**Equity Self-Audit: Looking in the Mirror**  
*Sometimes, the most important conversation you can have about teaching is with yourself.*

Please fill out this survey for your own reflection, using this scale:

| 4 (true) | 3 (mostly true) | 2 (somewhat true) | 1 (not true/needs my attention) |

1. My students are encouraged to share information about their home culture and experiences.  
   - 4 3 2 1

2. My students see aspects of their identity and diverse cultures reflected on the walls of my classroom and in the texts of my course.  
   - 4 3 2 1

3. My classroom/office has a wide variety of books that validate diverse experiences.  
   - 4 3 2 1

4. I build into my work ways to acknowledge and respect positive racial identities.  
   - 4 3 2 1

5. In my learning environment individuals have opportunities to learn and perform in different ways.  
   - 4 3 2 1

6. In assessment, I take into consideration that learning environment may not be a level playing field.  
   - 4 3 2 1

7. I am knowledgeable about the different home cultures of my students.  
   - 4 3 2 1

8. Aspects of my students’ home culture are included in my curriculum.  
   - 4 3 2 1

9. I call on students equally, and I hold the same expectations for all students.  
   - 4 3 2 1

10. Students of color are excelling academically in my classes.  
    - 4 3 2 1

11. Race is an important factor in student achievement.  
    - 4 3 2 1
12. I have considered the “teaching gap” (what the teacher does) as an alternative way of thinking about the “achievement gap” (how a student performs).

13. I talk respectfully about students when I am in the department office.

14. I talk respectfully about students in the copy room and hallways.

15. Parents of color and parents of ELL students are present at school events.

16. My students experience learning by working with a diverse faculty at our college.

17. My team/department shares successful strategies in narrowing the achievement gap.

18. I discipline students of color and white students equally.

19. I regularly tell my students that I believe in them.

20. I am sensitive to how adolescent issues affect students of color and/or ethnic minorities differently from white students.

21. Students in my classes are learning to identify and understand the dangers of stereotypes.

22. I am aware of my own assumptions, stereotypes, blind spots, and hot buttons.

23. I am aware that the reason for the racial achievement often goes beyond economic circumstances.

24. I speak up when I hear people (adults or students) making racial or ethnic jokes.

25. I want to learn more about how to help my students overcome the racial achievement gap.