



INCLUSIVE INSTRUCTION

Rubric & Guide for Implementation



Branch Alliance
for Educator Diversity

Austin, TX

▲ CONTRIBUTING AUTHORS

Dr. Christian Faltis, Texas A&M International University

Dr. Karen Kohler, Texas A&M University - San Antonio

Dr. Stacy Kula, Azusa Pacific University

Dr. Jody Moody, Texas A&M University - San Antonio

Dr. Seth Sampson, Texas A&M International University

Dr. Alicia Watkin, Azusa Pacific University

Dr. Amy Murillo, BranchED

Dr. Elizabeth Lisic, BranchED



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RUBRIC ON INCLUSIVE INSTRUCTION

IMPLEMENTATION GUIDE

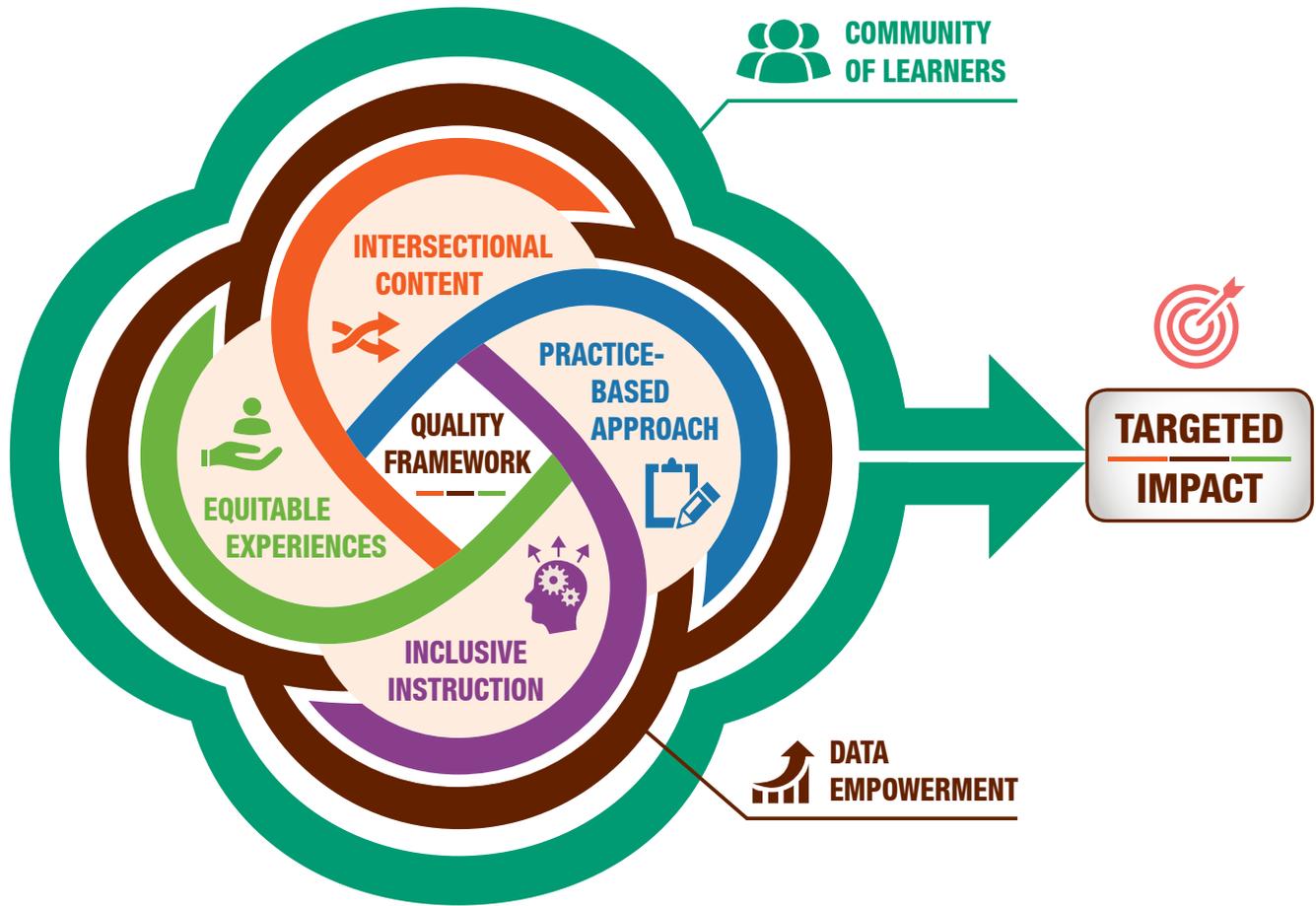
▲ Introduction: Who is BranchED?

BranchED is the only non-profit organization in the country dedicated to strengthening, growing, and amplifying the impact of educator preparation at Minority Serving Institutions (MSIs), with the longer-range goals of both diversifying the teaching profession and intentionally addressing critical issues of educational equity for all students. Our vision is for all students to access diverse, highly effective educators.

The goal of the BranchED National Educator Preparation Transformation Center is to redefine what constitutes quality educator preparation within MSIs. The work of the center is based on the premise that educator preparation programs (EPPs) that implement sustainable, quality programming at scale will result in more diverse teachers better able to positively impact outcomes for Black and Latino/a/x students and students from low socioeconomic backgrounds.

▲ The BranchED Framework

The BranchED Framework for Quality Preparation of Educators identifies six critical focus areas that EPPs can leverage to redesign their programs.



Inclusive instruction is identified as one of these key design principles of effective EPPs. Within this principle, BranchED believes that quality educator preparation minimizes barriers to learning and supports the success of all learners while ensuring that academic standards are not diminished.

▲ Why a Rubric on Inclusive Instruction?

As part of the transformation process at BranchED, EPPs need to examine their curriculum, defined as the totality of student experiences in the educational process, to ensure it focuses on diversity, equity, inclusion, and belonging. A curriculum audit is a process to examine curriculum, including coursework and applied experiences, which serves as a starting point for continuous improvement efforts.

A rubric provides opportunities for revision and improvement. This rubric on inclusive instruction focuses explicitly on diversity, equity, inclusion, and belonging, assessing the extent to which these are evident in the curriculum. By applying such a rubric in a curriculum audit, program faculty and stakeholders can identify bright spots and areas of opportunity to ensure diversity, equity, inclusion, and belonging are embedded throughout the student experience.

▲ History of Development

Upon seeing the need for a tool of this nature, BranchED gathered a team of subject matter experts to begin work on the development of a rubric on inclusive instruction. This team was composed of six faculty members representing EPPs at three MSIs. Core research team members included: Dr. Stacy Kula, Azusa Pacific University; Dr. Alicia Watkin, Azusa Pacific University; Dr. Jody Moody, Texas A&M - San Antonio; Dr. Karen Kohler, Texas A&M - San Antonio; Dr. Christian Faltis, Texas A&M - International University; Dr. Seth Sampson, Texas A&M - International University.

The first step for the core research team was to engage in a process to select the criteria of inclusive instruction that would be used to build the rubric. After a discussion of BranchED's definition of inclusive instruction and the importance of including elements of diversity and equity, the core team was tasked with individually proposing potential criteria to be included in the rubric. Team members independently reviewed literature on inclusive instruction and proposed criteria for the rubric rooted in the research and their experience working with culturally and linguistically diverse teacher candidates. With initial research complete, the core team convened for discussion and refinement of eight potential criteria that eventually became the anchor for the rubric. This process of independent work combined with rich, collaborative sessions proved to be a successful format in the development of the rubric. The proposed criteria were centered around a research-based understanding of the importance of inclusive, culturally responsive and sustaining practices. Deep, meaningful learning and engagement are connected to curriculum that reflect students' backgrounds and experiences.¹ As the rubric criteria were developed, the team focused on components that were asset based,² centered students and their funds of knowledge,³ promoted positive cultural identity,⁴ individualized instruction with high expectations for all learners,⁵ and encouraged critical reflection.⁶

Additional MSI faculty members reviewed the eight proposed criteria to establish content validity. Utilizing the Lawshe Content Validity Ratio (CVR), the team found that five of the proposed criteria surpassed the critical value. The CVR for three criteria was below the critical value (.99) and flagged for review. Ratings on clarity, along with qualitative responses regarding the proposed criteria, were also obtained from reviewers. This insight led to proposed revision to six criteria, including the merging of two criteria for greater clarity, the division of one criterion raters felt was double barreled, and the development of one new criterion. The team ended this exercise with nine revised criteria that would ultimately be expanded into a fully constructed rubric. Reviewer responses also reinforced the importance of an implementation guide to provide additional context for criteria. Throughout this process, the rubric and its criteria, along with the implementation guide, were iteratively reviewed by the research team and additional MSI faculty.

▲ Defining the Scope of Your Curriculum

While we define curriculum as the totality of student experiences, this "totality" can be experienced during one course, a series of courses, or a whole program. The rubric on inclusive instruction is intended to be applicable to all these experiences. For example, an individual professor might use the rubric to assess their curriculum for one course by reflecting on their syllabus: how the course was developed, the materials used, the assessments, etc. The same could apply for a series of courses or a whole program. For users to better apply the rubric in any of these situations, the levels of implementation include language to distinguish

between an individual course and a whole program. It is important to define the scope of your curriculum prior to rubric implementation. Will you be assessing a course or a program?

Using the Rubric at the Program Level

- 1 Form a team that will apply the rubric to the program.
- 2 Map the rubric criteria across the courses that make up the student experience, exploring bright spots and gaps.
- 3 Gather appropriate materials and artifacts to use in the assessment (i.e., student work, syllabi, assessments, data).
- 4 Consider the arc of the student experience as you complete the following for each criterion.
 - a. Read through each level of implementation and the provided exemplar.
 - b. Map and explore where and how the criterion presents itself throughout the program (assessments, student work, materials, supports, syllabi, etc.).
 - c. Determine a level of implementation based on your findings and reflection on the criterion.
 - d. Complete the reflection box for each criterion and discuss possible next steps.
 - e. Repeat steps 1–4 for each criterion.
- 5 Document next steps and determine how to disseminate findings.

Using the Rubric at the Course Level

While every criterion may not be present in every course, users are encouraged to consider each criterion and reflect on whether their course would benefit from its addition. For example, a methods course may not typically include an experience related to Criterion 3, but the user could reflect on any potential benefits of adding elements of community voice to the course. Reflecting on all criteria also strengthens the user's ability to understand and contribute to a wider application of the rubric across a whole program.

Gather appropriate materials and artifacts to use in the assessment (i.e., student work, syllabi, assessments, data).

- 1 Consider the arc of the student experience as you complete the following for each criterion.
 - a. Read through each level of implementation and the provided exemplar to reflect on how the criterion is demonstrated in the course.
 - b. Map and explore where and how the criterion presents itself in the course (assessments, student work, materials, supports, syllabus, etc.).
 - c. Determine a level of implementation based on your findings and reflection of the criterion.
 - d. Complete the reflection box and discuss possible next steps.
 - e. Repeat steps 1–4 for each criterion.
- 2 Document next steps and determine how to disseminate findings.



INTRODUCTION OF CRITERIA:

▲ Definitions of Terms & Criteria Context

This section includes definitions of terms and additional context for each criterion in the rubric. This section should be utilized as a companion when applying the rubric. It is recommended that users read through each of these sections prior to applying the rubric to a curriculum and then refer to this guide as needed.

Criterion 1:

Explores identity, including intersections of identity

This criterion relates specifically to an exploration of identity and intersections of identity occurring in the teacher education classroom. Knowing that teacher candidates will interact with an increasingly diverse PK-12 student population, exploring different identities will better prepare them to understand their future students' identities. Additionally, for teacher candidates to truly attend to the identities of their students, they also need to have explored their own identities and how they may interact or impact the relationship they have with their PK-12 students.⁷ Furthermore, prior to incorporating these themes of identity exploration into their coursework, it is essential for teacher educators to explore their own identities and how they impact their practice.

This criterion also requires EPPs to attend to the intersections of identity by recognizing that everyone aligns with a variety of identities related to race, culture, sex, language, ethnicity, and more. As teacher educators prepare for these themes in their coursework, they ensure they are preparing experiences for teacher candidates that will help them recognize these intersecting identities as an asset to their work in classrooms.⁸

Identity – A sense of belonging to or affiliation with a group(s), normally relating to a demographic category. Dimensions of identity commonly include racial, ethnic, religious, linguistic/multilingual, ability/disability, sexual, and gender identities, but can include other identity groups.

Intersections of Identity – Everyone has multiple identities, and “intersections of identity” describe the phenomenon of simultaneously belonging to different groups at once: a particular racial group, a specific ethnic group, a religious faith, a language community, etc. Each dimension of a person’s identity is associated with experiences of privilege or marginalization. “Intersectionality” is a term specifically used to describe the overlapping and interrelated experiences of systemic oppression experienced by people of color with other intersecting identities that are marginalized, e.g., women of color, or low-income people of color.⁹

Criterion 2:

Encourages praxis through informed action, advocacy, and activism

This criterion underscores the importance of educator preparation including opportunities and practice for teacher candidates to take action. Experience in taking action informed by theory is critical for teacher candidates’ development. In particular, teacher candidates need to learn to identify inequities in education (classroom, school, district, larger educational system), and practice taking actions to address those inequities. This practice should occur within coursework, fieldwork, and clinical practice.¹⁰

Additionally, teacher candidates should learn to engage in advocacy and activism when they encounter inequity, discrimination, or injustice. Activism¹¹ is considered targeted action with the goal of making voices heard and bringing an injustice to the attention of those in power. Advocacy is similar in that it seeks to call attention to an injustice, but advocacy also seeks to educate an individual or a group about the reason for needed change. Advocacy can be seen as working “within a system” to enact change, while activism can be seen as working “outside a system” to enact change. Whether teacher candidates are involved in advocacy, activism, or both, their preparation ensures they do so with the intent to change a system or a situation to enhance learning outcomes for students and right inequities.

Criterion 3:

Centers the voices of families, community, and PK-12 education stakeholders through asset-based partnerships

This criterion is about how educator preparation can center the voices of the communities they serve. This centering adds depth and richness to the teacher candidate experience and serves as a model for teacher candidates as to how they might center community voices in schools where they will teach. Collaborative partnerships between teacher education programs and schools/districts should begin with an analysis of the assets within the local community done in partnership with district staff, families, and other community members. Care should be taken to ensure that traditionally marginalized voices are asked to lead the conversations about assets and needs of the community.

Ongoing, systematic, and consistent communication with representatives from families and the community (again ensuring that marginalized voices are prominent) should guide assessments and adjustments to current work as well as the development of new initiatives or goals. Again, the centering of these voices ensures the teacher candidate experience is informed by voices in the communities they will serve.

Asset-based partnership – This is a partnership that centers collaborative relationships between teacher education programs and schools/districts, also including the families served by those schools/districts and the surrounding communities (e.g., businesses, churches, volunteer organizations), in which each entity is viewed as having strengths to add to the collaborative work.

Criterion 4:

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

This criterion focuses on the diversity of materials used in coursework and ensures those materials reflect a wide variety of dimensions of diversity. While diversity is sometimes thought of through one lens (i.e., racial), this criterion widens the lens to ensure a variety of dimensions are represented in materials. Moreover, this criterion punctuates the idea that this diversity of materials should be represented throughout the teacher preparation program and not relegated to a particular class.¹²

Furthermore, these materials should reflect the representations of multiple dimensions of diversity broadly and should also be sure to include representation of the local community.¹³ Materials from the course or program to consider when assessing for this representation include but are not limited to scholarly readings, discussions, activities, lesson plans, rubrics, textbooks, videos, and assessments. Representation of the different dimensions of diversity can be made apparent in the written content of materials as well as the audio and visual content of material.

Criterion 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

This criterion, like Criterion 4, focuses on representation. However, while Criterion 4 focuses on representation in materials used, Criterion 5 focuses on representation among those who develop and deliver instruction.¹⁴ Criterion 5 specifically calls on EPPs to ensure that teacher candidates hear from diverse voices, including individuals who speak and represent their local languages and those from marginalized groups, during their courses and field experiences within the program.¹⁵ EPPs should note that full-time faculty are not the only option when it comes to instructional delivery. Programs are encouraged to seek alternate instructional practices that can highlight diverse voices, including recruitment of diverse adjunct faculty, inclusion of community members/families as guest instructors in courses, use of videos from diverse scholars, and providing space for diverse teacher candidates to voice their experiences.

While diversity in terms of who delivers the instruction is important, it is equally critical that the curriculum initially be developed by a diverse cadre of individuals who can ensure equity is woven throughout the coursework. As with instruction, EPPs may need to be creative in order to put together diverse groups to oversee program and curriculum development. Drawing on school-community-program partnerships, for example, can allow programs to co-develop curriculum with school districts and/or community members who may provide a source of diverse voices.¹⁶

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

This criterion is about ensuring all teacher candidates receive what they need to successfully complete their preparation. Universal Design for Learning (UDL) is a framework in which educators design goals, assessments, methods, and materials based on the needs of individual students. Historically, UDL was viewed as an approach to make content accessible to students with special needs; however, it is now commonly an approach utilized to make content accessible for all learners.¹⁷

While UDL is consistently included in coursework as teacher candidates learn to apply the approach in a PK-12 classroom, it is also important for teacher educators to utilize UDL in their own courses for the benefit of teacher candidates with diverse needs. Teacher candidates enter preparation programs with a variety of academic and life experiences that impact what they will need to be successful in the preparation program. Utilizing aspects of UDL ensures that all candidates can access and participate in the teacher preparation program, engage meaningfully in learning opportunities, and find support when needed.¹⁸

Criterion 7:

Develops critical perspectives in teacher candidates that result in critiques of systems

This criterion is about developing critical perspectives in teacher candidates. Teacher preparation should assist in the development of teacher candidates' perspectives regarding critical issues, including but not limited to race, ethnicity, language, gender, ability, sexuality, and religion. A critique of systems (school, economic, governmental, etc.) empowers teacher candidates to think about ways to create equitable experiences in their own classroom as well as challenge the systems in society that created these inequities to begin with.¹⁹

There are several organized systems that teacher candidates might analyze to engage in these critiques. For example, school systems have been organized by race, have promoted English-only environments, and have valued Whiteness and ableness. Other critical perspectives about school systems to be evaluated could include local and regional issues of inequity, funding issues, assessment systems, the impacts of federal and local policy, and more. The key for this criterion is that teacher candidates are moving beyond individual critiques to develop critical perspectives of systems that impact schools.

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

This criterion is about how EPPs integrate pedagogies of care in their practice in a way that is relational and recognizes the experiences of their teacher candidates as strengths rather than deficits. A pedagogy of care ensures that caring for candidates' academic as well as social-emotional well-being is centered in their experience.²⁰ Pedagogies of care can be infused into EPPs in a variety of ways such as integrating discussion activities and readings that develop and strengthen teacher candidate competencies in social emotional learning, culturally responsive teaching, and trauma-informed strategies and practices, among others. The intent, however, is not to choose and implement a specific program, but to develop a view of practice that tends to the needs of teacher candidates in an integrated approach.²¹

However, when practicing pedagogies of care, it is imperative that teacher educators are informed by the assets of their candidates rather than steeped in deficit thinking. When considering the practice of pedagogies of care, teacher educators need to interact with the significant critiques within the critical literature describing how to implement these pedagogies in a manner that is culturally affirming and does not contribute to the negative outcomes they are intended to combat.²² Asset-based pedagogies of care, in contrast, posit life, cultural, and community experiences as strengths that candidates bring to the classroom.²³ Thus, an asset-based pedagogy of care is attuned to the critiques of care practices to ensure their effectiveness.

Pedagogies of Care – This is an umbrella term that encompasses trauma-informed, relational, and culturally responsive teaching and other student-centered pedagogical practices.

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

This criterion is about how historical experiences of marginalized groups are embedded in the teacher preparation program. With this criterion, teacher educators are tackling the understanding that history is often taught from a White, euro-centric perspective. With a focus on teaching history from the perspective of marginalized groups, teacher educators provide candidates with new perspectives about the students they will serve and develop their critical eye toward the inequitable systems that have not historically served these groups.²⁴

Through multiple courses and throughout field experiences, the teacher preparation program should use an asset-based lens to explore the historical lived experiences of youth from marginalized communities, including how history impacts the current lived experiences of youth. Teacher educators should intentionally incorporate the histories of marginalized groups that balance experiences of oppressions and assimilation/incorporation with those of resilience while centering the valuable contributions of diverse communities.

Guidelines for Use: Tips & Recommendations for Implementation



Leverage the power of a team.

Use a team approach in applying this rubric to a curriculum. Find the champions that will take this tool and run with it—perhaps your assessment committee or a similar team—and let the momentum of this team guide the work. Within the team, develop a plan with assigned tasks to motivate forward movement. It is also encouraged to provide professional development to norm users prior to implementation.



Don't limit yourself!

Gather several artifacts to represent curriculum in order to gain a full perspective of the course or program being assessed. This could include syllabi, student work, different programs of study, assessments, or signature assignments.



Don't score your curriculum! Inform your curriculum!

Use this rubric as a formative tool rather than a summative or evaluative assessment. Read through the higher levels of implementation and exemplar descriptions to derive next steps to move toward higher levels of implementation for each criterion.

Next Steps: What should I do after I've applied the rubric?



Share your learnings!

Invite faculty and curriculum committees to dive into the rubric findings with your assessment team.



Develop a plan.

Identify bright spots and areas of opportunity and structure discussions around these items. Use the higher levels of implementation and the exemplar descriptions to create an action plan for your course or program.



Close the loop!

Implement the action plan to make evidence-based improvements in the curriculum. Include a plan to evaluate the effectiveness of these actions, perhaps through another planned iteration of the Inclusive Instruction Rubric.



APPENDIX:

▲ Additional Resources

Criterion 1:

Pugach, M. C., Gomez-Najarro, J., & Matewos, A. M. (2019). A review of identity in research on social justice in teacher education: What role for intersectionality? *Journal of Teacher Education*, 70(3), 206–218.

Vitanova, G. (2018). “Just treat me as a teacher!” Mapping language teacher agency through gender, race, and professional discourses. *System*, 79, 28–37. <https://doi.org/10.1016/j.system.2018.05.013>

Criterion 2:

Nieto, S., & Bode, P. (2012). School reform and student learning: A multicultural perspective. In J. A. Banks & C. A. McGee Banks (Eds.), *Multicultural education: Issues and perspectives* (8th ed., pp. 395–415). Wiley & Sons.

Howard, T. (2001). Powerful pedagogy for African American students: A case of four teachers. *Urban Education*, 36(2), 179–202.

Christal, M. (2003). School-museum partnerships for culturally responsive teaching. *The Electronic Library*, 21(5), 435–442.

Criterion 3:

Cooper, J. E. (2007). Strengthening the case for community-based learning in teacher education. *Journal of Teacher Education*, 58(3), 245–255.

Green, G. P., & Haines, A. (2015). *Asset building & community development*. Sage publications.

Guðjónsdóttir, H., Cacciattolo, M., Dakich, E., Davies, A., Kelly, C., & Dalmau, M. C. (2007). Transformative pathways: Inclusive pedagogies in teacher education. *Journal of Research on Technology in Education*, 40(2), 165–182.

Criterion 4:

Morrison, K., Robbins, H., & Gregory Rose, D. (2008) Operationalizing culturally relevant pedagogy: A synthesis of classroom-based research. *Equity & Excellence in Education*, 41(4), 433–452. <https://doi.org/10.1080/10665680802400006>

Banks, J. (2001). Approaches to multicultural curriculum reform. In J. Banks & C. M. Banks (Eds.), *Multicultural education: Issues and perspectives* (4th ed., pp. 225–246). Wiley.

Criterion 5:

Booth, T., Stromstad, M., & Nes, K. (2003). *Developing inclusive teacher education*. Routledge.

Quan, T., Bracho, C. A., Wilkerson, M., & Clark, M. (2019). Empowerment and transformation: Integrating teacher identity, activism, and criticality across three teacher education programs. *Review of Education, Pedagogy, and Cultural Studies*, 41(4–5), 218–251.

Criterion 6:

Hammond, Z. (2014). *Culturally responsive teaching and the brain: Promoting authentic engagement and rigor among culturally and linguistically diverse students*. Corwin Press.

For more information on UDL, please visit <https://www.cast.org/impact/universal-design-for-learning-udl>

Criterion 7:

Anyon, J. (2005). *Radical possibilities*. Routledge.

Hammond, Z. (2014). *Culturally responsive teaching and the brain: Promoting authentic engagement and rigor among culturally and linguistically diverse students*. Corwin Press.

Criterion 8:

Donahue-Keegan, D., Villegas-Reimers, E., & Cressey, J. (2019). Integrating social-emotional learning and culturally responsive teaching in teacher education preparation programs: The Massachusetts experience so far. *Teacher Education Quarterly*, 150–168.

Waajid, B., Garner, P., & Owen, J. E. (2013). Infusing social emotional learning into the teacher education curriculum. *The International Journal of Emotional Education*, 5(2), 31–48.

Criterion 9:

Arce, J. (2004). Latino bilingual teachers: The struggle to sustain an emancipatory pedagogy in public schools. *International Journal of Qualitative Studies in Education*, 17(2), 227–246.



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.

	A curriculum that demonstrates inclusive instruction...
CRITERION #	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 PK-12 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 (contributions, experiences of assimilation and oppression, 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 ▶ <i>This section lists the criterion to be assessed in the curriculum</i>				
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>
<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>				
<p>Exemplar Implementation: <i>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.</i></p>				

CURRENT LEVEL OF IMPLEMENTATION:

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

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. <i>(Note: Not every criterion will be applicable to every course.)</i>	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 itself.	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.
Program Level	The criterion is not evident.	At the program level, discussions regarding the criterion are occurring but there is little to no implementation. Additionally, there may be a stand-alone course or program that addresses the criterion; but it is not embraced in other areas.	At the program level, there are elements of the criterion included in some courses. Additionally, opportunities to implement the criterion more broadly in the program are being explored. In this stage, there may be a small team piloting strategies to move this criterion toward higher levels of implementation.	At the program level, components of the criterion can be identified across the curriculum in various courses, programs, and materials. Additionally, a comprehensive team may be working to review the implementation of this criterion and its impact while continuing to move this criterion toward higher levels of implementation.	At the program level, components of the criterion can be identified across the curriculum in various courses, programs, and materials. The criterion is part of a continuous improvement process where elements of the criterion are monitored through data or through reviews of student work. The implementation of the criterion serves as an exemplar for other curricular areas and teacher educators. Teacher educators or teams may be called upon to help others engage with this criterion in their own practice.

Exemplar Implementation: *The topics of identity and intersectionality of identities (e.g., socioeconomic, racial, ethnic, multilingual, 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 <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. <i>(Note: Not every criterion will be applicable to every course.)</i>	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 itself.	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: *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 PK-12 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>
Course Level	The criterion is not evident. <i>(Note: Not every criterion will be applicable to every course.)</i>	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 itself.	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: *Partnerships between EPPs and nearby districts position families, community members, and PK-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, multilingualistic, gender, ability, sexuality, religious, etc.) in materials across the program

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Exemplar Implementation: *Across the curriculum, materials represent multiple dimensions of diversity (socioeconomic, racial, ethnic, multilingualistic, 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 teacher educators, 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, multilingualistic, gender, ability, sexuality, religious, etc.) across those who develop and deliver the instruction*

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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, multilingualistic, 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

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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*

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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*

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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 PK-12 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 (contributions, experiences of assimilation and oppression, etc.) of marginalized groups in education throughout 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: Coursework provides opportunities for the purposeful examination of the history of the education system with an approach that balances histories of oppression with those of resilience while centering the valuable contributions of diverse communities. Throughout the program, teacher candidates use an asset-based lens to explore the historical lived experiences of youth from marginalized communities, including 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?

Endnotes

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Branch Alliance for Educator Diversity
7500 Rialto Blvd., Ste. 1-270
Austin, Texas 78735



Toll-Free: (800) 519-0249
Fax: (512) 686-3747



info@educatordiversity.org

www.educatordiversity.org

