

Restorative Culturally Responsive and Anti-Racist Teaching Tool [®]

Inspired by: [Illinois rubric](#), [CR learning rubric](#), work of [Gholdy Muhammad](#), and [Tara Yosso's Cultural Wealth Model](#)

Adapted, synthesized, and Created for Burlington School District by: the Edmunds Middle School YPAR Collective

Purpose: The purpose of this rubric is to provide teachers a tool to learn new skills, gather feedback, become more anti-racist/anti-oppressive to improve their culturally responsive teaching.

What we hope to accomplish: To hold teachers accountable and make sure that teachers are teaching in a culturally responsive way that's beneficial to everyone. Also to structure conversations about student experience with racism in the classrooms.

Who Will Be Using This: This rubric will be used by administrators and teacher mentors who would be evaluating teachers.

Our Philosophy (from below):

- We believe in assets based approach ([Tara Yosso's Cultural Wealth Model](#))
- We believe in getting rid of assimilationism and perfectionism.
- We believe in the Gholdy Muhammad way of learning and teaching about [Identity, Skills, Intellect, Criticality, and Joy](#)
- We believe in student self-worth

Restorative Culturally Responsive Teaching Tool Domains:

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Interpersonal: Culturally Responsive Teaching Rubric Look Fors

Category	Indicator	Teacher Actions to Look For	Student Actions to Look For
<p><u>Interpersonal (the interaction between people)</u> The observable relationships and social dynamics that exist between the teacher and their</p>	<p>Teachers and students are aware of their strengths, struggles, and biases, and respond to them in constructive and proactive ways.</p>	<ul style="list-style-type: none"> ☐ Teachers have normalized conversations about confronting bias through language, routines, and practice. <ul style="list-style-type: none"> ☐ <i>Example: When issues of race/racism arise in the classroom, the teacher stops class to have a discussion about the impact of the issue that arose.</i> ☐ Teachers reflect on how they feel in situations where student and teacher have a conflict and seek the restorative practices personnel in the building to help resolve conflicts 	<ul style="list-style-type: none"> ☐ Students identify their strengths through the teacher's pointing them out and learning how to recognize as well as admit when they made a mistake and/or, need help <ul style="list-style-type: none"> ☐ <i>Example: Students recognize their strengths when asked. Students can identify when they need help with</i>

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<p>students, as well as the relationships that exist between the students and their peers in classrooms, hallways, and any other location that students and teachers interact.</p>		<ul style="list-style-type: none"> ❑ <i>Example: Teacher models taking a break for the students when feeling aggravated with perceived student misbehaviors.</i> ❑ Teachers accept that some equity conversations will be emotionally triggering for students and provide an open invitation and space to opt out of equity conversations <ul style="list-style-type: none"> ❑ <i>Example: Using school provided affinity spaces and restorative practices personnel for students with similar identities to discuss feelings and experiences.</i> ❑ Teachers seek to understand different student cultures and experiences to avoid causing more harm to students from historically marginalized groups <ul style="list-style-type: none"> ❑ <i>For example: When issues of systemic barriers come up in the classroom space the teacher considers the needs of historically marginalized students and offers them a way to opt out by using systems such as affinity spaces. Helpful Tool for teacher change.</i> ❑ Teachers do not pressure students to be the “ambassador” for their entire group <ul style="list-style-type: none"> ❑ <i>For Example: The teacher should never call the black students in the room to comment on the black experience.</i> ❑ Teachers model admitting when they made a mistake and/or seek assistance to repair harm. <ul style="list-style-type: none"> ❑ <i>For Example: Teacher owns up and openly and sincerely apologizes to class for the impact. Teacher apologizes to student/s by modeling their thinking behind the apology out loud to the entire class (which functions as modeling an apology and turning it into a teaching moment.)</i> ❑ The teacher challenges students to confront and deconstruct their own assumptions and biases ❑ <i>For Example: Teacher asks student to apologize for the impact.</i> 	<p>confidence and without being embarrassed.</p> <ul style="list-style-type: none"> ❑ Students have time to learn and to question assumptions and biases about how they contribute to white supremacy. <ul style="list-style-type: none"> ❑ <i>Example: Students have time to reflect on their assumptions and students are called in about their biases.</i>
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		<ul style="list-style-type: none"> ❑ The teacher encourages students to explore alternative or divergent perspectives and points of view <ul style="list-style-type: none"> ❑ <i>For Example: Teacher modifies or changes the way they teach by incorporating diverse perspectives no matter who is represented in the classroom.</i> ❑ Teachers will openly utilize the Burlington school district supported and supplied professional development opportunities to begin/continue their anti-racist education. <ul style="list-style-type: none"> ❑ <i>For Example: If a teacher is struggling in one of the areas presented on the rubric they will openly ask for support in order to grow in their understanding of race, racism, and white supremacy culture.</i> ❑ Teachers will not pressure students to relieve their guilt around social justice issues or other forms of guilt. <ul style="list-style-type: none"> ❑ <i>For Example: Teachers will not impart their white guilt on students of color.</i> 	
	<p>Mutual respect and healthy boundaries are established amongst and across all students</p>	<ul style="list-style-type: none"> ❑ Teachers encourage students to work with each other and to partner with a variety of students. Students should not be homogeneously grouped. <ul style="list-style-type: none"> ❑ <i>Example: Students work with one another in groups to analyze and answer math practice problems.</i> ❑ Teachers call attention to and affirms healthy demonstrations of teamwork and collaboration. <ul style="list-style-type: none"> ❑ <i>Example: The group is doing a wonderful job and the teacher gives specific and timely praise about what that group is doing well.</i> ❑ The teacher models and can be seen as an exemplar of having healthy relationships with students and even their own colleagues, e.g. observations of co-teacher relationships <ul style="list-style-type: none"> ❑ <i>Example: Teachers use positive and affirming language when talking about their colleagues.</i> ❑ Teachers will have an asset view of students. They will 	<ul style="list-style-type: none"> ❑ Students are collaborative and engage with each other in respectful and productive ways ❑ Students intently listen to their classmates, do not interrupt them while speaking, respond to and build on their classmates contributions ❑ Students are supportive of one another and affirm the contributions of their teammates ❑ Students who aren't kind to themselves have trouble being kind to other people. A student's self-confidence, or their sense of self-worth, can affect how much a student is willing to give the people around them space to be "annoying", or "hard to be around". <ul style="list-style-type: none"> ❑ <i>Example: Teachers focus on the</i>

		<p>approach student needs by thinking about what barriers are in place for student success instead of perceived student ability.</p> <ul style="list-style-type: none"> ❑ <i>Example: Teachers will stop from classifying students as “low kids” or kids less able to complete their work as the other kids</i> 	<p>student rather than the problem. When a student mistreats another student, the teacher needs to understand that</p>
	<p>Mutual respect and healthy boundaries are established between the teacher and all students It’s important for students to have teachers that are on their side, teachers that understand and advocate for the student.</p>	<ul style="list-style-type: none"> ❑ Teacher's demeanor is warm; the teacher can be seen smiling and expressing a range of verbal and nonverbal signs of endearment. <ul style="list-style-type: none"> ❑ <i>Example: Teachers model the treatment of others by the way they treat their students.</i> ❑ There are signs of healthy bonds and equitable relationships and trusting between the teacher and the students, and the teacher creates opportunities for the students to feel safe and positively express themselves ❑ Teachers use language that is empowering and affirming to all identities and members of the classroom community ❑ Teacher empathizes with students and validates their concerns. <ul style="list-style-type: none"> ❑ <i>Example: Have you ever had a teacher that you're closer with than most other teachers in the school, and you feel like they're on your side? All students should have a teacher like that.</i> ❑ Teachers understand that mistakes in behavior of the co-constructive expectations is a form of communication and don’t take it personally. <ul style="list-style-type: none"> ❑ <i>Example: A student acts out and the teacher uses it as an opportunity to self-reflect on potential harm that they have done and try and help resolve the root of the misbehavior without anger or judgment.</i> ❑ It's crucial that teachers are understanding of student needs, behaviors, and situations and give them the time 	<ul style="list-style-type: none"> ❑ Students use language that is empowering and affirming to all identities and members of the classroom community ❑ Students share their gratitude with their teacher and their peers; they articulate the things or moments that they appreciate about the lesson and their experience ❑ Students are safe in the classroom and can be seen fully and positively expressing themselves to their teacher

		<p>they need rather than pursue instant fixes.</p> <ul style="list-style-type: none"> ❑ <i>Example: The teacher sees a student acting out and rather than go and immediately comforts them, gives them space and sets up the student with the resources necessary to pursue the long term fix.</i> 	
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Cultural: Culturally Responsive Teaching Rubric Look Fors

Category	Indicator	Teacher Actions to Look For	Student Actions to Look For
<p><u>Culture</u></p> <p>The classroom's, the school climate and environment include observable artifacts, rituals and routines, and structures that promote inclusion and safety.</p>	<p>The classroom and school environment is culturally and socially affirming, “a mirror for all” students' identities and brings awareness to global diversity.</p>	<ul style="list-style-type: none"> ❑ The teacher visibly and prominently displays artifacts that are reflective, mirror and are affirming to students' identities. <ul style="list-style-type: none"> ❑ <i>Example: So it is not just a performative action, the teacher includes all student’s identities in the lesson and curriculum that they teach.</i> ❑ The teacher has arranged their classroom in a manner that promotes collaboration and cooperation, e.g. desks are in groups or pods. <ul style="list-style-type: none"> ❑ <i>Example: N/A</i> ❑ The teacher has arranged the classroom in a manner that allows for materials and resources to be equitably accessible to all students. ❑ The school will supply all needed classroom resources for all students and the teacher will assure to distribute those resources for all kids. ❑ Teachers' lessons are interactive and not lecture based. 	<ul style="list-style-type: none"> ❑ Student desks and work spaces are free of distractions and arranged in ways that aid learning and maximize attention and focus ❑ Students' work spaces are comfortable and personalized to the needs and cultural identities of the students. ❑ Students can be heard interacting with the culturally representative displayed artifacts, manipulatives, and student created work. ❑ Students demonstrate a sense of ownership and pride over the classroom space and all spaces in the school. ❑ Students access school offered affinity spaces for students of the global majority when they feel like they need connection and/or support.

	<p>Rituals and routines are co-constructed culturally representative and responsive, affirming, purposeful, and promote both community and independence</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Teachers use language that is affirming to all students and positively reinforces their belief in them. <input type="checkbox"/> The teacher articulates the purpose of the co-constructed culturally responsive rituals and routines and their role in driving learning forward <ul style="list-style-type: none"> <input type="checkbox"/> Example: The teacher explains the importance of equitable and unbiased routines in the classroom. <input type="checkbox"/> The co-created rituals and routines are culturally responsive and equitable and accessible to all students <ul style="list-style-type: none"> <input type="checkbox"/> Example: The teacher makes sure that all kids have the chance to opt out as well as participate and engage in conversation and activities not matter their identity. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Students have internalized routines and they are efficiently and seamlessly executed <input type="checkbox"/> Students can be seen enthusiastically creating and leading rituals and routines. <input type="checkbox"/> Students engage with the classroom's co-constructed rituals and routines pridefully and purposefully.
	<p>Expectations are co-constructed with a diverse group of stakeholders; they are ambitious, asset based, clear, and widely practiced in classroom</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher kindly directs students to give their complete attention when anyone is sharing. <ul style="list-style-type: none"> <input type="checkbox"/> Example: By understanding that student conversations are important and by asking the permission of the students to refocus. <input type="checkbox"/> Teachers' redirects in the classroom are not based on identities but based on adherence to the co-constructed guidelines. <ul style="list-style-type: none"> <input type="checkbox"/> Example: Teacher collectively addresses the class as a whole instead of targeting specific students of historically marginalized identities. <input type="checkbox"/> Teacher affirms and redirects behaviors that meet or fall short of the co-constructed community agreements. With understanding 	<ul style="list-style-type: none"> <input type="checkbox"/> Majority of the students have internalized the expectations and consistently demonstrate and uphold them <ul style="list-style-type: none"> <input type="checkbox"/> Example: students redirecting/reminding other students, expectations are discussed and changed when needed <input type="checkbox"/> Students operate with a sense of shared purpose and agency <ul style="list-style-type: none"> Examples: student led conversations and student choice <input type="checkbox"/> Students have minimal to no distractions and time on task is sustained over long periods of time.

		(not yelling or raising voices). <input type="checkbox"/> Example: Teacher tries to deescalate a situation without aggression	
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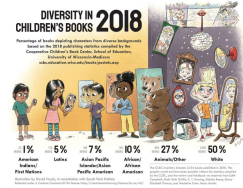
Curriculum: HOW and/or the WHAT that you teach: Culturally Responsive Teaching Rubric

Look Fors

Category	Indicators	Teacher Actions to Look For	Student Actions to Look For
<p>Process: The How: The way that you organize your lessons and the methods of instruction that you use to deliver the subject matter</p> <p>Content The What: the subject matter that students are engaging with, and the substance of the materials that students are analyzing and discussing Process:</p>	<ol style="list-style-type: none"> Students engage with relevant content that centers issues of equity, power, race, and identity. and/or Teacher uses the framework of joy, identity, skills, intellect, and criticality. (Muhammad, G., Love, B. L., & Scholastic Inc.,. (2020). 	<ul style="list-style-type: none"> <input type="checkbox"/> The teacher refers to relevant, real world, and community-based equity issues and occurrences <ul style="list-style-type: none"> <input type="checkbox"/> <i>Example: Teacher adapts traditional curriculum to include the real world connections that includes the racial and ethnic identities of all students. Teacher Tool: Cultivating Genius by Gholdy Muhammad</i> <input type="checkbox"/> Teachers created and teach a curriculum that is based on the identities of the students that they educate <ul style="list-style-type: none"> <input type="checkbox"/> <i>Example: This includes diverse authors of material and many different perspectives . Teacher Tool: Cultivating Genius by Gholdy Muhammad</i> <input type="checkbox"/> Teacher created lessons that are joyful <ul style="list-style-type: none"> <input type="checkbox"/> <i>Example: Teacher creates lessons that are engaging and reflect students interests. Teacher Tool: Cultivating Genius by Gholdy Muhammad</i> <input type="checkbox"/> The teacher encourages students to examine 	<ul style="list-style-type: none"> <input type="checkbox"/> Students are discussing global and communal issues of (in)equity and social justice and exploring different viewpoints <input type="checkbox"/> Students can see themselves in what they are learning <input type="checkbox"/> Students have the opportunity to experience joy in the lessons they are learning and the curriculum that is taught <input type="checkbox"/> Students use critical, content specific vocabulary accurately and use the context to further their learning <input type="checkbox"/> Students respectfully disagree with one another and provide evidence to support their views <input type="checkbox"/> Students can apply their own identity as well as others to the content. <i>Example: students are given time to reflect and think about how their own identity can relate to the content</i> <input type="checkbox"/> Students feel safe to share personal connections and experiences that relate to the content, but are never pressured to

		<p>and discuss examples and occurrences of stereotypes and biases</p> <ul style="list-style-type: none"> ❑ <i>Example: The teacher will motivate students to look at all angles of the content and think deeply about their and others inner biases.</i> ❑ Teacher encourages students to challenge the ideas in a text, lesson, equation, etc and form their own opinion and think deeply about the content <ul style="list-style-type: none"> ❑ <i>Example: Mr. Demink</i> ❑ Teachers do not apply inappropriately motivated bias to their content <ul style="list-style-type: none"> ❑ <i>Example: teachers do not single out BIPOC students based on their own racial bias.</i> ❑ Teachers teach with an open mind, are always trying to incorporate anti-racist practices in the planning for and the teaching of lessons. <ul style="list-style-type: none"> ❑ <i>Example: Teacher always makes sure to incorporate anti racist language and always encourages student feedback.</i> ❑ Teachers are able to name and learn from their own bias when reflecting on their curriculum and adapt their future curriculum to be less biased. <ul style="list-style-type: none"> ❑ <i>Example: Teacher can own up to their mistakes and grow as an educator</i> 	
	<p>Lesson meets common core state standards and includes rigorous tasks that are cognitively</p>	<ul style="list-style-type: none"> ❑ The teacher communicates openly and often refers to the lesson's objectives and essential questions and explains how they incorporate the student identities. 	<ul style="list-style-type: none"> ❑ Students spend majority of the lesson/observation thinking, i.e. reading, writing, or talking and interacting with about the lesson's objectives

	<p>demanding. BIPOC students are not deprived of challenges because of teacher bias.</p>	<ul style="list-style-type: none"> ❑ Example: ❑ The teacher constructs and/or uses anti-racist and challenging instructional materials, such as texts, questions, problems, exercises, and assessments that encourage students to critically think about the curriculum. <ul style="list-style-type: none"> ❑ Example: ❑ The teacher delivers anti-racist culturally responsive lesson content clearly, accurately, and with coherence; critical information is conveyed. <ul style="list-style-type: none"> ❑ Example: Critical race theory is taught along with culturally responsive teaching. ❑ Teachers equitably help every student with understanding the lesson/content and allow the students to voice their opinions <ul style="list-style-type: none"> ❑ Example: Teacher allows the lesson to flow but takes control every so often. 	<ul style="list-style-type: none"> ❑ Students can convey understanding of key concepts and themes in the lesson ❑ Students independently connect lesson content to real world situations ❑ Students are engaged and interested in the content
	<p>The content itself is reflective of and affirming to students' identities, brings awareness to global diversity, and it allows for students to look into the presented information</p>	<ul style="list-style-type: none"> ❑ The teacher creates and/or selects fact and opinion-based materials that invite students to offer counter perspectives ❑ <i>Example: See below</i> ❑ The teacher creates and/or selects materials that involve and value diverse student identities <ul style="list-style-type: none"> ❑ <i>Example: A teacher creates a classroom library that at bare minimum reflects the diversity of our world. Teacher Tool:</i> 	<ul style="list-style-type: none"> ❑ Students are asking thoughtful questions, feel safe, and are confidently sharing their opinions and perspectives ❑ Students are actively engaged and interested in the content and not distracted or lacking motivation ❑ Students engage with difficult and sensitive content in constructive and non-offensive ways; their disagreement honors and includes the experiences and identities of their peers ❑ Students are able to acknowledge when they are being biased or offensive towards other

		 <p data-bbox="756 349 1344 633"> <input type="checkbox"/> The teacher creates and/or selects materials that showcase difficult but important content in justice-oriented ways. <ul style="list-style-type: none"> <input type="checkbox"/> <i>Example: The selected content is created by BIPOC authors that are speaking from experience. The focus should be more on contributions and achievements instead of suffering.</i> </p>	<p>identities and their own.</p>
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Category	Indicator	(5) Alwa ys	(4) Often	(3) Some times	(2) Occasi onally	(1) Rarely	(0) No Eviden ce	Notes
<u>Interpersonal</u> The observable relationships and social dynamics that exist between the teacher and their students, as well as the relationships that exist between the students and their peers	Teachers and students are attuned to their strengths, gaps, and biases, and respond to them in constructive way							
	Mutual respect and healthy boundaries are established amongst and across all students							
	Mutual respect and healthy boundaries are established between the teacher and all students							

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Category	Indicator	(5) Always	(4) Often	(3) Sometimes	(2) Occasionally	(1) Rarely	(0) No Evidence	Notes
<u>Content</u> The subject matter that students are engaging with, and the substance of the materials that students are analyzing and discussing	Students engage with relevant content that centers issues of equity, power, race, and identity							
	Lesson includes rigorous tasks that are cognitively demanding							
	The content itself is reflective of and affirming to students' identities, brings awareness to global diversity, and it allows for students to interrogate the presented information							
<u>Instruction</u> The teacher's practice and the observable strategies they employ to facilitate learning and push and extend student thinking	The teacher demonstrates depth and breadth of the lesson and is able to contextualize it in students' identities, experiences, and abilities							
	Students have opportunities to demonstrate their learning in a variety of ways							
	Students have opportunities to engage in discourse							
<u>Culture</u> The classroom's climate and environment, observable artifacts, rituals and routines, and structures	The classroom environment is culturally and socially affirming to students' identities and brings awareness to global diversity							
	Rituals and routines are affirming, purposeful, and promote both community and independence							
	Expectations are co-constructed with a diverse group of stakeholders; they are ambitious, asset based, clear, and widely practiced in classroom							