

# Culturally Responsive Pedagogy: Self-Assessment Rubric (Post-assessment, with links)

## Introduction

This rubric was developed for the year-long Culturally Responsive Pedagogy Training at Minneapolis College and is based primarily on the work of Zaretta Hammond, which is the text that forms the spine of the training. We hope that after the course, it can continue to support your professional equity journey. The facilitator of this Short Course would love your feedback on the usefulness of the form, as well as any additions you can contribute.

Hammond. *Culturally Responsive Teaching and the Brain*. Corwin, 2015.

## Instructions

**Step 1.** Reflect on the equity gaps in your own courses and keep those gaps in the forefront of your thinking as you complete step 2.

**Step 2.** Mark the box that matches most closely your current level of engagement with the listed best practices for decreasing equity gaps and increasing student success. There are blank boxes for you to add additional practices. Please share your best practices with our facilitator so we can continue to improve this tool.

**Step 3.** Create a plan for shifting your teaching practices based on Step 1 and 2. Note that if you find there is work for you to do in the “Awareness” section, this self-work is foundational for the work in the other categories. Resources are linked in the document to help support you on your equity journey. Finally, please note that the tool is meant to be comprehensive and we encourage you to start small, perhaps by exploring a single row that especially grabs your interest or meets the needs of your students.

Best Practices for inclusive teaching, reducing equity gaps, and increasing course success	Yes, and I could support others successfully engaging in this	Yes, this is an element of my current teaching practice	Not yet a part of my practice, but I know at least a bit about this	I do not yet have knowledge about how this fits into equity projects
<b>Awareness:</b> engaging in self-work on equity, systematic oppression and culture; placing instruction within the larger sociopolitical context				
I have taken the IDI ( <a href="#">Intercultural Development Inventory</a> ) in order to understand my intercultural development. (At Minneapolis College this inventory is offered free of charge to faculty and staff.)				
I have taken steps to progress toward greater intercultural competence (see above).				
I have taken <a href="#">assessments</a> to uncover my implicit biases.				
I have taken actions to reduce my implicit biases and I have taken explicit steps to reduce potential harm to students. A helpful reading: <a href="#">Blindspot</a> .				
I have developed a working understanding of structural racism and other oppressions and the variety of ways these are present in educational (and other, intersecting,) systems. Some helpful readings. <a href="#">Racism Without Racists</a> . <a href="#">The New Jim Crow</a> . <a href="#">Stamped from the Beginning</a> .				
I have taken steps to reduce the negative consequences of structural oppression in my classes. Resources from EdChange: <a href="#">20 Things</a> . <a href="#">11 Things</a> . <a href="#">5 Paradigm Shifts</a> . <a href="#">7 Characteristics</a> . <a href="#">10 Commitments</a> . <a href="#">5 Paradigm Adjustments</a> .				
I have <a href="#">explored my own culture</a> and how it influences my identity, my relationships, my assumptions, etc.				
I have incorporated <a href="#">oral and written cultures</a> in my classes. An <a href="#">assessment</a> to help.				

I understand how oppression and trauma impede the potential of students (and professors). Some helpful guides: <a href="#">Samhsa Manual. Trauma Informed Practices for Post-secondary Education.</a>				
I have incorporated trauma-responsive practices into my teaching (see above).				
I reflect on potential alternate explanations for student behavior that I find problematic. A <a href="#">process</a> to help.				
I have <a href="#">identified triggers</a> that push my buttons and have developed strategies to manage my emotions so that I can remain calm and supportive in the classroom.				
I have incorporated materials from diverse communities in my class, enabling students to view concepts, issues, events, and themes from the perspective of diverse ethnic and cultural groups. Some helpful readings: 1) <a href="#">What a Course will Look Like after Multicultural Change</a> , 2) <a href="#">Windows and Mirrors</a> .				
I have an action component to my class: students make decisions on important social issues and take actions to help solve them.				
<b>For more on the above see chapters 1-4 of Hammond</b>				

**Community Building:** establishing an environment of care, support, and belonging

<p>I understand how stress and trauma impede learning and incorporate strategies to create a learning environment in which students (and I) can maintain a state of relaxed focus. (At Minneapolis College: See Mindful Campus, Thriving Campus, a D2L course focusing on faculty and staff mindfulness toward equity. Contact jenny sippel for more information.) Some helpful guides on trauma: <a href="#">Samhsa Manual</a>. <a href="#">Trauma Informed Practices for Post-secondary Education</a>. <a href="#">Live Within Your Window of Tolerance</a>.</p>				
<p>I understand the mechanisms of stereotype threat and incorporate <a href="#">strategies</a> to increase students' sense of belonging and decrease their sense of identity threat. <a href="#">Claude Steele on ST</a>. <a href="#">Whistling Vivaldi</a>.</p>				
<p>I understand the mechanisms of <a href="#">microaggressions</a> and am comfortable using practices to repair damage caused by them; I use micro-affirmations to affirm students' identities. <a href="#">Microaggressions in Everyday Life</a>.</p>				
<p>I build community in the classroom throughout the semester, <a href="#">starting on day one</a> (or before!)</p>				
<p>I use <a href="#">trust generators</a> to build rapport with students.</p>				
<p>I create <a href="#">learning partnerships</a> with students.</p>				
<p>I create <a href="#">routines, rituals, and environments</a> that increase students' sense of belonging.</p>				

<b>For more on the above see chapters 5, 6, and 10 of Hammond</b>				
<b>Learning Partnerships: creating social-emotional partnerships for deeper learning</b>				
I am a <a href="#">warm demander</a> , showing my students I care about them and believe they can succeed at my high expectations.				
I support my students by teaching them the basic tools for independent learning. <a href="#">Small Teaching</a> . <a href="#">How Learning Works</a> . <a href="#">Make it Stick</a> . <a href="#">Teach Students how to Learn</a> .				
For every learning outcome I use: <input type="checkbox"/> rubrics (see, for example: <a href="#">AACU rubrics</a> ) <input type="checkbox"/> <a href="#">“Wise” feedback</a> <input type="checkbox"/> Low stakes, formative assessments. <a href="#">Learning Assessment Techniques</a>				
I create alliances with students who need support to become more independent learners; together we create <a href="#">pacts</a> with specific goals, plans with small steps to meet goals, timelines, progress check-ins, and revisions to plans if necessary.				
I allow students to make creative contributions to the course, expanding the knowledge from my discipline and/or building materials to help future students. Helpful blog posts: 1) <a href="#">Open Pedagogy</a> . 2) <a href="#">What is Open Pedagogy?</a>				

<b>For more on the above see chapters 5 and 6 of Hammond</b>				
<b>Information Processing:</b> expanding intellectual capacity through knowledge of cultural elements of brain science				
I have an understanding of <a href="#">the mechanisms of learning</a> and use this understanding in classroom environment, policies, activities, and assessments. <a href="#">Small Teaching</a> . <a href="#">How Learning Works</a> . <a href="#">Make it Stick</a> . <a href="#">Teach Students how to Learn</a> .				
I frame mistakes as information and as essential to all learning.				
I scaffold learning. <a href="#">How Learning Works</a> . <a href="#">Make it Stick</a> . <a href="#">Teach Students how to Learn</a> .				
I teach students about <a href="#">growth mindset</a> and infuse practices to support students' developing positive narratives about their own learning potential. For more: <a href="#">Mindset</a>				
I counter dominant, oppressive messages about the academic potential of students based on cultural/gender/ability stereotypes. I do this in my course materials, environment, images, etc.				
I have a <a href="#">focus on social elements of learning</a> (small and large group work; discussion; creativity; and student agency in generating course policies, activities, materials, etc.)				

For more on the above see Ch. 7-9 of Hammond.