Culturally Responsive Schools Rubric

	Indicator	Undeveloped	Developing	Proficient	Well-Developed	Notes
I N C L U S I V I T Y	School Environment	Few of the identities of the children who learn in the school are visually reflected through personnel and the school environment. Materials rarely appear in multiple languages in the school.	Some of the identities of the children who learn in the school are visually reflected through personnel and the school environment. The school celebrates multicultural events and heritage on the surface level. Materials appear in multiple languages in some parts of the school.	All children who learn in the school are visually reflected through personnel and the school environment. The school celebrates multicultural families, events and heritage. Materials appear in multiple languages across the school.	All children who learn in the school are visually reflected through personnel and the school environment and. The school authentically celebrates multicultural families, events, and heritage. Materials appear in multiple languages across the school.	
	Language	Students' home language is rarely used or discouraged by staff. Staff mispronounce some students' names and/or need work on bias-free language.	Students use their home language in school to support their learning. Staff pronounce students' names correctly and use language free of bias and stereotypes.	Staff and students are encouraged to use students' home language to support their learning. Staff pronounce students' names correctly and use language free of bias, stereotypes, and generalizations.	Staff and students are encouraged to use students' home language to support their learning and to teach others. Staff pronounce students' names correctly and use inclusive language free of bias, stereotypes, and generalizations.	
	Relationships	Staff rarely acknowledge the assets students bring aligned with their cultural and educational backgrounds and/or have a deficit mindset of students' cultural and educational backgrounds.	Staff acknowledges the assets students bring aligned with their cultural and educational backgrounds.	Staff acknowledges the assets students bring and build meaningful relationships and human connections aligned with students' cultural and educational backgrounds.	Staff acknowledges the assets students bring and use their interests and experiences to build meaningful relationships and human connections aligned with students' cultural and educational backgrounds.	
	Instructional Model	Students with diverse backgrounds are rarely included in grade-level instruction and spend most of their day in homogenous cultural groupings for instruction.	Students with diverse backgrounds are somewhat included in grade-level instruction and spend some of their day in homogenous cultural groupings for instruction.	Students with diverse backgrounds are included in grade-level instruction and time in homogenous cultural groupings is limited to when necessary to support learning goals.	Students with diverse backgrounds are included in grade-level instruction and time in homogenous cultural groupings is minimal.	

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I N S T R U C T I O N	Curriculum Materials	School curriculum rarely embeds stories, readings, and/or perspectives of culturally diverse students.	School curriculum embeds stories, readings, and/or perspectives of culturally diverse students. Students have opportunities to make connections to their learning.	School curriculum embeds stories, readings, and perspectives that focus on the history of culturally diverse students. Students have opportunities to make connections from their lives to their learning.	School curriculum embeds stories, readings, and perspectives that focus on the history and community of all culturally diverse peoples, regardless of the schools' population of students. Students have opportunities to bring in personal stories and make connections from their lives to their learning.	
	Practice & Feedback	Staff encourage students to practice conversational skills with culturally diverse peers or create a culture of practice and feedback that supports students' development of language and/or cultural competencies.	Staff encourage students to practice conversational skills with culturally diverse peers and create a culture of practice and feedback that supports students' development of language and cultural competencies.	Staff provide options for all students to engage in conversation with culturally diverse peers. Staff create a culture of practice and feedback that focuses on the development of critical language and cultural competencies.	Staff provide flexible options for all students to engage in conversation with culturally diverse peers. Staff create a culture of practice and feedback that use targeted strategies to focus on the development of critical language and cultural competencies.	
	Teaching Modalities	Staff rarely use modalities and/or visual tools that keep the attention of students that may struggle to process written or verbal language.	Staff use some modalities and/or visual tools that keep the attention of students that may struggle to process written or verbal language.	Staff use modalities and visual tools that keep the attention of students that may struggle to process written and/or verbal language.	Staff use non-verbal modalities and visual tools that keep the attention and make connections for students that may struggle to process written and/or verbal language.	
	Discourse	Staff struggle to differentiate between conversational and academic language. Wait time and/or processing time is rarely built into verbal interactions.	Staff can somewhat differentiate between conversational and academic language. Wait time and/or processing time is built into verbal interactions.	Staff can differentiate between conversational and academic language and understand how these are developed in students. Wait time and processing time are built into verbal interactions.	Staff are mindful of the language they use, can differentiate between conversational and academic language, and understands how these develop in students.. Wait time and processing time are consistently built into verbal interactions in all settings.	

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I N T E R V E N T I O N & S C R E E N I N G	Registration	School registration paperwork does not include a home language survey or it is only available in English.	School registration paperwork includes home language survey and is available in some languages.	School registration paperwork includes home language survey and is available in multiple languages. Office staff understand protocols for registering undocumented families.	School registration paperwork is available in multiple languages, includes home language survey, and screens for prior school services. Office staff provide a welcoming, safe and supportive process & protocols for registering undocumented families.	
	Assessment	Students are not screened in all domains of language within their first month. Supports are rarely or never put in place when needed.	Students are screened in all domains of language within their first month. Supports are put in place, when needed, at a later date.	Students are screened in all domains of language within their first month and supports are put in place when needed. Ongoing screening is used to make decisions for continued services.	Students are screened in all domains of language within their first month and appropriate supports are put in place when needed. Progress monitoring cycles are built out and used to make data-driven decisions for continued services.	
	Attendance	Schools may or may not track attendance patterns. Truancy may or may not be addressed and rarely attempts to build a connection between the family and the school community.	Schools track attendance patterns. Truancy is addressed and attempts to build a connection between the family and the school community.	Schools track attendance patterns. Truancy and mobility are addressed and seek to foster a positive and meaningful connection between the family and the school community.	Schools have systems in place to track attendance patterns. Truancy and mobility are addressed at the root cause and seek to foster a positive and meaningful connection between the family and the school community.	
	Behavior Support	Staff struggles to invest in a relationship-first approach to behavioral support. Staff rarely ensures school rules/procedures are understood and practiced.	Staff understands a relationship-first approach to behavioral support. Staff ensures some school rules/procedures are understood and practiced.	Staff understands and uses a relationship-first approach to behavioral support. Staff ensures school rules/procedures are understood and practiced.	Staff understands collectivist values and the power of using a relationship-first approach to behavioral support. Staff ensures school rules/procedures are understood and practiced.	

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F A M I L Y E N G A G E M E N T	Family Partnership	Schools rarely include families of diverse cultural backgrounds as partners in identifying goals, values, and problem-solving, in school organizations and/or as volunteers.	Schools include families of diverse cultural backgrounds as partners in identifying goals and problem-solving. Some families may engage in school organizations and/or as volunteers	Schools welcome families of many diverse cultural backgrounds as partners in identifying goals, values, and problem-solving, in school organizations, and/or as volunteers.	Schools welcome families and community members of all cultural backgrounds as partners in identifying goals, values, and problem-solving, in school organizations, and as volunteers.	
	Language Services	Professional translation and interpretation services are rarely available at school functions. Staff language is heavy in acronyms and jargon that makes it difficult to understand.	Professional translation and interpretation services are available at some school functions. Staff use language that is somewhat understandable.	Professional translation and interpretation services are available at school functions. Staff use language that is mostly understandable and free from acronyms and jargon.	Professional translation and interpretation services are available at school functions and made accessible to reduce stigma. Staff use language that is understandable and free from acronyms and jargon.	
	Accessibility & Setting	Home visits are rarely utilized to build knowledge of students' backgrounds. School functions are rarely scheduled in consideration of the community.	Home visits are sometimes utilized to build knowledge of students' backgrounds. School functions are sometimes scheduled in consideration of the community.	Home visits are often utilized to build knowledge of students' backgrounds. School functions are scheduled in consideration of the community in order to support access.	Home visits are encouraged to build knowledge of students' cultural backgrounds and heritage. School functions are scheduled around the needs and culture of the community in order to support access.	
	Life Stressors	School teams struggle to limit stressors in the school environment. Few or no partnerships with agencies provide direct assistance to families in need.	School teams attempt to limit stressors by building a welcoming environment. Some partnerships with agencies provide direct assistance to families in need.	School teams work to limit stressors by building a safe and welcoming environment. Partnerships exist with agencies that provide direct assistance to families in need.	School teams work to eliminate stressors by building a safe and welcoming environment. Systems are in place for building community and making connections with agencies that provide direct assistance to families in need.	