



DISTINGUISHED TEACHER
IN RESIDENCE

Distinguished Teacher in Residence Program

Plan Proposal, Partnership Professional Development for AY 2020-2021

Title of Grant Proposal: Committing to Action:
Culturally Proficient Educational Practices in the Escondido Union High School District

Involved Faculty: Brooke Soles, Ed.D., School of Education, Educational Administration and Leadership

Faculty Position for Academic Year: Full Professor Associate Professor Assistant Professor FERPer

Partnering District(s): Escondido Union High School District

Proposal: <input type="checkbox"/> New Project <input checked="" type="checkbox"/> Continuing Project	Total Number of Units Requested:	3 WTUs
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Signature(s):

Brooke Soles
CSUSM Faculty Member, Signature & Date

1. **Type of Project** Applied Scholarship in Educational Settings
 Conducting Research related to SOE Mission

2. **Area of focus** ELL STEM COMMON CORE
 OTHER: Cultural Proficiency

3. **Proposed project.** Describe and connect to the SOE Mission.
Purpose: The purpose of this study is to continue the following: (1) offer Escondido Union High School District (Del Lago Academy) professional development regarding Cultural Proficiency and (2) engage in scholarly research and creative activities.

Context: Administrators and teachers from the Escondido Union High School District (EUHSD) engaged in the three-phase Cultural Proficiency Equity and Access Training in 2018 provided by Drs. Delores and Randall Lindsey through the Center for Culturally Proficient Educational Practices.

SoE Mission Connection: This project connects to the School of Education Mission through creating community through partnerships by engaging with a DiTR District, promoting and fostering social justice and educational equity by using the CP framework, and conducting purposeful research.

Cultural Proficiency: Cultural Proficiency refers to the policies and practices of an organization or the values and behaviors of an individual that enable that agency or person to interact effectively in a culturally diverse environment (Cross, 1989). It is reflected in the way an organization treats its employees, its students, and the inherent community (Lindsey, 2017). Its framework can assist educational leaders to understand the underlying belief systems that can influence educator practice, school environments, and what students experience in order to create positive school change (Lindsey, Roberts & CampbellJones, 2013).

4. **Detailed description of the activities.**
Provide a timeline.

NOTE: The equivalent time commitment for 3 units is approximately 135 hours and for 6 units 270 hours.

Procedures and Timeline:

<i>Activity</i>	<i>Objective</i>
Cultural Proficiency Professional Development Sessions	To continue Cultural Proficiency implementation throughout EUHSD
Scholarly Research and Creative Activities	To examine how EUHSD is implementing its Cultural Proficiency educational practices

<i>Month 2020-21</i>	<i>Activity</i>	<i>Hours (135)</i>	<i>Evaluation</i>
June-August	Cultural Proficiency 101 Professional Development via Online Canvas (continue from 2019-20)	45	professional development feedback surveys; teacher and staff survey formative/ongoing;
August-May	Cultural Proficiency 101 online canvas; PD sessions; teacher and staff think tanks (see 2019-20 year-end report as example)	90	year-end report; professional development feedback surveys; teacher and staff survey formative/ongoing;

5. **End result.**
Project the anticipated outcomes.

Evaluation:

Measures objectives: objectives shall be measured through PD participant surveys, observation protocols, District feedback surveys, and the year-end report.

Describes objective criteria evidence: District and SoE shall design PD session and objectives including post-PD participant surveys and District feedback survey as formative and summative assessments.

Justification for evaluation: These formative and summative assessments will yield useful information to the District and SoE regarding the design-based methodology to inform necessary iterations of the project or future projects.

District data/feedback indicates ATG value: District shall design further Cultural Proficient educational practices in response to project outcomes.

Year-End Report 2019-20 Overview:

Summary of project and work completed

Target population served:

- Escondido Union High School District: Del Lago Academy, Teachers and Staff

Progress report, overview (8/19-2/20):

- 7 Del Lago Think Tanks: administration, faculty, and staff small group monthly cultural proficiency school planning meetings
- 1 PD with faculty regarding cultural proficiency Del Lago historical context and overview of framework
- 1 survey to faculty and staff on cultural proficiency PD options
- 2-4 PD sessions calendared for spring 2020 as follow up to survey

Progress report (spring 2020):

- 10 minute late start conversations
- Family engagement committee
- Advisory survey exploring interests
- Future Protocol visioning PD with faculty and staff who missed first PD
- PDs cancelled due to COVID-19
- Canvas *Cultural Proficiency 101* Course for Teachers and Staff
- Assess school needs post-Canvas PD 2020 PDs

Strategic planning, next steps (2020-21):

- Scholar/student cultural proficiency focus groups
- Continued PD regarding cultural proficiency on site with faculty and staff
- Explore Del Lago participation in 10-day cultural proficiency certification process

Evaluation of intended outcomes

Supporting documents include the following:

- Timesheet 135 hours calculation
 - Emails with EUHSD and Del Lago
 - Email acceptance call for book chapters, *Educational Leaders Without Borders*
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Figure 1. The Conceptual Framework for Culturally Proficient Practices

