as diverse as is the broader community. The socioeconomic differences within cultural groups often give rise to groups having more similar worldviews across socioeconomic lines than they do within cultural groups.

To what extent do you know and respect the unique needs of cultural groups in the community you serve?

A one-size-fits-all approach to education may serve the needs of school at the expense of our students and their communities. Even within schools that have all students conform to grooming standards and physical accommodations, educators have learned to acknowledge in their curriculum and in their teaching different learning styles, different cognitive styles, and the different ways people process information.

The inclusive educator teaches and encourages colleagues to make the necessary adaptations in how schools provide educational service so that all people have access to the same benefits and privileges as members of the dominant group in society.

To what extent do you know how cultural groups in your community define family and the manner in which family serves as the primary system of support for students?

Prevalent educational practice has been to assume that parents and other family caregivers who really care about the education of their children will avail themselves of opportunities to interact with the school. Increasingly, our schools have become adept at finding culturally inclusive ways of engaging parents and caregivers in support of student achievement.

We find too often educators and parents have different perceptions of the term "parent participation." Lawson used the terms "communitycentric" and "schoolcentric" to describe these contrasting perceptions.

- Communitycentric: "Parents involved in activities that meet the basic needs of their children as going to school well fed, rested and clean."
- Schoolcentric: "Parents involved in activities that are structured and defined for parents by schools" (Lawson as cited in Lindsey, Nuri Robins and Terrell, 2009).

Effective and meaningful partnerships between parents and schools require sensitive, respectful and caring school leaders willing to learn the positive nature and culture of the community and to identify barriers that have impeded progress in school-community relations. Tahoe Elementary School in Sacramento and San Marcos Elementary School have identified their core values about parent/guardian involvement and have been successful in engaging parents in productive ways through school-site, home, and other off-site meetings.

The traditional, often stereotypic, image of Euro-American homes of family identified as one mother, one father and the children is now recognized as a limited view of "family." Today, culturally proficient school leaders acknowledge single-parent families, multiple-generation extended families, same-gender parents, foster care homes and residential care homes as "family." Whatever the configuration for the children in our schools, their family is their family.

To what extent do you recognize and understand the bicultural reality for cultural groups historically not well served in our schools?

Parents/guardians and their children have to be fluent in the communication patterns of the school as well as the communication patterns that exist in their communities. They also have to know the cultural norms and expectations of schools, which may conflict or be different from those in their communities, their countries of origin or their cultural groups.

In ideal conditions, their children are developing bicultural skills, learning to "code switch" to meet the cultural expectations of their environments. However, parents may not have these skills for adapting to new and different environments. Parents or guardians and their children are then penalized because they do not respond to the norms set by educators because they do not navigate well the educational systems of the public schools.

To what extent do you recognize your role in acknowledging, adjusting to and accepting cross-cultural interactions as necessary social and communications dynamics?

We have encountered few educators who fail to recognize the historical and current impact of racism and other forms of oppression on current school environments. It is also our experience that our educator colleagues who do recognize and understand the huge toll that oppression takes also understand how people not affected by those same systems benefit in unwitting ways. It is precisely the awareness of the dynamic nature of oppression vs. entitlement that enables such educators to be effective in responding to the educational needs of cultural groups within their schools and districts.

Unless one has experienced intentional
or unintentional acts of discrimination or oppression, a person cannot fathom the everyday toll it takes on one's day-to-day life experiences. The over-representation of students of color in special education programs and their under-representation in advanced placement and gifted and talented programs is not new information. Educators who are aware of such dynamics employ strategies and tactics that engage parents as partners in beneficial placements for their children.

To what extent do you incorporate cultural knowledge into educational practices and policy-making?

Experienced educational leaders recognize the need to learn the culture of a new organization. Their very survival depends on appropriate responses to cultural norms of the school community. Effective educational leaders are aware of their own cultures and its impact on their school or district.

Knowledge about school culture, our individual cultures, and the cultures of our community rarely arrives to our desktops in a three-ring notebook or a PDF file. Cultural knowledge is possessed by those who are keenly aware of themselves, their community surroundings, and the legacies and challenges experienced by cultural groups in our country and local communities.

Educational leaders who possess this self-awareness are effective in cross-cultural settings and avoid phrases such as, "Doesn't everyone know that?" "I would hope parents see that as their responsibility," or "It's the way we do things here and they will have to adjust." Phrases such as these marginalize outsiders and serve to perpetuate an "us against them" mentality.

Culturally proficient leaders share their own cultural knowledge, engage with the community, and invite community experts, knowing that such actions over time will lead to appropriately institutionalizing cultural knowledge. Such leaders recognize that re-culturing schools to be responsive to diverse constituencies is an internal and intentional process.

Responses to these nine questions can be the basis for guiding principles, or core values that inform and support for culturally proficient leadership. The principles help frame and focus the behaviors of teachers and school leaders intentionally on all students learning at levels higher than ever reached before.

Use internal assets and be intentional

The learning gaps are ours to rectify. Shifting the culture of a school district from responding to learning gaps as compliance issues to responding in ways that transform organizational culture relies on use of school leaders' internal assets of reflection and dialogue. This intentionality is a two-step process of personal reflection and purposeful dialogue with colleagues.

Response to these nine questions provides the basis for developing mission statements and core values intended to serve a diverse community. To be effective in schools today leaders need strong core personal and organizational values (Collins and Porras, 1997; Senge, 2000; Lindsey, 2009).

In addition to the values you currently hold, the values of cultural proficiency explicit in the nine guiding principles can serve as the foundation on which to re-culture and transform schools and districts.

References


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May/June 2010 15
Table 6.2
Curriculum and Instruction Rubric

<table>
<thead>
<tr>
<th>5 Essential Elements Defined in Context</th>
<th>Informed by Barriers to Cultural Proficiency</th>
<th>Informed by Guiding Principles of Cultural Proficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessing Cultural Knowledge — extent to which curriculum provides opportunities for educators and students to learn about self and others.</td>
<td>Limit or prohibit sharing of cultural knowledge and developing cultural identity.</td>
<td>Recognizing that the curriculum does not include students’ cultural perspectives. Incorporate into the curriculum information and resources that may reflect students’ perspectives.</td>
</tr>
<tr>
<td>Valuing Diversity — extent to which curriculum reflects diversity.</td>
<td>Select and implement curriculum and use resources that denigrate specific perspectives, or groups, and/or provide incomplete or inaccurate portrayals of events, individuals or groups.</td>
<td>Regularly provide opportunities for students to contribute their knowledge and perspectives about a lesson’s topic(s) and use the knowledge to plan and sequence the lesson.</td>
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<tr>
<th>Managing the Dynamics of Difference</th>
<th>View the core program as meeting the needs of all students.</th>
<th>Implement only mandated state and federal curriculum and interventions determined to be of maximum benefit to underperforming students.</th>
<th>Recognizing that the curriculum may not be accessible to all students, teachers may differentiate instruction, at times inappropriately providing less challenging lessons for underperforming students.</th>
<th>Provide students opportunities to learn how to learn – develop academic ability, intellective competence and advocacy for social justice.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ignore, seek, or alter data to validate the placement of students into rigid, limiting curricular paths that provide negative educational consequences for all students.</td>
<td>Under-performing students are tracked into rigid curricular paths judged to be the most effective approach to assimilate and advance students.</td>
<td>Recognizing that the curriculum may not be accessible to all students, teachers may differentiate instruction, at times inappropriately providing less challenging lessons for underperforming students.</td>
<td>Provide students opportunities to learn how to learn – develop academic ability, intellective competence and advocacy for social justice.</td>
<td>Provide students opportunities to learn how to learn – develop academic ability, intellective competence and advocacy for social justice.</td>
</tr>
<tr>
<td>Adapting to Diversity – extent to which cultural knowledge is integrated into the curriculum.</td>
<td>Select and use curriculum that perpetuates inaccurate and/or negative portrayal of diverse groups and historical events.</td>
<td>Use curriculum that portrays values and behaviors of the dominant group to promote the assimilation of diverse groups.</td>
<td>Recognizing students' cultural differences, curriculum may be supplemented with information about cultural contributions or events without integrating such into the curriculum.</td>
<td>Integrate and infuse into existing curriculum culturally relevant content and differentiated instructional approaches/resources to meet the needs of all students.</td>
</tr>
<tr>
<td>Curriculum denigrates culturally different groups and events through omissions, distortions and fallacious assumptions.</td>
<td>Staff believes that assimilation is integral to success.</td>
<td>Embrace standards, standardized curriculum, resources, textbooks and standardized tests to ensure equality across the curriculum for all student groups without regard for cultural differences.</td>
<td>Integrate and infuse into existing curriculum culturally relevant content and differentiated instructional approaches/resources to meet the needs of all students.</td>
<td>Integrate and infuse into existing curriculum culturally relevant content and differentiated instructional approaches/resources to meet the needs of all students.</td>
</tr>
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</table>

<table>
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<tr>
<th>Institutionalizing — extent to which values and policies support culturally-responsive curriculum.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create policies and practices that insure a curriculum that excludes, denigrates and misrepresents diverse groups and historical events. Actively pursue the identification and elimination of perspectives that threaten the desired perspective.</td>
</tr>
</tbody>
</table>

| Create policies and practices that protect agency-sanctioned curriculum and instructional approaches while justifying them as beneficial for assimilating culturally different groups. |

| Standardize agency-sanctioned curriculum and instructional resources to meet the needs of all student groups. |

| Recognizing the limitation of the existing curriculum to be culturally responsive, staff may integrate culturally responsive approaches and materials. |

| Create policies and practices to ensure that agency-sanctioned curriculum is enhanced with information, instructional approaches and resources to maximize the learning of all students. |

| Enthusiastically embrace a district-wide responsibility for closing learning and achievement gaps. |

| Strategies to ensure student success are articulated vertically and horizontally across grade levels and departments within schools and between feeder schools. Students, staff and parents regularly collaborate to examine data leading to continuous improvement of the curriculum program. |

Template for constructing Culturally Proficient breakthrough questions

Use the following template to generate current barrier comments and questions in your school and community context. Construct breakthrough questions to mediate thinking and support individuals and your organization moving forward to better serve all students.

<table>
<thead>
<tr>
<th>Barrier questions and/or comments</th>
<th>Prelude/context</th>
<th>Exploratory language to name the content</th>
<th>Essential element action verb</th>
<th>Redirected toward goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Given (y)our mission statement for equity and diversity . . .</td>
<td>what might be some resources we can access to better . . .</td>
<td>... demonstrate value for diversity...</td>
<td>...so we can reach (y)our student achievement goals?</td>
<td></td>
</tr>
<tr>
<td>What might be some strategies...</td>
<td>...assess . . .</td>
<td></td>
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<tr>
<td>As you examine the current demographics,</td>
<td>...to manage ...</td>
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<td></td>
<td></td>
<td>... to adapt ...</td>
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<tr>
<td></td>
<td></td>
<td>...institutionalize</td>
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</tbody>
</table>
Characteristics of Culturally Proficient breakthrough questions

Groups and individuals often get “stuck” in their downward spiral of negative, difficult questions that serve as “barriers” to moving forward to improve student learning. Following are the characteristics of “breakthrough questions”.

- Use one or more of the essential elements in forming the questions.
  - How might we learn more about the families represented in our schools?
  - What might be some of my reactions to the students and their families in my classroom?
- Use exploratory and plural language.
  - What might be several ways we can examine our current structures for access in our classrooms and schools?
- Use positive intentionality.
  - What data sources might be available to demonstrate that students in communities like ours are being successful?
- Uses language to mediate thinking toward specific (action) student achievement goals.
  - As we examine our student achievement data, what are the outcomes we hold for students of all demographic groups?
- Use language that redirects thinking from certainty to curiosity and possibility, from knowing to not knowing.
  - What are some questions we need to ask ourselves to help our students move forward academically?

Unproductive questioning:
- Answer is embedded in question:
  - Have you thought about . . . ?
  - Did you think about . . . ?
- Judgment and blame are suggested by the question:
  - Did you realize the effect you were having on those students?
- Question generates pressure and defensiveness:
  - Why did you do it that way?

NOTES:

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Overcoming barriers with breakthrough questions

Examine the following barrier questions. Develop breakthrough questions aligned with Essential Elements for Cultural Proficiency

<table>
<thead>
<tr>
<th>Barrier questions</th>
<th>Essential Elements of Cultural Proficiency</th>
<th>Breakthrough questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why does the conversation always have to be about race?</td>
<td>Assessing our cultural knowledge, Valuing diversity, and Managing the dynamics of difference</td>
<td>In what ways might our conversations about race and culture, as they relate to our community, inform us as educators and support all students’ achieving at levels higher than ever before?</td>
</tr>
<tr>
<td>Why don’t we talk about student achievement more than we do?</td>
<td>Valuing diversity</td>
<td></td>
</tr>
<tr>
<td>When will we ever have enough time to do this kind of work?</td>
<td>Institutionalizing Cultural knowledge</td>
<td></td>
</tr>
<tr>
<td>What does the union think about this work? Our union does not support “extra” time for this work.</td>
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<td></td>
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<tr>
<td>Why do the administrators want us to do this?</td>
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<tr>
<td>Why are we held accountable for kids and parents who don’t care?</td>
<td></td>
<td>What might be some of the assumptions we hold about parents in our community?</td>
</tr>
<tr>
<td>Why do I have to work with a team, when my kids are doing just fine?</td>
<td></td>
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</tbody>
</table>

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<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
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</thead>
<tbody>
<tr>
<td>Why do we need to have parents at our meetings, when they don’t even show up for conferences?</td>
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<tr>
<td>What’s wrong with meeting just in our department? Why do we need others (teachers, coaches, consultants, administrators) at our PLC meetings?</td>
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<tr>
<td>Since we know some kids can’t do the work, why do they have to be in mainstream classes? Can’t special classes (ability grouping) serve them better?</td>
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<tr>
<td>Why do I have to “make public” my test scores, when I have the kids that just can’t do grade level work?</td>
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<tr>
<td>How can you expect us to do this when we don’t have the time, the right materials and resources? (Some teachers get stipends to do this?)</td>
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<tr>
<td>What is keeping me from doing this work?</td>
<td></td>
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<tr>
<td>What might be some structures or procedures in this school that keeps us from better serving our students?</td>
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<tr>
<td>Why do we have to use our prep time as PLC planning time? (I need to get better at teaching math to all kids, not any specific group of kids.)</td>
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<tr>
<td>Math is math! Why can’t we teach all kids using the same “good teaching” strategies?</td>
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</tbody>
</table>

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<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
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<tbody>
<tr>
<td>How can we be expected to teach “project learning” when we have to use class time to teach content standards using the pacing guide?</td>
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<tr>
<td>How can we use these “high achieving” strategies with our kids who can’t even read at grade level?</td>
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<tr>
<td>Why aren’t my colleagues supporting my work in the SLC/PLC? I volunteered to teach only low achieving classes, but why are my fellow teachers talking behind my back because I left the advanced group—so now they have to find a new teacher.</td>
<td></td>
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<tr>
<td>Since all teachers can’t teach AP/honors classes, will we be neglecting our “high” students to teach the “low” kids?</td>
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<tr>
<td>I know I’m a good teacher because I’ve been recognized as such, but now I’m being asked to be a “leader”, so how will I know how what to do in this new role, when my colleagues want me do all the work for them?</td>
<td></td>
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<tr>
<td>My administrator asked me to do this new work, but didn’t tell me how. How can I do it when he and the other teachers won’t help me?</td>
<td></td>
</tr>
<tr>
<td>Why can’t we just teach everybody the same way? My strategies work for most kids who really want to learn.</td>
<td>Valuing diversity, Assessing cultural knowledge, and Adapting to diversity</td>
</tr>
<tr>
<td>What 4 questions might you ask, that if you had the answer to, would make all the difference in your African American students’ success?</td>
<td></td>
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<tr>
<td>Before we begin this work and use all these resources and time, how do we know this equity stuff will work?</td>
<td>In what ways might we explore schools like ours, with kids and families like ours that are being successful?</td>
</tr>
</tbody>
</table>

Notes and Quotes:

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Figure 6: Candidate View of Induction

Year One
- Enrollment into Program (within 120 days of job start date)
  - Initial Assessment
  - Coaching Begins (within 30 days of enrollment)
  - Initial Development of IIP for Year 1 (revisited and revised throughout Induction)
  - Coaching
  - Assessment
  - Professional Learning
  - Benchmark Assessment (progress toward completion)
  - Demonstration (with evidence) of Competency in Category III, Standard 5

Year Two
- Development or Revision of IIP for Year 2
  - (revisited and revised throughout Induction)
  - Coaching
  - Assessment
  - Professional Learning
  - Demonstration (with evidence)
  - Of Competency in Category III, Standard 5
  - Summative Assessment
  - Recommendation for the Clear Administrative Service Credential
Coaching Log
Administrative Services Credential Clear Induction Program

- Year 1 (Must meet 20 hours requirement)
- Year 2 (Must meet 20 hours requirement)

<table>
<thead>
<tr>
<th>Coaching Meeting Date</th>
<th>Number of Hours</th>
<th>Focus of Coaching Conversation (Topics or Issues)</th>
<th>Collaborative Activities (e.g., Learning Walk, Meetings, Mid-year Check, Coaching Plan &amp; Portfolio)</th>
<th>List Connection to CPSEL(s) (and DOPS that apply)</th>
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Total Hours

ASC Clear Induction Candidate's Signature: ___________________  Coach's Signature: ___________________
Formative Assessments

Candidate's Name: ________________________________

<table>
<thead>
<tr>
<th>Date of Visit</th>
<th>Performance Assessment Goal/Objective (from last visit)</th>
<th>Artifacts/Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>What goal might you set for yourself that you will achieve prior to my next visit? With which CPSEL(s) is this goal aligned?</td>
<td>What are some success indicators of your growth toward reaching your goal?</td>
</tr>
</tbody>
</table>
California Association of Professors of Education Administration

CAPEA's Coaching for Equity

CPSELs

Category III: Performance Expectations for Leaders

Program Standard 5: California Professional Standards for Educational Leaders
Induction programs support candidate development and growth in the following areas of educational leadership, requiring documentation in at least one area of each CPSEL, for a minimum of six areas of competence.

CPSEL 1. Development and Implementation of a Shared Vision
Education leaders facilitate the development and implementation of a shared vision of learning and growth of all students.

Element 1A: Student-Centered Vision
Leaders shape a collective vision that uses multiple measures of data and focuses on equitable access, opportunities, and outcomes for all students.

Element 1B: Developing Shared Vision
Leaders engage others in a collaborative process to develop a vision of teaching and learning that is shared and supported by all stakeholders.

Element 1C: Vision Planning and Implementation
Leaders guide and monitor decisions, actions, and outcomes using the shared vision and goals.

CPSEL 2. Instructional Leadership
Education leaders shape a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth.

Element 2A: Professional Learning Culture
Leaders promote a culture in which staff engages in individual and collective professional learning that results in their continuous improvement and high performance.

Element 2B: Curriculum and Instruction
Leaders guide and support the implementation of standards-based curriculum, instruction, and assessments that address student expectations and outcomes.

Element 2C: Assessment and Accountability
Leaders develop and use assessment and accountability systems to monitor, improve, and extend educator practice, program outcomes and student learning.
**CPSEL Standard 3. Management and Learning Environment**

Education leaders manage the organization to cultivate a safe and productive learning and working environment.

*Element 3A: Operations and Facilities*
Leaders provide and oversee a functional, safe, and clean learning environment.

*Element 3B: Plans and Procedures*
Leaders establish structures and employ policies and processes that support students to graduate ready for college and career.

*Element 3C: Climate*
Leaders facilitate safe, fair, and respectful environments that meet the intellectual, linguistic, cultural, social-emotional, and physical needs of each learner.

*Element 3D: Fiscal and Human Resources*
Leaders align fiscal and human resources and manage policies and contractual agreements that build a productive learning environment.

**CPSEL 4. Family and Community Engagement**

Education leaders collaborate with families and other stakeholders to address diverse student and community interests and mobilize community resources.

*Element 4A: Parent and Family Engagement*
Leaders meaningfully involve all parents and families, including underrepresented communities, in student learning and support programs.

*Element 4B: Community Partnerships*
Leaders establish community partnerships that promote and support students to meet performance and content expectations and graduate ready for college and career.

*Element 4C: Community Resources and Services*
Leaders leverage and integrate community resources and services to meet the varied needs of all students.

**CPSEL 5. Ethics and Integrity**

Education leaders make decisions, model, and behave in ways that demonstrate professionalism, ethics, integrity, justice, and equity and hold staff to the same standard.

*Element 5A: Reflective Practice*
Leaders act upon a personal code of ethics that requires continuous reflection and learning.

*Element 5B: Ethical Decision-Making*
Leaders guide and support personal and collective actions that use relevant evidence and available research to make fair and ethical decisions.

*Element 5C: Ethical Action*
Leaders recognize and use their professional influence with staff and the community to develop a climate of trust, mutual respect, and honest communication necessary to consistently make fair and equitable decisions on behalf of all students.
**CPSEL 6. External Context and Policy**

Education leaders influence political, social, economic, legal and cultural contexts affecting education to improve education policies and practices.

*Element 6A: Understanding and Communicating Policy*

Leaders actively structure and participate in opportunities that develop greater public understanding of the education policy environment.

*Element 6B: Professional Influence*

Leaders use their understanding of social, cultural, economic, legal and political contexts to shape policies that lead to all students to graduate ready for college and career.

*Element 6C: Policy Engagement*

Leaders engage with policymakers and stakeholders to collaborate on education policies focused on improving education for all students.

See Appendix C for the CPSEL Standards, Elements and Example Indicators

Candidates should use the CPSEL Handbook during the Induction program:

Table 4.2 The Conceptual Framework for Culturally Proficient Practices

<table>
<thead>
<tr>
<th>The Five Essential Elements of Cultural Competence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Serve as standards for personal, professional values and behaviors, as well as organizational policies and practices:</td>
</tr>
<tr>
<td>• Assessing cultural knowledge</td>
</tr>
<tr>
<td>• Valuing diversity</td>
</tr>
<tr>
<td>• Managing the dynamics of difference</td>
</tr>
<tr>
<td>• Adapting to diversity</td>
</tr>
<tr>
<td>• Institutionalizing cultural knowledge</td>
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</tbody>
</table>

The Cultural Proficiency Continuum portrays people and organizations who possess the knowledge, skills, and moral bearing to distinguish among healthy and unhealthy practices as represented by different worldviews:

Unhealthy Practices:
- Cultural destructiveness
- Cultural incapacity
- Cultural blindness

Differing Worldviews

Healthy Practices:
- Cultural precompetence
- Cultural competence
- Cultural proficiency

Resolving the tension to do what is socially just within our diverse society leads people and organizations to view selves in terms Unhealthy and Healthy.

Barriers to Cultural Proficiency
Serve as personal, professional, and institutional impediments to moral and just service to a diverse society by
- being resistant to change,
- being unaware of the need to adapt,
- not acknowledging systemic oppression, and
- benefiting from a sense of privilege and entitlement.

Guiding Principles of Cultural Proficiency
Provide a moral framework for conducting one's self and organization in an ethical fashion by believing the following:
- Culture is a predominant force in society.
- People are served in varying degrees by the dominant culture.
- People have individual and group 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.
- School systems must recognize that marginalized populations have to be at least bicultural and that this status creates a distinct set of issues to which the system must be equipped to respond.
- Inherent in cross-cultural interactions are dynamics that must be acknowledged, adjusted to, and accepted.
## End-of-Year Check-in Conversation

- **Year 1**
- **Year 2**

This end-of-year coaching check-in is designed to assess progress and identify next steps for the coaching process and the progress the Candidate is making toward the goals identified in the Individualized Induction Plan (IIP). The Candidate and Coach complete this document in collaboration during May/June. The Coach will conduct 2 Quarterly Check-ins and 2 End-of-year Check-ins.

<table>
<thead>
<tr>
<th>1. Coach and Candidate: What's working for you in the coaching relationship and conversations? What are some indicators of success?</th>
<th>2. Coach and Candidate: What is the current focus of your coaching conversations? What might be some challenges and/or concerns?</th>
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<td>3. Coach and Candidate: How might you describe the progress the Candidate is making toward the Individualized Induction Plan (IIP) goals?</td>
<td>4. Candidate: In what ways are the coaching conversations supporting you as a leader?</td>
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<td>5. Candidate: What might be some next steps as you move toward your IIP?</td>
<td>6. Coach: What might be some next steps for you as you coach your candidate?</td>
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Candidate Signature

Coach Signature

DATE
NOTES and COMMENTS (Page 2 of Quarterly Check-in)

<p>| | |</p>
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<td>2.</td>
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<td>4.</td>
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<td>5.</td>
<td>6.</td>
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Additional comments by Coach and Candidate:
p. 3
Figure 4: Flowchart of California's Administrator Induction Program

- Employment in a Position Requiring an Administrative Credential → Program Entry Within 120 Calendar Days → Coaching Begins within 30 days of Program Entry

Individual Induction Plan(s)

- Coaching
- Assessment
- Professional Learning

YEARS ONE AND

Demonstration of Candidate Competence

Recommendation for the Clear Credential
## Quarterly Check-in Conversation

- **Year 1**
- **Year 2**

This [mid-year](#) coaching check-in is designed to assess progress and identify next steps for the coaching process and the progress the Candidate is making toward the goals identified in the Individualized Induction Plan (IIP). The Candidate and Coach complete this document in collaboration during January/February. The Coach will conduct 2 Quarterly Check-ins and 2 End-of-year Check-ins.

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Coaching for Equity

References


The Regional Equity Assistance Centers. (2013). How the Common Core must ensure equity by fully preparing every student for postsecondary success: Recommendations from the Regional Equity Assistance Centers on implementation of the Common Core State Standards. San Francisco, CA: WestEd.


Louis, Karen Seashore, Leithwood, Kenneth, Wahlstrom, Kayla, & Anderson, Stephen. (2010). Investigating the links to improved student learning: Final report of research findings. Learning from leadership Project. Minneapolis: CAREI, University of
# Continuum of Interaction

<table>
<thead>
<tr>
<th>Consulting</th>
<th>Collaborating</th>
<th>Coaching</th>
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<tbody>
<tr>
<td><strong>Intentions</strong></td>
<td>To co-develop information, ideas, and approaches to problems. To model a collegial relationship as a standard for professional practice.</td>
<td>To support the protégé's idea production, instructional decision-making, and ability to reflect on practice. To increase the ability of the protégé to self-coach and become a self-directed learner.</td>
</tr>
</tbody>
</table>
| **Actions** | - Brainstorming ideas and options.  
  - Co-planning and co-teaching lessons.  
  - Sharing and exchanging resource materials.  
  - Planning experiments to try simultaneously in each of your classrooms and comparing notes on results.  
  - Jointly analyzing student work samples.  
  - Joining the protégé to offer support and "translate" when building and district resource people are there to provide technical assistance.  
  - Jointly noting problem frames and generating alternative ways to think about issues and concerns.  
  - Alternating paraphrasing and summarizing oneself with encouraging the protégé to paraphrase and summarize developing ideas and understandings.  
  - Alternating offering ideas with encouraging the protégé to contribute ideas. | - Maintaining a nonjudgmental stance with full attention to the emotional and mental processes of the protégé.  
  - Inquiring, paraphrasing and probing for specificity to surface the protégé's perspectives, perceptions, issues, and concerns.  
  - Inquiring, paraphrasing, and probing for specificity to support the protégé's planning, problem solving, and reflecting on practice.  
  - Inquiring, paraphrasing, and probing to support the protégé's analysis of student work samples.  
  - Inquiring, paraphrasing, and probing for specificity to increase the protégé's self-knowledge and awareness as a teacher and as a professional educator. |
<table>
<thead>
<tr>
<th>Cues</th>
<th>Consulting</th>
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<tbody>
<tr>
<td>• Using a credible voice.</td>
<td>• Using a confident, approachable voice.</td>
<td>• Using an approachable voice.</td>
<td></td>
</tr>
<tr>
<td>• Sitting up straighter or leaning back a bit from the table.</td>
<td>• Sitting side by side, focused on the common problem.</td>
<td>• Attending fully and maintaining eye contact.</td>
<td></td>
</tr>
<tr>
<td>• Using the pronoun &quot;I&quot; as in &quot;Here's how I think about issues like that.&quot;</td>
<td>• Using the pronouns &quot;we&quot; and &quot;us.&quot;</td>
<td>• Using the pronoun &quot;you&quot; as in &quot;So you're concerned about ...&quot;</td>
<td></td>
</tr>
<tr>
<td>• Using bookmarking phrases for emphasis such as: &quot;It's important to ...,&quot; &quot;keep in mind that ...,&quot; &quot;pay attention to ...&quot;</td>
<td>• Using phrases like &quot;Let's think about ...&quot;, &quot;Let's generate ...&quot;, &quot;How might we ...?&quot;</td>
<td>• When responding, using a pattern of pausing, paraphrasing, and inquiring to open thinking; or probing for specificity to focus thinking.</td>
<td></td>
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<tr>
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<tbody>
<tr>
<td>If overused, the consulting stance can build dependency on the mentor for problem solving. Advice without explanation of the underlying choice points and guiding principles usually does not develop a protégé’s abilities to transfer learning to new settings or to generate novel solutions on their own.</td>
<td>Mentors need to carefully monitor their own actions when they enter the collaborative stance. Their own enthusiasm and excitement for the topic or issues may override the intention to co-create ideas and possibilities. False collaboration then becomes disguised consultation.</td>
<td>The coaching stance assumes that the other party has resources for idea generation. If this is not the case, pursuing this stance can lead to frustration on the part of the protégé. You cannot coach out of someone what is not in them.</td>
</tr>
</tbody>
</table>