

Cultural Proficiency Continuum for Closing Gaps—SCHOOL FACTORS

Research-based themes to close educational gaps	Destructiveness	Incapacity	Blindness	Pre-Competence	Competence	Proficiency
<p>SCHOOL FACTORS</p> <p>Rigor & Expectations</p> <p>Curriculum/Resource Alignment</p> <p>Use of Assessment</p> <p>Pedagogy of Instruction/ Teaching and Learning</p>	<p><i>“See the difference; stomp it out.”</i></p> <p><u>SCHOOL FACTORS</u></p> <p>Promote low expectations and deficit perspectives about students. Believe that underperforming students are not capable of meeting standards, leading to decisions that further impede their learning and progress.</p> <p>Minimally comply with mandates to use approved curriculum and textbooks.</p> <p>Use classroom, district, and state assessments to justify and promote deficit perspectives about underperforming students.</p> <p>Limit or avoid student directed learning, believing students incapable of monitoring their own learning.</p>	<p><i>“See the difference; make it wrong.”</i></p> <p><u>SCHOOL FACTORS</u></p> <p>Maintain low expectations and non-academic focus for underperforming students and their parents. Focus on remediation not mastery of standards.</p> <p>Comply with mandates to use approved textbooks, liberally using other materials, and assessments that may not be aligned to standards and/or formative and summative assessments.</p> <p>Administer agency-sanctioned/publisher assessments, expecting some students to under perform, therefore no accommodations are needed.</p> <p>Focus on teacher-directed instruction & passive student learning, rote drills, and use technology as tutorial to remediate low performance.</p>	<p><i>“See the difference; act like you don’t.”</i></p> <p><u>SCHOOL FACTORS</u></p> <p>Maintain high expectations and rigorous standards and assignments for most capable students.</p> <p>Use the agency-sanctioned and/or publisher’s curriculum, resources and assessments, believing them to be aligned to meet students’ needs.</p> <p>Administer agency sanctioned/publisher assessments, believing them to fairly assess learning of all students.</p> <p>Emphasize content mastery over effective learning to justify teacher-directed instruction.</p>	<p><i>“See the difference; respond inappropriately.”</i></p> <p><u>SCHOOL FACTORS</u></p> <p>Maintain high expectations for all students to master standards and basic skills.</p> <p>Recognizing the need for aligning curriculum to assessments and instructional plans, delegate alignment to outside agency.</p> <p>Provide multiple measures and accommodated assessments inconsistently or for only some students.</p> <p>Use some instructional best practices to enhance learning for some students, but do not use consistently or for all students.</p>	<p><i>“See the difference; value it.”</i></p> <p><u>SCHOOL FACTORS</u></p> <p>Evidence of high expectations and rigorous curriculum, including mastery of standards, leads to improved performance for underserved student groups.</p> <p>Evidence of aligning curriculum, instruction, formative and summative assessments, and pacing plans leading to coherent classroom curriculum.</p> <p>Evidence of using multiple measures, accommodated assessments, timely feedback, and opportunities to improve student performance.</p> <p>Evidence of balancing student-centered learning with teacher-directed instruction and using cooperative learning, cognitively guided instruction and technology to improve performance.</p>	<p><i>“Seek difference; esteem it; advocate for equity.”</i></p> <p><u>SCHOOL FACTORS</u></p> <p>Maintain high expectations and rigorous academic curriculum leading to accelerated learning and narrowing and closing gaps for underserved groups.</p> <p>Collaborate regularly and systematically within and across grades and subjects to:</p> <ul style="list-style-type: none"> - examine data - align standards, instruction, formative and summative assessments - plan instruction - examine student work - make instructional decisions. <p>Provide multiple, varied, frequent, and accommodated assessments, multiple opportunities for improvement, timely feedback about progress to multiple stakeholders, while monitoring closing gaps for targeted student groups.</p> <p>Monitor the connection between instructional best practices and their effects on closing gaps for targeted student groups.</p>

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Research-based themes to close educational gaps	Destructiveness	Incapacity	Blindness	Pre-Competence	Competence	Proficiency
Attitudes and Beliefs about Culture and Cultural Diversity	Believe that some students' beliefs, behaviors, and social patterns are wrong, and punish or attempt to extinguish them.	Use community's diverse cultural communication, behavior, social patterns and skills to justify a deficit perspective about them.	Resist integrating aspects of culture or using culturally responsive approaches in classroom or school programs, believing such to be distractions to learning.	Occasionally integrate into classroom and school programs some cultural aspects of the school community and/or culturally responsive approaches.	Evidence of on-going use of culturally relevant approaches, understanding and integrating students' and parents' cultural capital into instructional and school programs.	Monitor effects of integrating students' & parents' cultural capital, and using culturally responsive approaches to close gaps for underserved groups.
Behavior/Development of Social Skills	Punish or discriminate against students/parents who demonstrate behaviors or skills not valued by the dominant culture.	Promote assimilation to values and behaviors of the dominant group culture.	Avoid teaching social skills, believing this is not the purview of the school and a distraction to teaching and learning.	Occasionally teach social skills or code switching. May focus on a few students but not all.	Evidence of teaching social skills, role-playing and code switching to help students achieve academic and social success.	Parents/students apply learned social skills leading to increased self-esteem, emotional adjustment, and enhanced opportunities for success.
Use of Data	Manipulate data to promote deficit perspectives about some students and to justify withholding quality resources.	Use data to remediate students or make decisions that have negative educational consequences for them.	Resist analyzing disaggregated data believing that instructional decisions should not be based on race.	Collect and use disaggregated data to make decisions which may/may not improve student outcomes.	Evidence that disaggregated data about students' progress shapes effective instruction and classroom/school decisions.	Disaggregated data drive decisions that are monitored for their effectiveness in closing gaps throughout the school district community.
School Climate and Safety & Facility Maintenance	Unsafe or poorly maintained facilities are not conducive to student learning or parent involvement.	Comply with minimum requirements for maintaining safe, well-maintained school facilities.	Safe school campuses support the educational program for all. Parents are invited to school-wide events and to volunteer in the service of the school.	Safe, caring school cultures support student learning and engagement, and invite parents to learn about school programs and how to better navigate the school system. School offers resource information and referrals.	Evidence of safe, collaborative, caring, supportive school cultures conducive to student learning and parent participation as partners in the education of their children. Some support resources are available from the school.	Safe, collaborative, supportive, and caring school/district culture invites meaningful parent involvement, community participation and resources to meet the needs of underserved populations.
Instructional Leadership	Teachers avoid working with underperforming students, often managing behavior over engaging student learning. Leaders are often absent from classrooms or instructional discussions, having limited knowledge of the learning needs of underperforming students and their teachers.	Teachers choose courses, grade levels, and student assignments based on teacher preference and/or seniority, leaving some students who need the most lacking learning support. <i>Operational managers</i> delegate instructional leadership to others in the school or district.	Teachers work with all students equally, regardless of teacher qualification or student need. Capable <i>operational managers</i> may not advise or mentor teachers in building knowledge and skill needed to effectively teach underperforming students.	Some nurturing, highly qualified teachers and <i>instructional leaders</i> work to support the learning needs of some underserved student groups. May demonstrate advocacy for one group over another.	Evidence of nurturing, highly qualified, knowledgeable teachers and <i>instructional leaders</i> with a wide range of effective strategies regularly support the learning needs of all underserved students to accelerate their learning.	Committed, nurturing, highly qualified knowledgeable, teachers and <i>instructional leaders</i> with a wide range of effective strategies demonstrate on-going advocacy for all underserved community groups and persevere until gaps are closed.