Cultural Proficiency Project Paper details: Page 1 of 7 8/29/2022 5:30 PM Page 1 of 7 Key Assessment #5A: Assignment Instructions and Scoring Rubric Cultural Proficiency Project Purpose of the Assignment: The purpose of this assignment is to give educational leadership candidates an opportunity to understand and reflect upon issues of equity of student achievement and access to quality educational experiences. Through the lens of cultural proficiency in educational leadership, candidates will reflect upon their own personal/professional values and worldviews to determine their own level of cultural proficiency demonstrated in their educational practice. Further, the candidate will observe the individual school/system context in which they work, reflecting on the level of cultural proficiency that are evident there. Candidates will provide written reflections in four parts of this assignment: (1) Looking Inside, (2) Looking Around, (3) Looking Outside, and (4) Looking Beyond. This assignment is a key assessment which will be uploaded to the candidate’s electronic portfolio. Process of Assignment Completion: Educational leadership candidates will complete assigned course readings and participate in classroom discussions regarding cultural proficiency in educational leadership and in school/system contexts. Candidates will follow this four-part, step-by-step process to complete the assignment. Part One: Looking Inside □ Step 1: Read required course texts, and other, optional course readings. Required course readings include: Terrell et al., (2018). Chapters 1 & 2 Horsford et al., (2011). Beyond coffee with the principal... Auerback (2010). Pedagogy of the personal and professional... □ Step 2: Reflect upon your own personal/professional values and “beliefs about the education of students from cultural groups different from your own” (Terrell et al., 2018, p. 30). In this reflection, consider how your values and beliefs compare to the Guiding Principles of Cultural Proficiency presented by Terrell and colleagues (see Table 2.1, p. 31). Write a 1-2 page reflection describing your values and beliefs relative to the Guiding Principles. This document will be labeled Part 1: Looking Inside and will become the first of four sections on your Cultural Proficiency Project document. You are required to cite from your required or outside reading at least one time in Part 1 of your document. Be sure to address the following question explicitly, including the text of the question prompt and the CIEP & PSEL indicator numbers in your response. How do my professional values demonstrate a commitment to child-centered education that is equitable and just for all students? (CIEP 9.1; PSEL 1.c) Part Two: Looking Around □ Step 3: Write a reflection about your school’s/system’s general level of cultural proficiency and label it Part 2: Looking Around. In this reflection, record your school’s/system’s mission vision, and values (MVV) statements in the first part of your reflection. Then, as you did for Part 1, critically examine these statements through the cultural proficiency lens, especially comparing these MMV statements to the Guiding Principles (Terrell et al., 2018). Note any 8/29/2022 5:30 PM Page 2 of 7 words or phrases included in these statements that you believe address the issues surrounding cultural proficiency (e.g., equity in programming, equity in access, parity in student achievement, valuing diversity). Using the terms provided on the Cultural Proficiency Continuum (Terrell et al., 2018, p. 32) provide your perception about the level to which the leadership and faculty and staff members in your school/system reflect cultural proficiency in their daily practice. Consider student programs and activities and who participates in these; who has access to participate? Consider disciplinary referrals, policies, and actions. Do these aspects of your school reflect fundamental fairness, institutional sensitivity, and cultural proficiency? You are required to cite from your required or outside reading at least one time in Part 2 of your document. Be sure to address the following questions explicitly, including the text of the question prompt and the CIEP & PSEL indicator numbers in your response. 1. How do I ensure a school culture that recognizes, respects, and involves each student? (CIEP 5.2, 5.5; PSEL 5.b) 2. How will I ensure a safe and caring school environment that addresses the academic, social, emotional, and physical needs of each student? (CIEP 5.3; PSEL 5.a) 3. What are my ethical responsibilities as leader in terms of building relationships, making decisions, and allocating resources to promote equity and support achievement for all students? (CIEP 9.4; PSEL 2.a) 4. How can I work to ensure that each student’s culture and context outside of school is understood and respected? (CIEP 10.2; PSEL 3.a) Part Three: Looking Outside □ Step 4: Write a reflection regarding your observations of the school-community partnerships evident in your setting. Explore and consider policies and practices in communicating with parents and soliciting their understanding and participation in their child’s education. Consider school programs designed to welcome and orient new students and families to the school and community. Explore any community partnerships through the lens of cultural proficiency, evaluating how the partnership(s) supports all students, including those in underrepresented demographic groups. Label this reflection Part 3: Looking Outside and add it to the other two reflections in the same document. You are required to cite from your required or outside reading at least one time in Part 3 of your document. Be sure to address the following question explicitly, including the text of the question prompt and the CIEP & PSEL indicator numbers in your response. How does my school, and how will I, work to remain visible and create meaningful partnerships with our school community in order to leverage families and community organizations to support student learning? (CIEP 7.1, 7.5; PSEL 8.d, 8.e, 8.f) Part Four: Looking Beyond □ Step 5: In Part 4: Looking Beyond, reflect on the ways that your school deliberately helps prepare students to understand, live in, and make productive contributions to a diverse, global society. Such actions may include, among other things, (a) multi-cultural events, (b) academic courses that include instruction in diverse languages, cultures, sexual and gender identities/expressions, religious beliefs, and (c) parent and family partnerships