

CULTURAL PROFICIENT TEACHERS



Lori Piowski Ph.D.
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PURPOSE

- The purpose of this study was to discover how university teacher education programs are preparing teachers to be culturally proficient.





RESEARCH QUESTIONS

- How do educators define culturally proficient instruction?
- What professional development opportunities should professors engage in to gain an understanding of culturally proficient instruction?
- What culturally proficient teaching strategies/activities can professors model for students?

WHY???

1. Unchanged demographics of teachers
2. Change in student demographics
3. Achievement gap
4. Development of diversity standards
5. Cultural proficient educators
6. The Cultural Proficiency Continuum



PARTICIPANT STORIES...

Participant #1

- Grew up in the 1930's
- Taught during the civil rights movement
- Researched the slave trade in Barbados-moment of impact
- Desegregation work
- Written 17 books and multiple articles on cultural proficiency
- Consults across the country

- ***“ to really internalize that it's about me and how I relate to other people becomes the important part”***

Participant #2

- Grew up in a white community
- Began teaching in Louisiana during desegregation – working with and teaching a black population
- Went to graduate school at a black university-moment of impact
- Has influenced cultural change in schools and administration
- Co-authored many books and articles
- Consults/Presenter across the country

“Are we who we say we are?”

Participant #3

- **Dream to be a pediatrician shattered- moment of impact**
- Cancer researcher
- **Life detour- GED teacher to ELL adults who have been marginalized**
- Volunteer coordinator for abused and homeless women
- **Wanted to widen her influence earned her PhD in Educational Leadership**
- All positions include the transformation of culture within organizations and the development of teachers and administrators in education to become culturally proficient.

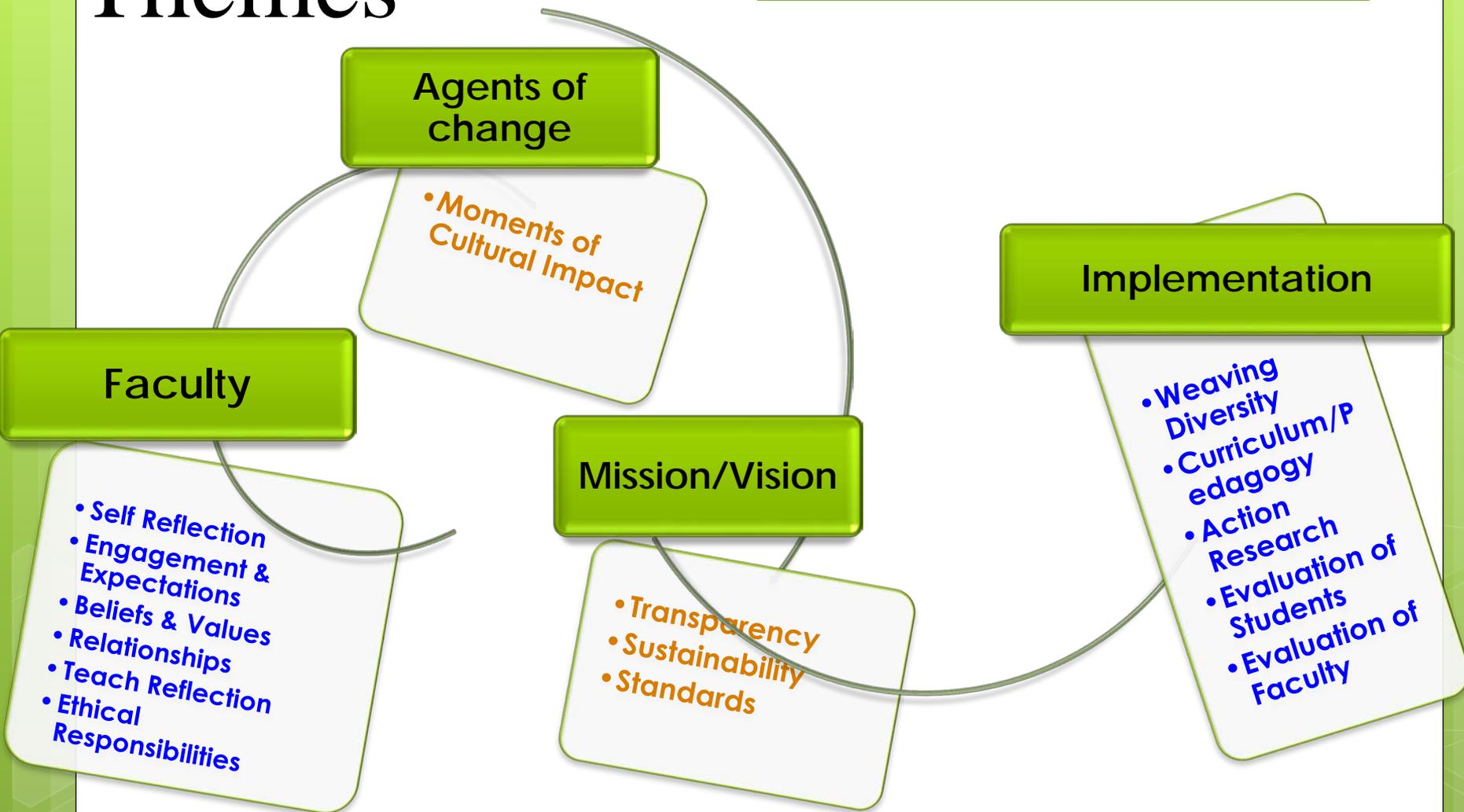
“our job as educators is to find the jewel inside of others and let it shine”

Participant #4

- Bilingual Education, instructional models, teacher recruitment, issues on faculty of color, and culturally proficient education programs.
- **Born in Mexico, grew up in California wanted to be a police officer.**
- California Mini-Corps-helping migrant children (moment of impact) 5yrs Changed his major to teaching w/ELL
- **Taught bilingual 5th and 6th grade**
- To be an agent of change –he earned his masters and PhD in Educational Administration
- **He has been a driving force in teacher education- infusing diversity, language acquisition, and cultural proficiency into programs.**

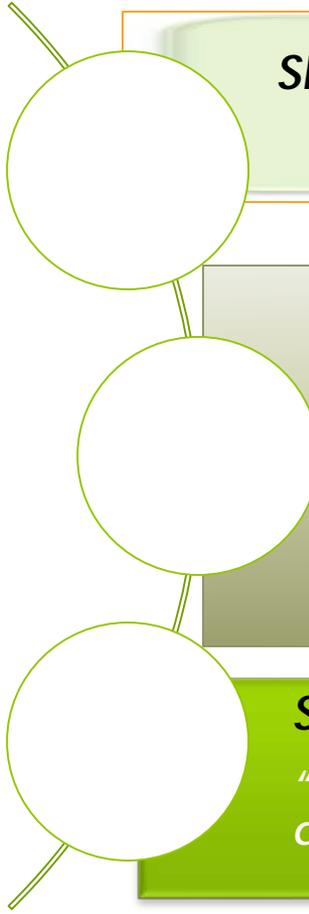
“cultural proficiency has informed all the work that I do”

Themes



Research Question 1 – Conclusions

How do educators define culturally proficient instruction?



SELF REFLECTION (faculty and school)

“Are we who we say are?”

ENGAGEMENT:

“internalizing that it’s about how I relate to other people and what is it about me that invites them in”

“members of a school need to realize that it is they who must adapt their practices to meet the needs of the students and the community they serve”

SUPPORT:

“recognizing what it means to build on student assets rather than deficits”

Research Question 2 -Conclusions

What professional development opportunities should professors engage in to gain an understanding of culturally proficient instruction?



- *Reflection and dialogue – engage in as well as model*



- *Tools of Cultural Proficiency as a framework for implementation*



- *Intentional collaboration among faculty- identifying where cultural proficiency is evident & what supports are needed*

Research Question 3 – Conclusions

What cultural proficient teaching strategies/activities can professors model for students?

*Reflective Practice and Skills
for Dialogue Fostered
through Cognitive Coaching*

*Evidence in Syllabi,
Curriculum, Course
Assignments and Field
Experiences that Reflect
Cultural Proficient
Practices*

*Assessing and
Building on Students'
Prior Knowledge*

Central Question: How are university teacher education programs preparing teachers to be culturally proficient?

? Like every best laid plan, the expected outcome was a direct answer with a clear path. Instead a dichotomy between the research on the CSU teacher preparation programs matrix and the experts' responses on cultural proficiency in education emerged.

After compiling the research on the teacher education programs in the CSU system, which are being nationally recognized as being at the forefront of addressing cultural responsiveness, an implied realization occurred; the rapidly changing demographics of students, the fact the demographics of teachers are unchanged, the persistence of the education gap, and the changes in what defines a quality teacher in the 21st century according to new standards and expectations relating to a teacher's ability to be culturally proficient; the answer is not as easily defined by the purposefully selected worldview culturally proficient experts as was expected as the study began.

Therefore the bridge that seemed so easily crossed is instead a maze of new terrain for teacher education programs to cross through the framework provided that is transparent in the categories in the matrix & the participants responses for creating a culturally proficient framework within a program.

Recommendations:

1. For faculty

- ❖ Structured opportunities for professional development that includes both conference and research opportunities.
- ❖ Time or training dedicated towards personal growth by identifying beliefs, values and assumptions.
- ❖ Time or training allocated to reflection and dialogue
- ❖ Training in how to use the tools of cultural proficiency

2. Build Support Systems

- Time for department faculty to dig deep into their syllabi, standards, curriculum, readings, and practicum assignments for cultural alignment.
- Develop transparency that directly links the university, college of education, and course goals/standards to the commitment to produce teachers who are able to teach students of the 21st century.
- Establish a culture where all faculty are dedicated and expected to promote and embed cultural proficiency through all aspects of the program, courses and relationships.

Recommendations:

3. Cultural Proficient Implementation Elements

- ❖ Weaving diversity throughout the delivery of services, advising, and teaching.
- ❖ Choosing curriculum that promotes cultural proficient teaching.
- ❖ Offer action research within each semester of professional education that will foster cultural proficiency.
- ❖ Evaluation of student and faculty growth on the cultural continuum.



Implications:

The findings of the study have implications for:

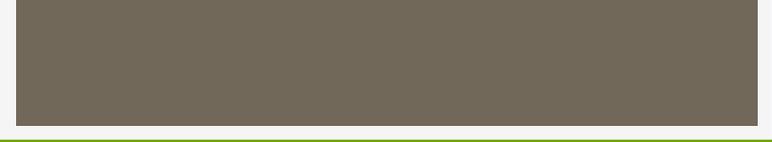
1. Faculty (PD, Syllabi, Curriculum, Pedagogy)
2. University Teacher Education programs that seek Accreditation through the National Council for Accreditation of Teacher Education (NCATE) or the Teacher Education Accreditation Council (TEAC)
3. University Teacher Education programs or State Boards of Education that will adopt Danielson's Framework for Teaching as an evaluation tool
4. Closing the achievement gap



Recommendations for Future Research...

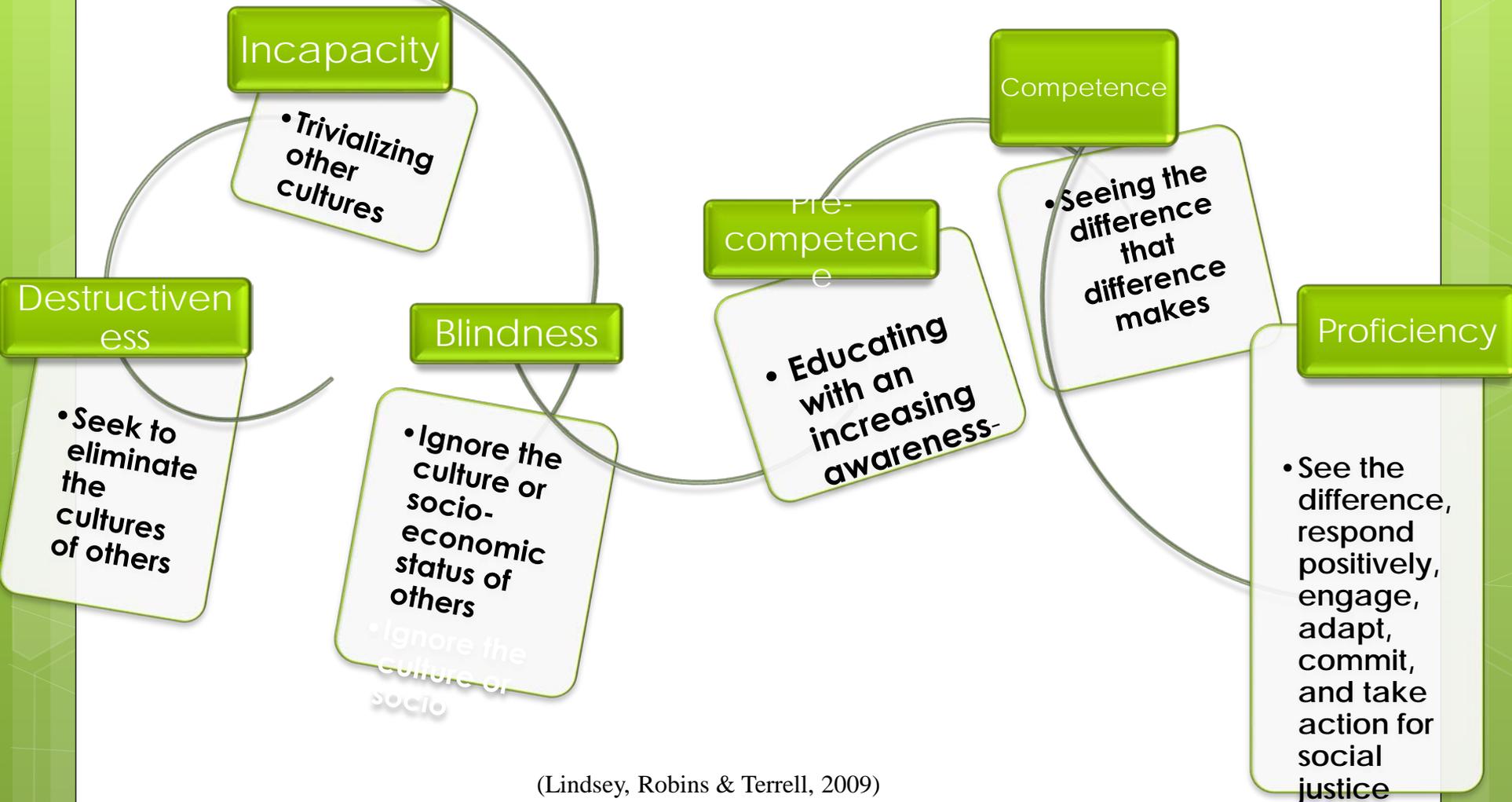
- 1. A longitudinal study to track the cultural proficiency development of teacher candidates along the Cultural Proficiency continuum.
- 2. Tracking the development of a Teacher Education Program
- 3. A longitudinal study to track the faculty development along the cultural proficient continuum





Elements of Reference:

Cultural Proficient Continuum:



(Lindsey, Robins & Terrell, 2009)

Cognitive Coaching Process

- 1. Identify historical patterns**
- 2. Surface institutional values**
- 3. Identify coachee's goal**
- 4. Plan moves/ activities to initiate change**
- 5. Establish how progress will be monitored**
- 6. Identify contextual factors**

reveals the underlying beliefs and cultural practices of a school that can either support or resist inclusive practices.

Elizabeth Kozleski, 2010 Culturally Responsive Leadership: A cognitive Approach