

Understand and Hold High Expectations for Poor and Culturally Diverse Students Self-Evaluation Rubric

What is my school's or district's progress?	BEGINNING			EMBEDDING			SUSTAINING		
	No Action Has Been Taken	Efforts Are Limited	Results Are Being Gained	Efforts and Results Are Being Enhanced			Practices Are Widespread, Policies Are in Place, and Results Are Increasing		
Does my school or district . . .	1	2	3	4	5	6	7	8	9
Evaluate and support the language and literacy development of ELL students?									
Hold high expectations of all students—especially the underachieving children of poverty?									
Understand the culture of poverty and how it differs from middle-class culture?									
Publicize student performance of all required subgroups, even if the information reflects low school or subgroup performance?									
Understand externally centered students?									
Conduct home visits and improve partnerships with families?									
Engage parents in meaningful work?									
Plan for student mobility?									
Foster and support resilient students?									
Connect the successes of resilient students to the improvement needs of others?									
Build student capacity in anger management, conflict resolution, and peer mediation?									
Provide targeted professional development?									