

Table 3.1

PreK-12 Educators' Rubric for Inclusion and Support of English Learning Students and Their Communities

	Informed by Barriers to Cultural Proficiency			Informed by Guiding Principles of Cultural Proficiency		
Essential Elements for Including and Supporting English Learning Students	Cultural Destructiveness	Cultural Incapacity	Cultural Blindness	Cultural Precompetence	Cultural Competence <i>At Standard</i>	Cultural Proficiency
<p><b>Assessing Cultural Knowledge</b> – extent to which educators initiate learning about their own and others' culture(s) as assets for making changes that benefit underserved students in schools and in the linguistically and culturally diverse communities.</p>	<p>Degrade linguistically and culturally diverse communities and uses a narrow definition of Canadian and U.S. cultures that render other cultures as unworthy.</p> <p>Repress any references to students' home culture and language by implementing English only policies and programs thereby becoming barriers to your own progress and the progress of others.</p>	<p>Disavow any positive influence of students' home language and culture on student success and uses remedial programs to promote language and cultural assimilation.</p> <p>Treat students' home and linguistically and culturally diverse communities as a detriment to their learning.</p>	<p>Deny or are incapable of viewing the school's culturally and language diverse community as assets to student success.</p> <p>Participate in or promote a compliant, standardized culture of continuous improvement for all students; however, use standardized and English language tests as single measures of progress irrespective of students' language and culture.</p>	<p>Acknowledge disparities in one's and colleagues' information about students and community cultures as assets; and, commit to your and your school's learning as a result of this analysis.</p> <p>Commit to you and your school's on-going learning about culturally and language diverse students and communities or risk regression to Cultural Blindness or worse.</p>	<p>Learn about and demonstrate knowledge about the culturally and language diverse community you serve in authentic ways.</p> <p>Utilizes the full complement of school and community resources to access opportunities for success.</p> <p>View the linguistically and culturally diverse community as an asset.</p> <p>Know how other educators and the school as a whole react to the linguistically and culturally diverse community you serve; and, continuously learn how to be effective in serving the community.</p>	<p>Educate about and address sociocultural inequities in the achievement of your linguistically and culturally diverse students.</p> <p>Advocate for linguistically and culturally diverse students' academic and social success.</p> <p>Interact with families and community agencies and other resources in a manner that engages them as partners in the education of all students.</p>

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					<p>Learn about your linguistically and culturally diverse school and its grade levels and departments as cultural entities.</p> <p>Provide leadership by modeling and promoting culturally responsive ways to meet the educational needs of your linguistically and culturally diverse community.</p>	
<p><b>Valuing Diversity</b> – extent to which educators are inclusive of people and cultures with viewpoints and experiences different from their own for the benefit of the school and the linguistically and culturally diverse community.</p>	<p>Use no accommodation for linguistically and culturally diverse students, their cultures, or their communities and profess the purpose of school is to make students into English-only speakers.</p> <p>Deny access to core curriculum, instructional materials, academic rigor, supplemental instructional and related resources to support linguistically and culturally diverse learners.</p>	<p>Exclude diverse perspectives and experiences for purpose of promoting an assimilationist function of school.</p> <p>Educators resist mandated language development requirements and openly regard them as an unnecessary intrusion into school that negatively impacts overall school academic achievement.</p>	<p>English learning students are assigned into classes, as are other students, with no regard for their language ability or fluency.</p> <p>Comply with state, province or national minimal requirements for home-school, family involvement and make no further efforts to engage linguistically and culturally</p>	<p>Recognize your limited knowledge about linguistically and culturally diverse students, their culture, and their communities and commit to expanding one’s and the school’s learning about the culturally and diverse communities it serves.</p> <p>Express your willingness to learn techniques and strategies that better serve linguistically and culturally diverse students to foster understanding and trust among</p>	<p>Engage one’s school community in ways that linguistically and culturally diverse families and their communities are central to conversations, decision making and problem solving regarding student access to the core curriculum and engagement that results in academic achievement.</p> <p>Conduct and facilitate parent conferences and meetings using linguistically and culturally appropriate communication or translations for verbal and written communication.</p>	<p>Promote and develop mechanisms for creating a socially just school and society with particular emphasis on linguistically and culturally diverse students.</p> <p>Continuously engage all aspects of your school community to collaborate on common goals and share resources and engages in enhancing access of opportunity and eliminating achievement gaps, with particular attention paid to linguistically and</p>

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			diverse communities.	one's students and their families.  Strategies may be inconsistently applied among linguistically and culturally diverse students.		culturally diverse students.
<b>Managing the Dynamics of Difference</b> – extent to which educators use problem solving and conflict resolution strategies as ways to be inclusive of multiple perspectives and to teach others about the dynamics of cultures in contact with one another.	<p>Suppress diverse opinions about the educational needs of linguistically and culturally diverse students, thereby, deny, resistor avoid developing and offering instructional or curricular programs to meet students' unique educational needs.</p> <p>Require English learning students and their families to conform and adhere to the decision-making, problem solving and conflict resolution style and structure of the school and district, which may not be culturally responsive to the communities served.</p>	<p>Comply with stated or implied approaches to conflict that maintain the status quo, excludes or trivializes diverse perspectives, and perpetuates a <i>one size fits all</i> approach to education.</p> <p>Involves self with English learning issues only to satisfy local, state and federal compliance requirements.</p>	<p>Seek to avoid conflict and in doing so make few attempts to solicit diverse points of view.</p> <p>Diagnose and inappropriately place linguistically and culturally diverse students by not using proper academic information or assessments.</p>	<p>Engage in developing skills in problem solving and conflict resolution strategies that may work more effectively for some groups than others.</p> <p>Collect and examine academic and assessment placement information about some English learning students, that may or may not be used on a consistent basis.</p> <p>Study alternative courses of action and weigh the associated benefits and risks. The consequence of which may be action toward Cultural Competence or regression to blindness and other forms of educational inertia.</p>	<p>Host and facilitate conversations that surface diverse opinions and perspectives across cultures and viewpoints as a natural and normal process within your school and the linguistically and culturally diverse community it serves.</p> <p>When hosting conversations, anticipate and confront resistance; then, take actions that may not be popular but are necessary in addressing the needs of English learning students within the linguistically and culturally diverse communities your school serves.</p>	<p>Resolve issues that occur among cultures to deepen school and community understanding about educational and societal injustices experienced by linguistically and culturally diverse students and their families.</p> <p>Collaborate across linguistically and culturally diverse communities served by the school as an active way to address and solve issues confronting English learning students.</p>

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<p><b>Adapting to Diversity</b> – extent to which cultural knowledge is integrated into a moral imperative that guides educator values and school policies to achieve equitable educational and socially fair and just outcomes.</p>	<p>Believe that recognizing multilingualism and culture is a distraction to the educational process.</p> <p>Reject pluralism as being part of curricula and believe what the traditional school values and enacts policies that are in the best interest of students.</p> <p>Avoid using achievement data to understand the school’s effectiveness with linguistically and culturally diverse students or to inform conversations and decisions and is guided by predominant assumptions and biases that go unchallenged.</p>	<p>Expect students and their parents to take advantage of existing school programs and opportunities, making no linguistic or cultural accommodations and, then, judging parents/guardians as lacking interest in their students’ academic success when they do not participate.</p> <p>Use achievement data to develop English learning intervention and remediation programs that limit student access to core curriculum and, therefore, limits access to higher levels of achievement.</p>	<p>Disregard the belief that school has a foremost role in closing achievement gaps which leads to explaining academic disparities in terms of external forces such as language learning, social class, student mobility, perceptions of parental education, or ethnicity/race.</p> <p>Use achievement data with the intent of improving the image of the school and without attention to the curricular and instructional needs of linguistically and culturally diverse students.</p>	<p>Cultivate a personal and school-wide sense of responsibility for learning about each and every language and cultural groups in the community.</p> <p>Learn how to disaggregate achievement data to work with colleagues to interpret and plan for effective use of the data in ways that ensure student academic and personal/social success for all linguistically and culturally diverse students.</p> <p>Develop an initial awareness of the benefit of disaggregating and examining access and opportunity data that looks for disparities among linguistically and culturally diverse students in special education, advanced placement classes, extra-curricular activities, and student discipline.</p>	<p>Function as teams to effectively use achievement and access/opportunity data and culturally relevant instructional and curricular content to facilitate classroom discussions that represent the cultural and linguistic diversity of students in an inclusive democratic environment.</p> <p>Develop students ability to access knowledge, make decisions, solve problems and develop dispositions that will benefit them in an interactive intercultural society</p>	<p>Organize school and parent/guardian groups to analyze and understand opportunity/access and achievement data in a way that considers divergent and often conflicting points of view and leads to equitable and just practices and policies.</p> <p>Challenge restrictive legal mandates and catalyze effective efforts intended to meet the needs of all students, with particular attention to linguistically and culturally diverse students.</p>
<p><b>Institutional-</b></p>	<p>Deny or resist any responsibility for</p>	<p>Judge students’ and their</p>	<p>Accept narrow policies and</p>	<p>Recognize through data analyses that</p>	<p>Advocate and sponsor opportunities for sharing</p>	

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<p><b>izing Cultural Knowledge</b> - extent to which cultural knowledge is evident in educator behavior and in school policies and practices that address educational inequities and tend to close access, opportunity and achievement gaps.</p> <p>Advocates for equitable and just policies and practices and in the use of data to inform school of all student needs.</p>	<p>exploring institutional barriers to teaching and learning linguistically and culturally diverse students.</p> <p>Marginalize or exclude students from r core curriculum by holding the belief that some linguistically and culturally diverse students are not worthy or capable of higher forms of academic achievement.</p>	<p>parents’/guardians’ cultures and languages, other than standard forms of English, as major impediments to their success in school and society.</p> <p>Promote the primary role of the school to remediate the linguistic and cultural ‘deficiencies’ in language development that limit student success in school.</p>	<p>practices that fail to benefit all students equitably.</p> <p>Fail to acknowledge that the persistence of achievement gaps is tied to schools’ failure to embrace students’ cultures and language.</p> <p>Develop minimal school achievement targets that are compliance-based and do not consider persistent access and achievement disparities.</p>	<p>achievement gaps are persistent and begin to pay attention to inequities inherent in student access and opportunity that leads to inappropriate academic placement.</p> <p>Begin to question the unequal distribution of available and appropriate human, educational, and financial resources that supports professional development for appropriately serving linguistically and culturally diverse students.</p> <p>Risk being overwhelmed by the enormity of closing achievement gaps and choose to do little or nothing and revert to counter productive behaviors and policies.</p>	<p>expertise among school personnel to address access opportunities for linguistically and culturally diverse students and families.</p> <p>Intentionally seek input from linguistically and culturally diverse communities, inclusive of those who do not assert their voices or perspectives, to address access and achievement issues for their children.</p> <p>Assess policies and practices and to make equitable decisions that consider all community members’ input, with particular focus on linguistically and culturally diverse students.</p> <p>Implement evidenced-based programs and consistently follow student placement decisions established on multiple academic measures that include language proficiency (i.e., English and home).</p>	<p>Advocate for just and equitable policies and practices derived from the use of data to inform school of student needs, with particular emphasis on linguistically and culturally diverse students.</p> <p>Seek to use data to inform school progress in narrowing and closing achievement gaps for linguistically and culturally diverse students.</p> <p>Mentor colleagues and community members to develop and use culturally proficient communication strategies to facilitate an understanding among the larger community that meeting the needs of linguistically and culturally diverse students contributes to and supports the</p>
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Things to consider either to precede rubric or are placed in Chapter 1:

- Rubric does not address instruction and assessment as discrete topics.
- Need to identify English learning students/communities (see Purrington, Terrell). We have adopted Ochoa's suggestion of 'Linguistically and culturally Diverse Students.