

Afrocentric Educator Growth Framework: Teacher Practice Rubric (Sean Brown, 2025)						
Framework Mission: The Afrocentric Educator Growth Framework centers teaching as both craft and calling. It equips educators to blend cultural affirmation with instructional excellence, creating classrooms where Black students experience belonging, brilliance, and high expectations every day.						
Domain	Indicator	Beginning	Developing	Proficient	Exemplary	Look Fors / Examples
Classroom Culture	Builds relational trust	Interactions with students are inconsistent or transactional.	Begins to create positive relationships but lacks consistent follow-through or cultural intentionality.	Builds trust through warmth, consistency, and affirming communication.	Models relational trust as community care; classroom reflects Ubuntu—shared responsibility and belonging.	Greets students daily; uses affirming language; employs restorative conversations; centers student voice in routines.
	Creates community-centered norms	Classroom expectations are teacher-directed with limited student ownership.	Introduces shared norms but not consistently reinforced.	Develops class norms collaboratively and revisits them to strengthen culture.	Class operates as a self-sustaining community rooted in collective responsibility and pride.	Uses call-and-response cues; holds community circles; connects routines to shared values.
	Implements rituals and affirming practices	Few or inconsistent rituals acknowledging student identity.	Introduces rituals but without deep cultural connection.	Regularly uses rituals that honor student heritage and contributions.	Rituals and affirmations are woven into instruction and school identity.	Morning affirmations, libations, or culturally affirming openings/closings; celebrates milestones communally.
	Maintains strong routines	Classroom routines are unclear or inconsistently enforced.	Establishes routines but requires reminders and resets.	Consistently uses clear routines to maximize learning time.	Students lead and maintain routines that reflect structure, pride, and shared ownership.	Uses "Do It Again" to reset calmly; clear transitions; smooth entry/exit procedures; economy of language.
Lesson Planning	Designs culturally grounded lessons	Lessons are generic or disconnected from student identity.	Attempts to include cultural content but lacks depth or intentionality.	Integrates African-centered and diasporic content to deepen relevance.	Lessons consistently affirm identity and connect content to liberation, history, and community.	Uses African proverbs, local community examples, and ancestral connections in content.
	Plans for rigor and critical inquiry	Objectives lack clarity or measurable outcomes.	Learning goals are present but not always rigorous or relevant.	Crafts clear, rigorous objectives that invite critical thinking and voice.	Lessons consistently challenge dominant narratives and cultivate critical consciousness.	Objectives written as "students will analyze, debate, or create"; connects inquiry to real issues.
	Designs student-led projects	Lessons are teacher-centered; limited student ownership.	Includes occasional opportunities for students to lead or collaborate.	Consistently plans projects that require voice, choice, and reflection.	Projects become vehicles for cultural expression and community impact.	Student exhibitions; research tied to Black history, arts, or social issues; peer teaching.
	Internalizes and rehearses plans	Plans are read verbatim; teacher relies heavily on script.	Begins rehearsing key lesson moments but inconsistently internalizes.	Rehearses lessons with intentional checkpoints and questioning.	Masterfully internalizes content to allow flexibility and connection in the moment.	Practices "I Do," "We Do," "You Do"; anticipates misconceptions; checks alignment with student needs.
Lesson Delivery	Engages students through culturally affirming methods	Lessons rely heavily on lecture or worksheets.	Introduces interactive moments but inconsistently connects to culture.	Uses discussion, movement, and oral traditions to activate participation.	Learning feels alive—students see, hear, and feel their culture honored.	Call-and-response; storytelling; music or rhythm; "Reality Pedagogy" dialogue; student-led discourse.
	Uses clear, strong communication	Directions are unclear or overly wordy.	Gives directions but may lose tone or clarity under pressure.	Communicates with clarity, confidence, and purpose ("Strong Voice").	Demonstrates command balanced with care; communication models dignity and love.	Concise directions; squared stance; positive narration; calm resets when off-task.
	Checks for understanding	Rarely monitors student learning in real time.	Uses checks inconsistently; waits until assessments to gauge learning.	Uses multiple checks during instruction to guide reteaching.	Anticipates misconceptions and adjusts instruction fluidly in the moment.	Cold calls, whiteboard responses, turn-and-talks, hand signals, exit tickets; immediate feedback loops.
	Centers student agency	Students are passive recipients of information.	Encourages participation but still controls discourse.	Encourages students to question, build, and connect ideas collaboratively.	Students consistently lead discussion, teach peers, and apply learning to community contexts.	Students facilitate parts of lessons; use culturally relevant examples; pose questions to peers.
Assessment	Uses performance-based tasks	Relies mostly on tests or worksheets.	Begins to incorporate performance tasks but lacks clear rubrics.	Uses authentic tasks (presentations, projects, writing) to show mastery.	Students demonstrate knowledge through creativity, leadership, and cultural expression.	Debates, community projects, oral storytelling, creative writing, art-based synthesis.
	Provides affirming feedback	Feedback is limited, delayed, or punitive.	Provides feedback inconsistently or focuses on errors only.	Gives timely, specific, growth-focused feedback.	Feedback celebrates student identity, brilliance, and effort; fosters self-reflection.	Conferences; "Glow & Grow" comments; verbal praise linked to effort and excellence.
	Incorporates student and community voice	Assessment solely teacher-driven.	Invites student reflection occasionally.	Includes self and peer assessment regularly.	Students and community members co-create evaluation criteria.	Family showcases; peer rubrics; student-led data talks.
	Monitors growth over time	Tracks grades but not patterns or progress.	Collects some data but doesn't analyze trends.	Consistently tracks progress to inform instruction.	Uses data to empower students to set goals and celebrate growth.	Visual data walls; student goal-setting; reflection journals.
Supporting Structures	Partners with families and community	Communication with families is minimal or reactive.	Shares updates but rarely invites authentic collaboration.	Builds consistent partnerships grounded in trust and mutual respect.	Family and community are seen as co-educators and cultural keepers.	Regular family communication; family nights; guest elders; classroom community board.
	Reflects on practice	Reflection happens only when issues arise.	Reflects occasionally but without structured follow-up.	Engages in regular reflection and goal-setting.	Models reflective practice publicly; mentors others in reflection.	Journaling; video self-observation; feedback meetings; adjusts based on evidence.
	Grows through feedback and coaching	Resists or inconsistently applies feedback.	Receives feedback but needs prompting for follow-through.	Applies feedback effectively and tracks improvement.	Seeks feedback proactively and shares learnings with peers.	Implements coaching steps from observations; shares strategies during PD.
	Demonstrates equity-centered leadership	Focuses solely on own classroom without broader equity lens.	Shows growing awareness of equity issues.	Models inclusive leadership and equitable discipline practices.	Advocates for systemic equity, mentors peers, and uplifts marginalized voices.	Leads affinity groups, restorative circles, or teacher teams focused on belonging.

Portions of this framework were inspired by instructional practices discussed in Get Better Faster by Paul Bambrick-Santoyo (2016). The Afrocentric Educator Growth Framework is an original work by Sean Brown (2025).

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