



BRANCHED INCLUSIVE INSTRUCTION RUBRIC

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BranchED tool: BranchED Rubric on Inclusive Instruction–November 2021

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*BranchED strives to continuously improve all of its tools and resources. It is possible that minor changes will be made in the future based on our community's feedback, but this version is the latest version of the rubric.

Rubric on Inclusive Instruction

Criteria At-a-Glance

Below are the nine criteria that are evident in a curriculum that demonstrates inclusive instruction. In the pages following, there is a rubric describing the different levels of implementation as well as descriptors of exemplar implementation of each criterion.

Criterion #	A curriculum that demonstrates inclusive instruction....
1	Explores issues of identity including intersections of identity
2	Encourages praxis through informed action, advocacy, and/or activism.
3	Centers the voices of families, community, and K12 education stakeholders through asset-and place-based partnerships.
4	Includes representation of multiple dimensions of diversity (e.g., cultural, ethnic, multilingualistic, gender, ability, sexuality, religious, etc.) in materials across the program.
5	Includes representation of multiple dimensions of diverse backgrounds (e.g., socioeconomic, racial, ethnic, multilingualistic, gender, ability, sexuality, religious, etc.) across those who develop and deliver the instruction.
6	Utilizes aspects of Universal Design for Learning, providing flexibility, voice, and choice to ensure engagement, access, and needed supports for every teacher candidate
7	Develops critical perspectives in teacher candidates that result in critiques of systems.
8	Develops and integrates asset-based pedagogies of care.
9	Embeds histories (experiences of assimilation and oppression, contributions, etc.) of marginalized groups in education throughout the program.

Orientation to the Rubric

Prior to utilization, it is important to become familiar with the format of the rubric. Each criterion has a rubric table in the format represented below.

Criterion x: This section lists the criterion to be assessed in the curriculum				
No Evidence of Implementation	Emerging Implementation	Partial Implementation	Accomplished Implementation	Mature Implementation
	<div style="border: 1px solid black; padding: 10px;"> <p>The descriptions of the levels of implementation are the same for all criteria. They are written in more general terms to facilitate use with all criteria. Additionally, they contain language that can be used to assess the criteria at the program and course level depending on how you are utilizing the rubric. Prior to use, it is highly recommended to spend time orientating yourself to the descriptions and key components of each of these levels of implementation.</p> </div>			
<p>Exemplar Implementation: This section provides a description of an exemplar implementation of the criterion in a curriculum. Users can look to this section for a specific description of what mature implementation would look like for the given criterion</p>				

ent Level of Implementation:
ct on your current level of imp

Below the rubric for each criterion is a space for users to note the assessed level of implementation as well as a place to document steps to reach the next level of implementation

Criterion 1: Explores issues of identity including intersections of identity

	Not Evident <i>No evidence of implementation</i>	Emerging <i>Minimal evidence of implementation.</i>	Partial <i>Some evidence of implementation</i>	Accomplished <i>Broad evidence of implementation</i>	Mature <i>Robust evidence of implementation</i>
Course Level	The criterion is not evident. (Note: Not every criterion will be applicable to every course.)	At the course level, teacher educator(s) understand the criterion and may even be well-versed in the criterion. However, the criterion is not evident within the course.	At the course level, the criterion is addressed briefly in the course through a reading, discussion, class activity, or instructional practice, but it is not fully explored or implemented.	At the course level, the criterion is a prominent feature of at least one major activity (presentation, project, essay, etc.) or instructional practice.	At the course level, the criterion is weaved through the whole course and is evident in several major activities (presentation, project, essay, etc.) or as a defining instructional practice of the course. The implementation of the criterion serves as an exemplar for other courses and teacher educators.
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Exemplar Implementation: The topics of identity and intersectionality of identities (e.g., socioeconomic racial, ethnic, multilingual, socio-economic, neurodiverse, religious, sexuality, gender) are explored in every course. These topics are documented in syllabi through the choice of materials, activities, and assessments. The content includes issues of privilege, oppression and microaggressions, and assets related to identities (e.g., funds of knowledge, types of capital, etc.). Through the program, teacher candidates also engage in reflection on their own identities, including how the intersections of these identities relate to those of their future students. Additionally, teacher educators model this reflection in their own practice and their work with teacher candidates.

Current Level of Implementation:

Reflect on your current level of implementation. What is needed to move to the next level?

Criterion 2: Encourages praxis through informed action, advocacy, and/or activism

	Not Evident	Emerging	<i>Partial</i>	Accomplished	Mature
	<i>No evidence of implementation</i>	<i>Minimal evidence of implementation.</i>	<i>Some evidence of implementation</i>	<i>Broad evidence of implementation</i>	<i>Robust evidence of implementation</i>
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Exemplar Implementation: All courses provide opportunities for candidates to address issues of equity and inclusion for diverse student groups as well as systemic inequities within the larger educational system. Coursework includes instruction as well as opportunities for candidates to reflect on and practice their role in promoting equitable practices. Pre-service fieldwork and student teaching requires candidates to practice identifying and addressing inequities within diverse populations at the school level and in instructional practice. Teacher candidates are also required to identify inequities in the school where they are placed and create an action plan to advocate for change in the inequities observed. Furthermore, during the program, teacher candidates learn about local, national, and international advocacy groups that work for equitable practices among diverse populations. At least one course provides an opportunity for teacher educators and candidates to engage in an advocacy or activism project for diverse populations within the community.

Current Level of Implementation:

Reflect on your current level of implementation. What is needed to move to the next level?

Criterion 3: Centers the voices of families, community, and K12 education stakeholders through asset- and place-based partnerships

	Not Evident <i>No evidence of implementation</i>	Emerging <i>Minimal evidence of implementation.</i>	Partial <i>Some evidence of implementation</i>	Accomplished <i>Broad evidence of implementation</i>	Mature <i>Robust evidence of implementation</i>
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Exemplar Implementation: Partnerships between teacher preparation programs and nearby districts position families, community members, and K-12 educational stakeholders as experts, as evidenced by involvement of these entities in program assessment and development, as well as by opportunities for such individuals to speak at program events and in courses. Across the coursework, asset-based perspectives on families and communities are promulgated through readings, discussion prompts, and other course materials. Fieldwork and student teaching include expectations to work with student, parent advocacy, and/or community groups in ways that complement existing assets and support families, community, and/or schools in meeting the needs they have identified as important.

Current Level of Implementation:

Reflect on your current level of implementation. What is needed to move to the next level?

Criterion 4: Includes representation of multiple dimensions of diversity (e.g., cultural, ethnic, multilinguistic, gender, ability, sexuality, religious, etc.) in materials across the program.

	Not Evident <i>No evidence of implementation</i>	Emerging <i>Minimal evidence of implementation.</i>	Partial <i>Some evidence of implementation</i>	Accomplished <i>Broad evidence of implementation</i>	Mature <i>Robust evidence of implementation</i>
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Exemplar Implementation: Across the curriculum, materials represent multiple dimensions of diversity (socioeconomic, racial, ethnic, multilinguistic, gender, ability, sexuality, religious, etc). This diversity is represented in the readings, videos, presentations, and visual aspects of materials. The materials are representative of the teachereducators, the communities they serve, as well as a global community. The inclusion of these dimensions is intentional and highlighted within the syllabi.

Current Level of Implementation:

Reflect on your current level of implementation. What is needed to move to the next level?

Criterion 5: Includes representation of multiple dimensions of diverse backgrounds (e.g., socioeconomic, racial, ethnic, multilinguistic, gender, ability, sexuality, religious, etc.) across those who develop and deliver the instruction.

	Not Evident	Emerging	<i>Partial</i>	Accomplished	Mature
	<i>No evidence of implementation</i>	<i>Minimal evidence of implementation.</i>	<i>Some evidence of implementation</i>	<i>Broad evidence of implementation</i>	<i>Robust evidence of implementation</i>
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Exemplar Implementation: Syllabi and materials for every course are developed by teams of individuals that represent diverse backgrounds. The program actively seeks and hires faculty/instructors, mentors, and master teachers in the program who represent diverse backgrounds and/or seek out additional expert guests to present to students. In both cases, multiple dimensions of diversity (e.g., socioeconomic, racial, ethnic, multilinguistic, gender, ability, sexuality, religious, etc.) are represented.

Current Level of Implementation:

Reflect on your current level of implementation. What is needed to move to the next level?

Criterion 6: Utilizes aspects of Universal Design for Learning, providing flexibility, voice, and choice to ensure engagement, access, and needed supports for every teacher candidate

	Not Evident	Emerging	<i>Partial</i>	Accomplished	Mature
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Exemplar Implementation: Universal Design for Learning is explicitly taught and modeled specific to understanding of barriers to proficiency/learning. For example, syllabi and lesson plans model multiple means of engagement. They offer choice to teacher candidates as to how they will engage with the material, demonstrate proficiency, and access supports. All courses provide teacher candidates with opportunities to access the curriculum from various points of entry; they incorporate a variety of modalities and allow students to negotiate changes based on their own strengths and experiences.

Current Level of Implementation:

Reflect on your current level of implementation. What is needed to move to the next level?

Criterion 7: Develops critical perspectives in teacher candidates that result in critiques of systems

	Not Evident	Emerging	<i>Partial</i>	Accomplished	Mature
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Exemplar Implementation: All courses explore areas of discrimination and oppression that have been historically present within school systems. The curriculum incorporates reflection activities that teach candidates to identify inequitable systems, their role in those systems, and ways to combat these systems as they enter the profession. Additionally, proposed actions to correct systems include intentionality about forming partnerships with family and community stakeholders to build a sustainable alternative model of educational systems for future generations.

Current Level of Implementation:
Reflect on your current level of implementation. What is needed to move to the next level?

Criterion 8: Develops and integrates asset-based pedagogies of care

	Not Evident <i>No evidence of implementation</i>	Emerging <i>Minimal evidence of implementation.</i>	Partial <i>Some evidence of implementation</i>	Accomplished <i>Broad evidence of implementation</i>	Mature <i>Robust evidence of implementation</i>
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Exemplar Implementation: All courses build upon candidate’s knowledge pertaining to relational and culturally responsive pedagogical practices throughout the entirety of the program. Across the program teacher candidates learn and are assessed on their knowledge of how to apply asset-based social emotional learning, relational and culturally responsive practices, and trauma informed practices. Furthermore, during their field experiences, teacher candidates design and implement lessons for students that incorporate these strategies. Teacher educators in the program also know how to apply these strategies in their work with teacher candidates demonstrating that the approach is not solely a k12 strategy.

Current Level of Implementation:

Reflect on your current level of implementation. What is needed to move to the next level?

Criterion 9: Embeds histories (experiences of assimilation and oppression, contributions, etc.) of marginalized groups in education throughout the program.

	Not Evident <i>No evidence of implementation</i>	Emerging <i>Minimal evidence of implementation.</i>	<i>Partial</i> <i>Some evidence of implementation</i>	Accomplished <i>Broad evidence of implementation</i>	Mature <i>Robust evidence of implementation</i>
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Exemplar Implementation: Coursework provides opportunities for the purposeful examination of the themes of assimilation, acculturation, and oppression in the history of the education system. Throughout the program, teacher candidates explore the historical lived experiences of youth from marginalized communities and how history impacts the current lived experiences of youth

Current Level of Implementation:

Reflect on your current level of implementation. What is needed to move to the next level?