



California Association of Urban School Administrators

EMBASSY SUITES LAX - NORTH
 FRIDAY, MARCH 9, 2018
 5:30 P.M. – 9:30 P.M.

Time	Topic	Presenter(s)
5:30 – 6:45 p.m.	Manager's Reception Atrium California Credit Union Scholastic, Inc. – Clifford the Big Red Dog	CAUSA Board of Directors Gloria Rogers, VP, School and Community Development Dr. Andrea Anthony, Director
7:00 – 8:30 p.m.	Welcome Dinner Fair Share Fee Presentation	Donis Coronel, CAUSA Chair, AASD Juan A. Flecha, CAUSA Treasurer, AALA Josh Adams Bush Gottlieb, a Law Corporation
8:30 – 8:35 p.m.	CAUSA Treasurer's Report	Juan A. Flecha CAUSA Treasurer
8:35 – 9:30 p.m.	A conversation with Marshall Tuck, Candidate for State Superintendent of Instruction	David Tokofsky, Strategist ALL
9:30 p.m.	Adjournment	ALL

Josh Adams is a partner at the law firm of Bush Gottlieb, which has represented public and private sector unions in Southern California since before the court case *Abood* was a glimmer in the Supreme Court's eyes. Josh has worked with a wide spectrum of unions in Los Angeles, from teachers and classified employees, to bus drivers and transportation employees, to public-sector management unions, to miners, to nurses, and also various entertainment industry guilds and unions.

Josh Adams
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California Association of Urban School Administrators

EMBASSY SUITES LAX - NORTH
 SATURDAY, MARCH 10, 2018
 7:30 A.M. – 12:00 P.M.

Time	Topic	Presenter(s)
7:30 a.m.	Breakfast Atrium	ALL
8:00 – 9:30 a.m.	The Power of Networks: From Ambiguity, to Clarity, to Transformation	Delia Estrada, PhD Professional Learning and Leadership Development Branch Los Angeles Unified School District
9:45 -11:30 a.m.	From Theory to Action: Sharing promising practices and next steps in the face of Janus versus AFSCME	ALL
11:30 a.m.	Reflections/Next Steps	Donis Coronel, Chair CAUSA Board
12:00 p.m.	Adjournment	Donis Coronel, Chair CAUSA Board

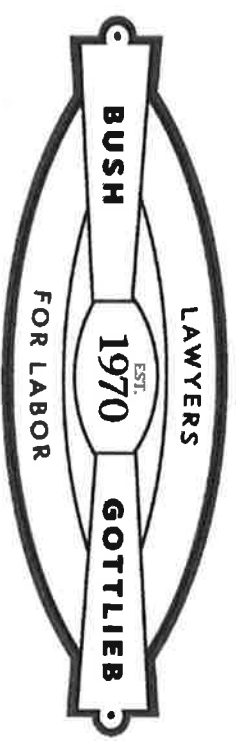


Delia Estrada, PhD, currently serves as Administrative Coordinator for the Professional Learning and Leadership Development branch with LAUSD. In her 29 years as an educator, she has served as the Local Options Oversight Committee representing AALA, principal, assistant principal, specialist, and a middle/high school teacher. She is committed to using the tools of Cultural Proficiency to build safe environments for educators to engage in fierce conversations, and reflective practice to build outstanding educational experiences for all students. She received her PhD from Claremont Graduate University in 2017.
delia.estrada@lausd.net

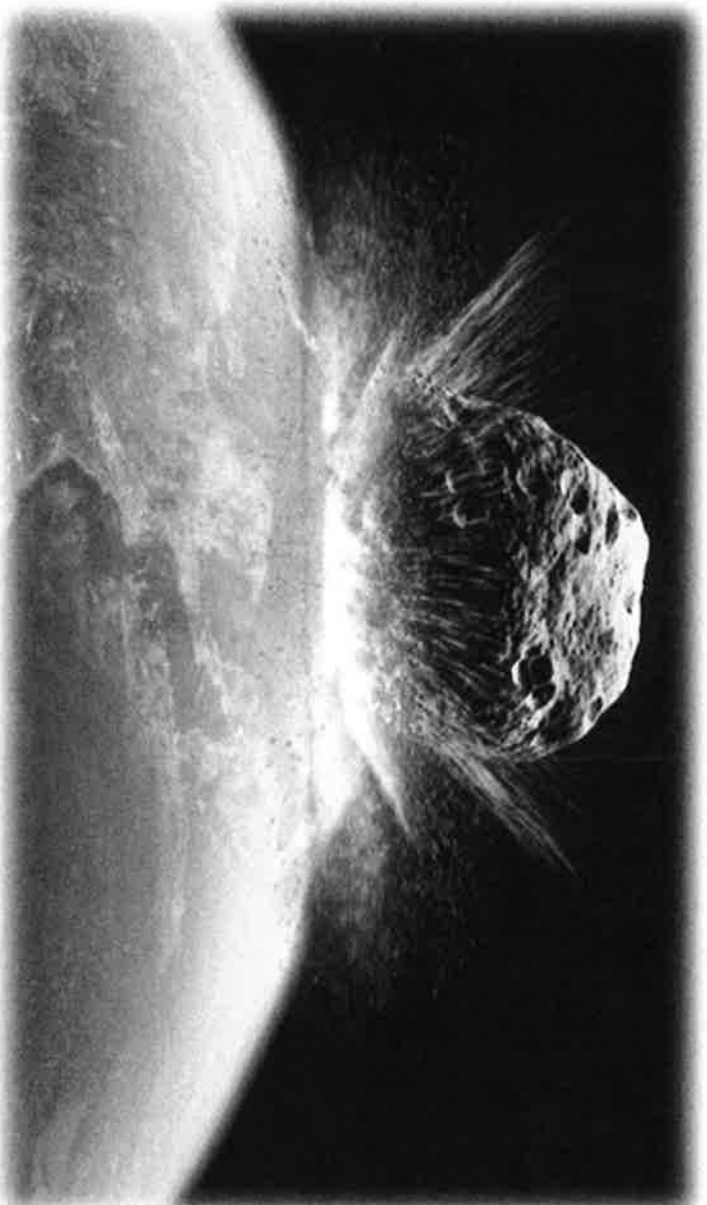
Getting Ready for the End of Agency Fees

JANUS V. AFSCME AND BEST PRACTICES BY UNIONS IN RESPONSE,
INCLUDING DUES COLLECTION, MEMBERSHIP SIGN-UPS, AND PACS

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November 1, 2017



Part I – *Janus v. AFSCME* Council 31



What is *Janus v. AFSCME*?

From the Seventh Circuit Brief of the National Right to Work Foundation (the case is now before the Supreme Court):

“This case seeks to have the United States Supreme Court overrule *Abood v. Detroit Board of Education*, 431 U.S. 209 (1977) and hold ‘agency fee’ requirements for government employees invalid under the First Amendment to the United States Constitution.”

Fun fact: The *Abood* Legal Precedent Guaranteeing Agency Fees is **40 YEARS OLD.**

How likely is the Supreme Court to Kill Agency Fees in *Janus*?

Last year in *Friedrichs* (same issue): The Court splits 4-4.

4 votes in favor of *Abood* and agency fees.

4 votes against *Abood* and agency fees.

Scalia Dies. Trump appoints Justice Neil Gorsuch.



Meet Justice Gorsuch! The Legal Press on Gorsuch:

**“In Judge Neil Gorsuch, an Echo of Scalia in Philosophy and Style.”
New York Times (January 31, 2017)**

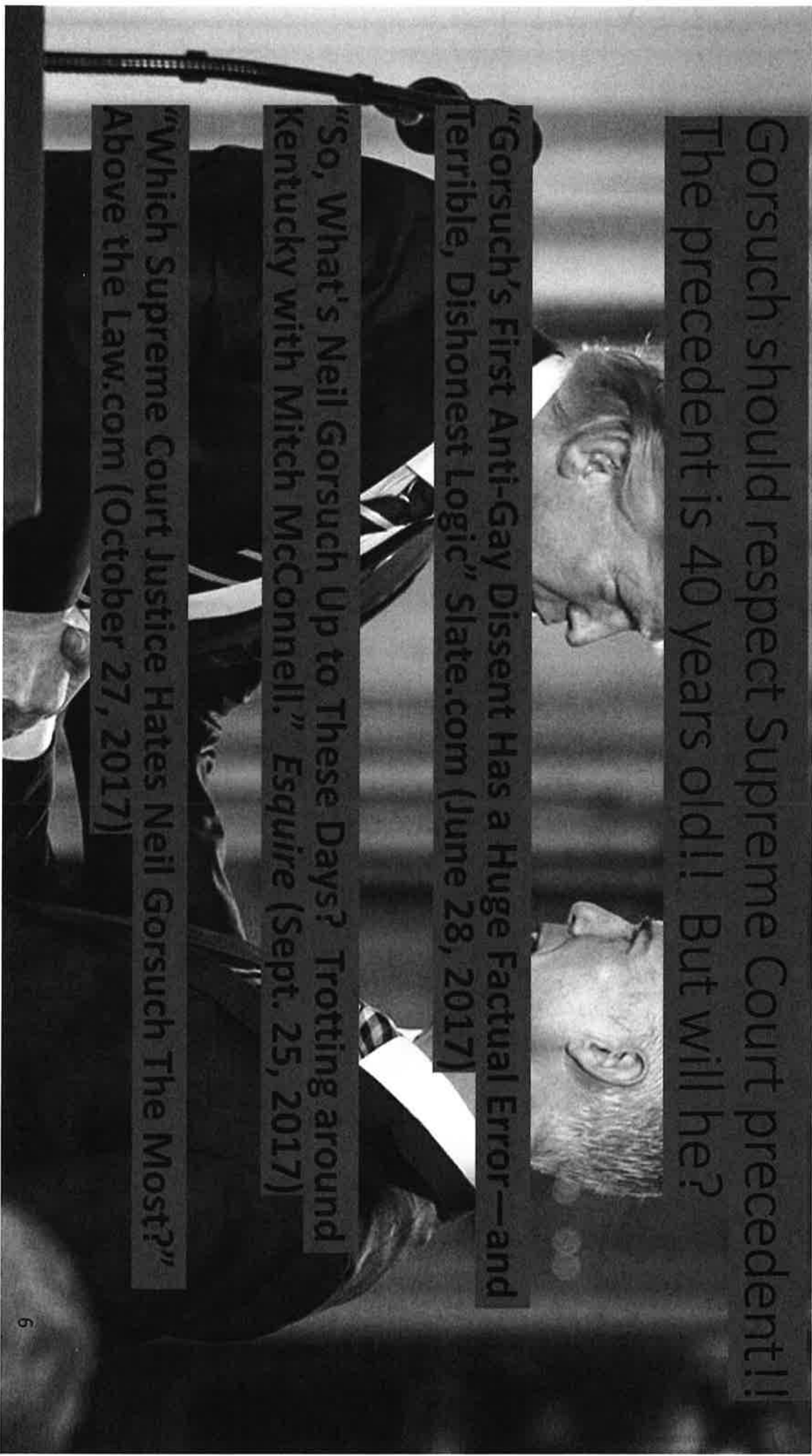
**“When Neil Gorsuch put corporate interests over a man freezing to death.”
The Guardian (March 23, 2017)**

**“Yes, Neil Gorsuch is as terrible as you feared.”
Daily Kos.com (June 26, 2017)(after Gorsuch votes to uphold the Trump anti-Muslim travel ban pending Supreme Court review)**

“His track record as a judge on the Tenth Circuit strongly favored business interests over labor.”

***The Atlantic* (Sept. 28, 2017)**



A black and white photograph showing two men in suits, Neil Gorsuch and Mitch McConnell, in conversation. They are both looking towards the right side of the frame. The background is slightly blurred, suggesting an indoor setting like a hearing room or office.

Gorsuch should respect Supreme Court precedent!!
The precedent is 40 years old!! But will he?

“Gorsuch’s First Anti-Gay Dissent Has a Huge Factual Error—and Terrible, Dishonest Logic” *Slate.com* (June 28, 2017)

“So, What’s Neil Gorsuch Up to These Days? Trotting around Kentucky with Mitch McConnell.” *Esquire* (Sept. 25, 2017)

“Which Supreme Court Justice Hates Neil Gorsuch The Most?” *Above the Law.com* (October 27, 2017)

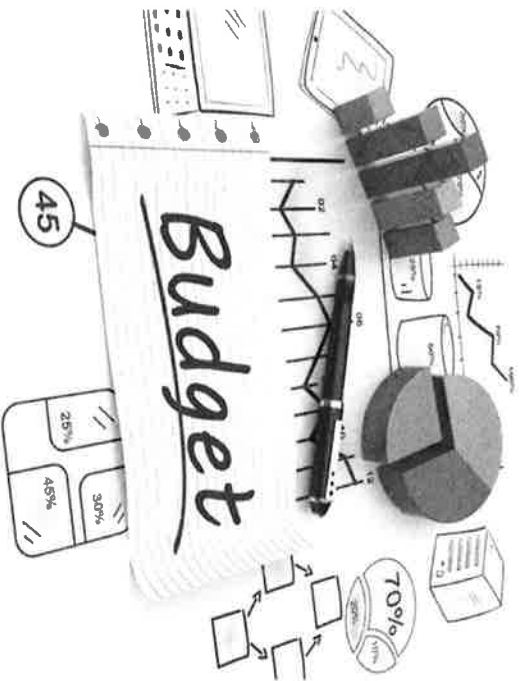
Plan for Fair Share/Agency Fees to be Eliminated, Likely in June of 2018

When the USSC Issues its Major Decisions.

Actual and Potential Consequences of *Janus* Decision:

- (1) “Right to Work” Applies Nationally to Public Sector Unions – no “agency fees” (no compulsory/mandatory fees), immediately less income, but Union owes a duty of fair representation to the entire bargaining unit.
- (2) Membership Decline – some members drop membership to get free services.
- (3) Drop Campaigns – RTW or your local Billionaire funds a campaign to get your members to drop membership and get their union services for free.
- (4) Lawsuits – the Union may get sued in June 2018 by a non-member for dues going back for several years.
- (5) Dues Collection Problems – your public employer may demand that the Union verify membership data; the Union likely will need to re-negotiate dues-related provisions of your Memorandum of Understanding/CBA.

Two Key Effects of Janus:



- (1) Budget: The Union's revenue will be smaller and less stable, and this will affect the Union's priorities. Increasing and stabilizing revenue by internal organizing and other creative/non-traditional means should be an ongoing action item for your Union.
- (2) Resource Allocation: "Right-to-Work" in the public sector is not just a financial loss for Unions. You must re-allocate your staffing and financial resources to address the negative consequences that a significant percentage of free-riders in your Union exists or could develop. This will require internal organizing campaigns and aggressive maintenance of member/non-member data.

Nuts & Bolts: Loss of Revenue – Budget and Administrative Planning

(1) Quantify Loss:

- (a) No mandatory fees may be collected from agency fee payers.
 - (b) Audit membership to determine budget effect when lose income from agency fee payers.
 - (c) Also assume some percentage of members drop to get free services.
- (2) Employer Accounting Errors: immediately after *Janus*, employer may continue to deduct these amounts in error. Best practices are that collected agency fees should be placed in an escrow account and refunded with interest.
- (3) Plan to work with the employer early to resolve administrative issues related to payments from members and inadvertent payments from agency fee payers.
- Create a plan not just for the *Janus* decision, but also to immediately stop dues payments from members who drop in the future.

Nuts & Bolts: Auditing Member Data and Policies



- (1) Your members' data is even more important and more valuable than before. Develop policies to ensure data is accessed on a need-to-know basis by officers and staff, and that the Union's policies make clear unauthorized access/use is prohibited.
- (2) Develop a plan to comprehensively review and update all membership records to make sure they have current information.
- (3) Review membership sign-up forms to make sure they have best practices regarding maintenance-of-dues, compliance with federal law for cell phone communications (*i.e.*, authorization to receive texts and robo-calls), and political contributions.

Nuts & Bolts: Auditing Non-member Data and Policies

- (1) Non-members and agency fee payers are now the Union's most obvious source of new revenue. Flipping non-members to paying members, and limiting the spread of non-members, must be a priority.
- (2) As with members, develop a plan to comprehensively review and update all non-member records to make sure they have current information.

Nuts & Bolts: Auditing MOUs/CBAS

(1) Review collective bargaining agreement provisions on (a) union security; (b) maintenance-of-checkoff; and (c) severability of contract language in the event it conflicts with federal or state law.

(2) Plan for bargaining with the employer not just to ensure compliance with the *Janus* decision, but to incorporate best contract language for rights that reduce the negative effects of *Janus*.

This includes access to information about new hires, access to existing employees, access to work locations, and release time for union leaders and activists.

Nuts & Bolts: Mobilizing to Organize Existing Members and Against Drop Campaigns

- (1) Reach out to all existing members now and engage them personally regarding the benefits of the Union. Update membership info and dues authorizations at the same time.
- (2) Designate staff to handle membership drop requests; develop scripts and record-keeping protocol for staff to ensure compliance with *Janus* and to monitor member trends (for example, a drop campaign). Staff should be prepared to notify the employer immediately when members drop.
- (3) Protect member lists and member data; limit and track access.
- (4) Develop a campaign now to counter a drop campaign. Assume the drop campaign will be appealing to your members, and prepare to allocate staff and resources to counteract it. The best defense is member outreach now.



Mailing child care, Washington state, July 2015

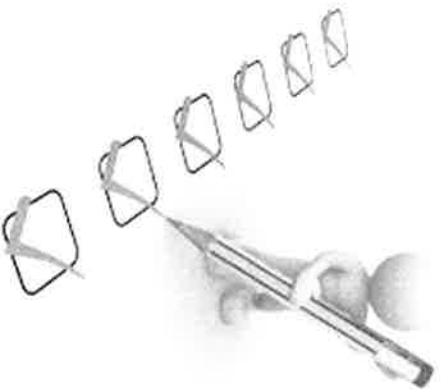
Preparing for Litigation – the Good Faith Defense



- (1) After *Janus*, under general legal principles, the collection of agency fees by Unions for 40 years since 1977 will be considered to have been unlawful under the U.S. Constitution. Unions thus arguably are liable to pay back fees for all time within the statute of limitations (varies state to state).
- (2) Historical experience: in *Harris v. Quinn* (2014), the Supreme Court held that agency fees were unlawful for public sector home healthcare workers. Multiple lawsuits were filed against Unions to collect fees going back several years. Unions successfully invoked a “good faith defense” in response to these lawsuits.
- (3) Good Faith Defense: simply that Unions were following long-standing, prevailing law at the time (Note: “ignorance” of the law is generally not a defense).
- (4) Preparing to Use the Good Faith Defense: To invoke this defense, Unions should begin preparing now to cease collecting agency fees in June 2018. Courts may consider the 4-4 split in *Friederichs* to have placed Unions on notice.

Day-Of Checklist – the *Janus* Decision

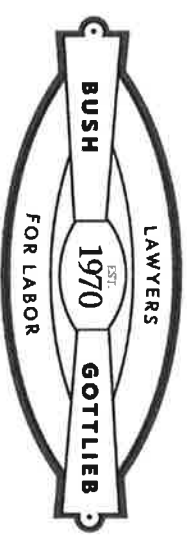
Hits Earth



You are ready to handle the fallout because . . .

- (1) You have a revised budget in effect and have allocated staff/resources appropriately.
- (2) You have reviewed all membership data and policies, have updated membership sign-up forms for all members, and have policies in place which protect member data.
- (3) You and the employer have agreed to an immediate process for cessation of dues for non-members, and you have a contingency plan (escrow account) if the employer fails to do this.
- (4) You have reviewed your MOU/CBA and it is *Janus*-compliant, or you have negotiated new language.
- (5) You have a point person to handle member drop requests, policies for dealing with drop requests are in place, and you are prepared for a drop campaign.
- (6) You have reviewed your preparation with legal counsel or other Union representatives, and discussed the good faith defense and possible litigation regarding your prep.

Part II – Best Practices for Membership Sign-Ups and Dues Collection



Separating Membership from Dues and Other Payment Authorizations



@ Can Stock Photo - csp28415431

Why is there a need to separate these concepts legally?

Membership implicates the First Amendment right to associate. Members should be able to dis-associate themselves immediately, at any time.

Dues are a contractual payment obligation. Courts are willing to separate the concept of dues payments from “membership.” This means that terminating a contractual obligation to pay fees can be restricted, and that this dues payment obligations can last beyond membership in a Union.

Limiting Revocation of Dues – Automatic Renewals (Maintenance-of-Payment), Revocation Windows, and Manner of Revocation

- (1) Dues payments are renewed annually and automatically, based on signed authorization by the member.
- (2) Members have a designated 15 to 30 day window period, once per year, to revoke payments, at the end of the Union's fiscal year or other specifically designated period.

Members that try to revoke outside this period should receive written notice that they are no longer members, and given instructions on how to stop dues payments.

- (3) Revocation must be written and signed, accepted by U.S. Mail or other simple (non-restrictive) methods. Do not require certified or registered mail.

Revocation notice to the Union should be confirmed by a staff person after receipt, in writing, but this confirmation should not delay cessation of dues payments.



Voluntary PAC or Political Contributions

- (1) Unions cannot automatically enroll members in contributions to PAC or Political Contributions, as a part of membership. Unions must receive a separate “opt-in” from members (may be same form, just different check box).
- (2) PAC sign-up includes notice that funds are not tax-deductible, that contributions above \$200 are reportable, that funds are for political purposes, and that PAC donations are voluntary and not a condition of employment or membership.
- (3) If a specific contribution amount is specified, there must be notice that the amount is a suggestion, the amount donated does not affect membership status/rights/benefits, and there must be an opportunity to give an alternative, unspecified amount.

Dues/Payroll Checkoff

- (1) Dues checkoff = written authorization by an individual member to have dues deducted from salary by the employer.
- (2) Checkoff authorization should be included in the membership form and should be consistent with dues maintenance and revocation language (window periods, notice of revocation, *etc.*).
- (3) Authorization for individual checkoff should be included in, and consistent with, the terms in the collective bargaining agreement.

An Emerging Trend: Dues Collection by Electronic Fund Transfers and Credit/Debit Card Payments

(1) Complex area of law, requires dedicated and trained staff to administer properly and to guard member confidential data.

Not as simple as buying coffee, or selling hats to members at a convention, because dues payments are recurring and ongoing.

(2) Use and work with a third-party processor to limit liability for breaches of confidential and financial data. You likely will be required to follow the processor's rules for maintenance of any data, even if you develop an in-house system.

(3) Use and work with affiliated Unions (regional and International) to follow their preferred system for dues collection. Some Unions have developed their own, in-house EFT systems for dues collection.

(4) Key Downside – Member can stop EFT and Credit/Debit Card Payments at any time (not limited by a revocation window) by contacting the Union or their financial institution. The Union must then contact the member to arrange for alternative payments if their maintenance-of-dues continues beyond cancellation.



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Collection of Dues through EFT Payments

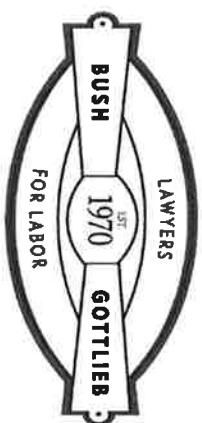
– Some Key Guidelines

- (1) Must comply with federal law – the Electronic Funds Transfer Act.
- (2) Must be authorized in a signed writing (or its equivalent).
- (3) Key terms of authorization: (a) specific account debited; (b) recurring nature of obligation; (c) initial payment period (until first, annual automatic dues-payment renewal kicks in); (d) payment frequency (weekly/monthly); (e) amount of each payment; (f) payment schedule (first day of month, etc.).
- (4) Notice must be given of any variance in payments, at least 10 days before the date of the scheduled transfer.
- (5) Payment processed through a secured computer system, meeting industry data security standards.

Collection of Dues through Credit/Debit Card Payments – Some Key Guidelines

- (1) In addition to various consumer/federal laws, credit/debit card payments are governed by extensive guidelines established by the credit card associations.
- (2) Visa Core Rules. Requires: (a) written authorization, (b) same terms as EFT transactions; (c) notice of the process for cancelling card authorizations.
- (3) Payment processed through a secured computer system, meeting industry data security standards.

QUESTIONS?



NOTES AND BRAINSTORMED IDEAS – JANUS V. AFSCME

- Partnerships with neighboring Unions
- Superintendent endorsement of Unions (publically)
- Development of a Public Service Announcement and/or News blast using the skills of current members
- Review/change union bylaws to benefit members (vs. free-riders)
- Review terminology of members “members in good standing”
- Reach out to other public unions outside of education
- Build up or beef up benefits to “members” (more discounts etc.)
- Know our “union story”
- Share testimonies
- 1:1 meet with members to share the benefits of being a union member
- Small group visits/meeting to share the benefits of being a union member
- Reach out to members/fee payors at a site that has had a trauma
- “How are you?” “What can we do to help?”

THE BENEFITS OF BEING AN AASD MEMBER!

- **AASD** is an effective voice for promoting the day-to-day concerns of members such as wages, health and safety, workload, paid leaves, health care benefits, evaluation processes, hours of employment, fair and monitored hiring practices, how complaints are handled and much more! **AASD** is *your* voice!
- **AASD** is the exclusive representative for the management team -- unlike non-represented managers where the district can implement anything they deem necessary, the district must negotiate with **AASD** all subjects within the scope of bargaining.
- **AASD** membership provides an opportunity to be part of a union that embodies professionalism and integrity.
- **AASD** provides timely and expert representation in the event members find they are being recommended for disciplinary action, investigated, audited, reassigned, laid off, etc. Most of the time, our **AASD** member has done nothing wrong and is simply being targeted. It can happen to anyone!
- **AASD** provides a member with access to our attorney at no cost to the member or at a shared cost.
- **AASD** presents a united and representative voice on our members' behalf to the Superintendent, Executive Leadership and the trustees on the Board of Education.
- **AASD** will file a grievance on the behalf of a member and will pursue it to the arbitration level, if necessary, if the contract has been violated.
- **AASD** provides quality professional development where members can grow as leaders.
- **AASD** provides opportunities for the children of our members to receive scholarships for college/institutions of higher education.
- **AASD** provides access to various insurance programs not offered by the school district, including disability, cancer, accident and additional life insurances.
- **AASD** hosts fun social events throughout the year for our members.
- **AASD** provides discounts for members for items such as movie tickets, See's Candy, Wild at Work (theme park, restaurant and business discounts), and more!

AASD has proven that there is power in numbers and in unity. Everyone benefits from union representation and should share fairly in the cost by being an AASD union member. Keep AASD strong by continuing your membership! Fewer member dues = less quality representation. AASD is depending on you!

AASD Member Outreach Process/Talking Points

Background:

In anticipation of the Supreme Court decision in the case of Janus v. AFSCME (which is expected by the end of June 2018), AASD is doing member outreach to help educate our members about the value and benefits of being an AASD union member.

The pending Supreme Court decision will likely change the ability for a public employer union to be a "closed shop" where all represented employees pay their fair share. Currently, employees have the right to either be a union member, a fee payor, or a religious objector. Whichever they choose, the dues deducted (for members and fee payors) is the same dollar amount. For religious objectors, that same dollar amount must be paid to a charity approved by the union. In other words, everyone pays their "fair share" (equally).

Once the new Supreme Court ruling is implemented, public sector employees will have the right to choose whether they wish to remain a union member or not. If they elect not to be a union member, they will not be required to pay union dues; however, they must still be represented in collective bargaining and in disciplinary matters by the union. There will, however, be many union-provided benefits a non-member will not be entitled to, such as the legal defense fund, tuition/professional development reimbursement, ability to receive AASD paid scholarships for their children, and much more (see the Leave Behind document for the benefits of being an AASD union member).

Process:

Sometime during the month of February, please pick up your member outreach materials from the AASD office. Please call first to ensure we are in the office as there is an occasional time we are all out of the office. You will be provided with:

- ✓ A list of the members you are assigned to contact (please make contact by May 31, 2018)
- ✓ A Leave Behind document for each member
- ✓ A gift from AASD for each member
- ✓ Membership form for those who are not current members or fee payors
- ✓ New member gift (backpack), if applicable, for those who are new to the AASD bargaining unit over the past couple of months

Study the talking points in advance – don't read the sheet to the member. Just chat and educate!

Attempt to make a “face-to-face” connection, if possible. Either attempt to make an appointment to meet or do a drop by. If you can’t connect face-to-face, then drop off the Leave Behind document and gift and then call or e-mail to follow up. It is ok to meet with a group of members if that works best.

If you are on the AASD Board of Directors, wear your AASD name badge.

If you don’t know the person, introduce yourself – Example: “Hi. I am Tom Smith and I serve as the classified manager representative on the AASD Board of Directors. I am also the Fleet Manager at the Transportation Facility.” Or “Hi. I’m Mary Brown and I serve on the AASD Member Relations Committee. I am also the Principal at ABC Elementary.”

Go over some of the benefits of being an AASD member (see the Leave Behind document).

Towards the end of the conversation, if the member has not already filled out a membership form (which means they are a current new member or fee payor), ask them if they would be willing to fill out the form right then. If so, please return the completed form to Jim at the AASD office. It can be faxed or scanned. You will know by a coding on your roster who is not a current member and is a fee payor.

Anything that a member might ask that you don’t know the answer to – tell them you will find out the answer and contact them or you will have the AASD staff respond. Then be sure to contact the AASD staff (Donis, Linda or Jim) for the answer or for the AASD staff to follow up.

The strength of AASD depends on the participation and the dues of our members!

Talking Points

- AASD has been a professional organization as far back as the 1950’s.
- AASD became a union in 2009.
- All of the large urban school districts in California have “administrator/manager” unions.
- AASD represents all certificated principals, vice principals and certificated central office managers (Director and below). AASD also represents classified managers and supervisors (Director and below). We currently have approximately 520 management team members in our union. AASD is the second largest administrator/manager/supervisor public education union in California.
- **Prior to unionizing**, AASD did not have a collective bargaining agreement (contract), there were no rights to representation in employment matters, hiring practices were many times not fair or equitable, and conditions of employment/health benefits were at the sole discretion of the District and did not have to be bargained. There were times when the District invited AASD’s input, but the District was not required to do so.

- **Since unionizing**, AASD has responsibly negotiated the collective bargaining agreement, ensured that the contract is followed (or filed a grievance/unfair labor practice if necessary), represented and supported members in disciplinary matters, provided legal assistance to members when necessary, ensured that the negotiated hiring practices were followed and that members were given first priority at promotional opportunities, advocated for professional development for all members, developed a direct pipeline of communication to the Superintendent and Board of Education Members, and the District is required to negotiate certain items or engage AASD in conversations regarding matters that affect our members.
- The Supreme Court will likely rule in June 2018 that public sector union membership will no longer be mandatory. Employees will have a choice to belong or not. We hope when the time comes, that members choose AASD. (This is now a good time to pull out the Leave Behind document and go over some of the benefits of being a member of AASD.)
- AASD communicates with our members via personal e-mail addresses. Please encourage the member to read the Update each week. If they are not receiving the Update, please obtain their current personal e-mail address and forward the information to Jim at the AASD office.
- AASD offers different venues for networking and professional growth including the twice per year membership meetings (October and May), Empower Hour events for female AASD members, Winter Holiday event, Spring Conference (March 20), End of the Year Summerfest (June) and more. Encourage the member to watch the Weekly Update for information on these events and encourage the member to attend.
- AASD has several member-run committees – Member Relations, Professional Development, Scholarship, Finance and Retiree. We encourage our members to join a committee! If anyone is interested in joining a committee, have them email or call the AASD office.
- The AASD website is up-to-date and a good resource for members. www.aasdc.org
- Concluding the visit/contact -- AASD is only as strong as the participation of our members. We encourage members to get involved. We encourage members to keep up-to-date. Our members have a voice through AASD! When the time comes to choose to be an AASD member, we sincerely hope you choose AASD.
- Leave each member with a Leave Behind document and the AASD gift. Fee payors will be given an application for membership. New AASD members will also receive the new member backpack.

AASD Contact Information:

3505 Camino del Rio South #264, San Diego, 92108

619-295-2118

www.aasdc.org

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MY UNION! MY UNION!

UTLA ALL IN 1-2-3

Building POWER for the Schools LA Students Deserve.

The Schools LA Students Deserve

We can make our schools great places to educate, work, and learn by:

- Achieving fair pay and protecting healthcare
- Improving class sizes and social/emotional supports for students
- Advancing Community Schools and other successful school models
- Improving working conditions & learning conditions
- Enhancing and defending professional rights
- Organizing against privatization
- Working for social justice

United Teachers Los Angeles (UTLA) Membership Authorization

1 Yes, I want to join with my fellow employees and become a member of UTLA. I hereby request and voluntarily accept membership in UTLA and I agree to abide by its Constitution and Bylaws. I authorize UTLA to act as my exclusive representative in collective bargaining over wages, benefits, and other terms and condition of employment with my employer. By joining UTLA, I am also joining our state and national affiliates, CFT, CTA, AFT, and NEA.

SIGNATURE

DATE

Dues Payment and Deduction Authorization

2 I recognize the need for a strong UTLA and believe everyone represented by our union should pay their fair share to support our union's activities. I hereby (1) agree to pay regular monthly dues uniformly applicable to members of UTLA; and (2) request and voluntarily authorize my employer to deduct from my earnings and to pay over to UTLA such dues. This agreement to pay dues shall remain in effect and shall be irrevocable unless my employment in a UTLA bargaining unit position ends or I revoke it by sending written notice via U.S. mail to UTLA during the period not less than thirty (30) days and not more than sixty (60) days before the annual anniversary date of this agreement or as otherwise required by law. This agreement shall be automatically renewed from year to year unless I revoke it in writing during the window period, irrespective of my membership in UTLA.

SIGNATURE

DATE

Employee #	<input type="text"/>	Social Security (last 4)	<input type="text"/>
First Name	<input type="text"/>	Middle Initial	<input type="text"/>
Last Name	<input type="text"/>		
Home Address	<input type="text"/>		
City	<input type="text"/>	Zip	<input type="text"/>
Personal email	<input type="text"/>		
Cell Phone	<input type="text"/>	Home Phone	<input type="text"/>

School: LAUSD Independent Charter School Name/Itinerant Chapter

Employment types: Full-time Part-Time, Substitute, Hourly Early Education Center

By providing my phone number, I understand that UTLA and its locals and affiliates may use automated calling technologies and/or text message me on my cellular phone on a periodic basis. UTLA will never charge for text message alerts. Carrier message and data rates may apply to such alerts. To stop receiving text messages, text the word STOP back to the incoming number.

Hold Politicians Accountable - PACE Deduction Authorization

3 UTLA Political Action Council of Educators ("PACE") collects contributions that are used for legislative advocacy and to help elect friends of education to local, state and federal office. The National Education Association Political Action Committee ("NEA-PAC") and the American Federation of Teachers Council of Political Education ("AFT-COPE") each perform similar functions. Contributions to any of these PACs are strictly voluntary and are not tax deductible, nor are they a condition of membership in UTLA, NEA, the AFT or any affiliated organization. A member may contribute more or less than the amount suggested on this form, or may decide to not make any contribution, and this will not affect his/her status, rights or benefits in UTLA or any of its affiliates. At least eighty-five percent of a member's contribution will be retained by UTLA-PACE and no more than fifteen percent goes to your national PAC. This authorization shall remain in force until canceled by written notice from UTLA or by the member who signed this authorization. I hereby authorize my employer to deduct from my salary and forward to PACE:

Bronze \$8.33 a month Silver \$16.67 a month Gold \$25 a month Platinum \$35 a month Diamond \$45 a month

SIGNATURE

DATE



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REASONS TO JOIN UTLA



- ✓ Membership in the second-largest local teachers' union in the country
- ✓ A strong voice for our profession, our students, and our communities
- ✓ Membership in state and national affiliates, CFT, CTA, AFT, and NEA
- ✓ Protection of our workplace rights
- ✓ \$1 million job liability insurance
- ✓ Voting rights on UTLA issues, and building power through collective action
- ✓ Comprehensive legal services through the Group Legal Services Program



CAUSA TREASURER'S REPORT
March 10, 2017 - March 9, 2018

DATE	DESCRIPTION	WITHDRAWAL	DEPOSIT	BALANCE
3/10/17	CAUSA Meeting – San Diego Host			\$4,621.92
4/04/17	Website Host & Maintenance 3/1/17 - 9/1/17	\$225.00		\$4,396.92
4/11/17	2017 Dues: WCCAA		\$123.00	\$4,519.92
4/27/17	Check Order	\$29.72		\$4,490.20
5/2/17	CAUSA – AASD	\$492.87		\$3,997.33
8/25/17	Website Host 9/1/17 - 12/1/17	\$150.00		\$3,847.33
10/20/17	CAUSA Meeting – Oakland Host			\$3,847.33
11/15/17	C-Biz Vendor		\$500.00	\$4,347.33
2/20/18	Website Host & Maintenance 12/1/17 - 3/1/18	\$150.00		\$4,197.33
2/23/18	2018 Dues: AALA, AASD, ALBEM, UASF, WCCAA		\$1,360.25	\$5,557.58
3/2/18	UAOS conference overage refund		\$17.36	\$5,574.94
3/5/18	2018 Dues: UAOS (includes 2016 dues replacement for lost check)		282.50	\$5,857.44
3/9/18	CAUSA – Los Angeles Host			\$5,857.44



Royal Business Bank

佳商業銀行

61 South Figueroa Suite 1888
Los Angeles, California 90017

ACCOUNT:
DOCUMENTS:

PAGE: 1
02/28/2018

000585



CALIFORNIA ASSOC OF URBAN
SCHOOL ADMINISTRATORS CAUSA
1910 SUNSET BLVD #850
LOS ANGELES CA 90026

30
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1

SILVERLAKE BRANCH
1912 SUNSET BLVD.
LOS ANGELES, CA 90026

TELEPHONE: 213-989-1000

BUSINESS CHECKING ACCOUNT 104053866

MINIMUM BALANCE	4,347.33	LAST STATEMENT 01/31/18	4,347.33
AVG AVAILABLE BALANCE	5,345.92	2 CREDITS	1,360.25
AVERAGE BALANCE	5,380.37	1 DEBITS	150.00
		THIS STATEMENT 02/28/18	5,557.58

----- DEPOSITS -----

REF #.....DATE.....AMOUNT	REF #.....DATE.....AMOUNT	REF #.....DATE.....AMOUNT
9995 02/23 321.50		

----- OTHER CREDITS -----

DESCRIPTION	DATE	AMOUNT
DEPOSIT	02/02	1,038.75

----- CHECKS -----

CHECK #..DATE.....AMOUNT	CHECK #..DATE.....AMOUNT	CHECK #..DATE.....AMOUNT
4 02/22 150.00		

--- ITEMIZATION OF OVERDRAFT AND RETURNED ITEM FEES ---

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*****
*                               |           TOTAL FOR           |           TOTAL           *
*                               |           THIS PERIOD          |           YEAR TO DATE      *
*-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
* TOTAL OVERDRAFT FEES:      |           $ .00              |           $ .00            *
*-----|-----|-----|-----|-----|-----|-----|-----|-----|
* TOTAL RETURNED ITEM FEES:  |           $ .00              |           $ .00            *
*****

```




Make Your Plans Now!
July 26-29, 2018
National Harbor
Minutes from Downtown Washington, DC

**AFSA 15th
Triennial
Constitutional
Convention**

**Exploring the
Changing Landscape
of Public Education**



AFSA 15th Triennial Constitutional Convention!

July 26-29, 2018

- Learn innovative educational strategies
- Fight for social justice for all students
- Get insights on political and legislative activism
- Overcome challenges facing the labor movement
- Understand retiree opportunities and resources

The convention and professional development sessions are open to all AFSA members as nonvoting guests.

Delegate selection will be coordinated by each local in accordance with the AFSA Constitution. Delegates will adopt policy resolutions and positions on key education and societal issues, debate amendments to the AFSA Constitution, and elect officers and general vice presidents to help govern the future of AFSA.

Shape your future.... Get active in your union.... Make a difference in your community.

For registration information, please visit www.AFSAAdmin.org/2018convention.

Photos Courtesy of Allison Shelley/The Verbatim Agency for American Education: Images of Teachers and Students in Action



American Federation of
School Administrators
AFSA, AFL-CIO

1101 17th St., NW, Suite 408
Washington, DC 20036





AFSA 15TH TRIENNIAL
CONSTITUTIONAL
CONVENTION
Exploring the Changing
Landscape of Public Education

July 26-29, 2018
National Harbor
Minutes from Downtown Washington, D.C.

Convention Highlights and Pre-Conference Information

Thursday, July 26, 2018

11:00am - 3:00pm - Delegate Check-in

1:00pm - 2:30pm- Pre-Conference workshops:

- 1) Social Justice - strategies to incorporate effective social justice practices
- 2) Workplace Issues - confronting the critical national issues facing educators

3:00pm - 4:30pm - Pre-Conference workshops cont'd:

- 3) Educator Training - utilizing skills to overcome the most challenging issues facing all schools, and school leaders
- 4) Retiree Development - learn the new and important issues soon-to-be retirees must consider when embarking on this next phase of life

5:00pm - 10:00pm - **Exclusive Reception at the National Museum of African American History and Culture**

Friday, July 27, 2018

9:00am - 10:00am - Plenary Session 1: Educational Strategies Panel

10:15am - 11:15am - Concurrent Workshops - A series of educational expert trainings

12:30pm - 1:45pm - Ticketed PAC Luncheon

2:15pm - 3:15pm - Concurrent Workshops - Professional development for School Leaders



**AFSA 15TH TRIENNIAL
CONSTITUTIONAL
CONVENTION**

Exploring the Changing
Landscape of Public Education

July 26-29, 2018

National Harbor

Minutes from Downtown Washington, D.C.

Convention Highlights and Pre-Conference Information Cont'd

3:30pm - 5:00pm - Plenary Session 2: Keynote Speaker

6:00pm - 8:00pm - Concert and Reception

Saturday, July 28, 2018

9:00am - 10:00am - Plenary Session 3: Labor Movement Panel

10:15am - 11:15am - Concurrent Workshops - Engaging your members; and Engaging young workers

2:15pm - 3:15pm - Plenary Session 4: "The Future of Organized Labor"

6:30pm - 8:30pm - Installation Dinner



ASSOCIATED ADMINISTRATORS OF LOS ANGELES

1910 W. Sunset Blvd., Suite 850
Los Angeles, CA 90026
(213) 484-2226
FAX (213) 484-0201
www.aala.us

Juan A. Flecha
President

ADULT DEPARTMENT

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Vice President

Anna E. Madrid
Candace Lee
Directors

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Nery Paiz
Vice President

Tracie Bryant
Richard Guillen
Directors

SECONDARY DEPARTMENT

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Vice President

Victorio Gutierrez
Dr. Alex Placencio
Directors

SCHOOL SUPPORT ADMINISTRATORS

Kevin Kilpatrick
Vice President

Dr. Debbie Dillard
Dr. Victor Gonzalez
Directors

UNIT J CLASSIFIED DEPARTMENT

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David Montes
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STAFF

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Steve Quon
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Lorraine Bush
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Dr. Lillian Utsumi

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Michelle Bennett
Doris Dillard
Dr. Mike O'Sullivan
Sylvia Perea

STRATEGIST

David Tokofsky

LOOC REPRESENTATIVE

María Elena Rico-Aguilera

Health Care Tentative Agreement – Ratified by 98.9 of voting members

The eight LAUSD employee bargaining units reached a three-year tentative agreement (TA) with the District on health care benefits.

The key components of the of the TA are:

- » A 3-year health care agreement for eligible employees and retirees
- » Preservation of all current health care plans, at no additional cost to members
- » No two-tier system with lower benefits for new employees
- » A guaranteed reserve to help pay for cost increases beyond 2020

AALA Negotiations 2017-18

- » A Pathway to Permanency for School Support Administrators
- » Compensation: 2% on schedule for 17-18 only with yearly re-openers thereafter
- » “Other significant event of a compelling nature” – Two occurrences instead of One – Six days total
- » 457 (b) Automatic Enrollment – 4% - 90 day opt-out period
- » 8 hours one-day a year for a physical

Superintendent Search 2018

- » Dr. Michelle King – Retiring June 2018
- » Vivian Ekchian – Interim Superintendent
- » Selection to be made by April 2018

Friends of AALA

- » Corporate Non-Profit
- » 25, \$2,000 Scholarships
- » Board of Directors – Retirees
- » AALA Angel Campaign 2018

AALA ADMINISTRATORS OF THE YEAR 2018

- » Refer to handout

REASONS TO JOIN THE UNION

- » Refer to handout



ASSOCIATED ADMINISTRATORS OF LOS ANGELES

1910 W. Sunset Blvd., Suite 850
Los Angeles, CA 90026
(213) 484-2226
FAX (213) 484-0201
www.aala.us

Juan A. Flecha
President

March 5, 2018

ADULT DEPARTMENT

Martha Peralta
Vice President

Greetings, Esteemed AALA Members:

Anna E. Madrid
Candace Lee
Directors

Five exemplary administrators, one from each AALA department (Adult, Elementary, Secondary, School Support Administrators, Unit J), will be honored as AALA Administrator of the Year 2018, and presented a \$500 stipend from the California Credit Union by Gloria Rogers, VP, School and Community Development. The stipend is to be used to help support an LAUSD student program/activity, which can include a donation to Friends of AALA.

ELEMENTARY DEPARTMENT

Nery Paiz
Vice President
Tracie Bryant
Richard Guillen
Directors

The selected administrators will be presented at a Los Angeles Unified School District Board of Education meeting in May and publicized in the AALA Update and on the AALA website. In addition, the selected honorees will be presented in May at the AALA Scholarship and Community Awards Banquet.

SECONDARY DEPARTMENT

Dr. Rafael Gaeta
Vice President
Victorio Gutierrez
Dr. Alex Placencio
Directors

ELIGIBILITY REQUIREMENTS

Eligibility requirements include the following:

- 1. Three (3) years as an administrator/supervisor for LAUSD
- 2. AALA Active Member

SCHOOL SUPPORT ADMINISTRATORS

Kevin Kilpatrick
Vice President

SELECTION CRITERIA

Criteria for selection include the following:

- 1. Possesses a strong vision for his/her school/office/position, and displays organizational skills that will lead to achieving the vision
- 2. Exhibits visibility to school and work colleagues
- 3. Promotes collaborative, inclusive culture
- 4. Serves as a role model for school community/work location colleagues
- 5. Skilled in nurturing and developing effective staffs
- 6. Possesses strong communication skills – verbal and written
- 7. Displays consistency and fairness
- 8. Possesses a sense of humor

Dr. Debbie Dillard
Dr. Victor Gonzalez
Directors

The attached Administrator of the Year 2018 completed application is to be returned electronically by Friday, April 6, 2018, via e-mail to jmelendez@aala.us.

JNIT J CLASSIFIED DEPARTMENT

Steven Johnson
Vice President
Phyllis Lott
David Montes
Directors

Sincerely,

Juan A. Flecha
President

STAFF

Dan Isaacs
Dr. Judith Perez
Steve Quon
Administrators

Lorraine Bush
Office Manager

CONSULTANTS

Jeri R. Durham
Charlotte Lerchenmuller
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Doris Dillard
Dr. Mike O'Sullivan
Sylvia Perea

STRATEGIST

David Tokofsky

LOOC REPRESENTATIVE

María Elena Rico-Aguilera

The Associated Administrators of Los Angeles is seeking outstanding members to honor this year. The recognition is made possible by the California Credit Union (CCU) and Gloria Rogers, VP, School and Community Development. One administrator will be recognized from each of AALA's Departments: Elementary, Secondary, School Support Administrators, Unit J, and Adult. The recipients will be honored at the Board of Education.

CCU awards the recipient \$500 to pass forward to a worthy educational cause of their choosing.

Please send the name of your nominee, along with your explanation (150 words or less). Include the name of the nominee, their position, their location.

Please submit electronically to jmelendez@aala.us. Make sure to complete all sections of the nomination form. Submission deadline is Friday, April 6, 2018.

Please indicate the award nominee's corresponding department:

(AALA Department: Elementary, Secondary, School Support Administrator, Unit J, Adult)

Name of Nominee:

Current Position / Title:

School or Office:

Address

City, State, Zip

Work Phone

Cell Phone

Email:

**The Power of Networks:
From Ambiguity, to Clarity,
to Transformation**

March 10, 2018

**Delia Estrada, PhD
Administrative
Coordinator**

In Appreciation



**Terry
Cross**



**Charles
Kerchner**



**Delores and Randy
Lindsey**



Agenda



- Welcome
- Living in Ambiguity
- Lens of Cultural Proficiency
- What's in a Name
- Privilege and Entitlement
- Essential Elements of Cultural Proficiency
- Who are **We?** : Seeking Clarity
- Fishbone
- Transformation
- Closing

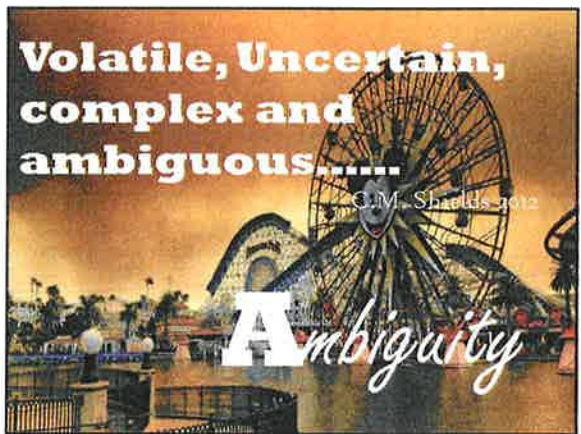


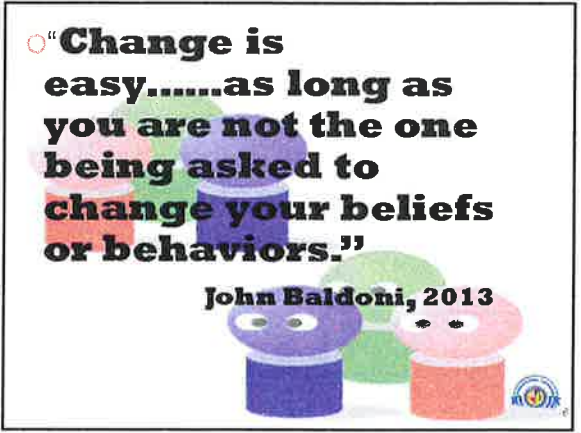
Conversation Purposes



- Use Cultural Proficiency to explore and understand the current challenges facing educators and organizers;
- To link leadership with high quality professional learning to ensure equity and access for all learners;
- To illustrate what leading "this way" looks like in action.







Yikes to Yes!

o Cultural Proficiency:
Embodies personal values and behaviors of individuals and the organization's policies and practices that provide opportunities for **effective multicultural interaction.**



Examining the Conceptual Framework



What's in a Name?

An Inclusion Activity – Manual 3rd Ed, p. 217

- Find 2 discussion partners who you do not know well
- Wait for us to model the activity
- Share:
 - Your complete name
 - Your preferred name
 - Who gave you your name
 - How you experience your name
 - How you think others experience your name



Cultural Proficiency functions as

An inside-out approach
A worldview,
A perspective,
A mindset,
A mental model,
A journey,
A lens, **through which
to view your work**
The manner in which we
lead our lives.



Reflection and Dialogue

Reflection and Dialogue are essential processes for individuals and organizations engaged in a journey toward Cultural Proficiency:

- **Reflection** is the discussion we have with ourselves to understand our values and behaviors
- **Dialogue** is the discussion we have with others to understand their values and behaviors



Reflection and Dialogue are fundamental to probing and understanding organizations' policies and practices



What we say.....

Privilege & Entitlement
5 Minutes with
Jackson Katz



<https://youtu.be/KTvSfeCRxe8>




See the system that produces the current outcomes.

"What works, for whom, and under what set of conditions"

*Learning to Improve(2015)
Anthony S. Bryk, Louis M. Gomez, Alicia Grunow, Paul G. LeMahieu*





What's in a Union?	Challenges?	What Now?



Tool #4: Essential Elements for Cultural Competence

- **Assess Culture**
- **Value Diversity**
- **Manage the Dynamics of Difference**
- **Adapt to Diversity**
- **Institutionalize Cultural Knowledge**

The Essential Elements of cultural proficiency provide the standards for individual behavior and organizational practices.



ASSESSING CULTURAL KNOWLEDGE

Collecting, Analyzing, and Using Data to Guide Decisions.

- Be FIERCE and FEARLESS about the data.
- All kinds of data
- Question in open and safe environment
- Actively engage educators in
 - Defining challenges evident in the data
 - Examining personal attitudes
 - Determining assets



VALUING DIVERSITY

Developing Skillful Leaders to Support Systems for Professional Learning

- Create formal structures and procedures
- Provide a collaborative environment
- Actively recognize and seek a variety of experiences, perspectives and approaches to...
ensure all students perform at the highest level.



MANAGING THE DYNAMICS OF DIVERSITY

Creating and Sustaining Learning Communities

- You can recognize conflict is natural
- You can not control issues
- You can develop and manage the response to conflict (issues)
- You can develop communities of practice which skillfully use inquiry and dialogue







ADAPTING TO DIVERSITY

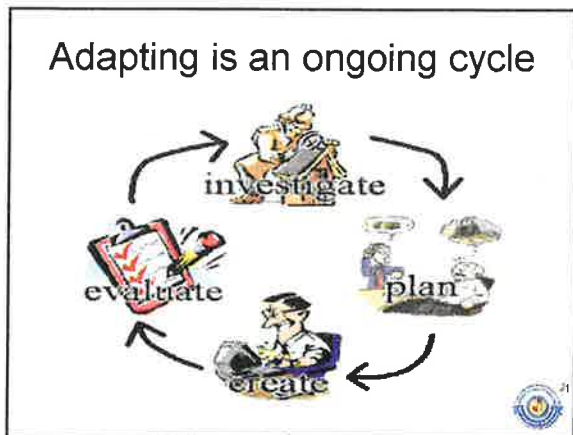
Applying Evidence-Based Approaches to Actively Engage Educators in Improving Practice

- Not an either/or proposition
- Awareness to action
- Practicing, using, applying, evaluating



and then doing it all over again.....so our students can take their place in the world.





INSTITUTIONALIZING Cultural Knowledge

Applying and Connecting a **Commitment** toward Common Outcomes for All Students

- Tradition! Why do we do what we do?
- Moving from "This is the way it has always been done."
- To "This is the WHY we do WHAT we do."



Bonus Question

What is the most resilient tradition in American High Schools?





A few thoughts on tradition...

"Just because something is traditional is no reason to do it, of course."

— Lemony Snicket, *The Blank Book*



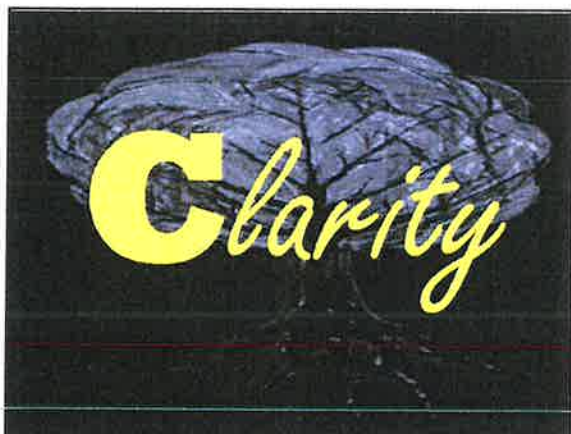
**Tradition is the living faith of the dead,
traditionalism is the dead faith of the living.**

— Jaroslav Pelikan, *The Vindication of Tradition: The 1983 Jefferson Lecture in the Humanities*

Living ideas which some now dead people thought of long ago, instead of dead ideas held onto by live people.

Someone really smart





Union	Challenges	What Now?



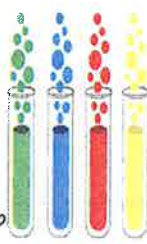

Using Improvement Science
 Making it real for
 ourselves, our people, our
 students....
 From learning, to
 planning, to
ACTION



Improvement Science


The work must be:

- Problem specific and user-centered.
- Expect and focus on variation of performance. "What works" becomes "What works, for whom, and under what set of conditions" (pg.172).
- See the system that produces the current outcomes.
- Must be measurable.
- Disciplined inquiry must be engaged to drive the improvement process.
- Learning must be accelerated through networking communities.





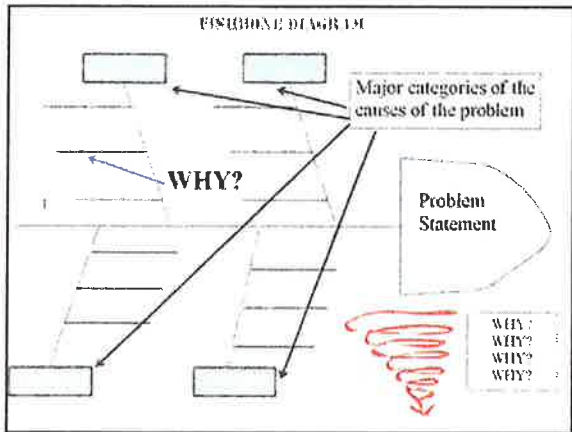
Reasons for Fishbone

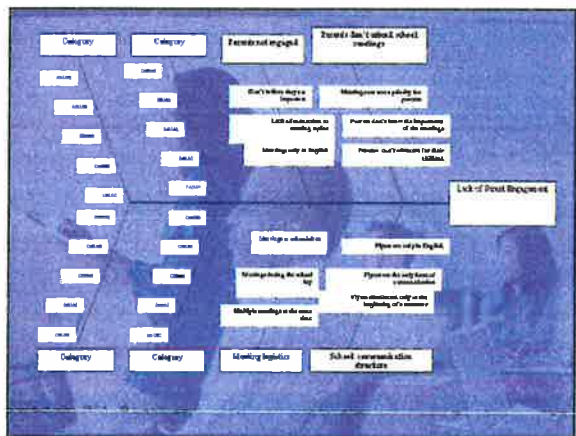
- Focus is on causes of problem, not the symptoms (avoid solutionitis)
- Why does this happen? WHY! Relentless WHY!
- Helps prepare groups for possible options or lines of investigation
- Helps identify what are we willing to do, and where do we need to go
- Supports implementing slow to learn fast.....



Adapted from: *Learning to Improve: How America's Schools Can Get Better at Getting Better*: Bryk, Gomez, Grunow, and LeMahieu

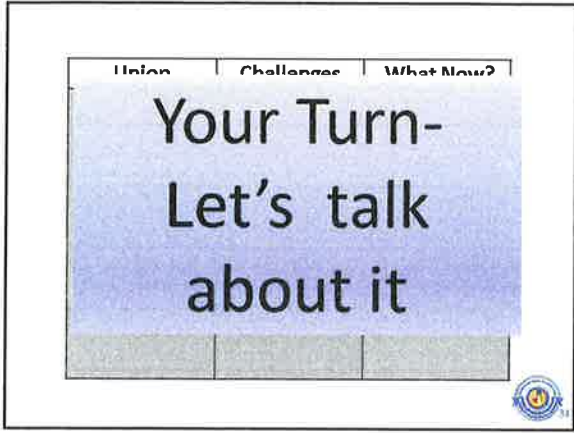


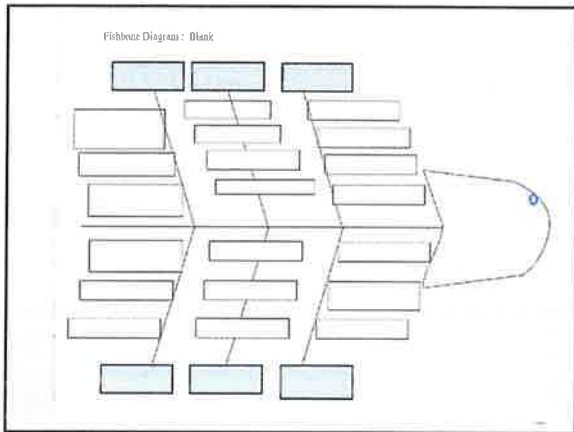


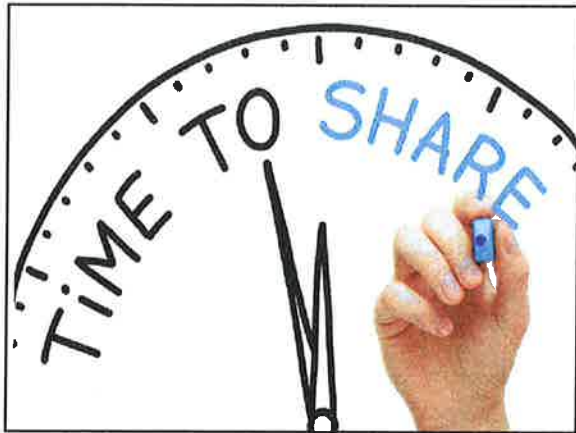


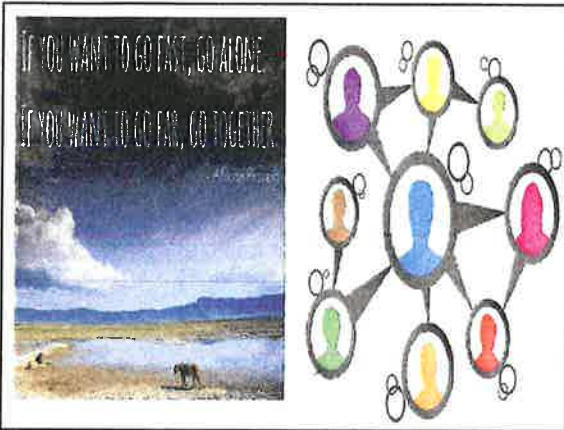
Leading from the strawberry fields:
Navigating the LEADERSHIP CHALLENGE

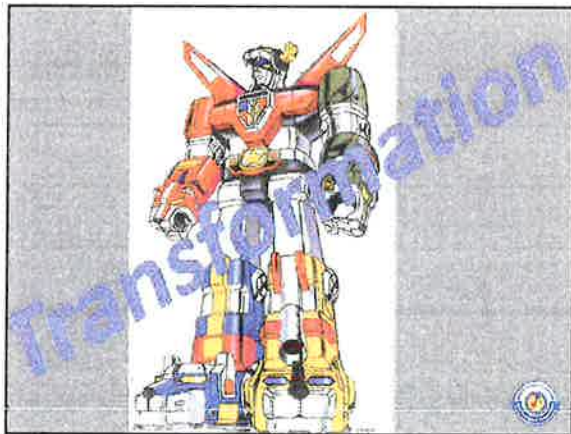
Leading from the strawberry fields is a metaphor for leadership. It suggests that leaders should lead from behind, supporting and guiding their team rather than being the sole decision-maker. This approach is particularly effective in complex, dynamic environments where team members have the expertise and autonomy to solve problems. The metaphor of strawberry fields represents a challenging and often uncertain environment where leaders must navigate through difficulties to reach their goals. The slide discusses the importance of listening, collaboration, and providing support to team members. It highlights that leadership is not just about making decisions but about creating an environment where team members can thrive and contribute their best work. The slide also mentions the need for leaders to be visible and accessible to their team, and to provide regular feedback and encouragement. The overall message is that effective leadership involves a combination of strategic vision, emotional intelligence, and a willingness to get involved in the day-to-day challenges of the team.













The conclusion is inescapable....

The core educational challenge of the Los Angeles Unified School District is educating poor children.



Learning from L.A. (2008)
Kerchner, Menefee-Libey, Mullinger, Clayton



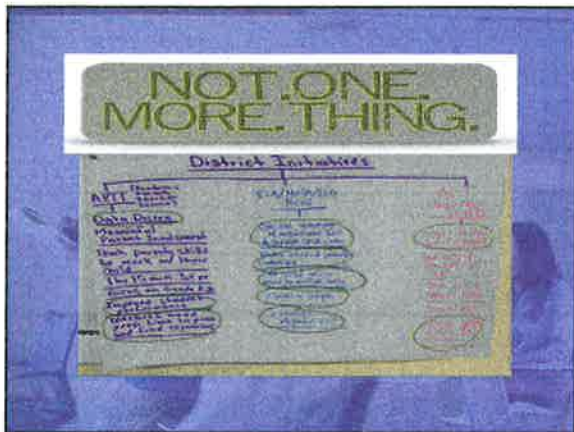
We are not failing, we are transforming.



"You can not create a butterfly gluing wings on a caterpillar, it requires transformation."



Stephanie Pace Marshall








It has always been the work.



Leaders


- Recognize barriers as deeply held negative assumptions.
- Employ intentional conversations.
- Use targeted dialogue about commitment.
- Use disciplined inquiry and action.








Scaling Up Excellence: Getting to More Without Settling for Less (2014)
R. Sutton and Huggy Rao

- It requires stating beliefs and living the behavior, and then doing so again, and again, and again.
- Shared convictions reduce confusion.








Never
underestimate
the power of the
questions we ask
ourselves as individuals
and as a
community.



Cultural Proficiency functions as...

- A lens, **through which to view your work.**
- The manner in which we lead our lives.

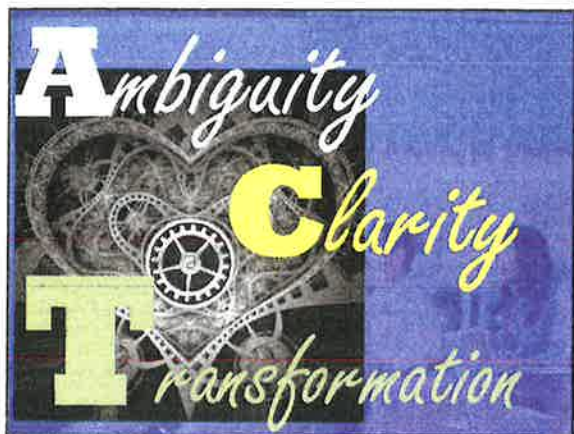


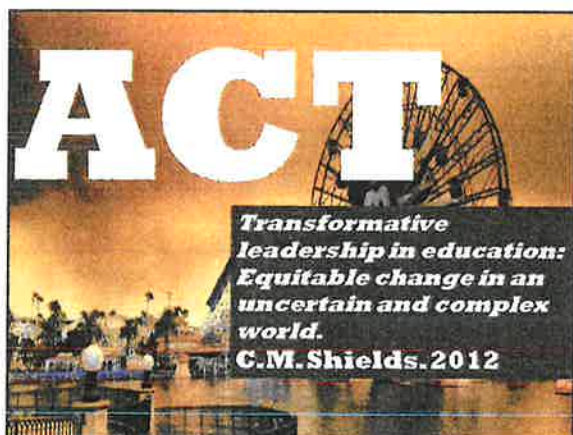
Clint Smith: A NY Teacher

The Danger of Silence

<https://youtu.be/NiKtZgImdIY?t=38>







We don't have to wait for some grand utopian future. The future is an infinite succession of presents, and to live now as we think human beings should live, in defiance of all that is bad around us, is itself a marvelous victory.

Howard Zinn, Historian

Conversation to be continued.....

Your Turn

○What questions or comments might you have?



Thank You!

delia.estrada@lausd.net



Take a Break



See you in 10 minutes



OUTCOMES

Delores and Randall Lindsey approach the Outcomes standard through the lens of their cultural proficiency work to highlight the equity focus embedded in the standard. In their full essay in *Reach the Highest Standard in Professional Learning: Outcomes*, they write, “Cultural proficiency is an approach to equity



and access for all learners.

... Our assumption, built on sound practice, is equitable professional learning experiences aligned with professional learning standards and student performance goals support equitable learning outcomes for educators and their students.” They also explore the idea of



“inside-out change” for individuals and systems and its importance in achieving equity of access and outcomes (Lindsey, Lindsey, Hord, & von Frank, 2016).

This excerpt dives into their cultural proficiency tools and framework and their connection to the Outcomes standard.

BUILD CULTURAL PROFICIENCY TO ENSURE EQUITY

By Delores B. Lindsey and Randall B. Lindsey

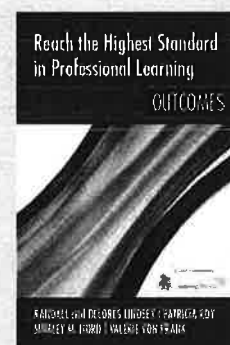
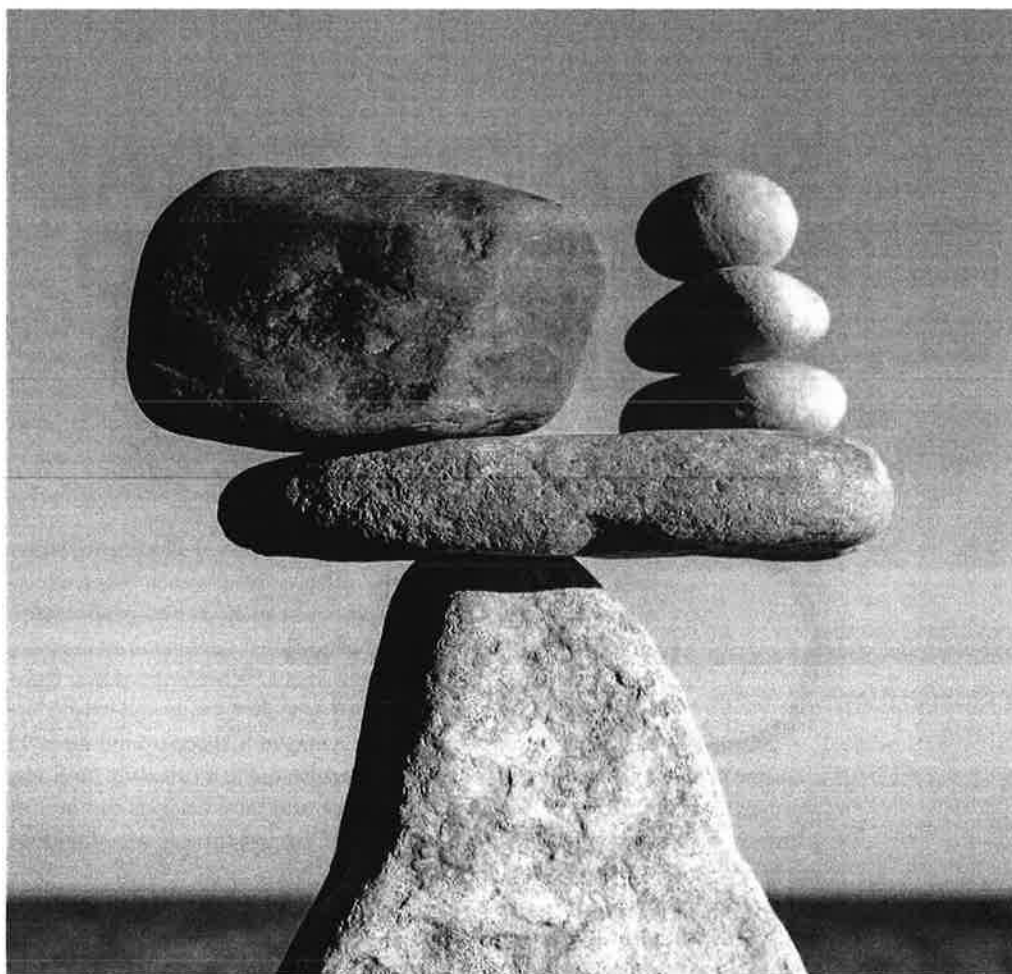
Cultural proficiency is about serving the needs of all students, with a laser-like focus on historically underserved students. When education is offered in a culturally proficient manner, historically underserved students gain access to educational opportunities intended to result in high academic achievement. When education is delivered in a culturally proficient manner, all students understand and value their own culture and the cultures of those around them. In the same vein, when educational experiences are delivered in a culturally proficient manner, all educators, legislators, board members, and local business community members understand and value the culture of those around them in ways they have rarely experienced or appreciated.

Culturally proficient professional learning focuses on the learner outcomes described in Learning Forward’s Outcomes standard. Professional learning aligned with educator effectiveness and focused on student performance takes into consideration the student’s culture, learning style, and academic need. Clearly stated outcomes with a system for monitoring and benchmarking ensure equitable student results.

THE CONCEPTUAL FRAMEWORK

To understand the Conceptual Framework for Culturally Proficient Practices on p. 52, begin reading at the bottom of the table and follow the arrows to the top. Observe that markedly contrasting sets of values guide behavior. Take particular note of the manner in which barriers are unhealthy while guiding principles as core values inform healthy practices. Recognizing and understanding the tension that exists for people and schools in terms of barriers versus assets

Professional learning that increases educator effectiveness and results for all students **aligns its outcomes with educator performance and student curriculum standards.**



ABOUT THE BOOK

Lindsey, D.B., Lindsey, R.B., Hord, S.M., & von Frank, V. (2016). *Reach the highest standard in professional learning: Outcomes.* Thousand Oaks, CA: Corwin. Excerpted with permission.

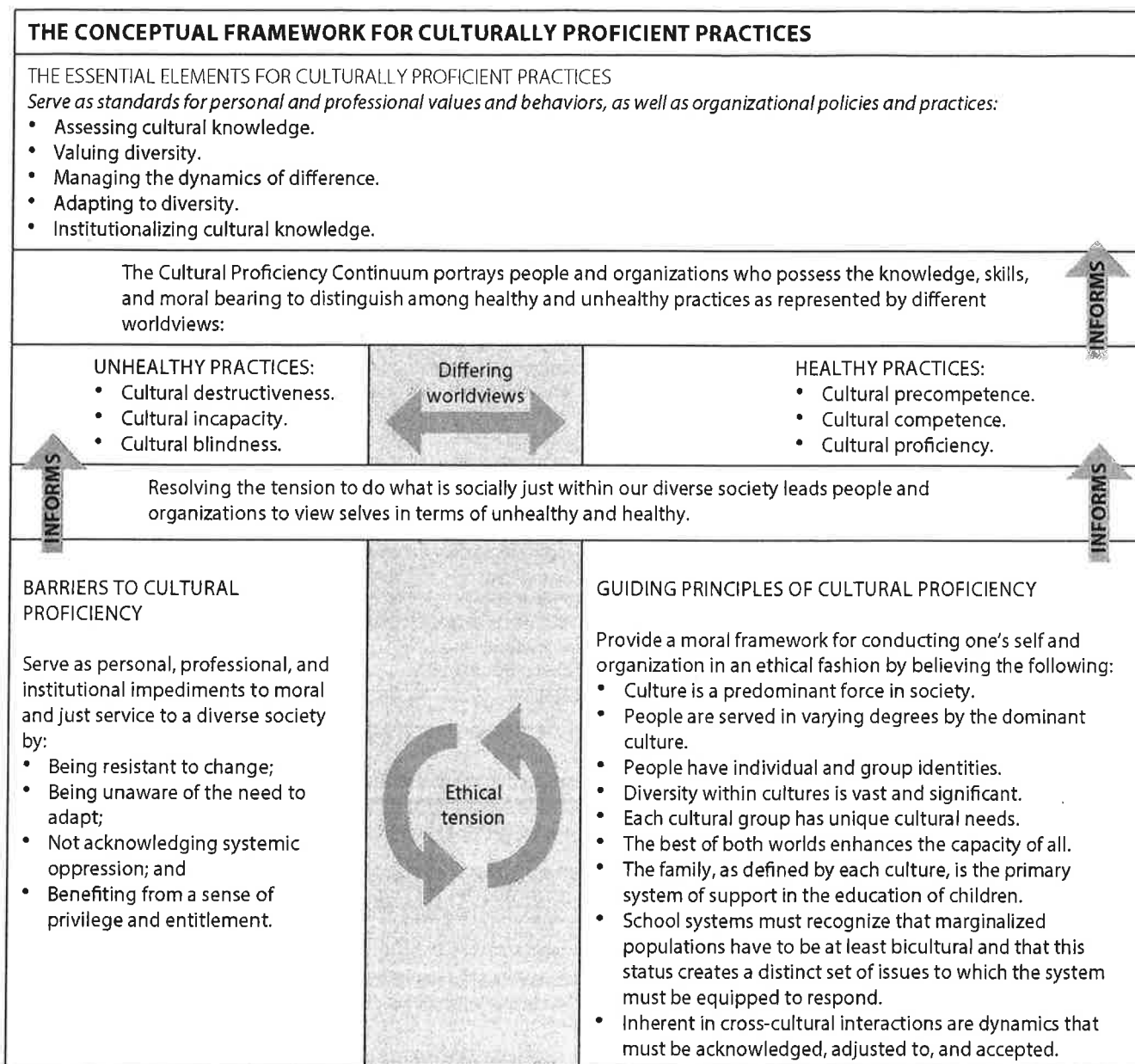
is a good first step in this journey of continuous improvement. Acknowledging barriers that exist for students and being able to see their cultures as asset-based prepares educators for serving the diversity of students in their classroom, school, and district. Take time to read each layer of the table and note how the arrows indicate relationships and patterns of influence.

BARRIERS VERSUS CULTURAL ASSETS

The barriers to cultural proficiency and the guiding principles of cultural proficiency are the invisible guiding hands of

the framework. Barriers inform the harmful aspects of the continuum — cultural destructiveness, incapacity, and blindness — while the guiding principles function as core values to guide the constructive aspects of the continuum — precompetence, competence, and proficiency.

Recognizing and acknowledging the barriers to cultural proficiency is basic to overcoming resistance to change within ourselves and our schools. The barriers to culturally proficient attitudes, behaviors, policies, and practices are systemic forces that affect our daily lives and impact professional learning by



SOURCE: Lindsey, Nuri Robins, & Terrell, 2009.

embracing deficit conceptions of students and their cultures (Cross, 1989; Lindsey, Nuri Robins, & Terrell, 1999, 2003, 2009). Forces that serve as systemic barriers include:

- Being resistant to change and believing that, since the current system works for most students, there must be a deficiency with those who can't keep up.
- Being unaware of the need to adapt and expecting that it is those who are not currently successful who are failing to adapt.
- Not acknowledging systemic oppression by either being oblivious to forces, such as racism or sexism, or dismissing them as artifacts of bygone eras.

- Benefiting from a sense of privilege and entitlement that current policies and practices foster and either not being able to see that some communities are served poorly or summarily ignoring discrepant results in the school.

On the Conceptual Framework for Culturally Proficient Practices above, note the line between the barriers and the guiding principles. That gulf between cultural blindness and cultural precompetence represents the paradigmatic shifting point where educators have clear choices.

On the left, educators are victims of social forces and embrace a cultural deficit approach to marginalized and historically underserved communities, or, every bit as damaging, they re-

THE CULTURAL PROFICIENCY CONTINUUM: DEPICTING UNHEALTHY AND HEALTHY PRACTICES					
Cultural DESTRUCTIVENESS	Cultural INCAPACITY	Cultural BLINDNESS	Cultural PRECOMPETENCE	Cultural COMPETENCE	Cultural PROFICIENCY
COMPLIANCE-BASED TOLERANCE FOR DIVERSITY			TRANSFORMATION FOR EQUITY		
<p>Cultural destructiveness:</p> <p>Seeking to eliminate references to the culture of "others" in all aspects of the school and in relationship with their communities.</p>	<p>Cultural incapacity:</p> <p>Trivializing "other" communities and seeking to make them appear to be wrong.</p>	<p>Cultural blindness:</p> <p>Pretending not to see or acknowledge the status and culture of marginalized communities and choosing to ignore the experiences of such groups within the school and community.</p>	<p>Cultural precompetence:</p> <p>Increasingly aware of what you and the school don't know about working with marginalized communities. It is at this key level of development that you and the school can move in a positive, constructive direction, or you can vacillate, stop, and possibly regress.</p>	<p>Cultural competence:</p> <p>Manifesting your personal values and behaviors and the school's policies and practices in a manner that is inclusive with marginalized cultures and communities that are new or different from you and the school.</p>	<p>Cultural proficiency:</p> <p>Advocating for lifelong learning in order to be increasingly effective in serving the educational needs of the cultural groups served by the school. Holding the vision that you and the school are instruments for creating a socially just democracy.</p>

SOURCE: Adapted from Terrell & Lindsey, 2009.

gard racism, sexism, ethnocentrism, and heterosexism as societal issues too ingrained for schools to overcome. In contrast, on the right, educators choose to believe in their capacity to effectively educate all students, irrespective of their race, ethnicity, gender, socioeconomic status, sexual identity, special needs, or faith communities.

The guiding principles of cultural proficiency are core values that regard students' cultures as assets. The guiding principles help identify and overcome both overt barriers that serve to marginalize students as well as the unrecognized and unintentional barriers that serve to limit students' access and eventual academic success. The issue of intentionality is very important. To students, their families, and members of their community, overt and unintentional barriers feel the same whether they are intentional or unintentional on the part of educators and the school.

Culture embraced as asset serves to make the guiding principles inclusive. In order to be effective and manifest an inclusive approach to culture, your core values and the school's core values must be deeply held beliefs and values fully vetted by you and members of your learning community. They cannot and must not be lightly agreed to in nodding assent, then carelessly disregarded.

Note that the guiding principles are brief, direct, and uncomplicated statements. As you continue your cultural profi-

ciency journey, you may choose to use these guiding principles as your core values. It is important to have core values that serve as the moral center of your work and your school's work because it is our core values that shape our actions. The guiding principles inform our actions through the stages of cultural pre-competence, cultural competence, and cultural proficiency. The alignment of what we profess to value with our actions becomes our outcomes measurement. Members of the community can only assess what we do, not what we say.

TRANSFORMING SCHOOL CULTURE

In considering issues of diversity, equity, and access, the organizational culture must be the focus of professional learning. Researchers have studied organizational and school cultures extensively and concur that schools need leaders who understand and manage that culture in a constructive manner (Deal & Kennedy, 1982; Fullan, 2003; Schein, 1992, 2010; Wagner et al., 2006). Experienced and new educators agree that change is not easy. Implementing new practices in schools is often difficult and made even more challenging when addressing the educational needs of historically underserved or marginalized students.

No Child Left Behind and similar state-level initiatives have contributed to a slowly evolving national context of responding to the educational needs of marginalized communities in ways not previously confronted. While it may be true that change is

not easy, we know also that change in our increasingly diverse society is inevitable and natural.

Formal and nonformal school leaders must be able to recognize and acknowledge personal and institutional barriers to creating conditions for teaching and learning while advocating for practices that benefit all students, schools, and districts. The Conceptual Framework for Culturally Proficient Practices is a mental model for managing change that we use to understand and tell our stories in ways that may inform as you continue your journey to increased effectiveness as an educator (Dilts, 1990, 1994; Lindsey, Nuri Robins, & Terrell, 2009; Senge et al., 2000).

CULTURES AS ASSETS

With this basic grounding in acknowledging barriers and using core values informed by the guiding principles, we are now prepared to get to the doing. The Cultural Proficiency Continuum (see p. 53) and the Essential Elements for Culturally Proficient Practices (see below) are the most visible tools of cultural proficiency and are represented by what we do, not by what we say we do. The essential elements are standards for personal and professional behavior as well as for organizational policies and practices. The guiding principles are core values that inform and guide the essential elements. When culture is embraced as an asset, professional learning goals can be crafted for ourselves as educators and for the communities we serve.

The Cultural Proficiency Continuum on p. 53 aligns the six phases of cultural proficiency to illustrate that the effects of the barriers are in contrast to the effects of the guiding principles. The cultural destructiveness, incapacity, and blindness phases are composed of harmful behaviors that explicitly or implicitly foster actions that limit the academic and social success of historically marginalized students or the effective exclusion of historically marginalized colleagues and community mem-

DELORES B. LINDSEY, a retired associate professor, uses the lens of cultural proficiency to help education leaders examine their organization's policies and practices as well as their individual beliefs and values about cross-cultural communication.

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bers. In marked contrast, the culturally precompetent, competent, and proficient phases are inclusive and support policies and practices for students, educators, parents, and community members by esteeming their cultures.

The Essential Elements for Culturally Proficient Practices are carefully crafted standards borne out of a deeply held value for culture in all its manifestations. Engaging in effective professional learning experiences that honor and recognize diverse communities combined with the view that students' cultures are assets on which to build a relationship better equips educators to meet the academic and social needs of historically marginalized students.

Valuing culture and diversity through commitment to the essential elements prepares educators to manage change effectively.

COMMITMENT TO IMPROVEMENT

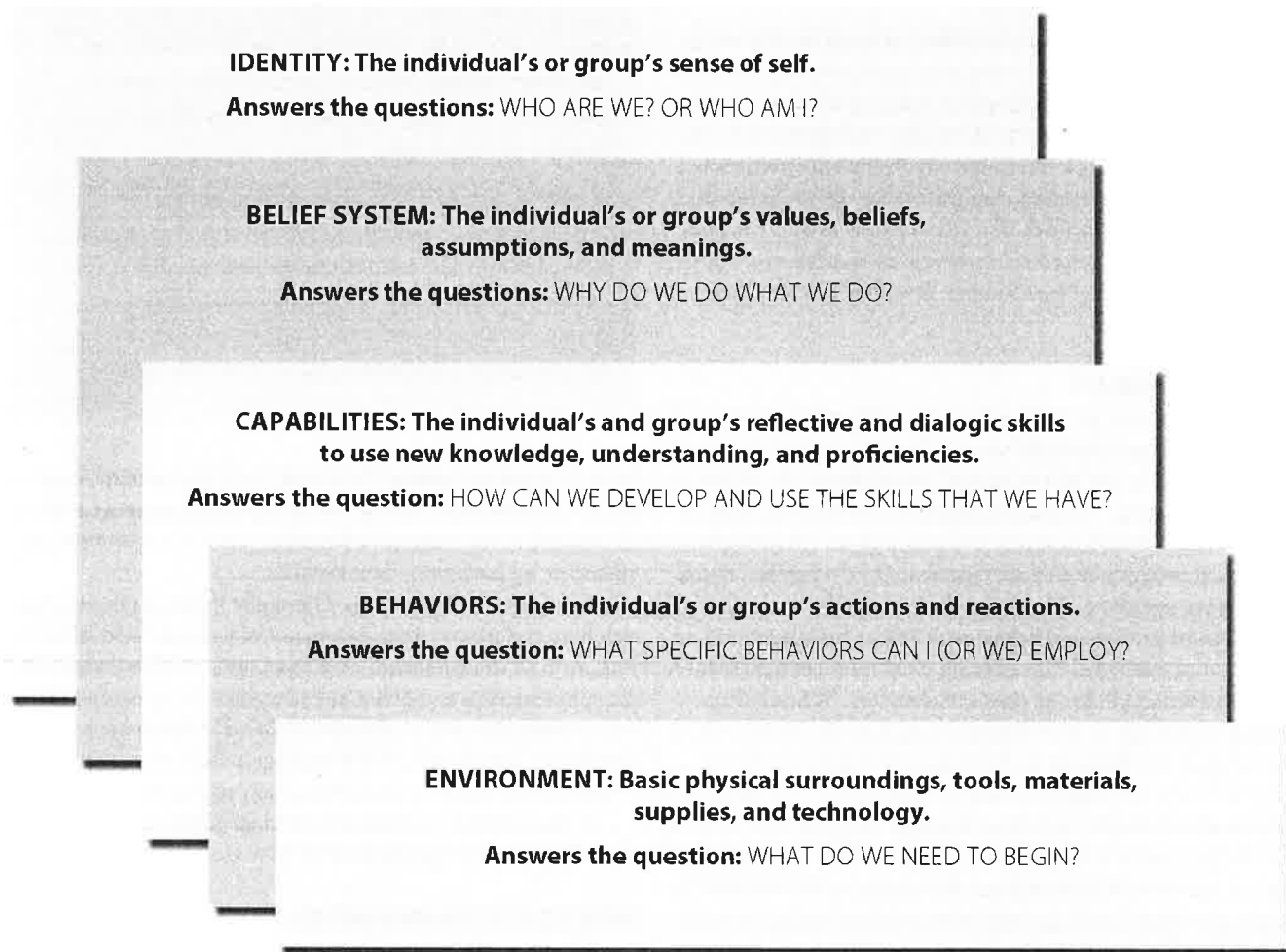
A school or district's change initiative is often the primary indicator of success or failure in reaching student performance goals. A variety of factors reflect the level of commitment: edu-

THE ESSENTIAL ELEMENTS FOR CULTURALLY PROFICIENT PRACTICES

1. **Assessing cultural knowledge:** Becoming aware of and knowing the diverse communities within your school. Knowing how educators and the school as a whole react to marginalized communities. Learning how to be effective in serving these communities. Leading and learning about the school and its grade levels and departments as cultural entities in responding to the educational needs of the underserved communities.
2. **Valuing diversity:** Creating informal and formal decision-making groups inclusive of parents/guardians and community members whose viewpoints and experiences are different from yours and the dominant group at the school, which will enrich conversations, decision making, and problem solving.
3. **Managing the dynamics of difference:** Modeling problem-solving and conflict resolution strategies as a natural and normal process within the culture of the schools and the diverse contexts of the communities of your school.
4. **Adapting to diversity:** Learning about underserved cultural groups different from your own and the ability to use others' experiences and backgrounds in all school settings.
5. **Institutionalizing cultural knowledge:** Making learning about underserved cultural groups and their experiences and perspectives an integral part of the school's professional development.

SOURCE: Adapted from Terrell & Lindsey, 2009.

NESTED LEVELS OF ORGANIZATIONAL CHANGE



SOURCE: Adapted from Lindsey, Martinez, & Lindsey, 2007.

cators' public pronouncements, the allocation of resources (i.e. time, people, money, and materials) assigned to the initiative, the widely held belief that the initiative can produce desired results, the overall efforts to sustain growth over time, and the ability of teachers and leaders to identify change initiatives as part of "the way we do things around here."

Robert Garmston and Bruce Wellman expanded the work of Gregory Bateson and Robert Dilts by developing a model of intervention based on the nested levels of learning (Garmston & Wellman, 1999). The Nested Levels of Organization Change above is a model of behavioral and organizational change that supports consideration and implementation change efforts, such as those in the college- and career-readiness standards.

The nested levels indicate that behavioral and observable changes most significantly occur when all levels are addressed. Change that occurs at one level impacts behaviors below that level (i.e. allocation of resources, decision making, problem solving, professional development, assessment, curriculum, and

instruction decisions). Change processes that reside only at the lower levels have little impact or influence on the levels above, limiting the chances or opportunities for large-scale changes (Lindsey, Kearney, Estrada, Terrell, & Lindsey, 2015).

School improvement efforts focused at the two lowest levels — providing or improving facilities, purchasing materials of instruction, and implementing new academic programs as mandated by local, state, or federal agencies — are common in schools and districts. Such interventions represented as change or improvement processes are often employed as the answer to problems such as disproportional suspensions and expulsions of specified cultural groups of students. The same answer is often applied to the cultural characteristics of students in advanced placement or honors classes.

Although these lower-level interventions are important and necessary, they should be employed only after considering whether they are the most effective. Beginning at the lower levels of the change process often becomes "fill-in-the-blank"

responses to problems, issues, or needs. Schools or districts often see new programs or interventions as the solution to disproportionality or underrepresentation even before analyzing student data or student needs and posing questions that challenge operating assumptions.

Implementation decisions for school change initiatives should be based on student achievement and participation data, involving educators in collaboratively selecting intervention programs, developing instructional techniques, and designing assessment strategies that reflect student needs. Educators have to be engaged in collaborative conversations and data dialogues as part of their districtwide reform efforts to support all students, parents, and community members.

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