

## EQUITABLE CLASSROOM PRACTICES SELF REFLECTION

Equitable Classroom Practices is a summary of 26 observable teacher behaviors, broken up across 4 categories, which reflect culturally responsive teaching through examples. This tool can be used as self-reflection or by an external observer to become more aware of incorporating equitable practices. Please note that the statements italicized offer more definitive guidance regarding the equitable classroom practice. This guide is not an all-inclusive description of best instructional practices.

**Teacher Name:** \_\_\_\_\_

### Equitable Classroom Practices: Relationships & Community

	I do not do this in my classroom.	I occasionally use this practice in my classroom.	This practice is a consistent routine in my classroom.
1. Welcomes students by name as they enter the classroom <i>Asks students for correct pronunciation of their names; correctly pronounces students' names</i>			
2. Uses eye contact, body language, gestures, and expressions to convey a message that all students' questions and opinions are important. <i>Smiles, Nods head in affirmation; Leans toward students; Turns toward students who are speaking to show interest</i>			
3. Uses proximity with all students equitably. <i>Circulates around student work areas to be close to all students</i>			
4. Uses class building and teambuilding activities to build a safe and supportive classroom community and promote peer support for academic achievement. <i>Structures academic and social interactions between students</i>			
5. Student behaviors are addressed in a consistent, supportive manner. <i>The teacher redirects individual behaviors in a manner that demonstrates respect for and belief in the individual student.</i>			
6. Ensures classroom displays, assignments/directions, and other materials in the classroom reflect the racial, ethnic, and cultural backgrounds represented by students. <i>Displays and uses materials (supplemental books, assignments, prompts, etc.) that reflect all students' racial, ethnic, and cultural backgrounds</i>			

### Equitable Classroom Practices: Student Engagement & Processing Strategies

	I do not do this in my classroom.	I occasionally use this practice in my classroom.	This practice is a consistent routine in my classroom.
7. Identifies students' current knowledge before instruction. <i>Uses a variety of methods to assess students' knowledge before instruction such as: Word Splash, K-W-L, Anticipation Guide, Brainstorming, Webbing</i>			
8. Arranges the classroom to accommodate discussion. <i>Arranges seating to facilitate student-student discussion; Seating to facilitate teacher-student discussion</i>			
9. Uses a variety of visual aids and props to support student learning. <i>Uses multiethnic photos, pictures, and props to illustrate concepts and content; Uses appropriate technology to illustrate concepts and content</i>			
10. Models use of graphic organizers <i>Uses a variety of graphic organizers during instruction; Encourages students to identify and use the task appropriate graphic organizer by modeling</i>			
11. Uses random response strategies. <i>Uses random response strategies (i.e., numbered heads, color-coded cards, equity sticks, calling sticks)</i>			
12. Uses cooperative learning structures. <i>Structures opportunities for students to learn with and from their peers (i.e., Think-Pair-Share, Teammates consult, Jigsaw, Pairs Check, Partner A and B, Boggle, Last Word)</i>			
13. Uses probing and clarifying techniques to assist students to answer. <i>Rephrases the question; Asks a related question; Gives student a hint, clue, or prompt</i>			
14. Seeks multiple perspectives.			

Validates all perspectives with responses such as: "That's one idea. Does anyone else have another?"; "That was one way to solve the problem. Who did it another way?"; "Who has an alternative view?"			
15. Asks higher-order questions equitably of all students. <i>Asks analysis questions; Asks synthesis questions; Asks evaluation questions; Poses higher order questions and uses a random method for calling on students; Provides think time for all students before asking for responses</i>			
16. Uses Wait Time. <i>Pauses at least 3-5 seconds to consider the student's response before affirming, correcting, or probing; Pauses following a student's response to allow other students to consider their reactions, responses and extensions</i>			

<b>Equitable Classroom Practices: Individualized Support</b>			
	I do not do this in my classroom.	I occasionally use this practice in my classroom.	This practice is a consistent routine in my classroom.
17. Provides individual help to all students. <i>Ensures all students receive individual help inclusive of reteaching, small group support, and intervention opportunities.</i>			
18. Provides accommodations and modifications. <i>Differentiates instruction and instructional activities to ensure all students receive the scaffolds and support necessary to help them be successful regardless of enrollment in Special Education or English Language Development</i>			
19. Partners with families. <i>Communicates home through the means appropriate for each family to ensure that expectations and supports are made clear and are conveyed as personal from the teacher.</i>			

<b>Equitable Classroom Practices: Feedback, Assessment, &amp; Grading</b>			
	I do not do this in my classroom.	I occasionally use this practice in my classroom.	This practice is a consistent routine in my classroom.
20. Acknowledges all students' comments, responses, questions, and contributions. <i>Uses affirming, correcting, or probing to acknowledge all students' responses</i>			
21. Uses multiple approaches to consistently monitor students' understanding of instruction, directions, procedures, processes, questions, and content. <i>Uses a variety of approaches to monitor students' understanding throughout instruction (Thumbs Up, Unison response, One Question Quiz, Exit Task)</i>			
22. Provides students with the criteria and standards for successful task completion. <i>Evaluates student work by providing performance criteria (i.e. rubrics, exemplars, anchor papers)</i>			
23. Gives students effective, specific oral and written feedback that prompts improved performance. <i>Confers with students to provide feedback to improve performance; Provides opportunities for students to use peer reviews; Provides written feedback that allows students to revise and improve their work</i>			
24. Provides multiple opportunities to use effective feedback to revise and resubmit work for evaluation against the standard. <i>Allows students to revise work based on teacher feedback; Encourages and structures opportunities for students to provide feedback to peers based on an established standard</i>			
25. Grading is reflective of academic performance. <i>Ensures behavior is decoupled from course grade. Does not deduct points for late work.</i>			
26. Asks students for feedback on the effectiveness of instruction and the overall classroom environment. <i>Asks students to indicate the learning activities that are effective in helping them to learn; Uses interviews, surveys, and questionnaires to gather feedback from students; Uses exit cards to gather feedback about instruction</i>			