Equitable CRCS Instruction and Pedagogy Rubric for Educators

This Equitable CRCS Instruction and Pedagogy Rubric for Educators can be used by teachers as a self or peer-assessment tool to better understand their classroom praxis. Educators can use this tool as a means to check on their strengths as well as areas for growth in aspects of their instructional and pedagogical practice. Each of the rubric criteria is based on the Kapor Center CRCS Framework Core Components, provides educators with a rating scale from 1-4 (1-did not meet criteria; 2 partially meets criteria; 3-meets criteria; 4-exceeds expectations of criteria), and includes an area for educators to reflect and/or share feedback for improvement.

Standard/Criteria CC: (Core Component of CRCS Framework)	Score	Evidence of meeting standards and/or Feedback for improvement
Educator includes two or more explicit examples addressing/discussing racism, racial disparities, and/or inequities impacting society. Educator provides multiple opportunities to understand and examine the current and/or historical socio-political context. (CC 1)		
Educator prompts and assists students in critically examining technology, interrogating technology's roles in unjust aspects of society, and the ethical, societal, and political implications of technology and computing within the context/topic(s) of the lesson. (CC 3)		
Educator always uses appropriate and accurate language and definitions related to race, ethnicity, racism, nationality, gender, sexual orientation, disability, white supremacy, whiteness, and related terms throughout. Educator consistently confronts and dispels personal stereotypes and biases about historically marginalized people groups. (CC 1)		
Educator provides multiple opportunities for students to explore intersecting identities in their classroom, their community, and the world as it relates to the context/topic(s) of the lesson. (CC 2)		

Standard/Criteria CC: (Core Component of CRCS Framework)	Score	Evidence of meeting standards and/or Feedback for improvement
Educator engages students in the process of learning through class discussions to recognize individual and collective identity markers and respect the identity markers unlike their own. (CC 2)		
Educator has ongoing feedback loops throughout the lesson that encourages and fosters student agency and voice. (CC 3)		
Educator provides several opportunities for students to lead/facilitate activities throughout and also supports peer-to-peer collaboration and learning. (CC 4)		
Educator includes or consults with historically underrepresented families and community members and incorporates their perspectives into the classroom. (CC 5)		
The educator has activities that facilitate multiple links between classroom, content and out-of-school experiences and perspectives. (CC 5)		
Educator supports students in co-creating inclusive and equitable classrooms. Differentiation, modifications, and accommodations are specified by the educator and provided throughout. (CC 2)		
Extension and enrichment opportunities (within the lesson or supplementary repository) for students that need additional learning opportunities are provided by the educator. (CC 2)		
Educator incorporates a diverse variety of experts into the classroom to intentionally expose students to a large variety of professionals and careers within computing. Educator provides examples (and/or contact information) of individuals that can be guest speakers, mentors, and/or role models for classrooms. (CC 6)		