

Culturally Relevant and Sustaining Education Competencies

RUBRIC

Culturally Relevant & Sustaining Education (CRSE) is a framework designed to position educators and relevant groups and individuals as champions for every student, no matter their socioeconomic, linguistic, religious, racial, or ethnic backgrounds, their gender or sexual orientation, and physical or intellectual ability. Culturally relevant and sustaining educators use materials, approaches, and ways of communicating that affirm cultural identities, foster positive academic outcomes, elevate historically marginalized voices, and empower students as agents of social change.

With the understanding that being a culturally relevant and sustaining educator to all is a dynamic, career-long journey, we developed a rubric that corresponds to the competencies as outlined in the Pennsylvania CRSE Framework. In addition to further defining the competencies, we provide exemplar evidence-based practices that reflect a growth mindset, encourage diverse perspectives, and create welcoming, equitable educational spaces where all learners can thrive. For each competency, there are four levels as follows:

- **Entering:** Educators in this phase are in the beginning phases of understanding and reflecting on CRSE practices. They are dedicated to teaching content, adhere to norms of practice that keep academics and culture separate, and presume that equal treatment yields equal access and opportunity.
- **Emerging:** Educators in this phase have some understanding of CRSE practices and are in the very beginning stages of implementing these practices. They have embraced that culture, race, gender, language, and other aspects of identity have an impact on the ways learners experience the learning environment; they recognize how much they must learn and how much work there is to do.
- **Developing:** Educators in this phase have a firm understanding of CRSE practices and work to implement those practices with some consistency. They are in the process of doing said work and are consciously creating the habits of a culturally responsive and sustaining educator; they know what to do and what resources to consult as they engage in personal and professional growth.
- **Expanding:** Educators in this phase have a deep and nuanced understanding of and commitment to applying CRSE practices. They are consistently culturally responsive and sustaining educators who not only engage in valuing practices but work to address systemic barriers and biases that have historically marginalized students, families, school personnel, school partners, and community members from historically marginalized groups.

When engaging with this rubric, educators are encouraged to accept the challenge of critical reflection on previous practices and assumptions. While the rubric will help you identify your areas of strength, you may discover areas for growth, both for you as an individual and for your school or institution at large. This tool is not intended to be used for formal evaluation but, rather, to support educators' personal and professional growth and to inform the design and implementation of professional development opportunities to help educators best meet the social, emotional, and educational needs of all learners.

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Culturally Relevant and Sustaining Education Competencies

RUBRIC | COMPETENCY 1: Reflect on One’s Cultural Lens

STANDARD 1.A

PROFESSIONAL EDUCATORS reflect on their own life experiences and membership to various identity groups (race, skin color, ethnicity, gender identity, age, nationality, language, class, economic status, ability, level of education, sexual orientation, and religion).

Entering	Emerging	Developing	Expanding
<ul style="list-style-type: none"> ● Reflect on their life experiences with the presumption that everyone thinks and (should) act the same. ● Recognize that while others may engage in different cultural activities, eat different foods, and have different religious events, everyone shares (their) core beliefs, perspectives, and values. ● View their own norms as universal. <p><i>Example: A teacher designs a writing activity in which all students write a letter asking their mother or father for a puppy.</i></p>	<ul style="list-style-type: none"> ● Reflect on their life experiences with the presumption that educated people behave in particular ways. ● When others behave or think differently, they may believe it is due to a lack of knowledge or to unfortunate circumstances. ● View their own norms as standard. <p><i>Example: A teacher designs a lesson in which students learn about different types of pets and write a letter to their mother or father asking for the one they would want most.</i></p>	<ul style="list-style-type: none"> ● Reflect on their life experiences and the social groups to which they belong while considering how privilege or disadvantage might influence the views of others. ● Challenge themselves to understand their views as not universal. <p><i>Example: A teacher designs a lesson in which students discuss their perspectives on human and animal relationships and write a letter to the teacher advocating for their position.</i></p>	<ul style="list-style-type: none"> ● Continuously reflect on their own life experiences and membership to various identity groups (race, skin color, ethnicity, gender identity, age, nationality, language, class, economic status, ability, level of education, sexual orientation, and religion). ● Ask themselves how these aspects of identity influence their beliefs about others in the practice of self-awareness. <p><i>Example: Recognizing that people with different cultural, religious, or personal values have different human and animal relationships, the teacher designs an activity in which students work in pairs to research this topic from diverse perspectives (cultures, nationalities, religious, regional, etc.). Students then write a letter to each other advocating for the point of view they researched.</i></p>

Culturally Relevant and Sustaining Education Competencies

RUBRIC | COMPETENCY 1: Reflect on One’s Cultural Lens

STANDARD 1.B

PROFESSIONAL EDUCATORS understand that they, like everyone, can unwittingly adopt societal biases that can shape the nature of their interactions with groups and individuals.

Entering	Emerging	Developing	Expanding
<ul style="list-style-type: none"> ● Believe that caring about every student and treating everyone the same way means they are serving students well. ● Presume their ways of interacting with students, families, and colleagues adequately reflect their good intentions and are void of biases. 	<ul style="list-style-type: none"> ● Recognize that people's beliefs, values, and ways of communicating are shaped by exposure and experience with family, peers, religious institutions, their teachers, community members, and more. ● Believe that this awareness will be reflected in their interactions with students, families, and colleagues. 	<ul style="list-style-type: none"> ● Understand that they , like everyone, can unwittingly adopt societal biases that shape the nature of their interactions with students, families, and colleagues. ● Focus on learning about cultures they believe their students and colleagues represent and understand the active effort necessary to incorporate this understanding into their communications. 	<ul style="list-style-type: none"> ● Understand that they, like everyone, can unwittingly adopt societal biases that shape the nature of their interactions with groups and individuals such as students, families, and colleagues. ● Regularly self-reflect on how they communicate (orally, in writing, through body language, etc.) with students, families and colleagues and examine their patterns of communication to recognize instances of bias <i>and</i> adapt and adjust their communication activities when they notice, or others call attention to, their judgements, stereotypes, conscious/unconscious biases, and prejudices.

Culturally Relevant and Sustaining Education Competencies

RUBRIC | COMPETENCY 1: Reflect on One’s Cultural Lens

STANDARD 1.C

PROFESSIONAL EDUCATORS engage in critical and difficult conversations with others to deepen their awareness of their own conscious/unconscious biases, stereotypes, and prejudices.

Entering	Emerging	Developing	Expanding
<ul style="list-style-type: none"> ● Believe that stereotyping and prejudice may exist, but are not prevalent generally and/or in their sphere of influence. ● Talk about stereotyping and prejudice as attitudes and practices of the past. ● See professional development activities pertaining to ethnic and racial identities as not personally relevant. 	<ul style="list-style-type: none"> ● Recognize that stereotyping and prejudice are prevalent in society, possibly even in their sphere of influence. ● Engage in conversations about stereotyping and prejudice with people they feel safe with, such as others who express similar beliefs and perspectives. ● Seek to increase self-awareness about their ethnic and racial identities during mandated professional development. 	<ul style="list-style-type: none"> ● Have awareness of, and discomfort in, their own stereotyping and prejudices and intermittently consider ways they perpetuate prejudice. ● Occasionally participate in conversations with people who may counter their perspectives. ● Seek to increase self-awareness about their ethnic and racial identities through activities such as structured/guided reflection, reflective journaling, and group discussions. 	<ul style="list-style-type: none"> ● Create opportunities to engage in critical and difficult conversations with others to deepen their awareness of their own conscious/unconscious biases, stereotypes, and prejudices. ● Intentionally and consistently include people who counter their perspectives in these conversations.

Culturally Relevant and Sustaining Education Competencies

RUBRIC | COMPETENCY 1: Reflect on One’s Cultural Lens

STANDARD 1.D

PROFESSIONAL EDUCATORS reflect on how they meet the needs of each learner.

Entering	Emerging	Developing	Expanding
<ul style="list-style-type: none"> ● Focus on student needs strictly in relation to classroom functions (academics, ability, behavior). ● Believe that students who do not participate as expected in the existing school system are making a conscious choice to not comply (i.e.: students know appropriate behaviors but are defiant). ● Appreciate that diversity activities may occur in the school and see those as outside of their role and responsibilities. <p><i>Example: A science teacher tells students the school is having a multicultural night and does not attend.</i></p>	<ul style="list-style-type: none"> ● Know the language used in education around respecting and acknowledging student identities, cultures, and value systems. ● Believe that students who do not participate as expected in the existing school system are uneducated, either at home or school, and it is unfortunate. ● Implement practices that acknowledge contributions of different cultures or individuals from non-White backgrounds as represented in the provided curriculum and/or during designated times. <p><i>Example: During Black History Month, a science teacher hangs up posters of Black scientists.</i></p>	<ul style="list-style-type: none"> ● Understand students' cultures as assets to the learning process, and therefore focus on meeting the needs of each student by gathering information to deepen understanding of students' value systems, such as meanings of respect and other cultural referents and practices. ● Believe all students can learn expected behaviors for the existing school setting, and that doing so will make school better for everyone. ● Periodically create materials or learning opportunities that affirm learners' diverse identities, histories, cultures, and value systems. <p><i>Example: During the school year, a science teacher rotates posters of non-White scientists and leads lessons on scientists from different backgrounds and cultural groups.</i></p>	<ul style="list-style-type: none"> ● Consistently reflect on how they meet the needs of each learner. This includes respecting, acknowledging, and affirming learners' diverse identities, histories, cultures, and value systems and demonstrating humility, patience, and a willingness to learn, listen, and expand their thinking. ● Value students' cultures as assets to learning, and therefore focus on meeting the needs of each student by gathering information to deepen understanding of students' value systems, meanings of respect and other cultural referents and practices. ● Believe that the expected norms and behaviors for the school setting can be shaped more effectively when student voices are taken into account by creating materials or learning opportunities that affirm students' diverse identities, histories, cultures and values systems. <p><i>Example: A science teacher forms a committee of students, parents, and teachers, representing the diversity of the school, to learn more about the different backgrounds and cultures of students in the school and how they see these represented/included in the curriculum.</i></p>

Culturally Relevant and Sustaining Education Competencies

RUBRIC | COMPETENCY 2: Identify, Deepen Understanding of, and Take Steps to Address Bias in the System

STANDARD 2. A

PROFESSIONAL EDUCATORS know and acknowledge that biases exist in the educational system.

Entering	Emerging	Developing	Expanding
<ul style="list-style-type: none">• Have heard about institutional bias but believe it is in the past and/or does not exist in their setting.	<ul style="list-style-type: none">• Believe institutional bias exists but is unaware of how to identify it in their own setting.	<ul style="list-style-type: none">• Recognize some patterns of bias in their own setting and seek to understand factors perpetuating inequities.	<ul style="list-style-type: none">• Know and acknowledge that biases exist in their own setting.• Seek alternative structures and systems that disrupt the status quo.

Culturally Relevant and Sustaining Education Competencies

RUBRIC | COMPETENCY 2: Identify, Deepen Understanding of, and Take Steps to Address Bias in the System

STANDARD 2.B

PROFESSIONAL EDUCATORS understand the importance of social markers, such as race, skin color, ethnicity, gender identity, age, nationality, language, class, economic status, ability, sexual orientation, and religion.

Entering	Emerging	Developing	Expanding
<ul style="list-style-type: none"> ● Believe all students should and do have equal access to opportunities, regardless of race and ethnicity, but not all students take advantage of said opportunities. ● See gaps in enrollment in enrichment and advanced placement courses as reflecting student interest, attitudes towards school, and abilities. <p><i>Example: A high school teacher asks, "Why don't these students care more about school? Is this because of their families/home life?"</i></p>	<ul style="list-style-type: none"> ● Believe that social markers influence the educational opportunities that learners receive and inevitably some are disadvantaged. ● Begin to wonder and ask questions regarding why inequities in opportunity exist and consult appropriate resources to understand historical context. <p><i>Example: A high school teacher asks, "Why don't these students generally do better in school? Is this because of school structures?"</i></p>	<ul style="list-style-type: none"> ● Believe that social markers influence the educational opportunities that learners receive and have some understanding of why inequities in opportunity exist. ● Engaged in solution-based conversations with other educators about inequities in their school. <p><i>Example: A high school teacher asks, "Why do known inequities persist in schools? What is my role in this?"</i></p>	<ul style="list-style-type: none"> ● Understand the importance and intersections of social markers, such as race, skin color, ethnicity, gender identity, age, nationality, language, class, economic status, ability, sexual orientation, and religion. ● Understand how social markers impact minoritized learners', educators', educational leaders', and families' ability to access a wide range of opportunities, and therefore work to identify existing opportunities and create new ones. ● Initiate collaborations with other teachers and school leaders in order to better understand and provide a larger variety of equitable educational opportunities for all students. <p><i>Example: A high school teacher asks school and district leaders, "How are resource allocations determined? Who has access to support and services? Who has access to the most experienced, qualified teachers? How can we make systemic changes to policies that disadvantage minoritized learners?"</i></p>

Culturally Relevant and Sustaining Education Competencies

RUBRIC | COMPETENCY 2: Identify, Deepen Understanding of, and Take Steps to Address Bias in the System

STANDARD 2.C

PROFESSIONAL EDUCATORS identify literature and professional learning opportunities for themselves to understand more about the manifestations of racism and other biases at institutional and structural levels that can result in disadvantaging some groups of learners, educators, educational leaders, and families while privileging others.

Entering	Emerging	Developing	Expanding
<ul style="list-style-type: none"> Attend mandated professional learning sessions. Understand that racism and other forms of oppression exist, but remain unaware of how it manifests in their school or immediate sphere of influence. 	<ul style="list-style-type: none"> Participate in mandated professional learning opportunities and welcome insights into the historical and broader social context of racism and other forms of oppression. 	<ul style="list-style-type: none"> Engage with literature and professional learning opportunities to learn more about the manifestations of racism and other forms of oppression and use these resources to reflect on their own and the school's programs, policies, etc. Engage in solution-based conversations with others about how these relate to their school setting. 	<ul style="list-style-type: none"> On an ongoing basis, engage with literature and professional learning opportunities for themselves to understand more about the manifestations of racism and biases (e.g., sexism, homophobia, xenophobia, and classism) at institutional and structural levels that can result in disadvantaging some groups of learners, educators, educational leaders, and families while privileging others.

Culturally Relevant and Sustaining Education Competencies

RUBRIC | COMPETENCY 2: Identify, Deepen Understanding of, and Take Steps to Address Bias in the System

Standard 2.D

Professional Educators identify and make efforts to remove bias in their teaching materials and assignments, curriculum, and resource allocation.

Entering	Emerging	Developing	Expanding
<ul style="list-style-type: none"> See teaching materials, curriculum, and allocation of resources as void of bias. See treating students differently as unfair, detrimental, and potentially racist. <p><i>Example: A STEM teacher tells their class that everyone can succeed on the same assessment if they apply themselves and stay focused.</i></p>	<ul style="list-style-type: none"> When inequities are pointed out, they acknowledge the problem and need for change. Seek to improve students' experiences, but in an attempt to increase access may lower expectations. <p><i>Example: Upon seeing some students struggling to complete an assessment, a STEM teacher tells some students they only need to complete part of it.</i></p>	<ul style="list-style-type: none"> Examine their own role in creating a culturally relevant and sustaining classroom/school climate. Consult appropriate resources to address the imbalance and begin to evaluate their own practices, with a critical eye towards how they can increase educational opportunities for all learners in their <ul style="list-style-type: none"> * Curricula * Instructional practices * Classroom management practices <p><i>Example: A STEM teacher provides multiple options for students to demonstrate mastery of content (draw a diagram, write a paragraph, present to the class, etc.).</i></p>	<ul style="list-style-type: none"> Consistently identify and make efforts to remove bias in their teaching materials and assignments, curriculum, and resource allocation Collaborate with others to remove bias in teaching materials, curricula, and resource allocation at the system level, such as by increasing learners' access to advanced placement courses and enrollment in enrichment opportunities in their school, district, and community. <p><i>Example: A STEM teacher advocates for the inclusion of students representing the full diversity of the school (students of color, multilingual students, students with disabilities, gender non-binary students, etc.) in their advanced level classes and designs the courses with student input on assignments and assessments.</i></p>

Culturally Relevant and Sustaining Education Competencies

RUBRIC | COMPETENCY 2: Identify, Deepen Understanding of, and Take Steps to Address Bias in the System

STANDARD 2. E

PROFESSIONAL EDUCATORS recognize schools' history of inequity and institutional biases and their consequences.

Entering	Emerging	Developing	Expanding
<ul style="list-style-type: none"> ● Believe everyone can achieve success with hard work. ● View students' performance on assignments and assessments and participation in enrichment activities as reflective of their willingness to take advantage of the opportunities presented to them. <p><i>Example: A high school teacher accepts that mostly wealthy, white, male students apply to the STEM program because they believe other students are just not interested or ready to participate.</i></p>	<ul style="list-style-type: none"> ● Believe that some people can work hard and still not succeed. ● Recognize that individuals do not all have access to the same opportunities, but believe this is due to their individual lack of knowledge or ability. <p><i>Example: A high school teacher learns that students of color, girls, multilingual students, and students from low-income homes are underrepresented in STEM programs, which may be caused by recruiting practices. Therefore, they recruit a few 'top' learners from these underrepresented groups to the school STEM program.</i></p>	<ul style="list-style-type: none"> ● Reflect on their roles, their environment, their attitudes, and their school climate that perpetuate institutional biases. ● Engage in solution-based conversations with others about how to mitigate bias and equitably reward learners for their hard work. <p><i>Example: A high school teacher examines and adapts the design of the recruitment materials to represent greater diversity (ex: in images), provide a wider range of advantages and outcomes of the program (ex: paid internship opportunities) to be more appealing to underrepresented students. Additionally, they use different recruitment platforms that are accessible to different students.</i></p>	<ul style="list-style-type: none"> ● Recognize schools' institutional biases and their relationship to these. ● Understand the tendency for procedures, practices, and norms to operate in ways that result in certain social groups being advantaged and favored and others being disadvantaged and devalued. Critically question the ways their environment, their attitudes, and their school and classroom climates and cultures perpetuate bias in the system. ● Work with other teachers and administrators to establish protocols at the classroom, programmatic, or even school level to address procedures, practices, and norms that operate in ways that result in certain social groups being advantaged and favored and others being disadvantaged and devalued. <p><i>Example: A high school teacher initiates conversations with STEM professionals and students from historically underrepresented groups to understand the needs, interests, and potential barriers that, if addressed, could diversify and strengthen the STEM program.</i></p>

Culturally Relevant and Sustaining Education Competencies

RUBRIC | COMPETENCY 2: Identify, Deepen Understanding of, and Take Steps to Address Bias in the System

STANDARD 2.F

PROFESSIONAL EDUCATORS disrupt harmful institutional practices, policies, and norms by advocating and engaging in efforts to rewrite policies, change practices, and raise awareness.

Entering	Emerging	Developing	Expanding
<ul style="list-style-type: none"> In their own classrooms, uphold and endorse school and district practices, policies, and norms, accepting them at face value. <p><i>Example: A third grade teacher engages in classroom management practices that align with the existing student code of conduct.</i></p>	<ul style="list-style-type: none"> Question the overall purpose and harshness or leniency of school and district practices, policies, and norms. In their own classrooms, they often make exceptions for students they believe are not misbehaving on purpose either by practicing leniency or “tough love”. <p><i>Example: A third grade teacher selects classroom management practices that align with existing student code of conduct policies and procedures that they agree with based on their sense of right/wrong, good/bad.</i></p>	<ul style="list-style-type: none"> Seek information to examine the design and outcomes of school and district-level practices, policies, and norms for biases against select groups of students. Seek to improve students' school experiences and outcomes by both being critical of the system and teaching students how to participate in it. <p><i>Example: A third grade teacher provides supplemental explanations to students about the code of conduct so that they can better understand why policies are what they are and how to best follow them. They may also engage in some conversation about the fairness of some policies with colleagues.</i></p>	<ul style="list-style-type: none"> Advocate for the disruption of harmful school-level and district-level practices, policies, and norms, by advocating for colleagues, students, and families and engaging in efforts to rewrite policies, change practices, and raise awareness. <p><i>Example: A third grade teacher organizes a committee of students, parents, teachers, and administrators to review and revise the school's code of conduct and create a system for responding to allegations of harmful practices and policies when they occur.</i></p>

Culturally Relevant and Sustaining Education Competencies

RUBRIC | COMPETENCY 3: Design and Facilitate Culturally Relevant Learning That Brings Real World Experiences into Educational Spaces

STANDARD 3. A

PROFESSIONAL EDUCATORS respect the real-world experiences of learners, educators, educational leaders, families, and caregivers and the diverse funds of knowledge they bring into educational spaces.

Entering	Emerging	Developing	Expanding
<ul style="list-style-type: none"> View personal/ out-of-school experiences as separate and/or irrelevant to academic instruction. Use mostly the points of reference and examples offered in the lesson materials or from their own lived experiences. <p><i>Example: A sixth grade teacher introduces references saying, "We all know..." or "We all have heard..."</i></p>	<ul style="list-style-type: none"> Provide some points of reference based on their (the teachers') limited knowledge of students' backgrounds, cultural and real-world connections. When using points of reference and examples offered in the lesson materials or from their own lived experiences, invite students to self-report confusion or lack of understanding. <p><i>Example: A sixth grade teacher introduces references asking, "Who doesn't know..." or "Who hasn't heard..."</i></p>	<ul style="list-style-type: none"> Invite students to share their personal experiences or identify their own connections between content and their heritage or cultural identities in select moments. Build in explanations for their references and use questions often to get students to explain references that others might not share (<i>i.e. asks students, "for those of us who may not know what the Constitution is, can someone explain?"</i>). <p><i>Example: A sixth grade teacher introduces a reference, explaining, "The book says..., this means/refers to..."</i></p>	<ul style="list-style-type: none"> Respect the real-world experiences of learners, educators, educational leaders, families and caretakers and the diverse funds of knowledge they bring into educational spaces. Ask students to share their identity rather than having an identity assigned to them. Consistently include questions and activities that encourage students to draw on and share their lived experiences, realities, cultural identities, and heritage(s). <p><i>Example: A sixth grade teacher introduces a reference, engaging, "The book says..., turn to your neighbor and discuss, what does this mean/refer to for you....use your resources and compare your findings with another pair".</i></p>

Culturally Relevant and Sustaining Education Competencies

RUBRIC | COMPETENCY 3: Design and Facilitate Culturally Relevant Learning That Brings Real World Experiences into Educational Spaces

STANDARD 3. B

PROFESSIONAL EDUCATORS integrate multiple perspectives into learning experiences and interactions that capitalize on learners’ real-world experiences, identities, and heritage.

Entering	Emerging	Developing	Expanding
<ul style="list-style-type: none"> Present the perspectives provided in the curriculum or materials as factual, accurate, and/or absolute. Create lesson plans that align tightly to the curriculum as provided. <p><i>Example: A history teacher presents a chapter on American Western Expansion as provided by the textbook.</i></p>	<ul style="list-style-type: none"> Provide students opportunities to evaluate the perspectives provided in the curriculum or materials, typically with questions related to agreeing or disagreeing with the opinion or view of an author or character. <p><i>Example: A history teacher presents a chapter on American Western Expansion as provided by the textbook, before providing alternative accounts.</i></p>	<ul style="list-style-type: none"> Present the perspectives provided in the curriculum as one of many and ask students how the author or character might have arrived at their views or beliefs. Encourage students to provide different perspectives than those provided in the curriculum or materials often and offer a few as examples. In select points in a lesson (i.e., the introduction of a topic) or with select content (i.e., social studies), draw on learners’ cultural backgrounds and funds of knowledge as resources to assist with learning new information and skills. <p><i>Example: A history teacher presents students with a variety of source material, from different perspectives, about American Western Expansion.</i></p>	<ul style="list-style-type: none"> Consistently integrate multiple perspectives into learning experiences and interactions, balancing representation of dominant and marginalized/minoritized social group members in lesson materials and topics. Facilitate learning experiences with questions and activities that capitalize on learners’ real-world experiences, identities, and heritage(s) while drawing on their respective cultures as resources to assist with learning new skills and knowledge. Present perspectives in curriculum as one of many perspectives and encourage students to consider why this perspective has been centered in the lesson. <p><i>Example: A history teacher presents diverse perspectives of American Western Expansion in conjunction with asking students to critically examine the source materials.</i></p>

Culturally Relevant and Sustaining Education Competencies

RUBRIC | COMPETENCY 3: Design and Facilitate Culturally Relevant Learning That Brings Real World Experiences into Educational Spaces

STANDARD 3. C

PROFESSIONAL EDUCATORS recognize that learners are connected to local and global communities and events that influence and impact their learning and their relationship to and understanding of their social worlds.

Entering	Emerging	Developing	Expanding
<ul style="list-style-type: none"> Appreciate students as members of their class community and talk with them about their schoolwork. <p><i>Example: A health teacher asks, "Did you have any problems with your homework last night?"</i></p>	<ul style="list-style-type: none"> Recognize that students have lives outside of school and talk with them before and after lessons as a strategy for building rapport. <p><i>Example: A health teacher asks, "What did you do this weekend?"</i></p>	<ul style="list-style-type: none"> Recognize students are connected to local and global communities and may know about world events. See students' community connections as occasionally relevant to their classroom learning. <p><i>Example: A health teacher asks, "How does this lesson connect with your experiences?"</i></p>	<ul style="list-style-type: none"> Recognize that students are connected to local and global communities and events, thereby anticipating how these relationships affect their students' learning while working to understand their students' social worlds. <p><i>Example: A health teacher requests, "When you come to class tomorrow, bring examples of how this is connected to you personally and to the broader community".</i></p>

Culturally Relevant and Sustaining Education Competencies

RUBRIC | COMPETENCY 3: Design and Facilitate Culturally Relevant Learning That Brings Real World Experiences into Educational Spaces

STANDARD 3. D

PROFESSIONAL EDUCATORS challenge their own beliefs, attitudes, assumptions, and behaviors regarding the knowledge and backgrounds of dominant and non-dominant social groups, critically thinking about the nuances of culture, identity, and other social markers, and how they manifest themselves in curricula and other educational materials.

Entering	Emerging	Developing	Expanding
<ul style="list-style-type: none"> ● Ask questions occasionally about students' experiences and typically (only) when prompted in a given script. ● Approach struggling students as lacking motivation, ability, or willingness to cooperate. <p><i>Example: An English teacher gives a research assignment and automatically assigns a 0 to students who turn in late or incomplete work.</i></p>	<ul style="list-style-type: none"> ● Ask questions that demonstrate their surface knowledge of students' cultural backgrounds (i.e., food, music, dance, art, holidays) when they believe it's appropriate. ● Believe they can mitigate systemic biases and barriers by reducing demands on students, such as by providing struggling students with simplified and less demanding work ostensibly to reduce their stress and build their confidence. <p><i>Example: An English teacher gives a research assignment and reduces the workload and expectations for some students (students of color, students of low SES, English learners) by shortening length and reducing the number of questions to answer.</i></p>	<ul style="list-style-type: none"> ● Provide space and opportunity for students to talk through their ways of thinking and approaching the material, and incorporate that in future discussions of the content. ● Provide struggling students additional resources and pathways for demonstrating skills and knowledge. <p><i>Example: An English teacher provides options on how a research assignment may be completed (i.e. oral presentation, written paper, audio recording, graphic novel). Assignment includes questions that draw on students' backgrounds.</i></p>	<ul style="list-style-type: none"> ● Think critically about the nuances of culture, identity, and other social markers and how these manifest in curricula while also working to intentionally challenge their own beliefs, attitudes, assumptions, and behaviors regarding the knowledge and backgrounds of dominant and non-dominant social groups. ● Consistently engage in courageous conversations around presumptions of shared knowledge and background that may be presented in lesson materials, students' classroom contributions, and the teachers own thinking and behaviors. ● Encourage students to identify and articulate what matters to them in their personal lives and as global citizens and create learning activities that capitalize on that interest. <p><i>Example: An English teacher provides a theme or concept and guides students in selecting what they will research. Assignment centers on students' backgrounds and relationship to the theme.</i></p>

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RUBRIC | COMPETENCY 3: Design and Facilitate Culturally Relevant Learning That Brings Real World Experiences into Educational Spaces

STANDARD 3. E

PROFESSIONAL EDUCATORS design learning experiences and spaces for learners to identify and question economic, political, and social power structures in the school, community, nation, and world.

Entering	Emerging	Developing	Expanding
<ul style="list-style-type: none"> Present and justify current structures as designed in the best interest of students and society. <p><i>Example: A STEM teacher tells her students, "You may not like it, but rules are rules."</i></p>	<ul style="list-style-type: none"> Validate students' questions of fairness, maintaining that inequity is inevitable and there is little that can be done OR that individuals are responsible for the injustices they identify. <p><i>Example: A STEM teacher says to some of her students, "Rules are rules, but in your case, I can make an exception."</i></p>	<ul style="list-style-type: none"> Provide space and resources for students to talk candidly about power structures, historical contexts, and ways individuals and groups have addressed inequities. <p><i>Example: A STEM teacher explains to her students, "I agree the rules are not always fair. They were created by people in power to stay in power (knowingly or unknowingly). But, you have to follow them to be successful. I'll help you."</i></p>	<ul style="list-style-type: none"> Skillfully design learning experiences and spaces for learners to identify and question economic, political, and social power structures in the school, community, nation, and world. <p><i>Example: A STEM teacher says to school leaders and her students, "The rules were created by people in power to keep themselves in power (knowingly or unknowingly). We need to reexamine the rules to make them reflect our goal of having an equitable system."</i></p>

Culturally Relevant and Sustaining Education Competencies

RUBRIC | COMPETENCY 3: Design and Facilitate Culturally Relevant Learning That Brings Real World Experiences into Educational Spaces

STANDARD 3. F

PROFESSIONAL EDUCATORS provide rigorous learning experiences and relevant projects in culturally supportive spaces that integrate advocacy skills, deep listening and thinking, collaboration, resource gathering, and strategic actions.

Entering	Emerging	Developing	Expanding
<ul style="list-style-type: none"> ● Present the groups and individuals as provided in the given curriculum/lesson materials. ● Describe advocacy efforts when prompted and as presented in the given curriculum. ● Provide a grade as incentive for completing the work based on accuracy. <p><i>Example: A history teacher describes Mahatma Gandhi's 1930 protest against British taxation (Salt March).</i></p>	<ul style="list-style-type: none"> ● Supplement the groups and individuals provided in the given curriculum with people they see as representative of the students in their classes, typically during designated times (i.e. holidays, celebrations) in the year. ● Describe advocacy work of others throughout the curriculum as models of what students may do in the future. ● Provide a grade as an incentive (based on accuracy and effort) and explain the value of knowing past advocacy efforts as an informed citizen. <p><i>Example: A history teacher asks students if they could see themselves doing something like the Salt March in the future.</i></p>	<ul style="list-style-type: none"> ● Draw students' attention to the disparity of representation and replace materials in lessons to provide more balance. ● Create learning activities that require students to use advocacy skills (communication, collaboration, resource gathering, action) as part of the lesson/assignment requirements. ● Have students identify when and how advocacy skills may be useful in the future; provide grades for assignments based on skill description or role-play. <p><i>Example: A history teacher asks students to imagine they were going to protest British taxation. She then has them work in groups to plan the protest.</i></p>	<ul style="list-style-type: none"> ● Provide rigorous learning experiences and relevant projects in culturally supportive spaces, integrating advocacy skills and deep listening and thinking skills to build students' sense of civic responsibility and capacity to see themselves as agents of change. ● Consistently design learning activities that prompt students to identify, research, and articulate what matters to them in their personal lives and as global citizens. ● Encourage students to identify when and how advocacy skills are useful currently in their lives; provide grades for assignments based on skill demonstration; regularly integrate advocacy skills (communication, collaboration, resource gathering, action) and compelling reasons to use them throughout the curriculum. <p><i>Example: As part of several lessons, a history teacher asks students to consider current social and economic issues that are important to them and complete assignments that work on those issues (i.e. preparing a presentation to the school board).</i></p>

Culturally Relevant and Sustaining Education Competencies

RUBRIC | COMPETENCY 4: Provide All Learners with Equitable and Differentiated Opportunities to Learn and Succeed

STANDARD 4. A

PROFESSIONAL EDUCATORS make fair and equitable instructional and assessment decisions to ensure all learners have equitable access to educational resources, experiences, and opportunities.

Entering	Emerging	Developing	Expanding
<ul style="list-style-type: none"> ● Make instructional and assessment decisions based on the given curriculum and norms of practices of the school community. ● Believe providing students the same materials and type of instruction is fair and just. ● Assume that students who do not demonstrate learning using the same assessment have not taken up the instruction. <p><i>Example: A STEM teacher assumes students who did not complete a computer coding assignment did not engage in the topic.</i></p>	<ul style="list-style-type: none"> ● Make instructional and assessment decisions based on given curriculum and some knowledge of cultural, racial, and ethnic differences. ● Believe some students benefit from having less challenging assignments and assessments. ● Occasionally provide differentiated materials and modalities for students to demonstrate learning. <p><i>Example: A STEM teacher reduces the amount of questions and work required to complete a computer coding assignment for students who are having difficulty.</i></p>	<ul style="list-style-type: none"> ● Make instructional and assessment decisions based on understanding of potential bias in content, materials and testing that may lead to inequitable access to educational resources, experiences, and opportunities to demonstrate understanding and knowledge. ● Recognize that providing differentiated instruction and assessments promote fair and equitable access to the curriculum for select populations of students. ● Seek opportunities (mentors, professional development, research) to learn about different modalities students can use to demonstrate learning and incorporate these in their practice. <p><i>Example: A STEM teacher differentiates a computer coding assignment by allowing students to work in groups or present the assignment in multiple ways (e.g.: a game, a graphic, lines of code, etc.).</i></p>	<ul style="list-style-type: none"> ● Make fair and equitable instructional and assessment decisions to ensure all learners have equitable access to educational resources, experiences, and opportunities to demonstrate understanding and knowledge. ● Regularly evaluate their efforts to provide equitable access, using student data, speaking with colleagues, and reflecting on their practice. ● Consistently provide differentiated resources and opportunities for students to demonstrate learning. <p><i>Example: A STEM teacher integrates multiple, gradually scaffolded sources toward teaching computer coding; allows students multiple ways to demonstrate their learning upon turning in their computer coding assignment.</i></p>

Culturally Relevant and Sustaining Education Competencies

RUBRIC | COMPETENCY 4: Provide All Learners with Equitable and Differentiated Opportunities to Learn and Succeed

STANDARD 4. B

PROFESSIONAL EDUCATORS create an equitable learning environment by challenging and debunking stereotypes and biases about the intelligence, academic ability, and behavior of Black, Indigenous, and People of Color (BIPOC) and other historically marginalized learners, educators, educational leaders, families, and caregivers.

Entering	Emerging	Developing	Expanding
<ul style="list-style-type: none"> Believe all students in their classroom and/or school are treated equally because they are held to the same rules and standards. <p><i>Example: A health teacher looks at their students as all equally positioned to succeed within the school system.</i></p>	<ul style="list-style-type: none"> When prompted, consider the ways in which their own students may be vulnerable to negative stereotypes, and wonder if their own biases are negatively affecting students. <p><i>Example: A health teacher proactively presents an inclusivity statement within their own class.</i></p>	<ul style="list-style-type: none"> Seek appropriate resources to learn more about the ways in which BIPOC and other historically marginalized learners are particularly vulnerable to negative stereotypes about their intelligence, academic ability, and behavior. Engage in conversations with other educators about one's own classroom practices. <p><i>Example: A health teacher proactively attends professional development training to learn more about biases facing some of their students (such as students of color, English learners, those from low-income homes, and members of the LGBTQ+ communities).</i></p>	<ul style="list-style-type: none"> Create an equitable learning environment by challenging and debunking stereotypes and biases about the intelligence, academic ability, and behavior of BIPOC and other marginalized learners, educators, educational leaders, families, and caregivers. Continuously seek to learn more about the ways in which BIPOC and other historically marginalized students are particularly vulnerable to negative stereotypes about their intelligence, academic ability, and behavior, AND work with others to recognize and counter these stereotypes. <p><i>Example: A health teacher discusses and debunks stereotypes systematized within the healthcare industry during a unit on access to healthcare.</i></p>

Culturally Relevant and Sustaining Education Competencies

RUBRIC | COMPETENCY 4: Provide All Learners with Equitable and Differentiated Opportunities to Learn and Succeed

STANDARD 4. C

PROFESSIONAL EDUCATORS utilize differentiated methods of communication to articulate clear expectations aligned with the ability of each learner, which allows them to demonstrate knowledge through differentiated modalities.

Entering	Emerging	Developing	Expanding
<ul style="list-style-type: none"> Articulate the same expectations for all students, as set by the school and/or district. <p><i>Example: An art teacher posts the learning objectives as written in the curriculum or state standards on the classroom wall.</i></p>	<ul style="list-style-type: none"> Realizing that they play a role in students' understanding of expectations, and that their own actions can instruct or confuse students, offer to clarify information and instructions that students do not understand. <p><i>Example: An art teacher posts the learning objectives as written in the curriculum or state standards on the wall and asks students to let them know if they need help understanding.</i></p>	<ul style="list-style-type: none"> Use appropriate resources to learn how to effectively communicate expectations to <i>all</i> students. <p><i>Example: An art teacher posts the learning objectives on the wall using student-friendly language, such as, "At the end of this lesson, I will be able to _____."</i></p>	<ul style="list-style-type: none"> Communicate what is expected in ways that <i>all</i> students can understand using differentiated methods of communication aligned with the ability of each learner. <p><i>Example: An art teacher engages students in conversation about what the lesson is about and what the intended goals are. The teacher has students contribute to the wording of the objectives.</i></p>

Culturally Relevant and Sustaining Education Competencies

RUBRIC | COMPETENCY 4: Provide All Learners with Equitable and Differentiated Opportunities to Learn and Succeed

STANDARD 4. D

PROFESSIONAL EDUCATORS provide multiple pathways and opportunities for students to achieve academic and social success.

Entering	Emerging	Developing	Expanding
<ul style="list-style-type: none"> When approached by students and/or parents, outline standard pathways for students to achieve their academic and social goals. <p><i>Example: Promote college as the goal for all (successful) students.</i></p>	<ul style="list-style-type: none"> Outline standard pathways for students to achieve their academic goals and provide alternative, often vague, pathways. <p><i>Example: Explain that college is not for everyone and suggests students consider trade schools.</i></p>	<ul style="list-style-type: none"> Question their own assumptions about possible pathways for students to achieve their academic and social goals. Seek opportunities to learn about more diverse pathways and provide these on occasion. <p><i>Example: Explain that there are a wide range of post-secondary options, and if they want to attend college there are multiple ways to get there if they just look.</i></p>	<ul style="list-style-type: none"> Use appropriate resources (research, school counselors, community organizations) to better understand and develop multiple pathways students can use to achieve academic and social success. Proactively engage students in conversations about multiple pathways in pursuance of achieving their respective goals. Seek opportunities to work with coworkers/mentors to re-design instructional and assessment plans to challenge biases. <p><i>Example: Collaborate with the school counselors and local post-secondary institutions to provide students insights into their options for meeting their goals.</i></p>

Culturally Relevant and Sustaining Education Competencies

RUBRIC | COMPETENCY 5: Promote Asset-based Perspectives about Differences

STANDARD 5. A

PROFESSIONAL EDUCATORS recognize diversity as an asset to the entire learning community and treat it as such.

Entering	Emerging	Developing	Expanding
<ul style="list-style-type: none"> Set the expectation in their classrooms that students will be respectful of the teacher and of their peers. May avoid conversations about culture in an effort to avoid conflict. <p><i>Example: "Be respectful" is a posted class rule (with no explanation of what that looks/sounds like).</i></p>	<ul style="list-style-type: none"> Set the expectation in their classrooms that students will be respectful of the teacher and of their peers. May generally state that differences are to be appreciated and valued, and may allow students to engage conversations about culture and norms at the surface level, such as in regard to holidays, music, food, and dress. <p><i>Example: "Be respectful" is a posted class rule (with some explanation, such as active listening and responding to ideas).</i></p>	<ul style="list-style-type: none"> Work to create classrooms and schools that are respectful, inclusive of all, and help learners value the diversity of their peers by engaging in difficult conversations about diversity and creating opportunities for students to better understand one another when it seems appropriate given the content or lesson topic. <p><i>Example: Has class mantras such as, "Different is not wrong, listen and think before you speak."</i></p>	<ul style="list-style-type: none"> Actively work to create classrooms and schools that are respectful, inclusive, and help learners value the cultures of their peers by continuously engaging in difficult conversations about diversity and creating ongoing opportunities for students to better understand one another. Actively work to create classrooms and schools in which diversity is recognized as an asset to the entire learning community and is treated as such, and foster and nurture environments that are respectful and inclusive of all learners, educators, educational leaders, and families. <p><i>Example: Has their class create their own norms and expectations. Ensures all students can explain what they mean and give examples. When conflicts and questions arise, the teacher engages students in dialogue that allows them to share perspective and promote listening.</i></p>

Culturally Relevant and Sustaining Education Competencies

RUBRIC | COMPETENCY 5: Promote Asset-based Perspectives about Differences

STANDARD 5. B

PROFESSIONAL EDUCATORS show respect for every BIPOC learner, educator, educational leader, and family across cultural, racial, and linguistic differences.

Entering	Emerging	Developing	Expanding
<ul style="list-style-type: none"> ● In order to model respect, engage with all people in the same way. ● May be concerned that differentiating perpetuates inequities or could be interpreted as racist or biased. <p><i>Example: An English teacher generates a reading list that they believe will engage all students equally.</i></p>	<ul style="list-style-type: none"> ● Question the extent to which their own practices demonstrate respect for cultural, racial, and linguistic differences. ● May recognize that differences exist across communities, but may see the differences as unfortunate, as they disadvantage certain groups. See statements of respect and appreciation as a way to address inequities. <p><i>Example: An English teacher examines their own biases when choosing titles for a class reading list.</i></p>	<ul style="list-style-type: none"> ● Recognize that their own practices may or may not adequately demonstrate respect for differences. ● Actively seek to learn more, and work to adapt their practices to engage across differences and embody respect for all learners, families, and colleagues. <p><i>Example: An English teacher surveys students on their interests and uses this to create a class reading list.</i></p>	<ul style="list-style-type: none"> ● On an ongoing basis, explicitly model how to engage across differences and embody respect for cultural, racial, and linguistic differences. ● Provide opportunities for learners and educators to engage cross culturally to share ideas, perspectives, and lived experiences. <p><i>Example: An English teacher reaches out to community organizations and families to learn more about important voices and literature in their communities and incorporate those into the reading list.</i></p>

Culturally Relevant and Sustaining Education Competencies

RUBRIC | COMPETENCY 5: Promote Asset-based Perspectives about Differences

STANDARD 5. C

PROFESSIONAL EDUCATORS assess how learners from different backgrounds experience the environment and encourage them to reflect on their own experiences with bias.

Entering	Emerging	Developing	Expanding
<ul style="list-style-type: none"> Assume all learners experience the environment similarly, and reject the existence of bias. <p><i>Example: A teacher explains to their class that all students, regardless of social markers will not encounter any discrimination within the school.</i></p>	<ul style="list-style-type: none"> At the classroom level, engage in conversations with their own learners about school experiences. Begin to question how they can work to improve those experiences (i.e., what they can simplify for them given the lack of fairness in the system). <p><i>Example: A teacher explains to their class that all students, regardless of their social markers, should be free of discrimination-- but tells students to report instances to the counselor.</i></p>	<ul style="list-style-type: none"> Seek and use appropriate resources to understand how learners from different backgrounds experience the environment and encourage learners to reflect on their own experience with bias. Engage in solution-based conversations with others, including educators, learners, and possibly families. Design activities, such as analyzing a historical text, to give students the opportunity to reflect on their own perspectives and biases and gain a window into those of others. <p><i>Example: A teacher anticipates that students will encounter bias in their lives and at school and works to start appropriate conversations about how bias is manifest.</i></p>	<ul style="list-style-type: none"> On an ongoing basis, assess how learners from different backgrounds experience the environment and create frequent opportunities for all learners to reflect on their own experience with bias. Regularly collaborate with others, including educators, learners and families, to design learning experiences in which students reflect on and receive constructive feedback about their own perspectives and biases and gain a window into those of others. <p><i>Example: A teacher proactively acknowledges instances of bias within their own field of study, works to understand diverse perspectives, and regularly polls peers, students, and families to make sure they feel comfortable and heard.</i></p>

Culturally Relevant and Sustaining Education Competencies

RUBRIC | COMPETENCY 5: Promote Asset-based Perspectives about Differences

STANDARD 5. D

PROFESSIONAL EDUCATORS exhibit sensitivity to the ways in which BIPOC learners, educators, educational leaders, families, and guardians experience social and academic spaces.

Entering	Emerging	Developing	Expanding
<ul style="list-style-type: none"> Establish the general expectation that all people should be treated equally in academic spaces. <p><i>Example: A teacher reviews state mandated academic guidelines with their students.</i></p>	<ul style="list-style-type: none"> At certain times, provide opportunities for members of the learning community to reflect on and provide feedback about their experiences in the learning community. <p><i>Example: A teacher occasionally asks students how they feel they are treated at their school.</i></p>	<ul style="list-style-type: none"> Seek to learn more about the experiences of all members of the learning community by engaging in regular, ongoing conversations. Provide opportunities for all members of the learning community to contribute to/in academic spaces. <p><i>Example: A teacher seeks to form a discussion group of parents, representative of the school community, regarding the norms and practices of their school.</i></p>	<ul style="list-style-type: none"> Facilitate regular and ongoing conversations and engagement practices that are consistently sensitive to BIPOC learners, educators, educational leaders, families, and guardians Consistently find ways to highlight the social and academic experiences of learners, educators, educational leaders, and families as resources to learning by ensuring all members of the learning community have the opportunity to engage in the design of academic spaces such as programs, curricula, and extracurricular activities. <p><i>Example: A teacher seeks to regularly poll their students about their feelings regarding the norms and practices of their school, as well as including a discussion group with families.</i></p>

Culturally Relevant and Sustaining Education Competencies

RUBRIC | COMPETENCY 5: Promote Asset-based Perspectives about Differences

STANDARD 5. E

PROFESSIONAL EDUCATORS assist learners in valuing their own and others' cultures and help them develop a sense of responsibility for recognizing, responding to, and addressing bias, discrimination, injustice, and bullying.

Entering	Emerging	Developing	Expanding
<ul style="list-style-type: none"> Establish the general expectation that people will: <ol style="list-style-type: none"> be respectful of others' cultures. report bullying of any kind. <p><i>Example: A health teacher explains the bullying policy, as written by the school, to their class.</i></p>	<ul style="list-style-type: none"> Periodically provide opportunities for people to share about their cultures and set the expectation that others will listen respectfully. Provide different ways that members of the learning community can report mistreatment, including writing anonymous letters or reporting to an individual teacher or counselor. <p><i>Example: A health teacher provides an anonymous letterbox whereby students can detail incidents of bullying.</i></p>	<ul style="list-style-type: none"> Seek to learn more about how to engage members of the learning community in conversations about theirs and others' cultures. Consider and occasionally engage with members of the school community to build a set of tools for responding to and addressing bias, discrimination, injustice, and bullying when they encounter it. <p><i>Example: A health teacher utilizes the anonymous notes within their class detailing bullying to advocate for tools to address bias or discrimination within the school.</i></p>	<ul style="list-style-type: none"> Consistently engage members of the learning community in conversations about their and others' cultures in order to foster a deep sense of mutual appreciation and respect. Take a leadership role in cultivating a sense of responsibility among members of the school community to build a set of tools for responding to and addressing bias, discrimination, injustice, and bullying when they encounter it. <p><i>Example: A health teacher utilizes advocacy tools for addressing bias or discrimination by engaging outside community members and asking them to come into their class and present on recognizing bullying and/or bias or discrimination.</i></p>

Culturally Relevant and Sustaining Education Competencies

RUBRIC | COMPETENCY 6: Collaborate with Families and Communities through Authentic Engagement Practices

STANDARD 6. A

PROFESSIONAL EDUCATORS believe that every family, regardless of their race, skin color, ethnicity, gender identity, age, nationality, language, class, economic status, ability, level of education, sexual orientation, and religion wants the best for their children.

Entering	Emerging	Developing	Expanding
<ul style="list-style-type: none"> ● Believe that families who want the best for their children will attend back to school night, respond to emails, and attend parent teacher conferences. ● Send outreach in English only and use one mode of communication. <p><i>Example: A middle grades teacher feels that families who did not attend a recent parent teacher conference should take more of an interest in their child's schooling.</i></p>	<ul style="list-style-type: none"> ● Believe that limited time, energy, or resources have led to families necessarily opting out of being involved in their child's education. ● To not pressure parents or, to relieve burden, do not communicate directly with families, but send information home via students. May encourage families to engage in homework help. <p><i>Example: A middle grades teacher feels that families who did not attend a recent parent teacher conference can still remain informed about their child through other means (e.g.: parent newsletter, text message, etc.).</i></p>	<ul style="list-style-type: none"> ● Believe families care deeply about their children and are interested in participating in their child's education. ● Offer suggestions on how they could still be engaged in the traditional school activities by making changes in their behaviors or expectations (i.e., using a translator to understand the English only communications they send out, getting a babysitter for younger children, or using the district website to understand the school system). May position themselves as someone families can "reach out to". <p><i>Example: A middle grades teacher engages English learner families by presenting parent newsletters in all home languages represented in the class.</i></p>	<ul style="list-style-type: none"> ● Believe all families want what's best for their children and have the capacity and desire to support their child's education and can make important contributions to their learning. ● Develop engagement strategies that reflect their understanding of the unique barriers faced by members of the school community, including immigrants, BIPOC families, low-income families, and those with disabilities. <p><i>Example: A middle grades teacher offers to meet immigrant families during non-working hours, or may pursue meeting options that have a setting other than the school, so as to put parents at ease.</i></p>

Culturally Relevant and Sustaining Education Competencies

RUBRIC | COMPETENCY 6: Collaborate with Families and Communities through Authentic Engagement Practices

STANDARD 6. B

PROFESSIONAL EDUCATORS view the cultural aspects of the community as an extension of their teaching spaces.

Entering	Emerging	Developing	Expanding
<ul style="list-style-type: none">• Ask questions occasionally about the community and typically only when prompted in a given script.	<ul style="list-style-type: none">• Ask questions that demonstrate their surface knowledge of the community (i.e. food, music, dance, art, holidays) when they believe it's appropriate.	<ul style="list-style-type: none">• Provide space and opportunity for students to talk about their community and cultural backgrounds and incorporate that in future discussions of the content.	<ul style="list-style-type: none">• View the community as members of the school community, privileging and amplifying their practices and their linguistic and cultural resources.

Culturally Relevant and Sustaining Education Competencies

RUBRIC | COMPETENCY 6: Collaborate with Families and Communities through Authentic Engagement Practices

STANDARD 6. C

PROFESSIONAL EDUCATORS value every family as an asset and resource.

Entering	Emerging	Developing	Expanding
<ul style="list-style-type: none"> Believe that curricula should be developed to help students and families assimilate to the dominant culture. <p><i>Example: A teacher-leader believes that the prevailing goal of learning history is cultural assimilation into America.</i></p>	<ul style="list-style-type: none"> Believe families have important cultural knowledge that should be sustained, but that this is separate from the curriculum. <p><i>Example: A teacher-leader values cultural knowledge on an informal level within their history class but doesn't integrate these perspectives into curricula.</i></p>	<ul style="list-style-type: none"> Value families as assets and resources, and periodically invite families to share their expertise. <p><i>Example: At certain points in the year, such as Black History Month, a teacher-leader invites families to talk to the class or submit artifacts for class projects.</i></p>	<ul style="list-style-type: none"> Value all families as assets and resources, and believe that families bring with them funds of knowledge that can inform culturally relevant curriculum development, instructional practices, and approaches to family and community engagement. Develop relationships with families and learn as much as possible about them and their cultural identities. <p><i>Example: A teacher-leader or principal creates a committee of family members and teachers who co-create a modified history curriculum, in-person or on an online platform, by contributing ideas, resources, and co-teaching.</i></p>

Culturally Relevant and Sustaining Education Competencies

RUBRIC | COMPETENCY 6: Collaborate with Families and Communities through Authentic Engagement Practices

STANDARD 6. D

PROFESSIONAL EDUCATORS understand the nuances of diverse families and the wide range of factors that shape how families interact with educators and schools.

Entering	Emerging	Developing	Expanding
<ul style="list-style-type: none"> ● Believe that families have ample opportunities to engage with educators and the school. ● Expect families to be supportive of school programs, policies, and procedures. <p><i>Example: A teacher-leader expects families to always try to make it to parent teacher conferences.</i></p>	<ul style="list-style-type: none"> ● Believe all families have opportunities to engage with the school, but that some may face barriers. ● May send special invitations to families encouraging them to attend school events such as family night and report card conferences. Send home friendly communication via students. <p><i>Example: A teacher-leader sends home monthly newsletters in English concerning class events and deadlines.</i></p>	<ul style="list-style-type: none"> ● Seek opportunities to learn about the factors that shape how families interact with educators and schools ● In order to develop relationships and deepen engagement, design inclusive events in which families can interact with the school on a regular basis <p><i>Example: A teacher-leader heads a committee to start family nights, where all families can come together with school staff.</i></p>	<ul style="list-style-type: none"> ● Based on meaningful, ongoing engagement with families, understand the nuances of diverse families and the wide range of factors that shape how families interact with educators and schools. ● Continually develop authentic relationships with families built on a foundation of mutual trust and respect, and set the conditions that allow for meaningful engagement. <p><i>Example: A teacher-leader develops periodic parent surveys, in multiple languages, that asks for their opinion about school norms and procedures. Families can discuss these and make suggestions online and/or during family nights.</i></p>

Culturally Relevant and Sustaining Education Competencies

RUBRIC | COMPETENCY 6: Collaborate with Families and Communities through Authentic Engagement Practices

STANDARD 6. E

PROFESSIONAL EDUCATORS identify systems, structures, practices, and policies that exclude and marginalize BIPOC and multilingual families, families living in poverty, and families with varying sexual orientations and gender identities

Entering	Emerging	Developing	Expanding
<ul style="list-style-type: none"> • Believe that systems, structures, practices, and policies should be applied uniformly for all families. Schedules parent teacher conferences during the same time every year for all parents. 	<ul style="list-style-type: none"> • Believe that existing systems, structures, practices, and policies are fair, but that some families may have internal barriers to participation. • See value in reducing the pressure on families to be involved when they are unable. May send friendly communication to families via their children. 	<ul style="list-style-type: none"> • Question systems, structures, practices, and policies that may exclude some families. Consider systems, structures, practices, and policies that exclude and marginalize BIPOC and multilingual families, families living in poverty, and families with varying sexual orientations and gender identities. • Engage in some conversations with colleagues and families to name and address some barriers. 	<ul style="list-style-type: none"> • On an ongoing basis, engage with colleagues and families in assessing existing structures, and intentionally designing systems, structures, and practices that are inclusive of BIPOC and multilingual families, families living in poverty, and families with varying sexual orientations and gender identities. • Work with colleagues and families to disrupt traditional school practices that have privileged the input and collaboration of families from dominant language, social, and racial backgrounds.

Culturally Relevant and Sustaining Education Competencies

RUBRIC | COMPETENCY 6: Collaborate with Families and Communities through Authentic Engagement Practices

STANDARD 6. F

PROFESSIONAL EDUCATORS view family and community engagement as a priority.

Entering	Emerging	Developing	Expanding
<ul style="list-style-type: none"> ● Believe it is the responsibility of families and the community to support the school's decisions. <p><i>Example: A teacher-leader sends a monthly email to parents about school happenings and policy decisions/changes.</i></p>	<ul style="list-style-type: none"> ● Believe schools should keep families and the community abreast of decision making. ● Believe feedback from families and the community can inform said decisions. <p><i>Example: During parent teacher conferences, a teacher-leader may ask parents a few informal questions regarding their opinion of school happenings and policies.</i></p>	<ul style="list-style-type: none"> ● Seek to learn more about the ways prioritizing family and community engagement can strengthen the school community and educational outcomes for learners. ● Work with colleagues to elicit feedback from families and communities about how to improve the school. <p><i>Example: A teacher-leader sends out monthly questionnaires to families within the community, inviting their insights and opinions on school happenings.</i></p>	<ul style="list-style-type: none"> ● See family and community engagement as a priority. Therefore, they invite families and community members to engage in decision making processes by including them in school improvement plans and sharing ways for them to support classroom learning. ● Engage with supportive principals who include families and communities by setting organizational goals and strategies aimed at fostering a culture of belonging, inclusion, and family/community engagement.. <p><i>Example: A teacher-leader organizes a parent committee that members of school leadership can consult with when making policy decisions.</i></p>

Culturally Relevant and Sustaining Education Competencies

RUBRIC | COMPETENCY 7: Communicate in Linguistically and Culturally Responsive Ways That Demonstrate Respect for Learners, Educators, Educational Leaders, and Families

STANDARD 7. A

PROFESSIONAL EDUCATORS understand and honor the ways in which culture influences verbal and nonverbal communication.

Entering	Emerging	Developing	Expanding
<ul style="list-style-type: none"> Consider language as generally the words and grammar one uses and consistent in meaning and use across contexts. View their own communication as value-neutral. Defines culture as traditions passed down through generations. <p><i>Example: An art teacher expects eye contact from all students.</i></p>	<ul style="list-style-type: none"> Consider their own language use as generally consistent in meaning and use across contexts. View some aspects of communication as influenced by culture and value how culture influences everyone's respective modes of communicating. <p><i>Example: An art teacher recognizes that eye contact has different meanings and use in different social groups. She is not always comfortable, but is conscious.</i></p>	<ul style="list-style-type: none"> View communication as verbal and nonverbal, and culture as beliefs, values, and behaviors that influence how people communicate. Seek to understand general whole-group norms, and work with mentors to help them practice and evaluate their own practices in demonstrating respect for social, cultural, and linguistic differences. <p><i>Example: An art teacher creates a project in which students share different social norms through various mediums.</i></p>	<ul style="list-style-type: none"> Understand and honor the ways in which culture influences verbal and nonverbal communication Are sensitive to factors such as body language, eye contact, tone of voice, and gestures that can impact the meaning and outcomes of interactions with learners, educators, educational leaders, and families. <p><i>Example: An art teacher talks openly about their own cultural norms and ways of interacting to promote conversation and to disrupt assumptions that certain ways of behaving are 'normal.'</i></p>

Culturally Relevant and Sustaining Education Competencies

RUBRIC | COMPETENCY 7: Communicate in Linguistically and Culturally Responsive Ways That Demonstrate Respect for Learners, Educators, Educational Leaders, and Families

STANDARD 7. B

PROFESSIONAL EDUCATORS employ diverse channels to communicate with families in their first language.

Entering	Emerging	Developing	Expanding
<ul style="list-style-type: none"> Communicate in ways they believe are professional and appropriate for school. Expect students and families to understand and appreciate existing communication efforts. View information on students' home language as interesting, but not necessary. <p><i>Example: A kindergarten teacher sends home a welcome letter consisting of five paragraphs of text in English.</i></p>	<ul style="list-style-type: none"> Communicate in ways they believe are professional and appropriate for school. Understand that some students and families may find this mode of communication challenging and may limit access. They expect the families to adjust and/or seek their own help. They may direct families to resources such as translation services. View information on students' home language as occasionally useful. <p><i>Example: A kindergarten teacher sends home a welcome letter consisting of bullet points in English, some images, and information for translation services. May suggest parents use email to request in-person meetings to discuss questions or concerns.</i></p>	<ul style="list-style-type: none"> Research diverse channels for communicating with families in their first language. Even if unsuccessful, believe that students and families will notice and appreciate their effort and be inclined to participate in schools. <p><i>Example: A kindergarten teacher sends home a welcome letter consisting of bullet points in English and Spanish, using Google Translate. The teacher includes information for translation services for other languages. The teacher offers to hold Q&A sessions via Google classroom, and will ensure a district interpreter is present. The teacher includes a multiple choice questionnaire asking how parents prefer to be contacted.</i></p>	<ul style="list-style-type: none"> Consistently use diverse channels to communicate with families in their first language, and in <i>their</i> preferred mode, in alignment with families' cultural and linguistic needs. Understand that various modes of communication such as spoken, print, technology, and social media platforms exist in an interconnected system of cultural beliefs, values, and practices, each with its own integrity, priorities, and resources. <p><i>Example: A kindergarten teacher finds out the home languages of their students and uses the District's translation service to translate the letter into those languages. She sends the translated document and copy of the English version to the families via their preferred mode of communication. She invites families to participate in Q&A sessions on Google classroom, ensuring them that they will have access to District funded interpreters. She sets up an online platform, such as ClassDojo, to ensure frequent communication in families' home languages.</i></p>

Culturally Relevant and Sustaining Education Competencies

RUBRIC | COMPETENCY 7: Communicate in Linguistically and Culturally Responsive Ways That Demonstrate Respect for Learners, Educators, Educational Leaders, and Families

STANDARD 7. C

PROFESSIONAL EDUCATORS honor and respect the home language of learners and their families.

Entering	Emerging	Developing	Expanding
<ul style="list-style-type: none"> ● Believe that people should speak their home language at home with their families, but that all communication with the school should occur in English. ● Believe families are responsible for accessing resources in order to communicate with school personnel in English. <p><i>Example: A STEM teacher respects home languages but believes that English should be used during parent teacher conferences.</i></p>	<ul style="list-style-type: none"> ● Believe that people should speak their home language at home with their families, but that communication with the school should occur in English to the greatest extent possible. ● Send resources out to families about translation and interpretation services, language line services, and suggest they get in touch with community-based cultural brokers. <p><i>Example: A STEM teacher sends out a list of resources to families of translation services but the email is written in English, and possibly translated only into Spanish.</i></p>	<ul style="list-style-type: none"> ● Seek to learn not just what languages their learners and their families speak, but <i>about</i> those languages. ● Learn about technology and other resources, seek out new resources, and share these with their colleagues. Together, practice using translation and interpretation services. <p><i>Example: A STEM teacher spearheads a project to compile a list of resources for multilingual students and families of all language backgrounds within the school.</i></p>	<ul style="list-style-type: none"> ● Demonstrate honor and respect for the home languages of learners and their families by advocating for translation and interpretation services, dual language programs, live interpretation services (ex: Language Line), and the use of community-based cultural brokers. ● Continuously work to honor and accommodate home languages, including by ensuring the school provides translation services and resources in ALL languages represented in the educational space, including but not limited to Spanish. ● Regularly leverage technology and other resources to ensure equitable and effective communication between home and school. <p><i>Example: A STEM teacher advocates for multilingual families by ensuring qualified interpreters and translators, such as the District’s contracted live/call-in interpretation services are used during parent-teacher conferences.</i></p>

Culturally Relevant and Sustaining Education Competencies

RUBRIC | COMPETENCY 7: Communicate in Linguistically and Culturally Responsive Ways That Demonstrate Respect for Learners, Educators, Educational Leaders, and Families

STANDARD 7. D

PROFESSIONAL EDUCATORS exhibit an awareness of the multi-dialectical nature of language in American society and the social constructs of different dialects, including learners' natural ways of talking.

Entering	Emerging	Developing	Expanding
<ul style="list-style-type: none"> Expect the use of "Standard English" in all academic spaces. <p><i>Example: A history teacher hears students talking between classes and encourages them to use "Proper English".</i></p>	<ul style="list-style-type: none"> Expect the use of "Standard English" in all academic spaces, and work with students to "improve" their dialect. Allow students to use their natural ways of talking outside of the classroom. <p><i>Example: A history teacher tells students to answer all questions in complete sentences to help them with their writing.</i></p>	<ul style="list-style-type: none"> Seek to learn more about dialects in American society, the socially constructed nature of the frequently favored dialect labeled "Standard English", and why learners should be allowed to use their natural ways of talking in educational spaces. Engage in critical examinations of language, especially when relevant to the curriculum. <p><i>Example: A history teacher designs a lesson that looks at the links between language variations and power in American history.</i></p>	<ul style="list-style-type: none"> On an ongoing basis, deepen their understanding of the multi-dialectical nature of language in American society and the socially constructed nature of the frequently favored dialect labeled "Standard English". They allow learners to use their natural ways of talking in educational spaces, and work to better understand students' language rather than change it. They foster ongoing and critical examinations with their learners on why linguistic apartheid exists and how even their own dialectical and slang patterns are often appropriated by the dominant culture. <p><i>Example: A history teacher regularly provides primary sources as part of their lessons and engages students in discussions on language variation, power, and voice.</i></p>

Culturally Relevant and Sustaining Education Competencies

RUBRIC | COMPETENCY 7: Communicate in Linguistically and Culturally Responsive Ways That Demonstrate Respect for Learners, Educators, Educational Leaders, and Families

STANDARD 7. E

PROFESSIONAL EDUCATORS believe that all learners have a choice and a right to practice the language(s) of their culture.

Entering	Emerging	Developing	Expanding
<ul style="list-style-type: none"> View the school as situated in an English-speaking country and expect English to be used in all communications. <p><i>Example: An 8th grade science teacher tells students to use English in her class to help them build their fluency.</i></p>	<ul style="list-style-type: none"> View the school as situated in an English-speaking country and recognize that some are working to learn the language. May simplify some of the English communications or suggest to speakers of other languages ways they can quicken their English acquisition. <p><i>Example: An 8th grade science teacher tells students that if they need to, they can use a translation app to help them with their science homework.</i></p>	<ul style="list-style-type: none"> View school as situated in a community in which languages other than English are used. Seek to understand more about the ways in which some languages are resources. Allow users of languages other than English to bring translators or use translation services to facilitate communication. <p><i>Example: An 8th grade science teacher provides translations in class for students and encourages students who speak similar languages to work together to discuss concepts.</i></p>	<ul style="list-style-type: none"> View school as situated in a community in which languages other than English are used, that all learners have a choice and a right to practice their language, and understand multilingualism as a resource. Give learners tools and resources to access the language of the dominant culture--both spoken and written--while allowing them to embrace their home language(s) as resources. <p><i>Example: An 8th grade science teacher asks students to analyze science terms, breaking down word parts and identifying relationships with other languages (i.e. origin or current use). Speakers of other languages are encouraged to expand on the analysis and provide insights into linguistic structures and vocabulary. The teacher sees this as broadening the vocabulary of speakers of all languages (including English) and contributing to her efforts to teach complex scientific concepts.</i></p>

Culturally Relevant and Sustaining Education Competencies

RUBRIC | COMPETENCY 8: Establish High Expectations for Each Learner and Treat Them as Capable and Deserving of Achieving Success

STANDARD 8. A

PROFESSIONAL EDUCATORS understand the importance of having high expectations for all BIPOC students.

Entering	Emerging	Developing	Expanding
<ul style="list-style-type: none"> • Believe in rewarding students for doing their best regardless of goals or objectives. 	<ul style="list-style-type: none"> • Begin to question what they consider to be each learners' "best". • Reflect on the variation of expectations they have for different learners, particularly BIPOC learners 	<ul style="list-style-type: none"> • Learn about the importance of having high expectations for all BIPOC learners by engaging in conversations with others, researching, and pursuing professional development opportunities. • Acknowledge that holding all learners to high expectations can impact educational and personal outcomes. 	<ul style="list-style-type: none"> • Understand the importance of having high expectations for all BIPOC learners. • Acknowledge that holding BIPOC learners to high standards and expectations impacts educational and personal outcomes in and beyond educational contexts.

Culturally Relevant and Sustaining Education Competencies

RUBRIC | COMPETENCY 8: Establish High Expectations for Each Learner and Treat Them as Capable and Deserving of Achieving Success

STANDARD 8. B

PROFESSIONAL EDUCATORS communicate expectations and a clear framework for all learners (specifically individuals from diverse backgrounds), which clarify and articulate the standards to which they are being held.

Entering	Emerging	Developing	Expanding
<ul style="list-style-type: none"> • Display standards for daily lessons and refer students to these at the beginning of lessons. 	<ul style="list-style-type: none"> • Display and periodically discuss with students the broader standards to which they will be held. • Display standards for daily lessons, refer students to these at the beginning of lessons, and explain to students why these are relevant to their long-term educational outcomes. 	<ul style="list-style-type: none"> • Understand the importance of communicating expectations and a clear framework for all learners which clarify and articulate the standards to which they are being held. • Frequently discuss the relationship between specific standards and the way they contribute to and shape learning, and encourage students to ask questions if they don't understand the relationship between standards and their impact on educational outcomes. 	<ul style="list-style-type: none"> • Consistently communicate expectations and a clear framework for all learners which clarify and articulate the standards to which they are being held. • Provide a clear purpose for the inclusion of specific standards and the way they contribute to and shape learning so no ambiguity exists about the role of standards and their impact on educational outcomes.

Culturally Relevant and Sustaining Education Competencies

RUBRIC | COMPETENCY 8: Establish High Expectations for Each Learner and Treat Them as Capable and Deserving of Achieving Success

STANDARD 8. C

PROFESSIONAL EDUCATORS foster positive learning spaces that nurture creativity, build high self-esteem, support agency, and lead to self-actualization for all learners (including those from disadvantaged and historically marginalized backgrounds).

Entering	Emerging	Developing	Expanding
<ul style="list-style-type: none"> Foster what they believe to be positive learning spaces based on their own educational experiences. <p><i>Example: A high school teacher designs their classroom to mirror that of their own favorite teacher they had when they were in high school.</i></p>	<ul style="list-style-type: none"> Are aware that some learners may experience the learning space differently than they do, but do not yet know how to foster learning spaces that are positive for all. <p><i>Example: A high school teacher attends professional development opportunities and explains issues they perceive with their classroom environment.</i></p>	<ul style="list-style-type: none"> Seek to learn more about how to foster positive learning spaces. Engage with learners and colleagues to design spaces that nurture creativity, build high self-esteem, support agency, and lead to self-actualization. Periodically ask learners to reflect on their experiences in the learning space in order to gain constructive feedback. <p><i>Example: A high school teacher attends professional development workshops and works with colleagues to draft ideas about how classroom norms can be improved.</i></p>	<ul style="list-style-type: none"> Continuously foster positive learning spaces that nurture creativity, build high self-esteem, support agency, and lead to self-actualization for all learners. Regularly survey, conference, or in other ways communicate with learners to ensure they perceive the learning space as positive. <p><i>Example: A high school teacher surveys students regularly concerning their thoughts about the class and how it can be made better and encourages students to meet to form student committees with the goal of actualizing positive learning spaces for all.</i></p>

Culturally Relevant and Sustaining Education Competencies

RUBRIC | COMPETENCY 8: Establish High Expectations for Each Learner and Treat Them as Capable and Deserving of Achieving Success

STANDARD 8. D

PROFESSIONAL EDUCATORS recognize and respect that learners have agency and are capable of contributing to their own learning.

Entering	Emerging	Developing	Expanding
<ul style="list-style-type: none"> ● Set what they believe to be reasonable goals for learners. ● Believe that applying the same standards to all students is fair, and use the same growth measures across all learners. 	<ul style="list-style-type: none"> ● Set what they believe to be reasonable goals for learners, and ask learners to set goals for themselves, particularly as they pertain to classwork. ● Believe that applying the same standards to all students is fair, and use the same growth measures across all learners, but also encourage learners to reflect on their own growth. 	<ul style="list-style-type: none"> ● Recognize that learners have agency and are capable of contributing to their own learning, and explore ways to work with learners to set individualized goals, especially as they pertain to classwork. ● In addition to applying traditional measures, they learn about various strategies of measuring growth and work with learners to choose the most appropriate strategies. 	<ul style="list-style-type: none"> ● Recognize and respect that learners have agency and are capable of contributing to their own learning. ● On an ongoing basis, they work together with learners to set individualized goals and determine strategies to measure growth.

Culturally Relevant and Sustaining Education Competencies

RUBRIC | COMPETENCY 8: Establish High Expectations for Each Learner and Treat Them as Capable and Deserving of Achieving Success

STANDARD 8. E

PROFESSIONAL EDUCATORS establish authentic relationships with learners.

Entering	Emerging	Developing	Expanding
<ul style="list-style-type: none"> Tell all students they should feel free to come to them for help when they need it. Say, "let me know." <p><i>Example: A music teacher explicitly tells students during a lecture that they are free to come see them after class at any time, to talk about whatever they may need.</i></p>	<ul style="list-style-type: none"> Tell all students they should feel free to come to them for help when they need it. They may, at certain points in the academic year, such as midterms, schedule "check-ins". <p><i>Example: A music teacher, during a scheduled check-in, makes sure to ask the student how everything is going regarding their home lives.</i></p>	<ul style="list-style-type: none"> Intentionally build relationships with learners, especially in relationship to the classroom. Schedule periodic surveys and conferences with students to discuss goals and provide feedback and support. <p><i>Example: A music teacher takes time to check-in with students and distribute surveys periodically, while also taking time to remember things the students enjoy, so they can be referenced when clarifying a problem or within an example.</i></p>	<ul style="list-style-type: none"> Continuously work to strengthen authentic relationships with their learners. On an ongoing basis, act as resources to learners by offering feedback and support in achieving their personal and academic goals for learning. <p><i>Example: A music teacher takes time to check-in with students periodically, while sending them resources and websites they personally may find helpful or interesting.</i></p>

Culturally Relevant and Sustaining Education Competencies

RUBRIC | COMPETENCY 8: Establish High Expectations for Each Learner and Treat Them as Capable and Deserving of Achieving Success

STANDARD 8. F

PROFESSIONAL EDUCATORS recognize the integral role families play in their students' education and work closely with families and learners to set mutually agreed-upon goals and devise a plan for accountability that is supported by all individuals.

Entering	Emerging	Developing	Expanding
<ul style="list-style-type: none"> Believe that schools, and the trained professionals who work there, are best equipped to set goals and devise a plan for accountability for students. <p><i>Example: A math teacher provides a struggling student with a schedule and specific activities to help them improve their grade.</i></p>	<ul style="list-style-type: none"> Believe that well trained educators are best equipped to set goals and devise a plan for accountability for students, and that this should be communicated clearly and frequently with families. Believe families play an important role in supporting students, particularly with regard to ensuring students accountability. <p><i>Example: A math teacher sends home a letter to parents of a struggling student with directives of what they need to do to better support their child's academics.</i></p>	<ul style="list-style-type: none"> Understand that families play an important role in their children's education, not only with regard to accountability, but in goal setting, too. Learn about ways to work with families to set goals and devise plans for accountability. <p><i>Example: A math teacher asks the schools parent-liaison to help facilitate a meeting with the parents of a struggling student to devise a plan to improve their performance.</i></p>	<ul style="list-style-type: none"> Recognizing the integral role families play in their child's education, they consistently work closely with families and students to set mutually agreed upon goals and devise a plan for accountability that is supported by all individuals. <p><i>Example: A math teacher has regular meetings with parents of students to devise and adapt plans in support of their child's academic success.</i></p>

Culturally Relevant and Sustaining Education Competencies

RUBRIC | COMPETENCY 9: Educate Oneself About Microaggressions and their Impact on Diverse Learners, Educators, and Families, and Actively Disrupt the Practice by Naming and Challenging its Use

STANDARD 9. A

PROFESSIONAL EDUCATORS believe and acknowledge that microaggressions are real and take steps to educate themselves about the subtle and obvious ways in which they are used to harm and invalidate the existence of others.

Entering	Emerging	Developing	Expanding
<ul style="list-style-type: none"> Believe that sometimes people are unkind, and that behaviors some label as microaggressions are either misunderstandings or individual insults, not linked to systemic race, gender, language, or ability biases. <p><i>Example: A teacher attempts to clear up a microaggression by explaining to the students involved that the incident was a misunderstanding.</i></p>	<ul style="list-style-type: none"> Know microaggressions exist, but do not yet understand how they, their students, and colleagues might be affected by these. <p><i>Example: A teacher attends some professional development workshops and talks to colleagues abstractly about the nature of microaggressions.</i></p>	<ul style="list-style-type: none"> Seek to better understand microaggressions and how they are used to harm others in the learning environment. Recognize when a microaggression has occurred, and believe others when microaggressions are identified that they did not initially notice. <p><i>Example: A teacher begins researching the nature of microaggressions and reflects on comments made in class.</i></p>	<ul style="list-style-type: none"> Believe and acknowledge that microaggressions are real and understand the subtle and obvious ways in which they are used to harm and invalidate the existence of others. Can recognize microaggressions as they occur and can identify the ways in which the individual was harmed. <p><i>Example: A teacher skillfully addresses a case of microaggression with a teach-in-the-moment lesson on subtle and obvious ways in which they are used to harm and invalidate the existence of others.</i></p>

Culturally Relevant and Sustaining Education Competencies

RUBRIC | COMPETENCY 9: Educate Oneself About Microaggressions and their Impact on Diverse Learners, Educators, and Families, and Actively Disrupt the Practice by Naming and Challenging its Use

STANDARD 9. B

PROFESSIONAL EDUCATORS take responsibility for informing themselves about the various types of microaggressions and the specific communities and subgroups harmed by these practices.

Entering	Emerging	Developing	Expanding
<ul style="list-style-type: none"> Believe behaviors some label as microaggressions are isolated occurrences that may be hurtful in the moment, but do not/should not have lasting impact. 	<ul style="list-style-type: none"> Know microaggressions exist, but do not yet understand how they, their students, and colleagues might commit microaggressions, nor how they impact communities and subgroups. <p><i>Example: An English teacher, having difficulty pronouncing a student's name, resorts to using a nickname for the student.</i></p>	<ul style="list-style-type: none"> Seek to better understand the types of microaggressions that they, their students, and colleagues might commit and how some people are harmed by these practices. Seek opportunities, such as journaling, book clubs, conferences, PD, to reflect on their own behavior. <p><i>Example: An English teacher listens to a podcast about the names and their meaning and recognizes that their comments about the difficulty of some students' names could be considered acts of microaggression.</i></p>	<ul style="list-style-type: none"> Understand the various types of microaggressions that they, their students, and colleagues might commit and the specific communities and subgroups that are harmed by these practices. Work with others to reflect on their practices and design ways to eliminate and prevent this behavior. <p><i>Example: An English teacher explains to colleagues at a professional development meeting how consistently mispronouncing a student's name could be considered acts of microaggression.</i></p>

Culturally Relevant and Sustaining Education Competencies

RUBRIC | COMPETENCY 9: Educate Oneself About Microaggressions and their Impact on Diverse Learners, Educators, and Families, and Actively Disrupt the Practice by Naming and Challenging its Use

STANDARD 9. C

PROFESSIONAL EDUCATORS inform themselves about the long-term impact of unchecked microaggressions on the mental and emotional health of BIPOC and other marginalized learners, educators, educational leaders, and families.

Entering	Emerging	Developing	Expanding
<ul style="list-style-type: none"> • Believe that each person is responsible for their own reactions, and that people "shouldn't let it get to them." 	<ul style="list-style-type: none"> • Know microaggressions exist but may not understand the significance and the long-term effects. • May seek to comfort the harmed party, explaining that the offender just does not know better. 	<ul style="list-style-type: none"> • Understand that the long-term effects of unchecked microaggressions can result in mental and emotional distress. • Seek out information and strategies to learn how to help individuals work through the impact of microaggressions. 	<ul style="list-style-type: none"> • Understand that the long-term effects of unchecked microaggressions can and likely will result in mental and emotional distress. • Work with others in the learning community to not only prevent and disrupt microaggressions, but to support individuals impacted.

Culturally Relevant and Sustaining Education Competencies

RUBRIC | COMPETENCY 9: Educate Oneself About Microaggressions and their Impact on Diverse Learners, Educators, and Families, and Actively Disrupt the Practice by Naming and Challenging its Use

COMPETENCY 9. D

PROFESSIONAL EDUCATORS understand the relationship between impact and intent.

Entering	Emerging	Developing	Expanding
<ul style="list-style-type: none"> ● Believe that jokes are harmless. If offense is taken, it is either a simple misunderstanding or the victim should be less sensitive. <p><i>Example: A health teacher makes a joke in class that a student says is offensive. The teacher says in response, "Oh, I'm just joking. Where's your sense of humor?"</i></p>	<ul style="list-style-type: none"> ● Understand the difference between intent and impact, and understand that "good intent" cannot be used as an excuse. ● Are conscious of the need to interrupt harmful behaviors, and occasionally do so with individuals close to them, typically in private and after an overt infraction. <p><i>Example: A health teacher makes a joke in class that a student says is offensive. During class, the teacher moves on, but later, he pulls the student aside and apologizes.</i></p>	<ul style="list-style-type: none"> ● Understand the difference between intent and impact, and understand that when "good intent" is used as an excuse it can further harm others. ● Are conscious of the need to interrupt harmful behaviors, can recognize harmful behaviors, AND frequently take steps to interrupt harmful behaviors, including speaking up in the moment of an infraction. <p><i>Example: A health teacher makes a joke in class that a student says is offensive. In response, the teacher apologizes and asks open-ended questions to encourage students to talk more about the impact of jokes like the one he made. He expresses interest in learning and helping the class learn how to respond in similar situations.</i></p>	<ul style="list-style-type: none"> ● Understand the difference between intent and impact, and understand that the impact of one's actions on another person is important and valid regardless of one's intent. ● Work to interrupt harmful behaviors both in the moment, and work to educate the offender and bystanders. <p><i>Example: A health teacher creates a lesson that he uses every year on understanding the impact of one's action on another, regardless of intent. He openly uses his own experiences as examples.</i></p>

Culturally Relevant and Sustaining Education Competencies

RUBRIC | COMPETENCY 9: Educate Oneself About Microaggressions and their Impact on Diverse Learners, Educators, and Families, and Actively Disrupt the Practice by Naming and Challenging its Use

COMPETENCY 9. E

PROFESSIONAL EDUCATORS create learning communities and spaces that are inclusive and free of destructive and harmful microaggressions.

Entering	Emerging	Developing	Expanding
<ul style="list-style-type: none"> Understand the learning community and space in terms of their own experiences and their own sense of belonging. May work to create inclusive learning communities and spaces based on their own norms and beliefs. <p><i>Example: A first grade teacher makes a classroom rule that reads, "Speak kindly to each other."</i></p>	<ul style="list-style-type: none"> Consider the learning community and space in terms of how all community members encounter it. See themselves as passive participants in their wider sphere of influence, rather than as agents for change. Strive to create a classroom community where learners are kind to one another. <p><i>Example: A first grade teacher engages their students in activities and conversations about speaking kindly and including others.</i></p>	<ul style="list-style-type: none"> Take responsibility for the learning community and spaces they see as their domain (their own classrooms, clubs, committees) and consider the experiences of others. Seek out information and strategies to learn how to raise awareness of and prevent microaggressions. <p><i>Example: A first grade teacher has their students create examples of ways to speak kindly and posts on the wall. The teacher periodically tells stories about microaggressions and asks for students to give examples of ways to respond to promote kindness.</i></p>	<ul style="list-style-type: none"> Take responsibility for the climate in their sphere of influence (classrooms, schools, departments, etc.) and all community members' sense of belonging. Actively work with others to ensure the entire learning community understands and knows how to avoid committing microaggressions. <p><i>Example: A teacher starts a committee to create/manage a school-wide campaign for kindness. This might include posters around the school naming and countering microaggressions and a student committee that participates in addressing incidents of microaggressions.</i></p>

Culturally Relevant and Sustaining Education Competencies

RUBRIC | COMPETENCY 9: Educate Oneself About Microaggressions and their Impact on Diverse Learners, Educators, and Families, and Actively Disrupt the Practice by Naming and Challenging its Use

STANDARD 9. F

PROFESSIONAL EDUCATORS actively counter deficit-based and invalidating behavior in themselves and others by engaging in affirming practices.

Entering	Emerging	Developing	Expanding
<ul style="list-style-type: none"> Encourage their students and colleagues to improve their own behaviors and circumstances. <p><i>Example: Say, "If someone is mean to you, don't let it get to you."</i></p>	<ul style="list-style-type: none"> Know that deficit-based and invalidating behaviors are harmful to others, but have not yet considered their own role in perpetuating these. May be prepared to address microaggressions they personally experience, and/or accept responsibility if they receive feedback on their own behaviors. <p><i>Example: Say, "If someone is mean to you, tell the person they are being unkind."</i></p>	<ul style="list-style-type: none"> Seek to better understand deficit-based and invalidating behavior, and reflect on their own behaviors. May be prepared to address, name, or interrupt microaggressions they witness and accept responsibility when they receive feedback on their own behavior. <p><i>Example: Say, "If someone is mean to someone else in front of you, call them out on it."</i></p>	<ul style="list-style-type: none"> Actively counter deficit-based and invalidating behavior in themselves and others by engaging in affirming practices on an ongoing basis. This includes but is not limited to micro afflictions as well as naming, interrupting, and addressing microaggressions in a meaningful way. <p><i>Example: Say, "When someone commits a micro aggression, we are all responsible for naming and addressing it, whether we are the receiver, offender, or witness."</i></p>

Culturally Relevant and Sustaining Education Competencies

RUBRIC | COMPETENCY 9: Educate Oneself About Microaggressions and their Impact on Diverse Learners, Educators, and Families, and Actively Disrupt the Practice by Naming and Challenging its Use

STANDARD 9. G

PROFESSIONAL EDUCATORS engage in critically reflexive practice.

Entering	Emerging	Developing	Expanding
<ul style="list-style-type: none"> Engage in end of day/week reflective practice focusing on students' compliance during lessons, logistics, and assessment results (as indications of their understanding/skills in the content). <p><i>Example: A language teacher uses every Friday afternoon to create a list of students who will receive a reward on Monday for doing well on that week's assessment.</i></p>	<ul style="list-style-type: none"> Engage in post-lesson reflective practice focusing on students' participation and contributions during the lesson, their own utterances and behaviors, and assessment results (questioning the quality of the tool to capture what students know and are able to do). <p><i>Example: After a lesson, a language teacher notices that many students got the same question incorrect; they begin to rethink how the question is worded.</i></p>	<ul style="list-style-type: none"> Engage in pre-lesson reflective practice, using prior experiences to anticipate potential needs and questions of students, preemptively analyzing materials and planned 'script' for potential bias Engage in post-lesson reflections, questioning observations, presumptions, and outcomes. <p><i>Example: Before a lesson, a language teacher rethinks the cultural references that they are using to clarify some concepts to students.</i></p>	<ul style="list-style-type: none"> Consistently engage in critically reflexive practice (in-the-moment self-assessment on practice and immediately adapts to student needs). They have a higher level of self-awareness that enables them to examine why things are the way they are and consider the role they are playing in the current outcome, particularly about how their own socialization impacts instruction. <p><i>Example: During a lesson, a language teacher notices some students are looking away or drawing picture in their notebooks; the teacher shifts to asking open-ended questions about how the content connects with their lived experiences</i></p>