

Table 6.2

Curriculum and Instruction Rubric

| 5 Essential Elements | Cultural Destructiveness | Cultural Incapacity | Cultural Blindness | Cultural Precompetence | Cultural Competence | Cultural Proficiency |
|--|---|---|---|---|---|---|
| Assessing Cultural Knowledge – extent to which curriculum provides opportunities for educators and students to learn about self and others. | Limit or prohibit sharing of cultural knowledge and developing cultural identity. | Promote assimilation to the dominant culture and dominant learning styles and language. | Ignore aspects of culture (staff or students) that connects culture and learning. | Recognizing that the curriculum does not include students’ cultural perspectives. Incorporate into the curriculum information and resources that may reflect students’ perspectives. | Regularly provide opportunities for students to contribute their knowledge and perspectives about a lesson’s topic(s) and use the knowledge to plan and sequence the lesson. | Assess the gap between the teacher’s culture, the culture of the curriculum, and the culture of the students and seek on-going opportunities to learn about and use culturally responsive curriculum. |
| Valuing Diversity – extent which curriculum reflects diversity. | Select and implement curriculum and use resources that denigrate specific perspectives, or groups, and/or provide incomplete or inaccurate portrayals of events, individuals or groups. | Select and implement curriculum and use resources that reflect dominant group values, perspectives, and language. | Implement curriculum and use resources and languages recommended by state educational agencies and publishers, thereby providing limited cultural perspectives. | Recognize that curriculum may provide limited cultural perspectives. Select and develop supplemental curriculum and resources that provide information about contributions of diverse groups. | Select, develop and implement curricula that reflects diverse perspectives and languages and provides inclusive, accurate portrayal of historical events and cultural groups. | Promotes and develops students’ advocacy for social justice. |

| | | | | | | |
|--|--|--|---|--|---|---|
| <p>Managing the Dynamics of Difference – extent to which curriculum promotes multiple perspectives.</p> | <p>Ignore, seek, or alter data to validate the placement of students into rigid, limiting curricular paths that provide negative educational consequences for all students.</p> | <p>View the core program as meeting the needs of all students.</p> <p>Under-performing students are tracked into rigid curricular paths judged to be the most effective approach to assimilate and advance students.</p> | <p>Implement only mandated state and federal curriculum and interventions determined to be of maximum benefit to under-performing students.</p> | <p>Recognizing that the curriculum may not be accessible to all students, teachers may differentiate instruction, at times inappropriately providing less challenging lessons for under-performing students.</p> | <p>Provide students curriculum options that are challenging and incorporate inquiry and higher order thinking skills that personalize connections, and evoke multiple perspectives.</p> <p>Underperforming students receive on-going, timely and personalized support from peers, teachers and parents.</p> | <p>Provide students opportunities to <i>learn how to learn</i> – develop academic ability, intellectual competence and advocacy for social justice.</p> |
| <p>Adapting to Diversity – extent to which cultural knowledge is integrated into the curriculum.</p> | <p>Select and use curriculum that perpetuates inaccurate and/or negative portrayal of diverse groups and historical events.</p> <p>Curriculum denigrates culturally different groups and events through omissions, distortions and fallacious assumptions.</p> | <p>Use curriculum that portrays values and behaviors of the dominant group to promote the assimilation of diverse groups.</p> <p>Staff believes that assimilation is integral to success.</p> | <p>Embrace standards, standardized curriculum, resources, textbooks and standardized tests to ensure equality across the curriculum for all student groups without regard for cultural differences.</p> | <p>Recognizing students’ cultural differences, curriculum may be supplemented with information about cultural contributions or events without integrating such into the curriculum.</p> | <p>Integrate and infuse into existing curriculum culturally relevant content and differentiated instructional approaches/resources to meet the needs of all students.</p> | <p>Promote multiple perspectives in the curriculum to model and develop advocacy practices for social justice.</p> |
| | | | | | | |

| | | | | | | |
|--|---|---|--|---|--|---|
| <p>Institution- alizing – extent to which values and policies support culturally-responsive curriculum.</p> | <p>Create policies and practices that insure a curriculum that excludes, denigrates and misrepresents diverse groups and historical events.</p> <p>Actively pursue the identification and elimination of perspectives that threaten the <i>desired</i> perspective.</p> | <p>Create policies and practices that protect agency-sanctioned curriculum and instructional approaches while justifying them as beneficial for assimilating culturally different groups.</p> | <p>Standardize agency sanctioned curriculum and instructional resources to meet the needs of all student groups.</p> | <p>Recognizing the limitation of the existing curriculum to be culturally responsive, staff may integrate culturally responsive approaches and materials.</p> | <p>Create policies and practices to ensure that agency-sanctioned curriculum is enhanced with information, instructional approaches and resources to maximize the learning of all students.</p> <p>Strategies to ensure student success are articulated vertically and horizontally across grade levels and departments within schools and between feeder schools.</p> <p>Students, staff and parents regularly collaborate to examine data leading to continuous improvement of the curriculum program.</p> | <p>Enthusiastically embrace a district wide responsibility for closing learning and achievement gaps.</p> |
|--|---|---|--|---|--|---|

