THE IMPACT OF CULTURALLY RELEVANT LEADERSHIP ON STUDENT ACHIEVEMENT

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An educator’s ability to know and understand students is not restricted by their race, but by their willingness to know and understand the complexities of race and culture and to develop a healthy sense of their own racial identity (Howard, 2010).

https://youtu.be/upT0oy-kKz4
In the 7 Habits of Highly Effective People and Principle-centered Leadership books, Covey promoted the practice of principled leadership. In other words, leading people based on a set of "true north" principles.
The point is...for us to develop as leaders, we have to recognize what our principles are. Why? Because our principles ultimately govern what we do.
The goal today is to provide evidence that the value you give or do not give to culturally relevant leadership, will positively or negatively impact the achievement of your students who typically perform below the White student group.
State Accountability
2014-15 STAAR Percent at Advanced Standard All Grades

- Reading:
  - AA: 9
  - Hispanic: 11
  - White: 27
  - ELL: 8

- Math:
  - AA: 9
  - Hispanic: 14
  - White: 31
  - ELL: 5

- Writing:
  - AA: 5
  - Hispanic: 4
  - White: 15
  - ELL: 4
BASIC ASSERTIONS

• Leaders are vital to establishing the direction for schools
• Leaders are responsible for establishing expectations for schools
• Leaders are empowered with the ability to shape the environment in which the students learn
• Leaders are empowered with the ability to influence the teaching workforce
WHAT DOES THIS MEAN FOR A CULTURALLY COMPETENT LEADER?

To be culturally responsive, school leaders must have the ability to...
understand and respond to cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more meaningful and relevant (Ladson-Billings, 2001).
WHAT DOES THIS MEAN FOR A CULTURALLY COMPETENT LEADER?

Students’ home cultures, contexts, and languages are respected, valued, and utilized to improve student academic achievement (Delpit, 1995; Ladson Billings, 1994; Scheurich & Skrla, 2003).
PRACTICALLY SPEAKING

Culturally responsive educational practices include integrating students’ culture with pedagogical techniques that ultimately lead to improved academic performance.

https://youtu.be/zG6var7MTg4
Cultural destructiveness – see the difference and you try to stomp it out; the elimination of other people’s cultures (denial).
THE CULTURALLY PROFICIENT CONTINUUM

Cultural incapacity - see the difference and make it wrong.
Cultural blindness – see the difference, but act like you don’t.
THE CULTURALLY PROFICIENT CONTINUUM

Cultural precompetence – see the difference, but respond inadequately.
THE CULTURALLY PROFICIENT CONTINUUM

Cultural competence - see the difference and understand the difference that difference makes.
Cultural proficiency - see the difference and respond effectively in a variety of environments.
Think about the six points along the cultural proficiency continuum. Identify where you are.

Turn and talk to your neighbor about where you are on the continuum and how you plan to reach cultural proficiency.
ACTIVITY

Share out thoughts from your conversation- either yours or a brilliant idea you heard.
STEP 1: THE LEADER MUST VALUE DIVERSITY

Articulate a culturally proficient vision for the school/district.
PRACTICAL STEPS

• Claim your own differences.
• Name the differences.
• Frame or understand the internal conflicts caused by the differences.
• Determine how to personally change in order to articulate a culturally proficient vision.
Think......write down personal notes about how these steps may impact your way of doing things as a leader.
STEP 2: THE LEADER MUST ASSESS THE CULTURE

• Where are the members of your organization on the continuum?
• How do we assist the people in our organization to understand themselves and their students?

https://youtu.be/TPktMLmMha8
THINK-PAIR-SHARE

• Reflect on practices in your organization relative to how you and your staff relate to students of color.
• Turn to your neighbor and share one thing you believe interferes with learning relative to the belief systems in your organization.
• Share out one thing with the whole group.
STEP 3: MANAGE THE DYNAMICS OF DIFFERENCE

• Teach those within the organization to discern the nature and source of the conflict when it occurs. Is it from one of those “isms”?

• Provide training and resources for conflict resolution strategies.

• Provide resources and training for teachers to teach a variety of ways to resolve conflict among themselves.
STEP 4: INSTITUTIONALIZE CULTURAL KNOWLEDGE

- Model and monitor schoolwide and classroom practices; monitor instructional materials
- Be a resource
- Ensure the building resembles the community it serves to create a sense of belongingness for all
STEP 5: ADAPT TO DIVERSITY

• Identify and assess current practices and change where appropriate
• Identify and assess current policy and propose changes where appropriate
• Review and change current policies to maintain cultural proficiency as the student population changes.
• Identify and assess instructional and interpersonal strengths and weaknesses and change where appropriate
NEEDS ASSESSMENT

• Have you analyzed your data?
• Do you have a clear picture of the problem?
• Have you determined why your problem is a problem?
ACTION MAY BE MET WITH CHALLENGES

You and your staff may have a difficult time accepting the local culture and identity; but, all kids must be included.
ACTION MAY BE MET WITH CHALLENGES

• Teachers continuing exclusionary practices
• Teachers with low expectations and deal-making practices
• Inability to establish school community overlap
As we began this session, we all have to find our moral compass. What does our data tell about our moral compass?
FINALLY…

Whether it applies to our staff or our students remember:

• Teach for **understanding** – teach ALL students to understand ideas deeply and perform proficiently.

• Teach for **diversity** – help different kinds of learners find productive paths to knowledge as they also learn to live constructively together.

https://youtu.be/kVBep8tcvBI
RESOURCES

www.teachingtolerance.org
www.zinnedproject.org

Practical Strategies for Culturally Responsive Leadership 9-28-16.pdf
• Brown, Monica (2012) Principals’ experiences regarding culturally responsive leadership preparation and practices that promote academic achievement of African American students.


REFERENCES

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• Texas Education Agency, (2016) http://tea.texas.gov/Student_Testing_and_Accountability/Accountability/State_Accountability/State_Accountability/

• The Education Alliance, Teaching Diverse Learners. http://www.brown.edu/academics/education-alliance/teaching-diverse-learners/strategies-0/culturally-responsive-teaching-0
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