



Great teachers.
Bright futures.

Elizabeth Rohatyn Prize Evaluation Rubric: 2020

The *Elizabeth Rohatyn Prize for Schools Where Teaching Matters (Rohatyn Prize)* is an annual \$25,000 award given to a public school within a 100-mile radius of New York City that demonstrates excellence in advancing educational equity. The recognized initiative will provide evidence of how students are learning and thriving regardless of who they are or where they live.

For more information visit www.teachingmatters.org/rohatyn/

Criterion: Equity Auditing

Implements an equity-centered approach to collecting data. (i.e., exploring oppressions based on race, culture, class, gender, sexual orientation, language, ability, religion)

10 Superior	7 Meets Criterion	4 Developing	0 Not Present
Uses collected data to develop and support cycles of improvement specifically tailored to goals of increasing academic outcomes for all students, especially those who are marginalized.	Uses some collected data to make inequities visible through a set of actionable goals. Is working toward improving systems.	Agrees with the idea of collecting data to examine where there are inequities. Has started to collect some data and plans to use data to inform student learning.	No evidence that an equity centered approach has been considered.

Example: Principal is leading equity conversations and work based on equity survey data. Educators show at least 4 or 5 clear instances of tying these data to academic outcomes or programmatic practices.

Criterion: Culturally Responsive Pedagogy

Uses relevant and engaging instructional strategies that put student learning at the center. Employs approaches that adapt to diverse learning styles and increase sociopolitical consciousness of students. Often includes project-based learning on social justice issues.

10 Superior	7 Meets Criterion	4 Developing	0 Not Present
Clear, capable and consistent implementation of instructional strategies that support diverse learning styles (multimodal, student-centered, teacher as guide, etc.) while holding high expectations. Most teachers are in support of the work.	There are clear conversations and practices that support the implementation of instructional strategies that support diverse learning styles. A critical mass of teachers is involved.	Conversations are starting to develop but a common language is not present. Some teachers are becoming involved.	No evidence that culturally responsive pedagogy has been considered or implemented.

Example: Teaching encompasses elements that reinforce respect/love for self, others, and community while holding high expectations. Teaching recognizes student-centered approaches that promote independence in learning through a variety of response and discussion protocols, and thereby encourage social justice and social activist projects including exploration of community and world issues.

Criterion: Capacity Building

Develops educators in using the infusion/integration of inclusive and relevant curriculum that features marginalized ways of knowing.

10 Superior	7 Meets Criterion	4 Developing	0 Not Present
Broad and deep integration of curriculum with histories, knowledges, languages, and experiences of traditionally marginalized voices. Racial reflections are leading to transformative experiences around race and equity.	Definitive movement toward integration of curriculum with histories, understandings, languages, and experiences of traditionally marginalized voices. There is some evidence that team capacity building is present. Some opportunities to personally reflect on equity and diversity are present.	Beginning discussion but not broad awareness of how to include histories, understandings, languages, and experiences of traditionally marginalized voices in the curriculum, and little evidence that team capacity building for equity is present.	No evidence that capacity building for equity is taking place.

Example: Through a racial autobiography, teachers have surfaced racial and cultural biases and have moved beyond colorblind practice. Curriculum materials reflect content that considers excluded narratives of the oppressed. From that perspective, topics might include Slavery, Holocaust, Native American Genocide, and Indigenous Peoples Day, featuring authors/speakers from oppressed groups. Teaching recognizes student and/or community knowledge, and is translated into social justice and social activist projects including exploration of community and world issues (Labor movements, Civil Rights, student protests, etc.).

Criterion: Inclusive Assessment Practices / Inclusive Learning Environments

Develops an inclusive environment through intentionally organizing learning and assessment in ways that value various identities.

10 Superior	7 Meets Criterion	4 Developing	0 Not Present
<p>Uses a variety of assessments that recognize students' varied identities and abilities. Relies on multiple assessments and is careful to avoid heavy reliance on culturally biased ones. Has created a healthy and inclusive environment that engages in democratic and restorative practices in correcting student behavior.</p>	<p>Has explored what it means to consider a variety of assessments that recognize students' varied identities and abilities. Currently experimenting with alternative ways to assess student learning. Avoids heavy reliance on culturally biased assessments and is developing systems that support a healthy and inclusive environment. Is aware of biases and uses democratic and restorative practices in correcting student behavior.</p>	<p>Starting to examine a variety of assessments that recognize students' varied identities and abilities. Open to using alternative ways to assess student learning but not yet implementing. Believes in and supports a healthy and inclusive environment that could provide a sense of belonging for marginalized students. Learning and open to more learning more about democratic and restorative discipline practices.</p>	<p>No evidence that a philosophy of inclusion is important at the school or being implemented.</p>

Example: School is using teacher-generated alternative (to standardized) assessments that may include portfolios, student/group demonstrations, speeches, performances, and may include assessment rubrics co-developed with students, etc. Social environment of school has a discipline system that is fair and equitable, nonpunitive, teaches democracy and reduces racial disproportionality.

Criterion: Professional Learning and Implementation

Supports leaders, teachers, and staff in the process of becoming more proficient in diversity, equity, and inclusion learning for the purpose of implementing impactful practices.

10 Superior	7 Meets Criterion	4 Developing	0 Not Present
Educators* are deeply engaged in broad and deep learning and actionable practices that interrogate racial, cultural biases, and other oppressions. That work is leading to developing and maintaining of educators' critical consciousness in support of student learning, including increasing their sociopolitical consciousness.	Educators* are involved in learning and practices that interrogate racial, cultural biases, and other oppressions. The work is evident in discussions/meeting agendas and some commencement of program changes is also visible though not deep or possibly across grades and/or departments.	Educators* are at very early stages of learning with some setbacks apparent when they try to interrogate racial, cultural biases, and other oppressions. Though not widespread, a few educators are exploring critical consciousness.	No evidence that professional learning addresses equity in a systemic way, if at all.

**Refers to inclusion of leaders, teachers and specialists*

Example: Principal and other (teacher) leaders are actively and consistently promoting equity-centered professional learning through attending equity conferences/presentations, holding professional learning meetings, and/or supporting peers in learning about equity through sharing knowledge. Educators speak openly about being critically conscious of race and culture as a result and are seen actively participating in this learning and/or leading it.