

The background features a blue-toned abstract graphic. On the left, a stylized globe is visible with a white silhouette of a person standing on it. The globe is surrounded by various geometric shapes and lines, creating a sense of depth and movement. The overall color palette is dominated by shades of blue, from light to dark, with white highlights.

# **Culturally Engaging Instruction and Leadership: A New Framework for Reducing Disparate Student Achievement**

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# **Culturally Engaging Instruction & Leadership**

For over 60 years we have tried to  
educate all students with

Equality

Equity

and Dignity...

...And we have failed.

# Culturally Engaging Instruction & Leadership



We cannot solve  
our problems with  
the same thinking  
we used when we  
created them.

-Albert Einstein

visit Jim Hunt at [facebook.com/huntcartoons](https://www.facebook.com/huntcartoons)

A person is climbing a ladder, symbolizing progress or achievement. The image is in a blue-tinted, semi-transparent style, serving as a background for the slide.

## What we are doing right...

- We assess student education practices to determine their effectiveness.
- We disaggregate assessment data to determine if our education practices are providing an equal and equitable educational experience.
- We do this because of a negative historical experience for various groups.

A vertical image on the left side of the slide shows a person climbing a ladder. The person is silhouetted against a bright light source, creating a strong contrast. The ladder is made of rungs and is positioned vertically. The overall scene is somewhat abstract and symbolic, representing the concept of progress or the challenges mentioned in the text.

# Why so Little Progress?

- Researchers and practitioners are intermittently reinforced by student behavior to maintain the status quo. Schools currently work for *most* students.
- We define the problem with non-operational identifiers, creating ineffective solutions.
- “Good” ideas are silenced due to a risk to professional status.

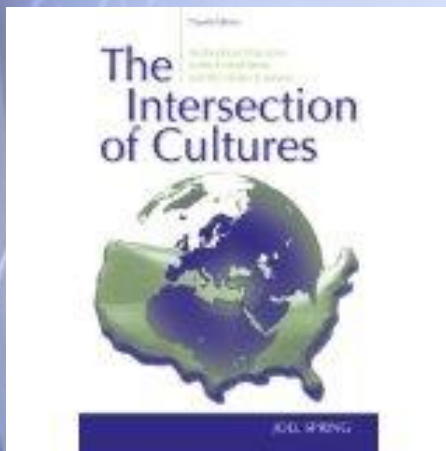


# Intermittent Reinforcement Reduces Motivation to Change

- The most effective reinforcement
- *MOST* students respond positively to currently implemented structures; therefore, professionals are highly motivated to maintain those structures.
- Schooling is normalizing and those in power do not comprehend clearly how structures are interpreted by members from minority backgrounds.

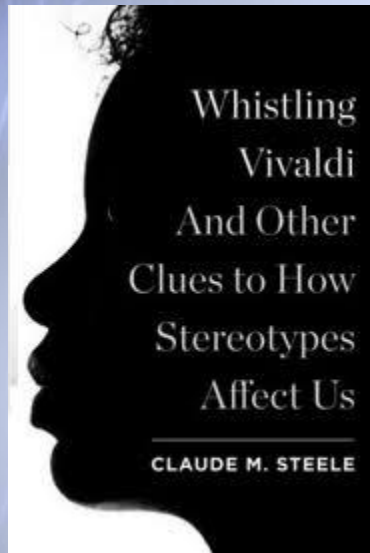
# Non- Operational Definitions

- Individualist cultures tend to understand and learn by categorizing
- We assess achievement data by demographic categories because of a historical lack of equitable achievement among racial and socioeconomic groups
- Therefore we tend to address by categories as well.



# Risk to Professional Status

- Reform efforts get silenced at the school level due to negative stereotype
- Committed teachers who support change face colleagues who are openly negative
- Committed teachers rarely have any means of identifying like minded teachers







## Recommendations:

- Educate professionals on how students from minority cultures experience current school structures.
- Create school improvement measures to address the achievement gap based on operational definition of *individualist* and *collectivist* cultures which places cultural dimensions on a continuum.
- Overcome threat to professional status by creating risk-safe cohorts of 20-40% of staff.

# Leadership for Change:

% of Faculty	Role of
0-20%	Face negative peer influences boldly
20-40%	Build momentum
40-60%	Compliantly adapt
60-80%	Grudgingly adapt to reforms b/c of peer pressure
80%-100%	Often leave due to being too uncomfortable

At the district level, leaders should attempt to get 20%-40% of risk-takers at each school. Fortunately, these teachers are the ones most likely to be willing to relocate where needed. This removes the pressure of every hire needing to be fantastic.



# Leadership for Change

- Prior to implementing change, identify the 20% of faculty willing to take bold risk
- Provide risk-safe environment to create ideas and implement
- Expect failure, and reward the risk
- Go public when 20% have committed to the new idea