Substitute Teachers PL Day
April 5, 2019

FCPS Equity Priority (Cultural Proficiency, Stereotypes and Biases)

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Content Focus

➢ Discuss the FCPS equity initiative (cultural proficiency).

➢ Consider how perception, stereotypes, and bias influence the way we meet the needs of those in our support.

➢ Discuss stereotypes and bias; and the influence they have on the work we do with others.
Norms

➢ Take risks
➢ Listen, share and engage with positive intent
➢ Be willing to surface and explore unconscious and values
➢ Respect the personal opinions, experiences, and worldview of others
➢ Be willing to think about issues and situations with a new expanded perspective
When establishing a relationship, what is an essential action/first step?
Demographics in Frederick continue to change as a school system we have to learn how to effectively interact with each other to best serve the needs of our students and community.

**Relevance (Aspirational Goals)**

**Goal 1**: FCPS will equip each and every student to be an empowered learner and an engaged citizen to achieve a positive impact in the local and global community.

**Goal 2**: FCPS will hire, support, and retain staff who champion individual, professional, and student excellence.

**Goal 3**: FCPS will pursue and utilize all resources strategically and responsibly to achieve identified outcomes and inspire public confidence.

**Goal 4**: FCPS will nurture relationships with families and the entire community, sharing responsibility for student success and demonstrating pride in all aspects of our school system.

**Goal 5**: FCPS will promote a culture fostering wellness and civility for students and staff.
Cultural Proficiency is...

"Cultural proficiency is the values, principles, attitudes, behaviors, policies and practices in an organization or individual that enable him/her or the organization to work effectively across cultures. It is a developmental process that evolves over an extended period. Cultural Proficiency is an inside-out approach that influences how people relate to their colleagues, students, clients and community."

Nuri-Robins, Lindsey, Lindsey, and Terrell (2012)

The will and the ability to form authentic and effective relationships across differences.
How do you define diversity?
How do you define culture?
Defining Diversity

**PERSONALITY**: This includes an individual's likes and dislikes, values, and beliefs. Shaped early in life.

**INTERNAL DIMENSIONS**: These include aspects of diversity over which we have no control. Large divisions between people from different cultures may exist.

**EXTERNAL DIMENSIONS**: These include aspects of our lives which we have some control over, which might change over time, and which usually form the basis for decisions on careers and work.

**ORGANIZATIONAL DIMENSIONS**: This layer concerns the aspects of culture found in a work setting.

Source: Diverse Teams at Work, Gardenswartz & Rowe
Graphic Source: Same as text with modifications made by FCPS, MD AAE Department, 2016
Reflect and Share

➢ Think about the four dimensions on the diversity wheel.

➢ Think about how the various factors influence the choices and decisions you have made in life.

○ *Which have had a positive impact?*

○ *Which have had a negative impact?*

○ *Which are you proud of?*

○ *Which do you try to hide from others?*
Reflect and Share

➢ Have you ever felt misunderstood by someone?

➢ Have your words or actions ever offended someone?
Stereotypes and Bias

**Stereotype** a widely held but fixed and oversimplified image or idea of a particular type of person or thing.

**Bias** prejudice in favor of or against one thing, person, or group compared with another, usually considered to be unfair.
“When examining [individual] experience, perception is reality.”

Hewlett, Rashid, Sherbin (2017), Harvard Business Review
# Cultural Proficiency Continuum

<table>
<thead>
<tr>
<th>Focused on Behaviors and Perceived Motivation of Others</th>
<th>Focused on Personal Behaviors and Motives</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cultural Destructiveness</strong></td>
<td><strong>Cultural Competence</strong></td>
</tr>
<tr>
<td>Using one’s power to eliminate the culture of another.</td>
<td>Interacting with individuals from different cultural groups and willingly adjusting skills and practices as needed.</td>
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<tr>
<td><strong>Cultural Incapacity</strong></td>
<td><strong>Cultural Proficiency</strong></td>
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<tr>
<td>Believing in the superiority of one’s own culture and behaving in ways that disempower another’s culture.</td>
<td>Esteem culture; knowing how to learn about organizational culture; interacting effectively in a variety of cultural groups.</td>
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<tr>
<td><strong>Cultural Blindness</strong></td>
<td><strong>Cultural Precompetence</strong></td>
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<tr>
<td>Acting as if cultural differences do not matter or as if there are no differences among/between cultures.</td>
<td>Recognizing the limitations of one’s skills or an organization’s practices when interacting with other cultural groups.</td>
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</tbody>
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We are all at different places on the Cultural Proficiency Continuum.

Lindsey, Roberts, Campbell Jones, 2013
Important to FCPS and Community

With over 5,000 employees, FCPS serves 42,000 students and their families. As a school system, our actions impact our community.

The equity initiative (cultural proficiency) impacts understanding and goodwill toward others through partnership in education, business, and professional persons united in the ideal of service to the Frederick Community.
Thank you!

Questions, Comments, Thoughts

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