

**Table 6.1**

**Rubric for Cultural Proficiency Professional Learning in Support of Common Core Standards**

**Outcome:** Increase the achievement and well being of all students, with an emphasis on addressing achievement and opportunity disparities between student groups, by continuously improving the knowledge, skills, and attitudes of educators who educate and support them.

	<b>Informed by Barriers to Cultural Proficiency</b> Tolerance for Diversity: <i>Focus on “them”</i>			<b>Informed by Guiding Principles of Cultural Proficiency</b> Transformation for Equity: <i>Focus on “our practice”</i>		
<b>5 Essential Elements</b> serve as standards for Culturally Proficient Leadership	<b>Cultural Destructiveness</b>	<b>Cultural Incapacity</b>	<b>Cultural Blindness</b>	<b>Cultural Pre-competence</b>	<b>Cultural Competence</b>	<b>Cultural Proficiency</b>
<b>Assessing Cultural Knowledge</b> identifies the differences among people in your environment; be aware of the importance of cultural identity; identify organizational culture.	<b>Professional learning</b> reinforces cultural misinformation that “we are all the same” by training educators in a <b>single/one-size-fits-all</b> approach to instruction and student learning	<b>Professional learning</b> uses information about student differences as the rationale for training teachers to “get all students on board” in reaching a target considered the norm	<b>Professional learning</b> focuses on generalized best practices for standards-based instruction that apply to all educators and students, without differentiation.	<b>Culturally Proficient Professional Learning</b> begins to reference disaggregated student and educator data about culture and CCSS capacity in order to identify strengths and improvement areas and determine individual and collective learning priorities.	<b>And . . .</b> actively engages educators in learning about their own cultures and examining their personal attitudes and biases in relation to staff, student and school cultures to determine how their own assets and needs	<b>And . . .</b> integrates opportunities in real tasks to practice increased cultural knowledge about using relevant, disaggregated student and educator data to inform differentiated, culturally

					may support or hinder student success in being college and career ready.	relevant instruction that supports students in meeting being college and career-ready.
<b>Valuing Diversity</b> embraces differences as contributors to the value of your environment; address cultural experiences and opportunities.	<b>Professional learning</b> is based on developing educators’ skills in removing or punishing diverse student culture, language, etc., in order to help students become successful.	<b>Professional learning</b> focuses on developing educators’ skills to standardize student language, learning approaches etc. to meet expectations of the dominant culture	<b>Professional learning</b> reinforces strategies that lead educators “not to play favorites,” resulting in them ignoring cultural, linguistic, and ... diversity and providing all educators and/or students with the same instruction and support	<b>Culturally Proficient Professional Learning</b> recognizes that educator diversity can extend professional knowledge and understanding of staff and student cultures and experiences that can help students make connections to learning and a variety of pathways to academic success.	<b>And . . .</b> encourages educators to work collaboratively to learn new instructional and cultural competency skills to increase the variety of approaches effective for students with a range assets and needs to learn and thrive.	<b>And . . .</b> relies on educators’ diverse cultures, experiences and capabilities to develop and lead staff learning and application of differentiated instructional and support strategies required for each student to meet expectations of the Common Core.
<b>Managing the Dynamics of Difference</b> reframes differences so diversity is not	<b>Professional learning</b> does not acknowledge diversity issues but helps	<b>Professional learning</b> poses diversity as a challenge that can be addressed with	<b>Professional learning</b> poses problems of practice that minimize the importance of	<b>Culturally Proficient Professional Learning</b> identifies and/or structures opportunities for	<b>And . . .</b> leads to the development of communities of practice where educators use	<b>And . . .</b> enables educators to find ways to provide students with a range of

perceived as a problem to be solved; promote, models using inquiry, dialogue related to multiple perspectives, issues arising from diversity.	educators’ learn how to solve people problems and quickly activate a uniform response “to keep the lid” on a challenging situation.	a foolproof solution that is “tried and true”.	multiple perspectives and highlight reaching consensus for the common good in order to avoid discussions about diversity that may be uncomfortable.	educators to learn and practice inquiry and dialogue models that help them confidently address issues arising from multiple perspectives.	inquiry and dialogue models to reframe anticipated or current issues they are facing in implementing equitable practices to address CCSS expectations.	instructional approaches and supports that fit their diverse set of assets and needs and meet different student, family, and institutional expectations that every student graduates college and career-ready.
<b>Adapting to Diversity</b> teaches and learns about differences and how to respond to them effectively; facilitates change to meet the needs of the community.	<b>Professional learning</b> is not differentiated or purposefully connected to educator, student or community needs.	<b>Professional learning</b> emphasizes how educators can maintain the status quo to sustain “stability” that students can count on.	<b>Professional learning</b> is organized as a common opportunity for all educators and consists mainly of approved programs provided by regional, state, or federal providers.	<b>Culturally Proficient Professional Learning</b> helps educators develop understanding about instructional changes required by the new Common Core standards, determine current capacities and needs to implement equity-focused policies and practices, and initiate ongoing	<b>And . . .</b> extends educator experiences related to a variety of equity perspectives, including race, gender, language, sexual orientation, religion, special abilities and needs and socioeconomic status that may impact students’	<b>And . . .</b> promotes collective action to develop and apply policies and practices that support the wide variety of instruction and support services required by diverse students engaged in meeting CCSS standards and moving toward college and careers.

				educator learning and support to develop expertise and confidence.	initial ability to meet CCSS expectations.	
<b>Institutionalizing Cultural Knowledge</b> changes systems to ensure healthy and effective responses to diversity; shape policies and practices that meet the needs of a diverse community.	<b>Professional learning</b> does not reflect student or educator diversity or address how differentiated support is necessary to implement practices that lead to CCSS implementation.	<b>Professional learning</b> supports approaches that reinforce values and policies ensuring that assimilation is applied in classrooms and schools.	<b>Professional learning</b> opportunities are mandated, reflecting the belief that common approaches can serve the needs of all cultural groups.	<b>Culturally Proficient Professional Learning</b> provides the means for educators to learn about and practice theories and principles of equity that can support or hinder culturally responsive policies and actions related to student learning success.	<b>And . . .</b> promotes educators developing the structure and processes for an ongoing, comprehensive system of individual and collective learning that responds to diverse and changing educator and student needs with reliable supports to meet CCSS expectations that every student graduates ready to be successful in college or a career.	<b>And . . .</b> includes educators’ reviewing individual and collective professional learning experiences and results over time to evaluate whether professional learning efforts and changes in policies and practices are having an impact on educator effectiveness and, ultimately, all students’ performance and well being.