

Table 6.5
Professional Development Rubric

	Informed by Barriers to Cultural Proficiency			Informed by Guiding Principles of Cultural Proficiency		
5 Essential Elements	Cultural Destructiveness	Cultural Incapacity	Cultural Blindness	Cultural Precompetence	Cultural Competence 'Standard is Met'	Cultural Proficiency
Assessing Cultural Knowledge – extent to which professional development addresses issues of cultural identity	Professional learning that provides opportunities to learn about one's own and others' cultural identities are avoided and prohibited.	Professional learning promotes practices and approaches that promote assimilation to the dominant culture.	Professional learning provides common approaches that avoid issues related to cultural identity believed to be beneficial to all students.	Recognize differences between the culture of the home and the culture of the school, professional development may address issues of culture.	Professional learning informs participants about their culture, the cultures of others and the school's culture. Professional development helps close gaps in achievement gaps and bridge gaps in cultural, linguistic, learning and communication styles.	Professional learning helps staff close achievement gaps for underserved groups and anticipate changing community needs.

Adapted from Randall B. Lindsey, Stephanie Graham, R. Chris Westphal, Jr., & Cynthia Jew. (2008). *Culturally Proficient Inquiry: A Lens for Identifying and Examining Educational Gaps*, Thousand Oaks, CA.: Corwin Press. **Reproduction authorized for individuals or organizations who have purchased this book.**

<p>Valuing Diversity – extent to which professional development addresses cultural issues</p>	<p>Professional learning opportunities intend to extinguish manifestations of culture, language, or learning styles.</p>	<p>Professional learning opportunities support assimilation to the dominant culture and learning styles.</p>	<p>Professional learning opportunities promote one approach to meet the needs of all students.</p>	<p>Recognizes community diversity and may address the needs of different cultural groups in professional learning.</p>	<p>Professional learning helps staff develop approaches that meet the needs of multiple cultural, linguistic and learning styles.</p>	<p>Professional learning opportunities help participants anticipate, identify and respond to changing demographics.</p>
<p>Managing the Dynamics of Difference – professional development promotes and models the use of inquiry and dialogue related to multiple perspectives and issues arising from diversity</p>	<p>Professional learning provokes and foments opportunities to denigrate the cultural needs of some student/parent/staff groups.</p>	<p>Professional learning is used to influence and shape practices that expect others to assimilate to the dominant culture in order to better educate and conserve the resources of the school/district. Processes are justified by <i>majority rule or opinion</i>.</p>	<p>Professional learning and meetings advocate topics and processes that promote the common good, and consensus is favored when conflict arises.</p>	<p>Recognizing that issues arising from diversity are ever present and often provoke conflict, school leaders may identify and develop professional development opportunities that surface multiple perspectives about issues arising from diversity.</p>	<p>Professional learning opportunities incorporate multiple perspectives on relevant topics and build capacity for dialogue about conflict from issues that may arise from issues related to diversity.</p>	<p>Professional learning opportunities promote social action to better meet the needs of an ever-changing community.</p>

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<p>Adapting to Diversity – the extent to which professional learning facilitates change to meet the needs of the community</p>	<p>Professional learning activities suppress change to meet the needs of a diverse community.</p>	<p>Professional learning opportunities assume that the best way to meet the needs of a diverse community is to maintain the status quo and help others to assimilate.</p>	<p>Believing they serve the needs of all cultural groups, professional learning opportunities consist mainly of programs sanctioned by local, state and federal agencies.</p>	<p>Recognizing the needs of a diverse community, professional learning opportunities examine and alter practices that may better meet the needs of a diverse community.</p>	<p>Professional learning opportunities use data to drive change to better meet the needs of a diverse community.</p>	<p>Professional learning opportunities help staff anticipate the needs of a changing community and develop flexible policies and practices to meet current and future needs.</p>
<p>Institutionalizing Cultural Knowledge – extent to which professional development shapes policies and practices that meet the needs of a diverse community.</p>	<p>Professional learning opportunities shaped by values and policies that deny the needs of a diverse school community are systematically applied in schools and classrooms.</p>	<p>Professional learning opportunities that reinforce values and policies ensuring assimilation are applied in classrooms and schools.</p>	<p>Believing they serve the needs of all cultural groups, mandated professional learning opportunities are applied in classrooms and schools.</p>	<p>Recognizing that some community needs are not met, professional learning opportunities may examine and shape values and policies to meet identified needs.</p>	<p>Professional learning opportunities are encouraged, shared and applied in classrooms, the school, and community for the purpose of improving student learning and achievement.</p>	<p>Professional learning opportunities lead to improving community welfare and interdependence.</p>

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