

EQUITY RUBRIC

for OER Evaluation

Branched OER Brain Trust
Austin, TX




Branch Alliance
for Educator Diversity
REDEFINING QUALITY EDUCATOR PREPARATION

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INTRODUCTION

Branch Alliance for Educator Diversity (BranchED) is the only nonprofit organization in the country that prioritizes strengthening, growing, and amplifying the impact of educator preparation programs at minority serving institutions (MSIs), with the broader goals of both diversifying the teaching profession and intentionally championing educational equity for all students.

BranchED’s stance is that “Quality is Diversity,” meaning that high-quality educator preparation embraces diversity, equity, and inclusion as fundamental (not tangential) to the preparation of all educators. We embody this stance through outreach, programming, and advocating for standards that center equity and inclusion. Central to this is ensuring representation of diversity within instructional materials so that teacher candidates see themselves in course materials. We believe that race-blind, culture-blind, language-blind, and economics-blind teacher preparation is obsolete.

BranchED’s stance is that

Quality is Diversity

meaning that high-quality educator preparation embraces diversity, equity, and inclusion as fundamental (not tangential) to the preparation of all educators.

It does not adequately prepare teachers to engage with the diversity of the schoolchildren in their classrooms; diversity is as an asset and lever to enhance learning and the academic achievement of all students.

Purpose

BranchED developed the Equity Rubric for Open Educational Resources (OER) Evaluation to address the gap in instruments for evaluating OER teacher education instructional materials for equity. The rubric is intended for use by Teacher Educators (TEs) to evaluate OER with the goal of increasing the number of high-quality, equity oriented, and inclusive OER that represents communities of color.

This tool has been designed to allow for the evaluation of resources at both the level of specific dimensions and also overall equity. Depending on the context, users of the rubric may want to compare resources based on total scores across all equity dimensions to select a more overall equitable resource over resources that may have a lower total score. In the creation of new instructional materials, a goal of a high overall equity score can map the design process so that it incorporates equity throughout. Another way to use the rubric is to focus on dimension subscores, which become especially useful when the rubric is used as a filtering tool. For example, one way the rubric can be used is if a faculty member decides, “I need to find a resource that is culturally sustaining, so I will look for an OER that scores high in the various criteria that make up the culturally sustaining dimension.” A resource that earns a high score in the culturally sustaining dimension may not get a high score in UDL, and, according to this example, that would be acceptable.

EXECUTIVE SUMMARY

Considerations



The BranchED Equity Rubric for OER Evaluation can be applied to multiple forms of instructional materials, not just those that meet the definition of OER.



This tool is the first iteratively designed and tested equity-focused rubric specifically for OER in the field of teacher education. The existing tools identified in the literature were designed to evaluate equity, instructional resources, and programs more broadly.



The definition of terms and specific criteria through use of a linked glossary (Appendix C) was an essential part of the rubric development process.



The rubric testers described a need for clear and explicit instructions regarding how the rubric should be applied and interpreted.



The rubric testers suggested the inclusion of examples for criteria. The Brain Trust team had discussed “look fors” early in the rubric development process but they were not explicitly included in the rubric that the testers evaluated. The team has since added “look fors” into the tool with the intention of improving clarity.



Training for rubric users prior to the evaluation of materials should be provided. Effective training requires applying the rubric to pre-identified “practice” resources until scores of the user group are closely aligned.

REPORT

Overview

OER have become an increasingly viable option for bridging the gaps in inequitable educational learning outcomes for students in Educator Preparation Programs (EPPs) at MSIs. OER presents an opportunity to remove the cost burden of expensive textbooks for students and offer faculty and staff options for customizing the instructional materials used to best meet the needs of their specific community of students without fear of negative copyright repercussions.

While interest in OER has grown, particularly during the case of the rapid shift to online learning, which happened at the outset of the COVID-19 pandemic, obstacles remain in the path toward widespread OER adoption and use. Questions about the quality and credibility of OER in comparison to mass-produced published resources remain. Another concern is whether existing OER, which are often found through searching repositories such as the OER Commons website, present content that is inclusive and framed in equity-mindedness. BranchED’s dual focus on equity and quality in education, as well as the “rapid growth in Internet technologies” and concomitant “proliferation in the number of Open Educational Resources (OER)”¹ has led to the need for a tool to evaluate OER to determine the extent to which they promote and sustain equity. To this end, the BranchED Brain Trust goals were to:

BranchED Brain Trust goals

- Conduct a literature review to determine the availability and suitability of current evaluation tools to assess OER for equity, particularly OER for EPP use
- Develop an evaluation tool to be used primarily by EPP faculty to assess OER through an equity lens
- Test the developed tool to ensure its validity
- Formulate instructions for the use of the tool
- Document the overall rubric development process
- Report key findings from the literature review and the rubric development and testing processes

Success in education is, unfortunately, less dependent on the abilities and skills of individual students, but rather on their family background, immigrant status, gender, etc. Ensuring equity in education is one of the key steps that educators can take to provide all students with fair learning opportunities regardless of social factors beyond their control. Changing policies and practices is one measure that can improve equity in education.

Current research provides few definitive criteria for determining the equitability of resources used in schools today. However, research does provide a plethora of indicators that speak to the disparities that exist in the same K-12 environments. Pedro Nogeura, a leading expert in educational equity, tells us that the work of equity is to remove barriers that limit students.ⁱⁱ To help ensure that this occurs, schools must provide equitable resources with scaffolding to help students grow and achieve mastery at each level. Appropriate preparation, training, and professional development are required for teachers and school administrators to build awareness of the need for equitable instructional materials and to develop their efficacy in selecting and using such resources for their schools and students. This preparation can and should happen in educator preparation programs through teacher education faculty using and developing inclusive and equity-oriented resources in their courses and programs.

With the emergence of technology, online resources have made it increasingly easier for universities to adopt equitable course materials for students. This open network of resources can help decrease the disparities that exist in education. By offering learning opportunities that more prominent institutions can quickly disseminate, OER can reduce social inequities.ⁱⁱⁱ

A previous literature review of 122 journal articles and other sources concluded that OER is meaningful and relevant. A method of evaluation requires a formal peer-review process and/or another substantive tool.^{iv} Despite this extensive review of literature that covered years encompassing from 1996 to 2014, there was no mention of the importance of tools or review processes that would support an equitable lens although an important goal of OER is to help reduce economic barriers.

Existing Rubrics

The review of the literature conducted for the purposes of developing this tool encompassed multiple phases. First, the team researched existing rubrics for evaluating instructional materials and practices for equity. This search yielded the insight that while multiple tools exist for assessing various aspects of instructional delivery, teacher practices, curriculum development, educational materials' quality, and equity at the whole-school level, no rubric stood out as addressing equity and excellence in educator preparation resources. The development of such a rubric that is openly licensed would promote equitable access to the tool. However, it would also allow it to be easily applied to teacher education or professional development materials shared in OER Commons or other OER repositories.

Due in part to the Brain Trust's affiliation with the BranchED organization and the history of BranchED's work to promote diversity and equity in teacher preparation, it was essential to recognize and build upon the prior work of the organization. The research team began by studying the BranchED Equity-Oriented Resource Criteria housed in the OER Commons. The BranchED evaluation tool includes three criteria (learner-centered, critical, and culturally responsive) which formed the basis for the first iteration of the research team's rubric. Additionally, the team incorporated tenets of BranchED's Inclusive Pedagogy principle from the [Framework for the Quality Preparation of Educators](#). The pair of Authenticity/Agency Rubrics are another tool accessible through OER Commons which informed the team's process. The agency rubric represents a "student as producer" framework, with criteria-level components that measure the extent to which course

participants produce authentic research. The authenticity rubric employs components from a “social pedagogies” framework to form criteria designed to determine whether or not students in a course engage in authentic communication with authentic audiences. These rubrics included enough overlap to allow some of the criteria to be essentialized and combined.

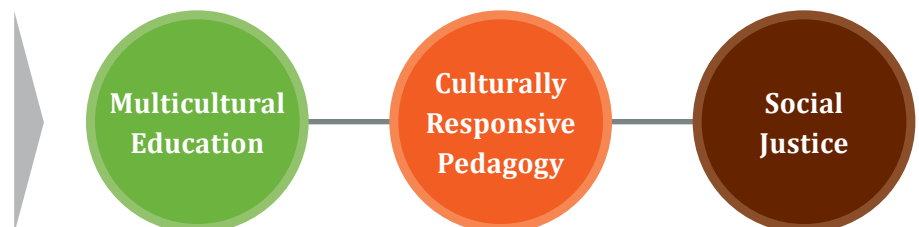
The team reviewed more diversity/inclusion/equity-oriented rubrics to advance the design of our rubric forward. This analysis considered the strong foundation established by BranchED’s work and looked at the other tools in order to address the contexts in which they were best used and how to augment and potentially clarify the standards to be measured. The sources consulted included Indicators of Educational Equity by the Great Schools Partnership;^v Aguilar’s Coaching for Equity Rubric;^{vi} the Peralta Community College District’s Peralta Online Equity Rubric 3.0;^{vii} the School of Education at Indiana University Northwest’s Educational Equity Rubric;^{viii} Weintrop, Coenraad, Palmer, and Franklin’s Teacher Accessibility, Equity, and Content (TEC) Rubric;^{ix} and the work of the National Academies of Sciences, Engineering and Medicine (NASEM) Committee on Developing Indicators of Educational Equity.^x Of these tools, the Great Schools Partnership’s Indicators and the NASEM work seem to be best used for macro-level (whole schools, systems, etc.) assessment. At the same time, most of Aguilar’s Coaching for Equity and the Indiana University Northwest’s rubric should be applied to individual teacher’s practices and attitudes. The Peralta Online Equity Rubric 3.0 and the TEC Rubric both emphasized educational technology. Each of the tools mentioned contributed to our team’s understanding of key aspects of equitable educational resources. We worked to pull the best components of them into our final product. The article by Weintrop, Coenraad, Palmer, and Franklin detailing the development of the TEC Rubric was beneficial to our team because it presented a model methodology for testing the validity and reliability of our rubric.^{xi} (See the [Methodology](#) section.)

Essential Components Equity

After reviewing BranchED’s Equity-Oriented Resource Criteria and the Inclusive Pedagogy principle of the BranchED Quality Framework to identify the essential dimensions of equity, we reviewed prior work and equity in education, as well as rubrics designed to examine elements of equity in resources, curricula, and programs.

According to Zaretta Hammonds, there are three dimensions of equity that should be addressed in instructional practices and when selecting instructional resources.^{xii} Any educational resource should be multicultural in that it celebrates diversity and exposes learners to multiple perspectives and opportunities for varied representation. Multicultural resources should present a sense of social harmony. Any resource selected for learners should also represent social justice. It should be a resource

*Three
dimensions
of equity*



that recognizes and interrupts inequitable patterns and practices in society. From a social justice perspective, equitable resources raise critical consciousness. Lastly, equitable resources are part of teaching from a culturally responsive pedagogy. Any culturally responsive pedagogy is a pedagogy that improves the learning capacity of diverse students who have been educationally marginalized. Culturally responsive pedagogy is effective and includes cognitive aspects of teaching and learning that promote independent learning in all students, regardless of social factors beyond their control.

Multicultural Education

Multicultural education is a key component of educational equity and is composed of three key components: (1) an idea or concept, (2) an educational reform movement, and (3) a process.^{xiii} Developing this rubric as a tool that can be used to evaluate the equity of educational resources is part of the process of helping to incorporate multicultural education as part of educational equity. The goal of multicultural education is to “incorporate the idea that all students—regardless of their gender, sexual orientation, social class, and ethnic, racial, or cultural characteristic—should have an equal opportunity to learn in school”.^{xiv} While there is no question that all students should be exposed to equal access to resources and materials, it is also vital to acknowledge that all students do not learn the same or in the same manner.

The availability of a tool to evaluate the equity of a resource helps educators and future educators understand that while all students should have equal access to resources, consideration must be given to factors that impact equal access. Therefore, in ensuring that a resource is equitable, acknowledgement is given that students must be met at the level they are when engaging with resources and that strategies and techniques are put into place to ensure the additional support that some learners will need are provided. Hence, they can progress in the same manner as their peers, who may not need additional support.

The goal of
***multicultural
education***

is to “incorporate the idea that all students—regardless of their gender, sexual orientation, social class, and ethnic, racial, or cultural characteristic—should have an equal opportunity to learn in school”

- J. A. Banks

Culturally Responsive and Sustaining Pedagogy

Implementing a culturally responsive pedagogy as part of equity includes having a student-centered approach to teaching students. Ladson-Billings defined culturally responsive teaching as a pedagogy that recognizes the importance of including students’ cultural references in all aspects of learning.^{xv} Incorporating a culturally responsive pedagogy allows learners to see themselves culturally in the learning process. Further, it helps learners understand and see value in other cultures.

In developing this tool to evaluate the equity of resources, the team incorporated culturally sustaining as one of its dimensions. Culturally

***Culturally
responsive
teaching***

is a pedagogy that recognizes the importance of including students’ cultural references in all aspects of learning.

- G. Ladson-Billings

sustaining pedagogy goes further than culturally responsive pedagogy in recognizing, affirming, and accepting students' cultures. Paris and Alim indicated that a culturally sustaining pedagogy fosters positive school transformation and revitalization because it further sustains and fosters various components of students' cultures, such as linguistics.^{xvi}

The correlation between culturally responsive pedagogy, culturally sustaining pedagogy, and equity is such that schools and educators should use resources that place value on students' cultures and incorporate measures that reaffirm the multiple facets of students' culture as part of a school's transformation. Further, while incorporating the above measures, educators, leaders, and schools take measures to modify their practices—instructional, disciplinary, and policymaking—to meet the academic and social-emotional needs of their students at the appropriate levels.

Ensuring that all learners receive instruction at a level that meets their current academic needs is the foundation of all work that focuses on equity. Equity in education considers such a vast array of societal factors that often lead to negative results for students. Providing educators with a tool that will help them better determine whether a resource is equitable is part of the work of BranchED and the focus of the project completed by the BrainTrust team. Developing a tool such as the one that has been created through this work is an additional step in the process of ensuring that all learners are educated in an equitable setting.

Social Justice

According to Hammond's Dimensions of Equity, social justice in education has a supporting role in culturally responsive teaching and learning.^{xvii} It is imperative to think of social justice as a vehicle in which equity in education rides. Both terms, social justice, and multicultural education, need

to be viewed as an integral part of the whole concept of equity and not as stand-alone categories. Culturally responsive teaching is the heart of instructional equity.^{xviii} How and what we teach addresses social justice in the dimensions of equity. Employing a social justice lens would require teacher educators to keep in mind the importance of accepting students' backgrounds and connecting to their cultural knowledge to assure that there is access and opportunity for them.

Social justice

in education has a supporting role in culturally responsive teaching and learning.

- Z. Hammonds

The tool developed by the Brain Trust informs the evaluation of existing OER resources and could guide the development of future resources created by teacher educators. This is one of the processes that helps

shape the narrative around social justice in educational equity. When the focus is placed on the students' cultures and languages and strategically embedded in resources where their stories and narratives are prioritized and not an afterthought, social justice is being demonstrated.

Another critical component of incorporating social justice in a resource is providing opportunities for reflection. According to Hammond, this would mean that the resource has critical consciousness.^{xix} The elements of the developed rubric that support the concept of critical consciousness are found in all four sections of the rubric; however, it is predominant in the learner-centered section. The goal of a high-quality resource allows students to be co-creators of their learning and have decision-making power; thoughts, attitudes, and actual work are incorporated into the resource.

METHODOLOGY

Initial Rubric Development

Using BranchED’s three **Equity-Oriented Resource Criteria** and the Inclusive Pedagogy principle of the BranchED Quality Framework as a foundation—informed by our review of the prior work on equity in education, including rubrics designed to examine elements of equity in resources, curricula, and programs—we identified four essential dimensions of equity.

Three of these dimensions were based on BranchED’s criteria—learner-centered, critical, and culturally relevant. The team changed culturally relevant to culturally sustaining and added a fourth dimension, universally designed. These dimensions became the main categories under which we developed and organized a set of twenty-two research-based indicators, each expressed as essential characteristics or descriptions. We placed the dimensions and their respective indicators into a collaborative spreadsheet and, after much discussion and deliberation, decided that the tool would take the form of a rubric.

The next task was to develop performance level descriptions for each indicator. In most cases, the original description for each indicator established its “medium” performance level description, from which we then developed the “low” and “high” level descriptions.

Language of Measurement Levels

While we were developing these measurement levels, we embraced terms specific to equity and/or instructional processes and defined these terms in the context of using the rubric to evaluate OER resources for equity in education. We have linked these terms to a glossary.

Since the rubric is designed as a “pro-asset-based evaluative instrument, for each of the 22 indicators, the language in the Low categories describes the minimal essential measurement level. Thus, in the Low categories, there is fitting a preponderance of baseline terms, such as “provides,” “offers,” and “acknowledges.” Accordingly, based upon concepts supported in the literature, the Medium and High measurement levels describe evidence that not only includes that of prior level(s) but also describes a higher-order or different aspect of evidence for equity and/or instructional strategy. Many of the action words in the High category, such as “activates,” “empowers,” and “challenges,” describe measurement level evidence that fosters self-actualization for learners.

The intent of the “Not Observed” measurement level column of the rubric is to provide an alternative for the rater who does not observe any evidence described in the language in the measurement levels.

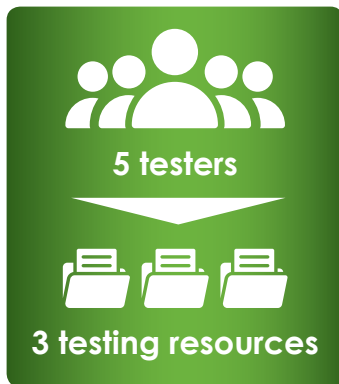
Rubric Refinement

Through multiple discussions, we made several iterative revisions to improve face validity, clarity, organization, and format. At the very end of the development process, we added criterion labels based on the performance level descriptions.

We each applied the rubric to a resource in OER Commons and recorded our scores, as well as notes regarding the usability of the evidence level descriptions. During our discussion of the results of this test, we made additional revisions in preparation for inviting others to apply the rubric.

Testing Procedure

To assess the validity of the rubric, the development team invited five educator preparation program faculty members to test the rubric for interrater reliability. We then conducted a 3.5-hour testing session with our five testers. Each tester was provided a copy of the rubric in advance to become familiar with the categories they would be assessing.



The Brain Trust team, rubric testers, and a representative from BranchED met through Zoom on May 7, 2021, to conduct the rubric testing session. The BrainTrust team took approximately twenty minutes for introductions and time to explain to the testers the rubric development process and some of the information that was used in the tool development.

After introductions and initial explanations were complete, the testers were allowed 25 minutes to individually assess each of three resources selected from the BranchED OER hub using the categories on the equity tool provided. After every 25 minutes individual session, all five testers met collectively for approximately 45 minutes to discuss their ratings and then determine a

consensus score from the team for each category. It was during this part of the process that testers also shared comments on the equity tool about areas that may need revisions for clarity. The team used these comments in their final rubric revisions.

Inter-Rater Reliability: Krippendorff's Alpha

During the rubric testing session, the team collected individual scores, as well as consensus scores, from the five rubric testers for each of the resources evaluated to calculate an inter-rater reliability coefficient using Krippendorff's alpha. Krippendorff suggests that "it is customary to require $\alpha \geq .800$. Where tentative conclusions are still acceptable, $\alpha \geq .667$ is the lowest conceivable limit."^{xx} Our calculation yielded a coefficient of 0.710 for the first resource and 0.614 for the second resource.

The calculation of an overall reliability coefficient also yielded a preliminary measurement of inter-rater agreement for each criterion. Any level of the agreement below an acceptable threshold (e.g., $\alpha < .800$) might indicate a need to revise each corresponding criterion. There were four such criteria with a relatively low agreement, which were the same criteria for which there was no consensus reached for the second resource, leading the team to conclude that the lower coefficient for the second resource was possibly the result of the testers' inability to reach a consensus on these four criteria.

Rubric Development



BranchED Equity-Oriented Resource Criteria

Learner-Centered	Critical	Culturally Sustaining
3 indicators	3 indicators	3 indicators



Review of literature focusing on dimensions of equity in education

Learner-Centered	Critical	Culturally Sustaining	Socio-Emotional	Universally Designed for Learning (UDL)
7 indicators	3 indicators	3 indicators	3 indicators	8 indicators

Review of existing rubrics focusing on equity in education

Learner-Centered	Critical	Culturally Sustaining	Socio-Emotional	Universally Designed for Learning (UDL)
9 indicators	5 indicators	4 indicators	5 indicators	7-9 indicators

Iterative revisions (including post testing)

Learner-Centered	Critical	Culturally Sustaining	Universally Designed for Learning (UDL)
9 indicators	5 indicators	5 indicators	3 indicators

Challenges and Limitations

While the Brain Trust team has established a solid foundation for developing an equity-centered rubric for OER, the work could still benefit from additional testing and refinement. While our methodology was closely aligned with Weintrop et al., it seems likely that the creation and assessment of the TEC Rubric were carried out over a longer stretch of time.^{xxi} For the BranchED Equity Rubric for OER, our team was given a fixed period of approximately five months to create an equity-focused assessment tool for OER, test it, and produce a [set of instructions and a training approach for its use](#). Our team committed significant time to build the tool within our team before we felt it was ready for testing. We made revisions based on the rubric testers' comments and observations during the testing session. However, with most iterative processes, additional rounds of testing and refinement often yield improved final products.

One of the challenges inherent in the project from the beginning was developing a tool that could be applied to various types of materials. OER Commons, the repository which has been the focus of much of BranchED's OER work, contains resources that function in vastly different ways and are in multiple different formats and have ranged in scope from single activities to whole units of instruction. For example, one of the OER modules rated by the rubric testers was a significant collection of important information and resources, which could be used by an educator preparation faculty member in various ways. When applying the rubric as constructed to this collective, informational-type resource, it becomes tempting to assume particular actions on the part of the person using that resource. The rubric includes the level "Not observed" as a way of addressing this issue, but among the testers, there was discussion about how this should be applied, what impact it should have on

scoring a resource, and whether or not assumptions were being made about a resource’s potential use rather than by strictly considering what was actually included in the content of the material.

Other challenges which arose were related specifically to the testing session. Due to the participants being distributed across various parts of the country, the testing session was held online, so the rubric testers were not in the same room with each other. Additionally, the team had to facilitate the testing session in an online environment. While we attempted to make the resources and the rubric easy to access, the selected testers had different comfort levels with the technology. Time was lost during the testing session due to facilitators having to explain and troubleshoot technical aspects of how to access the OER modules and report rubric scores on the data collection spreadsheet version of the rubric. The testing session was held on a Friday afternoon for a three-hour time block, and the rubric testers appeared less interested in achieving consensus about their scores as the afternoon wore on. The timing of the testing session combined with the density of the rubric and the focused nature of the task seemed to tire the testers, particularly in the evaluation of the second sample OER module. Finally, at least one of the testers seemed not to understand specific directions related to individual scoring and appeared to make changes to their scores during the consensus scoring conversations; this may have impacted some of the statistical calculations despite efforts to account for these unexpected actions.

Conclusions

All students deserve high-quality educational resources regardless of their race, color and or national origin. With this premise in mind, it is imperative to help content creators understand the need for equality in materials. To ensure that OER resources are viable options in providing

equitable educational learning opportunities for students in teacher preparation programs, evaluation tools such as a rubric should be considered.

***The rubric
will assist
OER***

**in offering high-quality,
equitable resources
for teacher education
preparation programs.**

Having a tool that provides an equitable lens ensures that students of color are exposed to materials that are curated with their perspective as a focus rather than an afterthought. The team identified four essential dimensions of equity that lead to the design of the initial rubric. The rubric went through a validity and reliability process with teacher educator professionals.

There were four criteria for which the rubric testers could not come to a consensus with respect to a score for the second resource evaluated

during the rubric testing session; these were the same criteria that had a low inter-rater agreement, indicating a possible need for revision of the evidence level descriptions. These revisions have been incorporated into the final draft of the rubric.

Our vision is that the rubric/evaluative tool will assist OER in offering high-quality, equitable resources for teacher education preparation programs. We hope that this tool will serve as a guide to help people create content as well as evaluate content to ensure that the four identified essential elements of equity are incorporated.

APPENDIX A:

Instructions for Rubric Use

The BranchED Equity Rubric for OER is designed to be used by educator preparation (EPP) faculty. It is organized around four broad dimensions of equity: Learner-Centered, Critical, Culturally Sustaining, and Universally Designed for Learning (UDL) which are color-coded within the document.

These four equity dimensions are broken down further into criteria, which are then measured through leveled indicators. The indicators are described using vocabulary specific to equity in education, the definitions of which are important to making a reliable and consistent assessment. For this reason, there is a linked glossary in Appendix A which includes the definitions to be used for the purpose of applying the rubric. The rubric measures four levels of evidence for each criterion ranging from Not Observed (0) to High (3).¹ Additionally, “look fors” offer examples of specific evidence to support the identification of each indicator. Screen tips for all look fors and glossary definitions may be accessed by hovering over their respective links in the rubric. Clicking on each link will take the user to the item in the full list of look fors or the glossary.

After the criteria are evaluated for a dimension, an earned score (out of a total possible score) can be calculated and recorded for that dimension. Upon completion of this process for the fourth equity dimension, the user can add the four earned dimension-level scores to obtain an overall equity score for the resource.

We recommend that users take sufficient time to familiarize themselves with the rubric before employing it to evaluate resources. While an individual user can apply the rubric to the resources, we advocate that more than one rater from the same institution evaluate selected resources, obtain individual scores, confer to achieve consensus scores and then calculate the inter-rater reliability using Krippendorff’s alpha or another suitable measure of reliability for ordinal data, such as intra-class correlations (ICCs), Gwet’s AC2, or the Kendall rank correlation coefficient (also known as Kendall’s τ coefficient).² More information about calculating Krippendorff’s alpha can be found here: <https://www.statisticshowto.com/krippendorffs-alpha/>.

¹ These levels of evidence correspond to traditional rubric performance levels in order to maintain the integrity of the rubric as a “pro asset-based” evaluative instrument.

² Cohen’s kappa and its extension for more than two raters, Fleiss’s kappa, are designed for nominal (categorical) data, and therefore would not be appropriate for the ordinal data generated through the use of this rubric unless their weighted variants are used.

APPENDIX B:

BranchED Equity Rubric for OER

Dimensions of Equity-Oriented Resources	Not observed (0)	Low (1)	Medium (2)	High (3)	Score
LEARNER-CENTERED					
A learner-centered resource addresses:					
Access	Not observed	Provides one way/ opportunity for learners to access content	Provides more than one way for learners to access content [Look fors]	Provides multimodal access to the content	
Identities	Not observed	Makes tenuous connections to learners' identities or lived experiences	Makes clear connections to learners' identities and lived experiences [Look fors]	Makes clear connections to learners' intersectional identities and lived experiences	
Funds of knowledge	Not observed	Makes mention of but does not build upon learners' funds of knowledge	Builds upon learners' funds of knowledge [Look fors]	Leverages learners' funds of knowledge	
Interests	Not observed	Makes attempts to connect to learner interests, but the interests may really be defined by teacher	Connects to learner interests by allowing choices [Look fors]	Meaningfully and authentically connects to learner interests and provides ways for learners to direct their own learning	
Voices	Not observed	Provides minimal opportunities for students' own voices to be included	Provides opportunities for students' own voices to be included [Look fors]	Invites students to be co-creators of the learning experience and have decision-making power OR students' thoughts, attitudes, and actual work is incorporated into the resource in visible ways	
Value	Not observed	Offers activities/ assignments that have minimal value beyond school (Wiley's " renewable assignments ")	Offers activities/ assignments that have value beyond school (Wiley's "renewable assignments") [Look fors]	Actively incorporates activities/assignments that have value beyond school (Wiley's "renewable assignments"). May involve "publishing" learners' work for a broader audience than the teacher/classmates	

Dimensions of Equity-Oriented Resources	Not observed (0)	Low (1)	Medium (2)	High (3)	Score
Personalization	Not observed	Acknowledges one aspect of personalized learning(interests, profiles, styles, or readiness)	Incorporates more than one aspect of personalized learning (interests, profiles, styles, and readiness) [Look fors]	Encompasses all or most aspects of personalized learning (interests, profiles, styles, and readiness)	
Meaning construction	Not observed	Activates learners' ability to create meaning from content	Facilitates learners' ability to create meaning from content (constructivism theory) [Look fors]	Facilitates and promotes learners' ability to create meaning from content (constructivism theory)	
Agency	Not observed	Encourages personal challenge and responsibility for learning process	Enables personal challenge and responsibility for learning process [Look fors]	Empowers personal challenge, motivation, and agency that facilitates the learning process	
				Learner-Centered Subscore:	

CRITICAL

A critical resource addresses:

Perspective	Not observed	Acknowledges diverse perspectives within instructional material	Represents or provides diverse perspectives within instructional material [Look fors]	Challenges perspectives within instructional materials	
Equity & Inclusion	Not observed	Attempts to address issues of equity and inclusion but uses framing or baseline of a " dominant culture "	Addresses issues of equity and inclusion, as well as barriers to diversity, equity, and inclusion [Look fors]	Implements measures to resolve issues of equity and inclusion and eliminates barriers to diversity, equity, and inclusion	
Narratives	Not observed	Acknowledges extraordinary individuals from marginalized groups	Recognizes strengths of each individual from marginalized groups [Look fors]	Utilizes asset-based narratives	

Dimensions of Equity-Oriented Resources	Not observed (0)	Low (1)	Medium (2)	High (3)	Score
<u>Empathy</u>	Not observed	Recognizes importance of <u>empathy</u>	Promotes empathy OR models empathetic thinking [Look fors]	Creates space for learners' empathetic interactions and practices	
<u>Divergence</u>	Not observed	Demonstrates some resistance to stereotypes but to limited effect	Resists stereotypes, as well as promotion and reproduction of a dominant culture [Look fors]	Empowers divergent thinking and methods of making meaning of the content	
				Critical Subscore:	

CULTURALLY SUSTAINING

A culturally sustaining resource addresses:

<u>Pluralism</u>	Not observed	Acknowledges non- <u>dominant cultures</u> or contexts	Draws from a variety of cultures, contexts, and groups (BranchED's Equity-Oriented Resource Criteria) [Look Fors]	Perpetuates and fosters linguistic, literate, and cultural <u>pluralism</u> for positive social transformation and revitalization (Paris and Alim, 2017)	
<u>Inter-sectionality</u>	Not observed	Is <u>inclusive</u> of race, ethnicity, language, gender, age, ability, socioeconomic status, etc. (BranchED's Equity-Oriented Resource Criteria)	Is <u>responsive</u> to intersectional identities [Look fors]	Re-centers educational practices around the languages, literacies, and cultural traditions that students bring into classrooms (Paris & Alim, 2017)	
<u>Counter-hegemony</u>	Not observed	Is free of <u>bias</u> (BranchED's Equity-Oriented Resource Criteria)	Openly acknowledging bias (BranchED's Equity-Oriented Resource Criteria) [Look fors]	Challenges the <u>hegemonic "white gaze"</u> through which academic performance has been historically legitimized	
<u>Sustainment</u>	Not observed	Provides learners the opportunity to share their own culture and cultural heritage (Weintrop et al., 2019)	Encourages learners to share their own culture and cultural heritage [Look fors]	Leverages opportunities for learners to celebrate their own cultures and cultural heritages, as well as the culture and cultural heritage of peers	

Dimensions of Equity-Oriented Resources	Not observed (0)	Low (1)	Medium (2)	High (3)	Score
Connections	Not observed	Makes connections to learners' homes and communities (Weintrop et al., 2019)	Incorporates and builds on learners' home and community experiences (reality pedagogy) [Look fors]	Critically centers around learners' home and community experiences	
				Culturally Sustaining Subscore:	

UNIVERSALLY DESIGNED FOR LEARNING					
A universally designed resource addresses:					
Re-presentation	Not observed	Provides access to options for perception, including offering ways of customizing display of information, alternatives to auditory and visual information	Builds upon options for clarifying language, symbols, syntax and structure [Look fors]	Activates internalization with options for comprehension through the supplying of background knowledge, highlighting of patterns, and relationships	
Action & Expression	Not observed	Provides access to options for flexibility with timing and pacing and access to assistive technology. [Provides flexibility with timing and pacing and access to assistive technology.]	Builds upon options for expression & communication through multiple media and multiple tools [Look fors]	Activates internalization options for guiding appropriate goal-setting, strategy development, and monitoring progress	
Engagement	Not observed	Provides access to options for recruiting interest by optimizing individual choice and autonomy, relevance, value, authenticity, and minimizing threats and distractions	Builds upon options for highlighting goals and objectives with varying demands, resources, and mastery-oriented feedback [Look fors]	Activates internalization options for self-regulation by promoting expectations and beliefs that optimize motivation, personal coping skills self-assessment and reflection	
				UDL Subscore:	
				TOTAL EQUITY SCORE	

Look Fors

Dimensions of Equity-Oriented Resources	Look fors
LEARNER-CENTERED	
Access	Materials that can be accessed on multiple devices; materials that can be saved or printed, as well as used in digital formats
Identities	Project-based learning that provides opportunities for learners to see themselves in the projects (Weintrop)
Funds of knowledge	Intentional opportunities for collaboration which recognizes value in all participants' contributions; activation of prior knowledge, e.g., preassessment questions
Interests	Learner choice
Voices	Use of learners' experiences as content; reflection questions; elicitation and concrete incorporation of learners' thoughts and attitudes
Value	Assignments that allow students to clearly incorporate their cultures; student-created study guides; products that can be used repeatedly that are relevant to learners' future career goals
Personalization	Materials that respond to specific user input
Meaning construction	Allowing students to reflect and construct their own methods to problem-solving; inviting learners' personal interpretations
Agency	Action-oriented activities; "Examples of learner-centered assessment strategies include reflections, portfolios, Personal Action Plans, and Gedanken Experiments" (Schmidt, Hu, & Bachrach, 2008, p. 293).
CRITICAL	
Perspective	Identification of an assets-based versus deficit narrative in a textbook passage
Equity & Inclusion	Explicit statements about equity or inclusion or threats to such
Narratives	Storytelling that elevates marginalized groups

Dimensions of Equity-Oriented Resources	Look fors
Empathy	Use of “I” statements to avoid blame; active listening to what learners are sharing; validating the feelings of others; setting aside personal reactions to allow for the reactions of others
Divergence	Explaining that stereotypes such as “all tall people play basketball” can be hurtful

CULTURALLY SUSTAINING	
Pluralism	Content from a scholar or experienced professional of color or representing the plurality of thought on contemporary educational pedagogy and practice
Intersectionality	Content related to the crossover points of human identities, particularly identities that are marginalized
Counter-hegemony	Content combining knowledge about learning, learners, families, and communities with the ability to see information, ideas, and details from the perspectives of others
Sustainment	Products featuring learners' cultures; narratives of celebration and joy
Connections	Content that allows students to include their daily home and community experiences as part of the learning process

UNIVERSALLY DESIGNED FOR LEARNING	
Representation	Options for engaging with texts, such as text-to-speech, audiobooks, or partner reading; clarifies vocabulary and symbols; support for decoding of text, mathematical notation, and/or symbols; illustrates through multiple media
Action & Expression	Options to express and communicate through a variety of formats, such as with a graphic organizer, or a poster presentation; uses multiple media for communication, including assistive technology such as speech-to-text and text-to-speech
Engagement	Incorporation of findings from surveys of interests, strengths, and needs; clear statements of relevant goals and objectives; guides and checklists for scaffolding goal-setting; prompts and scaffolds to estimate effort, resources, and difficulty; use of activities that include a means by which learners get feedback and have access to alternative scaffolds (e.g., charts, templates, feedback displays) that support a learner's understanding of progress in an accessible and timely manner

APPENDIX C:

Glossary

▶ **access**

the ways that educational institutions and policies ensure or at least strive to ensure that students have equitable opportunities to take full advantage of their education even with educational texts and materials

▶ **action & expression**

the multiple means for the “How” of learning that allows learners to approach learning tasks and demonstrate what they know in different ways

▶ **agency**

the ability to act with intentionality and produce or shape one’s own experiences or circumstances

▶ **asset-based narratives (see also funds of knowledge)**

reposition the linguistic, literate, and cultural practices of working-class communities—specifically poor communities of color—as resources and assets to honor, explore, and extend in accessing white middle-class dominant cultural norms of acting and being that are demanded in schools” (Paris and Alim, 2017, p. 4). CRP is an asset-based pedagogy, and CSP is “at the asset-based, critical pedagogical edge” (Paris and Alim, 2017, p. 12)

▶ **bias**

a tendency, inclination, or prejudice toward or against something or someone

▶ **connections**

relationships between the classroom and home/community that support and/or remove barriers to family involvement and academic achievement

▶ **constructivism**

an approach to learning that holds that people actively construct or make their own knowledge and that reality is determined by the experiences of the learner

▶ **counter-hegemony**

resistance to the beliefs and interests of the dominant ideology of a society that are expressed through its institutions, especially education, which result in a group’s consent by the process of socialization; “a counterhegemony creates conditions in which alternatives can flourish: communicative spaces, values, practices, and forms of cognitive authority that collectively change the resources available to groups and communities”

▶ **critical**

within the context of critical theory/critical pedagogy, challenges and works against existing systems and structures that promote inequality and oppression

▶ **culturally sustaining**

“positions dynamic cultural dexterity as a necessary good, and sees the outcome of learning as additive, rather than subtractive, as remaining whole rather than framed as broken, as critically enriching strengths rather than replacing deficits; culturally sustaining pedagogy exists wherever education sustains the lifeways of communities who have been and continue to be damaged and erased through schooling. As such, CSP explicitly calls for schooling to be a site for sustaining—rather than eradicating—the cultural ways of being of communities of color.”

▶ **divergence**

a teaching strategy that encourages students to find many solutions to a problem

▶ **diversity**

range of identities that exist in a group of people.

▶ **dominant culture**

one that is able, through economic or political power, to impose its values, language, and ways of behaving on a subordinate culture or cultures.

▶ **empathy**

a skill that helps to build connection and supportive collaboration in equity work. It should form accountability that is centered on the goals and values of an organization for diversity, equity, and inclusion.

▶ **engagement**

the multiple means for the “Why” of learning that offers options that engage learners and keeps their interest through choice and autonomy

▶ **equity**

the quality of being fair and impartial; “Equity is the absence of avoidable or remediable differences among groups of people, whether those groups are defined socially, economically, demographically, or geographically.”

▶ **executive functions**

“comprised of skills that serve to monitor and control thought and action, including inhibitory control, attention, working memory, planning, cognitive flexibility, error detection, and correction”

▶ **funds of knowledge**

the skills and knowledge that have been historically and culturally developed to enable an individual or household to function within a given culture

▶ **hegemonic “white gaze”**

the microscopic focus, rooted in white supremacy and the domination of the non-white body, under which non-white lived experience has been dehumanized and marginalized; “a particularly negative or disparaging way that white people have looked at and thought of the non-white body under the eyes of white supremacy”; “a site of white racial power that is predicated on a white epistemic order that seeks to dominate and subordinate black lives”; “a by-product of the white supremacist structures and ideas that are historically grounded in material relations of white power”

- ▶ **identity**
how an individual is shaped by characteristics that include family dynamics, historical factors as well as social and political contexts
- ▶ **inclusion/inclusive**
the act or quality of minimizing or removing barriers to allow all students to reach their learning potential without lowering expectations
- ▶ **interests**
the motivating force of an individual which impels him/her to attend to their education
- ▶ **internalization**
process allowing humans to overcome impulsive, short-term reactions to their environment and instead to set long-term goals, plan effective strategies for reaching those goals, monitor their progress, and modify strategies as needed
- ▶ **intersectional identities**
where a person's multiple identities may collide or "flow in different directions" causing combined effects (e.g., race and gender)
- ▶ **intersectionality**
the interconnected nature of social categorizations such as race, class, and gender as they apply to a given individual or group, regarded as creating overlapping and interdependent systems of discrimination or disadvantage
- ▶ **marginalized**
relegated to an unimportant, powerless, or "invisible" position within a society or group
- ▶ **meaning construction**
the process through which learners access content and generate ideas and understandings that are new to them rather than just reproducing existing knowledge; related to knowledge construction
- ▶ **multimodal**
characterized by several different modes of activity or occurrences
- ▶ **narratives**
products of the perspective that holds that human beings have a universal "predisposition" to "story" their experiences
- ▶ **out-groups**
those who do not belong to a group; generally associated with intergroup and interpersonal bias
- ▶ **personalization**
a pedagogical practice that generally values personal differences, learner control, and democratic schools
- ▶ **personalized learning**
a variety of educational programs, learning experiences, instructional approaches, and academic-support strategies that are intended to address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students

▶ **perspective**

a mindset that determines how we see one another, our experiences, and possibilities or lack thereof

▶ **pluralism**

a state of society in which members of diverse ethnic, racial, religious, or social groups maintain and develop their traditional culture or special interest within the confines of a common civilization

▶ **reality pedagogy**

teaching and learning is based on the reality of the student's experience

▶ **renewable assignments**

provide students with opportunities to engage in meaningful work, add value to the world, and provide a foundation for future students to learn from and build upon

▶ **representation**

the multiple means for the "What" of learning by showing information in different ways

▶ **responsive**

recognizing the importance of including students' cultural references in all aspects of learning;" improving the learning capacity of diverse students who have been marginalized educationally"

▶ **self-regulation**

one's ability to understand and control one's learning environment, including goal-setting, self-monitoring, self-instruction, and self-reinforcement; "not a mental ability or an academic performance skill; rather it is the self-directive process by which learners transform their mental abilities into academic skills."

▶ **sustainment**

the preservation of cultural practices, especially pertaining to communities of color, through educational justice

▶ **Universal Design for Learning (UDL)**

a framework to improve and optimize teaching and learning for all people based upon scientific insights into how humans learn; an approach to teaching and learning that helps give all students an equal opportunity to succeed, offering flexibility in the ways students access material, engage with it and show what they know

▶ **value**

the worth of something; in philosophy, value is considered in four main forms: intrinsic, instrumental, inherent, and relational, which also can be applied to learning activities and assignments

▶ **voices**

the values, opinions, beliefs, perspectives, and cultural backgrounds of the people in the school community, as well as the degree to which those values, opinions, beliefs, and perspectives are considered, included, listened to, and acted upon when important decisions are being made in an educational setting

APPENDIX D: Scores from Testing Session

Resource 1

A	F	L	S	W	C*
2	2	2	2	2	2
2	2	2	3	2	2
2	1	2	2	2	2
2	0	0	0	0	0
3	3	3	3	3	3
3	2	3	0	3	3
3	3	3	0	0	0
3	3	3	3	3	3
3	3	3	3	3	3
3	3	3	3	2	3
3	2	2	3	2	2
0	1	0	0	0	0
1	0	0	0	0	0
3	1	3	3	3	3
1	2	1	2	1	1
1	2	1	3	0	1
3	2	3	3	2	3
0	0	0	3	0	0
2	2	2	3	2	2
3	3	3	3	2	3
2	2	2	1	2	2
1	2	0	0	0	0

Resource 2

A	F	L	S	W	C
3	3	3	1	3	3
2	2	2	0	3	2
2	3	1	0	3	NC
1	2	2	0	2	1
1	3	0	0	2	1
2	3	2	0	2	2
1	2	2	0	2	2
1	3	1	1	2	2
1	2	0	0	2	2
3	3	2	2	3	3
2	3	2	1	2	2
3	3	3	3	3	3
1	1	0	2	2	1
3	3	3	2	3	3
2	3	2	2	2	2
2	3	1	1	3	2
3	2	2	3	2	2
1	3	0	2	0	NC
1	3	1	0	2	NC
2	3	1	1	2	2
2	3	2	0	2	2
1	3	1	1	2	NC

* Column labels correspond to the first initial of our rubric testers' names; C stands for Consensus, and NC indicates No Consensus was reached

Endnotes

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