

Family, School, and Community Engagement Rubric

		Informed by Guiding Principles of Cultural Proficiency					
		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
<p><i>Assessing Cultural Knowledge</i>—extent to which community involvement facilitates the identification, assessment, and development of cultural identity</p>	<p>Ignore, intimidate, or punish the expression of needs of diverse parent/ community groups.</p>	<p>Help culturally diverse family and community members by purposefully assimilating them into the dominant culture.</p>	<p>Family, community, and school leaders are from select communities without regard to different cultural groups.</p>	<p>Recognizing the importance of knowing about each other’s cultures, family, community, and school leaders may learn about each other in authentic ways.</p>	<p>Family, community, and school leaders learn about each other’s cultures in order to bridge the gaps between and among home, community, and school cultures.</p>	<p>Family, community, and school leaders continuously scan the environment in order to be responsive to ever-changing community demographics.</p>	
	<p><i>Valuing Diversity</i>—extent to which parent and community diversity is valued</p>	<p>Actively prevent involvement of different cultural groups in making decisions about programs and services that meet the needs of all students.</p>	<p>Identify family and community members to remediate their cultural deficiencies.</p>	<p>Family and community involvement responsive to legal mandates without respect to different cultural groups.</p>	<p>Recognizing need to involve culturally diverse community groups in decision making, may include some but not all groups appropriately.</p>	<p>Involve representative constituencies of families and community members as partners in making decisions about programs and services that meet the needs of all students.</p>	<p>Representative constituencies of families and community members, advocate closing achievement gaps, and develop and model advocacy for social justice practices.</p>

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<i>Managing the Dynamics of Difference</i> —extent to which community involvement efforts develop the capacity to mediate cultural conflict between and among diverse family/community groups and the school.	Sabotage involvement of some family groups by instigating competition for scarce resources that results in intergroup conflict.	Ignore family 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 intergroup conflict, staff and community leaders may develop conflict resolution strategies or identify key <i>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, family, and school groups.	Staff, family, and community groups work together to anticipate the needs of the ever-changing community and associated issues.	
<i>Adapting to Diversity</i> —extent to which people and schools change to meet the needs of the community.	Families and school staff prevent changes intended to benefit culturally different community and student groups.	Families and school staff consider meeting the needs of culturally different groups as divisive.	Families and school staff do not acknowledge the need to meet the needs of culturally different community groups.	Recognizing differences between home and school cultures, family, community, and school leaders may begin to address needs of diverse community populations.	Families and school staff work together to identify and address needs of diverse cultural populations.	Staff, families, and community work together to meet the needs of all cultural groups and anticipate and plan for changes within the community.	
<i>Institutionalizing</i> —extent to which people and schools integrate knowledge about diverse community and organizational cultures into daily practice.	School staff creates policies and practices that systematically exclude culturally different family 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 family and community and governmental mandates, believing they serve all cultural groups.	Recognizing family 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 family, school, and community groups and assesses effectiveness in meeting those needs.	Family and community groups provide ongoing meaningful contributions to decisions, policies, and practices that serve the diverse needs of the community.	

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