



CULTURAL COMPETENCY RUBRIC
Produced by the AWSP Diversity Task Force, March 2008

1. INSTRUCTION The Teacher	Exemplary	Proficient	Emerging	Not Observable
a. Uses diverse instructional strategies	4	3	2	1
b. Uses diverse examples representing students' cultures	4	3	2	1
c. Creates a multicultural atmosphere in the room	4	3	2	1
d. Has high academic expectations for all students	4	3	2	1
e. Builds personal relationships with students	4	3	2	1
2. STAFF The Staff	Exemplary	Proficient	Emerging	Not Observable
a. Is aware of his/her own ethnicity/culture as it relates to others	4	3	2	1
b. Is nonjudgmental, flexible and resourceful in working with students	4	3	2	1
c. Shows respect and empathy when engaged with parents/community	4	3	2	1
d. Disaggregates data by race/gender/special populations to help inform instruction	4	3	2	1
e. Includes improving cultural competency skills in professional development	4	3	2	1
f. Intentionally identifies and addresses educational issues relevant to the community it serves	4	3	2	1
g. Strategically addresses individual behaviors, institutional practices and policies that negatively affect certain groups of students	4	3	2	1
3. STUDENTS The Students	Exemplary	Proficient	Emerging	Not Observable
a. Demonstrate acceptance of other students' cultures	4	3	2	1
b. Use prior knowledge, culture and family in the learning process	4	3	2	1
c. Work comfortably with students of other ethnic/cultural backgrounds	4	3	2	1
4. SCHOOL ENVIRONMENT	Exemplary	Proficient	Emerging	Not Observable
a. Students/parents/community see themselves reflected in the school	4	3	2	1
b. Notices, announcements, rules, policies and procedures are multilingual representing students' cultures	4	3	2	1
c. Translators/day care are available at meetings/conferences	4	3	2	1