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**Culturally Responsive Teaching Rubric**

The following rubric is being used by members of the Culturally Responsive Teaching Task Force to review the Massachusetts Department of Elementary and Secondary Education’s Video Calibration Library. This Task Force is composed of educators from across the Commonwealth. Members of the Task Force will be using this tool, in collaboration with staff at The Teacher Collaborative and The Teachers’ Lounge, to review and select [video submissions](https://formstack.io/2C2CC) that will serve as resources for other educators on the Department’s website.

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| **Content: The materials that students are engaged with, as well as the matter and substance of the matter that students are analyzing and discussing** |
| Students engage with relevant content that centers issues of equity, power, race, and identity |
| Lesson is aligned to the MA Curriculum Frameworks and includes rigorous tasks that are cognitively demanding |
| The content itself is reflective of and affirming to students' identities, and it presents impartial and fact based information |
| **Instruction: The teacher's practice and the observable strategies they employ to facilitate learning and push and extend student thinking** |
| The teacher demonstrates depth and breadth of the lesson and is able to contextualize it in students’ identities, experiences, and abilities |
| Students have opportunities to demonstrate their learning in a variety of ways |
| Students had or have opportunities to engage in discourse |
| **Culture: The classroom's climate and environment; includes observable routines and rituals, and whether or not these structures promote students feeling safe and included** |
| The classroom environment is culturally and socially affirming to students' identities |
| Rituals and routines are affirming, purposeful, and promote both community and independence |
| Expectations are ambitious, asset based, clear, and widely practiced |
| **Interpersonal: The observable relationships and social dynamics that exist between the teacher and their students, as well as the relationships that exist between the students and their peers** |
| Teachers and students are attuned to their strengths, gaps, and biases, and respond to them in constructive ways |
| Mutual respect and healthy boundaries are established amongst and across all students |
| Mutual respect and healthy boundaries are established between the teacher and all students |