

Table 6.4

Parent and Community Communication and Outreach Rubric

	Informed by Barriers to Cultural Proficiency			Informed by Guiding Principles of Cultural Proficiency		
	Cultural Destructiveness	Cultural Incapacity	Cultural Blindness	Cultural Precompetence	Cultural Competence	Cultural Proficiency
Assessing Cultural Knowledge - extent to which community involvement facilitates the identification, assessment and development of cultural identity	Ignore, intimidate or punish the expression of needs of diverse parent/community groups.	Help culturally diverse parent and community members by purposefully assimilating them into the dominant culture.	Parent, community and school leaders are from select communities without regard to different cultural groups.	Recognizing the importance of knowing about each others' cultures, parent, community and school leaders may learn about each other in authentic ways.	Parent, community and school leaders learn about each others' cultures in order to bridge the gaps between and among home, community and school cultures.	Parent, community and school leaders continuously scan the environment in order to be responsive to ever - changing community demographics.
Valuing Diversity – extent to which parent and community diversity is valued	Actively prevent involvement of different cultural groups in making decisions about programs and services that meet the needs of all students.	Identify parents and community members to remediate their cultural deficiencies.	Parent and community involvement responsive to legal mandates without respect to different	Recognizing need to involve and culturally diverse community groups in decision making, may	Involve representative constituencies of parents and community members as partners in making decisions about	Representative constituencies of parents and community members advocate closing achievement gaps and develop and model advocacy for social justice practices.

From *Culturally Proficient Inquiry: A Lens for Identifying and Examining Educational Gaps*. Randall B. Lindsey, Stephanie Graham, R. Chris Westphal, Jr., & Cynthia Jew. Thousand Oaks, CA.: Corwin Press, 2008. **Reproduction authorized for purchasers of the book.**

			cultural groups.	include some but not all groups appropriately.	programs and services that meet the needs of all students.	
Managing the Dynamics of Difference – extent to which community involvement efforts develop the capacity to mediate cultural conflict between and among diverse parent/community groups and the school	Sabotage involvement of some parent groups by instigating competition for scarce resources that results in inter group conflict.	Ignore parent and community groups that are working to address issues important to them.	Facilitate groups working together to find common ground on divisive issues.	Recognizing emerging inter-group conflict, staff, community leaders may develop conflict resolution strategies or identify <i>key liaisons</i> within diverse cultural groups.	Create a culture which encourages multiple perspectives and builds capacity for and practices dialogue between and among all community, parent and school groups.	Staff, parents and community groups work together to anticipate the needs of the ever changing community and associated issues.
Adapting to Diversity -extent to which people and schools change to meet the needs of the community	Parents and/or school staff prevent changes intended to benefit culturally different community and student groups.	Parents and school staff consider meeting the needs of culturally different groups as divisive.	Parents and school staff do not acknowledge the need to meet the needs of culturally different community	Recognizing differences between home and school cultures, parent community and school leaders may begin to address needs of diverse	Parents and school staff work together to identify and address needs of diverse cultural populations.	Staff, parents and community work together to meet the needs of all cultural groups and anticipate and plan for changes within the community.

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			groups.	community populations.		
Institutionalizing- extent to which people and schools integrate knowledge about diverse community and organizational cultures into daily practice	School staff create policies and practices that systematically exclude culturally different parent groups from being involved in important decisions about the education of their children.	Changes to meet diverse student needs are seen as against the status quo and the assimilation of different cultural groups.	School staff supports and sponsors traditional parent and community organizations, and governmental mandates, believing they serve all cultural groups.	Recognizing parent and community needs as they arise, and may develop structures to respond to the needs.	Creates structures that address the diverse cultural needs of the school, parents and community groups and assesses effectiveness in meeting those needs.	Parent and community groups provide on-going meaningful contributions to decisions, policies and practices that serves the diverse needs of the community.

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