

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).	4	3	2	1
13. I talk respectfully about students when I am in the department office.	4	3	2	1
14. I talk respectfully about students in the copy room and hallways.	4	3	2	1
15. Parents of color and parents of ELL students are present at school events.	4	3	2	1
16. My students experience learning by working with a diverse faculty at our college.	4	3	2	1
17. My team/department shares successful strategies in narrowing the achievement gap.	4	3	2	1
18. I discipline students of color and white students equally.	4	3	2	1
19. I regularly tell my students that I believe in them.	4	3	2	1
20. I am sensitive to how adolescent issues affect students of color and/or ethnic minorities differently from white students.	4	3	2	1
21. Students in my classes are learning to identify and understand the dangers of stereotypes.	4	3	2	1
22. I am aware of my own assumptions, stereotypes, blind spots, and hot buttons.	4	3	2	1
23. I am aware that the reason for the racial achievement often goes beyond economic circumstances.	4	3	2	1
24. I speak up when I hear people (adults or students) making racial or ethnic jokes.	4	3	2	1
25. I want to learn more about how to help my students overcome the racial achievement gap.	4	3	2	1