Table 6.2
Curriculum and Instruction Rubric

5 Essential Elements Defined in Context	Informed by Barriers to Cultural Proficiency			Informed by Guiding Principles of Cultural Proficiency		
	Cultural Destructiveness	Cultural Incapacity	Cultural Blindness	Cultural Precompetence	Cultural Competence 'At Standard'	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	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.

				diverse groups.		
Managing the Dynamics of Difference – extent to which curriculum promotes multiple perspectives.	Ignore, seek, or alter data to validate the placement of students into rigid, limiting curricular paths that provide negative educational consequences for all students.	View the core program as meeting the needs of all students. Under-performing students are tracked into rigid curricular paths judged to be the most effective approach to assimilate and advance students.	Implement only mandated state and federal curriculum and interventions determined to be of maximum benefit to under-performing students.	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.	Provide students curriculum options that are challenging and incorporate inquiry and higher order thinking skills that personalize connections, and evoke multiple perspectives. Underperforming students receive on-going, timely and personalized support from peers, teachers and parents.	Provide students opportunities to *learn how to learn* – develop academic ability, intellective competence and advocacy for social justice.
Adapting to Diversity – extent to which cultural knowledge is integrated into the curriculum.	Select and use curriculum that perpetuates inaccurate and/or negative portrayal of diverse groups and historical events. Curriculum denigrates culturally different groups and events through omissions, distortions and fallacious assumptions.	Use curriculum that portrays values and behaviors of the dominant group to promote the assimilation of diverse groups. Staff believes that assimilation is integral to success.	Embrace standards, standardized curriculum, resources, textbooks and standardized tests to ensure equality across the curriculum for all student groups without regard for cultural differences.	Recognizing students' cultural differences, curriculum may be supplemented with information about cultural contributions or events without integrating such into the curriculum.	Integrate and infuse into existing curriculum culturally relevant content and differentiated instructional approaches/resources to meet the needs of all students.	Promote multiple perspectives in the curriculum to model and develop advocacy practices for social justice.

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