**Rubric: Dimensions of an Equity Mindset**

*(Adapted from Nadelson’s Education Equity Mindset framework)*

Place a **a**in the box that matches available evidence of each dimension of an Equity Mindset.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Weak Equity Mindset Dimension** | **Weaker** | **Neutral/****Low evidence** | **Stronger** | **Strong Equity Mindset Dimension** |
| **Culturally Neutral*** Oblivious to, or not respectful of, diverse perspectives, cultures and experiences
* Avoid or reject adding nuance around culture, class and identity to topics perceived to be neutral
* Suppress critical inquiry or potential change of course due to topics of equity
 |  |  |  | **Cultural Responsivity*** Recognize and respect others’ perspectives, cultures, and experiences
* Acknowledge and understand diverse topics and issues regarding poverty, social class, culture, ethnicity, etc.
* Encourage discussion and critical inquiry around topics and issues
 |
| **Leader-Centered*** -Plan and implement based on leadership vision and decision
* -Seek to control decisions, facilitation, and assessment of success
* Is inflexible; rarely change course or alter decisions due to other voices
* Designs the project/team in way that mirrors or works best for the leader
 |  |  |  | **Participant-Centered*** Plan and implement around the needs of diverse stakeholders
* Share control of the decisions, facilitation, and assessment of success with diverse stakeholders
* Provide stakeholders opportunities to influence decisions and results
* Design the project/team for stakeholders on the margins
 |
| **Leadership Hierarchy*** Resist or avoid change related to topics and issues of equity
* Mandate static climate, initiatives, goals and decisions that center leader power
* Operate from power of positionality as opposed to via impact, influence and galvanization of stakeholders
 |  |  |  | **Informal Leadership*** Foster change related to topics and issues of equity
* Catalyze changes in project/team/org climate, initiatives, and goals
* Inspire others to join them in working toward improving issues of equity
* Are recognized amongst colleagues as knowledgeable, insightful, and respected
 |
| **Divestiture of Responsibility for Equity*** Show lack of awareness of equity gaps
* Is resistant to addressing and closing equity gaps when identified
* Defray responsibility for ensuring equity of experiences and results across difference
* Charge others with devising solutions to ensure equity
 |  |  |  | **Accountability for Equity*** Demonstrate an understanding of the causes of equity gaps and the need to close those gaps
* Take personal responsibility for identifying inequities
* Attend to diverse stakeholder needs on a case-by-case basis to build solutions
* Use inquiry to identify equity issues and then examine current practices to devise a responsive plan
 |
| **Ignores Equity Needs*** Oblivious to or ignores views and needs of diverse stakeholders
* Plan, facilitate and implement towards the “normative” or similar background
* Does not address any disengagement or disenfranchisement of voices on the margins
 |  |  |  | **Advocates for Equity Needs*** Recognize the views of diverse stakeholders
* Know what questions to ask and how to elicit critically conscious thinking
* Help stakeholders on the margins engage fully to create equitable outcomes
 |