**Professional Standards for Educational Leaders (PSEL) Rubric---------KENTUCKY**

**Standard 3: Equity and Cultural Responsiveness**

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| **An Ineffective School Leader…** | **A Developing School Leader** | **An Accomplished School Leader** | **An Exemplary School Leader** |
| * Lacks efforts to establish and implement policies, systems, and procedures that promote respect for diverse cultures, ethnicities, and lifestyles, that including under-represented segments of the learning community. (APS 5) * Does not seek to engage members of the learning community in processes that identify values and behaviors related to eliminating bias, intolerance, inequity. (APS 5) * Does not establish or maintains a culture that fosters a free exchange of ideas and opinions. (APS 5) * Does not demonstrate or show respect of the cultural differences in a global society and does not makes diversity a means for enriching the culture of the learning community. (APS 5) * Does not attempt to establish a culture in which students find relevancy and are both intrinsically and extrinsically motivated to succeed. (APS 5) * Does not view diversity as a strength and as a tool for learning and growing within the learning community. (APS 5) * Does not attempt to analyze or monitor classroom activities and assignments for cultural sensitivity and relevance. (APS 5) * Does not show respect toward elements of student culture that support and are relevant to the learning environment. (APS 5) * Does not encourage others in taking responsibility or provide opportunities for bridging the differences among students’ culture, parents’ culture, and staff members’ culture for the betterment of the learning environment. (APS 5) * Does not understand or promote the need for role models and advocates for students with whom they can relate. (APS 5) * Is not aware that the culture should embrace differences in skill areas, such as academics, the arts, and athletics, so that students with various interests are equitably recognized and celebrated. (APS 5) * Does not demonstrates respect for the talents and strengths of all students and adults by intentionally designing comparable and appropriate systems for consistent recognition. (APS 5) * Attempts to ensure the appropriate implementation of interventions and supportive practices to help each student meet achievement goals but does not complete the task or is not successful. (Marzano D1:E3) * Attempts to garner the trust of the staff and school community that all decisions are guided by what is best for each student but does not complete the task or is not successful. (Marzano D5:E2) * Does not attempt to ensure equity in a child centered school with input from staff students parents, and the community. (Marz D4 - E3) * Inconsistently implements strategies for the   inclusion of staff and stakeholders in various planning processes, fails to consistently share in management decisions, or to delegate duties as applicable, resulting in an ineffective, inequitable, and inefficient workplace (PS4.8)  The principal inadequately creates a culture of respect, understanding, and sensitivity, and appreciation for students, staff, and other stakeholders (6.1).  THe principal disregards professional behavior and cultural competency to students, staff, and other professionals (PS .4)  The principal rarely advocates for students to influence decisions affecting student learning to address matters of equity and cultural responsiveness (PS 5.9). | * Understands the need to establish and implement policies, systems, and procedures that promote respect for diverse cultures, ethnicities, and lifestyles, that including under-represented segments of the learning community. (APS 5) * Attempts to engage members of the learning community in processes that identify values and behaviors related to eliminating bias, intolerance, inequity. (APS 5) * Begins to establish and maintains a culture that fosters a free exchange of ideas and opinions. (APS 5) * Understands and begins to promote the respect of the cultural differences in a global society and makes diversity a means for enriching the culture of the learning community. (APS 5) * Begins to establish a culture in which students find relevancy and are both intrinsically and extrinsically motivated to succeed. (APS 5) * Understands that diversity can be viewed as a strength and as a tool for learning and growing within the learning community. (APS 5) * Attempts to analyze or monitor classroom activities and assignments for cultural sensitivity and relevance. (APS 5) * Shows respect toward elements of student culture that support and are relevant to the learning environment. (APS 5) * Encourages some members of the community to take responsibility or provide opportunities for bridging the differences among students’ culture, parents’ culture, and staff members’ culture for the betterment of the learning environment. (APS 5) * Understand the need that some students need role models and advocates with whom they can relate. (APS 5) * Understands that the culture should embrace differences in skill areas, such as academics, the arts, and athletics, so that students with various interests are equitably recognized and celebrated. (APS 5) * Understands that one should have respect for the talents and strengths of all students and adults by intentionally designing comparable and appropriate systems for consistent recognition. (APS 5) * Ensures the appropriate implementation of interventions and supportive practices to help each student meet achievement goals. (Marzano D1:E3) * Ensures equity in a child-centered school with input form staff, students, parents, and the community (Marzano, D4 - E3) * Garners the trust of the staff and school community that all decisions are guided by what is best for each student. (Marzano D5:E2) * Implements strategies for the   inclusion of staff and stakeholders in various planning processes, shares in management decisions, and delegates duties as applicable, resulting in an effective and efficient workplace (PS4.8)  The principal inconsistently creates a culture of respect, understanding, sensitivity, and appreciation for students, staff, and other stakeholders (6.1)  The principal inconsistently models professional behavior and cultural competency to students, staff and other professionals (PS 6.4)  The principal inconsistently advocates for students to influence local, district, and state decisions affecting student learning to encourage equitable access to address matters of equity and cultural responsiveness (PS 5.9) | ...reaches the “developing level and ...   * Collaborates to establish and implement policies, systems, and procedures that promote respect for diverse cultures, ethnicities, and lifestyles, including under-represented segments of the learning community. (APS 5) * Engages all members of the learning community in processes that identify values and behaviors related to eliminating bias, intolerance, inequity. (APS 5) * Builds and maintains a culture that fosters a free exchange of ideas and opinions without fear of retribution within established policy. (APS 5) * Respects the cultural differences in a global society and makes diversity a means for enriching the culture of the learning community. (APS 5) * Works to establish a culture in which students find relevancy and are both intrinsically and extrinsically motivated to succeed. (APS 5) * Diversity is celebrated as a strength and as a tool for learning and growing within the learning community. (APS 5) * Analyzes and monitors classroom activities and assignments for cultural sensitivity and relevance. (APS 5) * Respects elements of student culture that support and are relevant to the learning environment. (APS 5) * Encourages taking responsibility and provides opportunities for bridging the differences among students’ culture, parents’ culture, and staff members’ culture for the betterment of the learning environment. (APS 5) * Understands that all students need role models and advocates with whom they can relate. (APS 5) * Seeks out role models and advocates from outside of the school for students who are not represented by the school staff. (APS 5) * Is keenly aware that the culture should embrace differences in skill areas, such as academics, the arts, and athletics, so that students with various interests are equitably recognized and celebrated. (APS 5) * Demonstrates respect for the talents and strengths of all students and adults by intentionally designing comparable and appropriate systems for consistent recognition. (APS 5) * Walks on water while not receiving honor from the local community (Mark 6) * Ensures the appropriate implementation of interventions and supportive practices to help each student meet achievement goals. (from Marzano (D1:E3) * Garners the trust of the staff and school community that all decisions are guided by what is best for each student. (Marzano D5:E2) * Ensures that teachers work in collaborative groups to plan and discuss effective instruction, curriculum, assessments, and the achievement of each student. (Marzano D4:E3) * Implements strategies for the   inclusion of diverse staff and stakeholders in various planning processes, shares in management decisions, and delegates duties as applicable, resulting in an effective, equitable, and efficient workplace (PS4.8)   * Garners the trust of the staff and school community that all decisions are guided by what is best for each student. (Marzano D5-E2) * Ensures equity in a child-centered school with input from staff, students, parents, and the community. * The principal consistently creates a culture of respect, understanding, sensitivity, and appreciation for students, staff, and other stakeholders, and models these attributes on a daily basis (PS 6.1) * The principal consistently models professional behavior and cultural competency to students, staff, and other professionals (PS 6.4) * The principal consistently advocates for students and acts to influence local, district, and state decisions affecting student learning to ensure equitable access to address matters of equity and cultural responsiveness (PS 5.9) * Enforces (and develops) policies to address student behavior in a positive, fair, and unbiased manner (PS 4.2) * Identifies potential organizational, operational, or resource-related problems to ensure equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success (PS 4.4). * The principal fosters the success of diverse students by demonstrating professional standards and ethics, acting with cultural competence and responsiveness (PS 6) * The principal fosters the success of diverse students by supporting, managing, and overseeing the school’s organization, operation, and use of resources to ensure equitable access (PS 4). * Works collaboratively with staff to identify student needs and to design, revise, and monitor instruction employing each student’s strengths, diversity, and culture as assets for teaching and learning (PS 1.5). * Works within professional and ethical guidelines to improve student learning and to meet school district and state requirements with particular attention to under-represented minorities, students with disabilities, gender, and sexual orientation (PS6.2). * Demonstrates knowledge of research-based instructional best practices, particularly related to culturally relevant pedagogy (PS1.4) * Collaborates and networks with colleagues and stakeholders from diverse cultures and backgrounds to effectively utilize the resources and expertise available in the local community (PS5.8). | ...reaches and maintains the “effective level and ...   * Establishes team that regularly monitors and revises policies, systems, and procedures that promote respect for diverse cultures, ethnicities, and lifestyles, including under-represented segments of the learning community. (APS 5) * Models and monitors values and behaviors related to eliminating bias, intolerance, inequity. (APS 5) * Models and establishes policies that enforce a culture that fosters a free exchange of ideas and opinions without fear of retribution within established policy. (APS 5) * Actively recognizes and promotes the cultural differences in a global society and makes diversity a means for enriching the culture of the learning community. (APS 5) * Establishes and monitors a culture in which students find relevancy and are both intrinsically and extrinsically motivated to succeed. (APS 5) * Actively pursues diversity among staff and students as a strength and as a tool for learning and growing within the learning community. (APS 5) * Involves the community in analyzing and monitoring activities and assignments for cultural sensitivity and relevance. (APS 5) * Actively promotes elements of student culture that support and are relevant to the learning environment. (APS 5) * Models and ensures opportunities for bridging the differences among students’ culture, parents’ culture, and staff members’ culture for the betterment of the learning environment. (APS 5) * Establishes system for all students to identify and assign role models and advocates with whom they can relate. (APS 5) * Assures assignment of role models and advocates from outside of the school for students who are not represented by the school staff. (APS 5) * Actively embraces differences in skill areas, such as academics, the arts, and athletics, so that students with various interests are equitably recognized and celebrated. (APS 5) * Engages others in the development of a non-discriminatory school-wide system that recognizes all students and adults for talents and strengths. (APS 5) * Calls and enables others to walk on water with him/her. (Matthew 14) * continually examines and expands the options for individual students to make adequate progress toward meeting their achievement goals. (Marzano D1:E3) * actively seeks validation and feedback from multiple sources regarding perception in the school community. (Marzano D5:E2) * The school leader intervenes and seeks assistance if the school does not provide equity for each student. (Marz D4 - E3) |