

Equity Audit



What is an equity audit?

An equity audit is a study of the fairness of an institution's policies, programs, and practices. Such audits represent a significant investment in resources, both human and material. Thus, it is worthwhile to anticipate potential challenges and develop a plan for addressing them. The goal is that the process will move as smoothly as possible, and the results will help inform the next steps. The tool presented here is designed to facilitate equity audits in educational settings. This tool helps to critically examine policies, programs, and practices that directly or indirectly impact students or staff relative to their race, ethnicity, gender, national origin (English Learners), language, disability, age, sexual orientation, sexual identity, religion, or other socioculturally significant factors. A regular organizational audit may have an equity component, but that is not its specific purpose.

What is MAEC's Equity Audit Tool?

MAEC, Inc. developed the three Equity Audit tools found in this document to offer districts, schools, and teachers a way to begin conducting an equity audit. These tools were designed to:

1. Help educators develop a more concrete understanding of what it means to practice equity, and
2. Reflect on whether current school policies, procedures and practices are equitable.

This tool can be used for individual or small group reflection, or it can be used as part of a large-scale process for advancing equity.

MAEC's Equity Audit consists of three questionnaires for school leaders, educators, and staff to assess if their schools and classrooms are equitable across various criteria. The three questionnaires are: *Criteria for an Equitable School* (composed of 101 questions), *Criteria for an Equitable Classroom* (composed of 36 questions), and *Teacher Behaviors that Encourage Student Persistence* (composed of 59 questions). These tools examine practices, policies, and procedures at each level to determine if the school community is creating a positive, equitable learning environment that allows students and staff to perform at their highest levels. The questionnaires are meant to provide a birds-eye view of various aspects of equity and highlight many systemic barriers to equity that might exist. The MAEC team developed the questionnaires relying on extensive experience in the field of educational equity and a review of relevant literature.

What is an Equity Audit? An Analogy.

Service: providing shoes.

Equality: everyone gets a pair of shoes.

Equity: everyone gets shoes that fit.

Equity Audit: determining

- (1) who "everyone" is,
- (2) what constitutes "shoes," and
- (3) creating decision-making processes for how "fit" is identified and evaluated.

What is different about the 2021 version?

MAEC significantly revised the tool based on feedback from practitioners and researchers. The updated audit accounts for the new realities many schools face with COVID-19, including virtual learning. *Questions that relate to COVID-19 can be found in a maroon color throughout the document.* This tool can be used as a reflection tool in a comprehensive equity audit process. For more guidance on conducting an equity audit, please refer to MAEC's *An Equity Audit: Is It In Your Future*. MAEC also revised the scale for rating each item from a two-point scale to a four-point scale to account for the different stages at which institutions may find themselves on their equity journey. Expanding the scale allows for a more thorough look at where each entity is in regards to equitable policies, practices, and procedures.

How to implement MAEC's Equity Audit tool

The district/school will develop a process for answering the questions on the Equity Audit tool. One person should not complete this process: it should involve all key stakeholders and include diverse voices. Representatives from the following groups should be included: administrators, faculty, staff, students, parents, and community members. One valuable way to fill out the document is by establishing an equity committee and discussing each question so that the committee reaches a consensus on how to rate the question. Another is to conduct the audit as a survey among key stakeholders and to use the average score per question.

An important reminder is that the Equity Audit is a tool that provides a starting point in evaluating your institution's current state concerning equity. It provides a snapshot of your district/school's state at one point in time. By no means is it exhaustive and does not include all potential systemic barriers to equity or focuses on all groups that might not be receiving required supports. Once you receive the initial data from this tool, it might be necessary to investigate your system further to better understand different constituents' individual experiences with additional data collections.

For guidance on next steps after completing an equity audit, please [contact MAEC](#).

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Criteria for an Equitable School

An equitable school provides the climate, process, and content which enable students and staff to perform at their highest level. An equitable school ensures successful academic outcomes by providing resources according to need and appropriate instructional strategies for each student. The equitable school:

1. Has a clear mission that is committed to equitable access, processes, treatment, and outcomes for all students, regardless of race, ethnicity, socioeconomic status, national origin, English Learner status, sex, gender identity, gender expression, sexual orientation, religion, or disability status.
2. Provides an inclusive visual environment both digitally (online portals, materials, etc.) and in person (halls, displays, classroom exhibit pictures, etc.). This effort considers the physical environment from which teachers broadcast to make sure it is appropriate and encouraging for all students.
3. Reflects and works in collaboration with the various racial, ethnic, socioeconomic, language, sex, gender identity, gender expression, sexual orientation, and disability groups within the school community.
4. Works in partnership with families, the business community, and civic and community organizations to enrich the curriculum, provide consistently high expectations for all students, and develop support and opportunities for all students.
5. Provides ongoing, embedded, and systematic professional learning (i.e., training, coaching, communities of practice) opportunities to support staff in implementing equitable learning for all students (whether in-person, hybrid, or distance learning).
6. Promotes social-emotional well-being for students and families to develop a supportive and inclusive learning community that promotes the cultural assets that they bring to their classrooms.

Note: Maroon text indicates questions that have been added or edited to respond to the impact of COVID-19.

Below is an explanation of the scale used to rate each item.

1. **Latent (0 Points)** - This rating corresponds to the district/school currently not doing anything, or having no system in place as it relates to the question.
2. **Emergent (1 Point)** - This rating corresponds to the district/school having some systems in place, but the systems are not explicit or strong. The district might still be working towards establishing policies and norms related to the topic of the question.
3. **Established (2 Points)** - This rating corresponds to a district/school having established explicit systems in place. In many cases, to be rated as established, the district/school has to have created documentation regarding the question's topic.
4. **Advanced (3 Points)** - This rating corresponds to a district going above simply establishing explicit systems. This rating is reserved for items where a policy, process or norm is centered on equity. A district/school scoring "advanced" is focused on creating an environment that acknowledges and addresses equity complexities.

School Policy

Criteria/Questions	Latent (0)	Emergent (1)	Established (2)	Advanced (3)
1. Does the school/school system have a specific educational equity policy in areas related to race, ethnicity, socioeconomic status, national origin, English Learner status, sex, gender identity, gender expression, sexual orientation, religion, and disability status?				
2. Does the educational equity policy clearly explain the procedures for reporting complaints, investigating complaints, and appeals?				
3. Is the educational equity policy monitored for consistent and complete implementation as well as amended if necessary?				
4. Does the educational equity policy regarding racial equity address the harmful impacts of racial stress and trauma?				
5. Does the educational equity policy identify the roles of teachers, staff, and administrators' in mitigating race-based disparities?				
6. Does the school have a clear mission statement regarding educational equity?				
7. Are updates to policies and procedures publicized to staff, students, and families in an accessible manner and on a timely and continuous basis?				
8. Has the school developed an equity plan of action based on the policy, mission statement, and analysis of its current equity needs?				
9. Did all relevant stakeholder groups (staff, families, students, and community members) participate in the development of the mission statement and equity plan?				

Criteria/Questions	Latent (0)	Emergent (1)	Established (2)	Advanced (3)
10. Does the school have a policy regarding accommodations for students with disabilities and English Learners?				
11. Are there policies and procedures to assure that no student is denied participation in extracurricular or co-curricular activities (as health and safety guidelines permit) because of race, ethnicity, socioeconomic status, national origin, English Learner status, sex, gender identity, gender expression, sexual orientation, religion, disability status, or transportation limitations?				
12. Does the school have a clear and equitable attendance policy that takes into consideration, and does not penalize students, for barriers (e.g., technological issues, families' schedules, etc.) they might face during COVID-19?				
13. Does the school have a policy regarding using names students identify as their preferred name and personal pronouns?				
14. Does the school have a policy regarding bathroom and locker room use by transgender students?				

Assessing Community Needs

Criteria/Questions	Latent (0)	Emergent (1)	Established (2)	Advanced (3)
1. Does the school/school system have a plan for family engagement that encourages and provides avenues for the involvement of all school staff and all families, and sustains community partnerships?				
2. Does the school have clear processes and structures for school staff to meet student needs by providing additional targeted or intensive supports as necessary?				
3. Does the school encourage the engagement of all families and community members in school planning, support, and governance ((e.g., through forming a school advisory committee, conducting a survey, organizing focus groups, etc.), whether in-person, hybrid, or distance learning?				
4. Are families and community members involved in school planning, support, and governance representative of the school community by race, ethnicity, socioeconomic status, national origin, language, sex, gender identity, gender expression, sexual orientation, religion, and disability status?				
5. Does the school use multiple methods of communication, including translation, to engage with families regarding their priorities, feedback, and concerns regarding distance learning?				
6. Does the school ensure that families have access to information, virtually and in person, in a language they can understand?				
7. Are current needs of the school community frequently assessed regarding COVID-19 (e.g., food, transportation, housing, physical health, social-emotional well-being, etc.)?				
8. Has the school surveyed families' technological needs?				

Criteria/Questions	Latent (0)	Emergent (1)	Established (2)	Advanced (3)
9. Has the school enacted an actionable and timely plan to ensure that all families have access to technology and stable internet, and know how to navigate technology and key software the school may be using?				
10. Does the school monitor attendance to help identify potential barriers students might experience in accessing their education (whether in-person, hybrid, or distance learning)?				
11. Does the school reach out to families of students to address potential barriers that students may experience in accessing their educational learning (whether in-person, hybrid, or distance learning)?				

School Organization/Administration

Criteria/Questions	Latent (0)	Emergent (1)	Established (2)	Advanced (3)
1. Do school administrators have the knowledge and skills to be able to identify equity issues?				
2. Are school administrators trained to provide leadership in developing creative strategies to achieve excellence and equity among all staff and students?				
3. Are there personnel or an advisory committee that coordinates school improvement and assures equity compliance in all phases of school management?				
4. Have interpreters and translators been identified for the varied languages present in the school community to facilitate two-way communication between families and school staff?				
5. Is enrollment monitored in special education, vocational education, gifted education, and advanced courses for the disproportionate representation of language, gender, racial, or ethnic groups?				
6. Is enrollment, including special education, vocational education, gifted education programs, and advanced courses, composed of students who proportionately reflect the diversity within the overall student population?				
7. Is guidance and counseling provided to encourage all students to take higher-level courses, particularly in the critical filter areas of Honors, STEM, AP, and IB courses?				

Criteria/Questions		Latent (0)	Emergent (1)	Established (2)	Advanced (3)
8.	Is data regularly collected, disaggregated, and analyzed in the following areas and by different racial, ethnic, and language groups? (Indicate "latent," "emergent," "established," or "advanced" for all that apply)				
8a.	Course level enrollment				
8b.	Grade point average/achievement scores				
8c.	Standardized test scores				
8d.	Student discipline, suspensions, and expulsions				
8e.	Bullying or harassment				
8f.	Participation in school activities and honors				
8g.	Attendance				
9.	Have the following been modified as needed as a result of the data from question 8 combined with anecdotal and other information?				
9a.	Policies				
9b.	Programs				
9c.	Curriculum Strategies				
9d.	Instructional Strategies				
10.	Does the school prioritize hiring psychologists, counselors, social workers, and nurses to support the social-emotional well-being of students and staff?				
11.	Does the school utilize restorative approaches to support the social-emotional well-being of students and staff?				

Criteria/Questions	Latent (0)	Emergent (1)	Established (2)	Advanced (3)
12. Are consequences for violating school procedures taught and reinforced to students using evidence-based strategies (e.g., restorative practices, culturally responsive PBIS, etc.)?				
13. Does the district provide a user-friendly, accesible location (e.g., an online learning portal) for students and families to retrieve virtual learning materials?				
14. Does the school provide access to learning materials (e.g., textbooks, reading materials, etc.) in order for students to complete learning assignments?				

School Climate/Environment

Criteria/Questions	Latent (0)	Emergent (1)	Established (2)	Advanced (3)
1. Does the visual environment, including online school portals, virtual and in-person classrooms, bulletin boards, displays, hall decorations, and offices, show diverse students of varied racial, ethnic, language, gender, gender identity groups, and people with disabilities in a variety of roles?				
2. Does the interaction of school staff with each other, students, families, and community members convey a respect for people regardless of race, ethnicity, socioeconomic status, national origin, English Learner status, sex, gender identity, gender expression, sexual orientation, disability status, age, or religion?				
3. Are values of equity, fairness, and inclusion modeled by all school staff?				
4. Is the code of student conduct applied fairly and equitably to all students?				
5. Are acceptable standards for students' behavior (both in person and online), language, and dress non-discriminatory?				
6. Do school assemblies, special programs, and speakers reflect the diverse nature of the school and larger community?				
7. Are the people involved in planning school events and programs (athletic, arts, service-learning or volunteer, PTA/PTO, etc.) representative of the school community by race, ethnicity, socioeconomic status, national origin, English Learner status, sex, gender, gender expression, sexual orientation, religion, or disability status?				

Criteria/Questions	Latent (0)	Emergent (1)	Established (2)	Advanced (3)
8. Do all segments of the school community participate in and are encouraged to attend school events (including service-learning or volunteer opportunities, PTA/PTO, etc.)?				
9. Are school emblems, mascots, team names, and other symbols free from racial, ethnic, socioeconomic, national origin, language, sexual, gender identity, gender expression, religious, sexual orientation, or disability bias?				
10. Does the virtual and in-person library/media center have recent visual, print, and non-print materials that accurately provide information about diverse student groups in traditional and non-traditional roles?				
11. Are materials, notices, and other school communication available in multiple languages, and accessible to individuals with disabilities as required?				

Staff

Criteria/Questions		Latent (0)	Emergent (1)	Established (2)	Advanced (3)
1.	Do staff set expectations, teach, and reinforce positive behavior; support students to get back on track; and hold all students to consistent standards of behavior?				
2.	Are consequences for student actions, such as discipline infractions and praise, distributed equitably in the classroom?				
3.	Is there an equitable distribution of highly qualified teachers across classrooms?				
4.	Are highly qualified teachers representative of the racial, ethnic, socioeconomic, national origin, language, sexual, gender or gender identity, religious, sexual orientation, or disability status composition of the student body?				
5.	Is the school staff's composition representative of the racial, ethnic, socioeconomic, national origin, language, sexual, gender identity, gender expression, religious, sexual orientation, or disability status composition of the student body and larger school community?				
6.	Are staff members of different races, ethnicities, languages, national origins, sexes, gender identities, gender expressions, sexual orientations, and/or with different disabilities distributed equitably across the various job classifications from administration to non-certified positions?				
7.	Are all staff members responsive to the varied needs of demographic groups and communities in the school?				
8.	Do staff members communicate on a regular basis with other staff members from culturally diverse backgrounds?				

Criteria/Questions		Latent (0)	Emergent (1)	Established (2)	Advanced (3)
9.	Do staff members engage in healthy, productive, and respectful professional interactions with other staff members from culturally diverse backgrounds?				
10.	Are members of the instructional staff able to utilize personalized instructional methods for in-person or distance learning to meet diverse student needs and learning preferences?				
11.	When staff members are assessed, are competencies in educational equity an integral part of their performance?				
12.	Do staff at different paid or volunteer job levels feel that a culture of respect exists within the school?				

Assessment/Placement

Criteria/Questions		Latent (0)	Emergent (1)	Established (2)	Advanced (3)
1.	Does the school/school system have a policy regarding culturally responsive assessments and grading during COVID-19?				
2.	Do teachers collaborate with families regarding the expectations of distance learning and student academic progress and achievement?				
3.	Are multiple instruments used for student assessment, including performance measures?				
4.	Are students given access to resources, facilities, and academic placement dependent on individual talent, skill, and interest?				
5.	Are English Learners properly identified, assessed, and placed?				
6.	Are assessment procedures and accommodations available for English Learners and students with disabilities?				
7.	Are all assessment data analyzed according to individual student progress as well as disaggregated patterns and outcomes by the following?				
	7a. Race				
	7b. Ethnicity				
	7c. Socioeconomic status				
	7d. Gender				
	7e. Disability				
	7f. Language				

Professional Learning

Criteria/Questions	Latent (0)	Emergent (1)	Established (2)	Advanced (3)
1. In order to ensure flexible, heterogeneous, and integrated grouping within classes, are teachers trained in a variety of instructional approaches to meet differing learning preferences and foster both competitive and cooperative skills?				
2. Are staff members trained to identify equity needs and to utilize instructional methods to meet the learning preferences of diverse students and groups in a virtual classroom environment?				
3. Are equity issues in professional learning activities relevant to current events and community needs?				
4. Have all staff members received in-service training regarding strategies for countering bias?				
5. Have all staff received training on culturally responsive practices to support English Learners?				
6. Have all staff received training on how to adjust the way they talk to provide opportunities for English Learners to acquire academic language (Cognitive Academic Language Proficiency or CALP) and social language (Basic Interpersonal Communication Skills or BICS) (e.g., speaking clearly, having a slower rate of speech, using simple sentence structures, repeating/paraphrasing as necessary, etc.)				
7. Have all staff received trauma-informed training to support student success and well-being using restorative practices?				
8. Are opportunities provided for staff at all levels and in all job descriptions to obtain in-service training regarding educational equity issues and concerns relevant to specific populations?				

Criteria/Questions	Latent (0)	Emergent (1)	Established (2)	Advanced (3)
9. Are in-service opportunities offered to encourage dialogues between policymakers, administrators, teachers, support staff, and families, as well as business and community leaders, to develop comprehensive strategies for addressing equity issues?				
10. During professional learning events, are translators and interpreters available for participants from different language or disability groups?				
11. Is content training offered to provide staff with curricular information and knowledge that positively affirms and values cultural differences to enhance educational equity?				
12. Do staff members receive training in culturally responsive communication and practices to increase their effectiveness in working with diverse populations?				
13. Are critical educational issues addressed in ways that do not stereotype or stigmatize particular groups?				
14. Are presenters and facilitators of in-service training programs representative of the racial, ethnic, socioeconomic, national origin, language, sexual, gender identity, gender expression, religious, sexual orientation, or disability status groups of the student body and larger school community?				
15. Are professional learning techniques delivered authentically and in a way that is relevant to diverse groups?				
16. Are staff equipped with the skills, knowledge, and expertise to develop partnerships with families that are built on trust and respect and enhance students' learning and well-being?				

Standards and Curriculum Development

Criteria/Questions	Latent (0)	Emergent (1)	Established (2)	Advanced (3)
1. Are all teachers involved in improving the curriculum through continuous and systematized feedback and revision, so that all students can learn and achieve at high levels?				
2. Are all families and students encouraged to provide feedback on educational programs, both planning and instructional?				
3. Are all students held to the same standards?				
4. Do all virtual education materials provided by the school meet the criteria set by the Web Content Accessibility Guidelines (WCAG) 2.0?				
5. Is digital content accessible on a wide variety of devices that are available to students and their families?				
6. Does the curriculum utilize accessible digital and print materials that represent diverse groups?				
7. Do teachers leverage in-person and virtual classroom lessons to increase awareness and counter the past effects of bias and discrimination?				
8. Do recommended textbooks and other instructional materials reflect, as much as possible, the experiences and perspectives of diversity among racial, ethnic, socioeconomic, national origin, language, sexual, gender identity and expression, religious, sexual orientation, or disability status groups?				

Criteria/Questions		Latent (0)	Emergent (1)	Established (2)	Advanced (3)
9.	Are the teachers' classroom activities and examples culturally responsive according to race, ethnicity, national origin, language, sex, gender identity and expression, religion, and disability?				
10.	Does the curriculum infuse culturally responsive information into instructional approaches?				
11.	Does the curriculum prepare students for a diverse society and workplace?				
12.	Are people with disabilities shown in the curriculum actively interacting with both people with and without disabilities?				
13.	Is language used that does not stereotype people or groups?				
14.	Is person-first language used (e.g., "individuals with mental health conditions" rather than "mentally ill individuals") to recognize the innate and equal value of individuals before ascribing other identities or descriptors?				
15.	Does the curriculum suggest ways to examine the perspectives and contributions of people of different races, ethnicities, socioeconomic statuses, national origins, languages, sexes, gender identities and expressions, religions, sexual orientations, or disability statuses in every subject area, especially in mathematics, science, social studies, history, and English?				
16.	Are teachers encouraged to use and provide examples produced by people of different races, ethnicities, socioeconomic statuses, national origins, languages, sexes, gender identities and expressions, sexual orientations, religions, or disability statuses as part of the curriculum?				

Source: Elements of Equity: Criteria for Equitable Schools Developed by Jill Moss Greenberg and Susan Shaffer, Mid-Atlantic Equity Consortium, Inc., 1991, 2016, 2020, 2021

Criteria for an Equitable Classroom

An equitable classroom reflects the overall school environment and is characterized by:

1. An inclusive climate and visual environment;
2. Culturally responsive pedagogy, instruction, curricula, and materials;
3. A wide variety of instructional strategies to meet differing learning styles, second language acquisition, and backgrounds;
4. Utilization of student and family funds of knowledge and outside resources to provide diverse tools, strategies, and role models;
5. Encouraging student ownership in learning by incorporating student voice, choice, and feedback with classroom assignments and activities;
6. Availability of extracurricular activities to enrich the curricula and provide culturally-rich experiences, as health and safety guidelines permit;
7. Building and sustaining partnerships with all families and communities, including racially, culturally, and linguistically diverse families and communities, that are linked to student learning and involve varied aspects of the educational program; and
8. Recognition of multiple intelligences and student strengths through academic opportunities, honors, leadership roles, and creative options.

Note: Maroon text indicates questions that have been added or edited to respond to the impact of COVID-19.

Below is an explanation of the scale used to rate each item.

1. **Latent (0 Points)** - This rating corresponds to teachers in a classroom setting currently not doing anything, or having no system in place as it relates to the question.
2. **Emergent (1 Point)** - This rating corresponds to teachers in a classroom setting having some systems in place, but the systems are not explicit or strong. The district might still be working towards establishing policies and norms related to the topic of the question.
3. **Established (2 Points)** - This rating corresponds to teachers in a classroom setting having established explicit systems in place. In many cases, to be rated as established, the district/school has to have created documentation regarding the question's topic.
4. **Advanced (3 Points)** - This rating corresponds to teachers in a classroom setting going above simply establishing explicit systems. This rating is reserved for items where a policy, process or norm is centered on equity. A district/school scoring "advanced" is focused on creating an environment that acknowledges and addresses equity complexities.

Academic Placement/Tracking and Grouping

Criteria/Questions	Latent (0)	Emergent (1)	Established (2)	Advanced (3)
1. Does the teacher use flexible and heterogeneous grouping to provide enrichment and leverage higher-order thinking skills for all students in different subjects and activities?				
2. Are students reassessed regularly for appropriate academic placement and content?				
3. Does the teacher assign projects and other structured group activities to integrate all students regardless of race, ethnicity, socioeconomic status, national origin, English Learner status, sex, gender identity, gender expression, sexual orientation, religion, or disability status?				
4. Are special efforts made to achieve classroom integration when students self-segregate in the classroom (including teams for contests, groups for instruction, and other forms of classroom organization)?				
5. Are educational decisions based upon student profiles that include family, student, and teacher recommendations, as well as classroom assessments, interest inventories, and performance measures?				
6. Does the teacher share student data on academic performance, unpack school standards, and collaborate on various educational goals (including language development, IEP, and 504 plans) with families and students?				
7. Does the teacher provide regular and meaningful opportunities for all students and their families to discuss and collaborate on student social-emotional well-being?				
8. Does the teacher request interpreters or translators when interacting with students' family members who require such services?				

Student Leadership and Recognition

Criteria/Questions	Latent (0)	Emergent (1)	Established (2)	Advanced (3)
1. Does the teacher structure classroom activities in order to promote the development and exercise of leadership skills among all students, including racially, culturally, and linguistically diverse students?				
2. Does the teacher encourage all families and other community members of diverse backgrounds to act as role models and help students to develop their abilities and obtain needed resources?				
3. Does the teacher facilitate diverse student representation in curricular, extracurricular, and co-curricular activities?				
4. Does the teacher nurture student self-esteem through the study of student backgrounds, languages, and cultures?				
5. Are there established areas of recognition and processes for honoring students' contributions, growth, achievements, and services?				
6. Are there opportunities to enable racially, culturally, and linguistically diverse students to develop leadership skills in problem-solving and intergroup communication?				

Classroom Environment

Criteria/Questions	Latent (0)	Emergent (1)	Established (2)	Advanced (3)
1. Are expectations for students equitable regardless of race, ethnicity, socioeconomic status, national origin, English Learner status, sex, gender identity or expression, sexual orientation, religion, or disability status?				
2. Are all classroom procedures, practices, and norms, including calling on students and grouping students, integrated and equitable?				
3. Are the instructional materials culturally inclusive and unbiased regarding race, ethnicity, socioeconomic status, national origin, English Learner status, sex, gender identity or expression, sexual orientation, religion, or disability status?				
4. Are classroom tasks distributed equitably regardless of race, ethnicity, socioeconomic status, national origin, English Learner status, sex, gender identity or expression, sexual orientation, religion, or disability status?				
5. Do educational materials depict students' diversity in a variety of roles regardless of race, ethnicity, socioeconomic status, national origin, English Learner status, sex, gender identity or expression, sexual orientation, religion, or disability status?				
6. Is there an effort made to use unbiased verbal and nonverbal language in the classroom?				
7. Does the teacher develop an invitational environment where commonalities are appreciated and differences are understood and valued?				

Criteria/Questions	Latent (0)	Emergent (1)	Established (2)	Advanced (3)
8. Does the teacher invite families to share their expertise and incorporate students' and families' funds of knowledge into in-person and distance learning?				
9. Does the teacher collaborate with families to ensure continuity of learning throughout the school day during distance learning?				
10. Does the teacher collaborate with families and community partners to align strategies for supporting students' social-emotional well-being?				

Instructional Strategies

Criteria/Questions	Latent (0)	Emergent (1)	Established (2)	Advanced (3)
1. Does the teacher differentiate instruction based on student needs (e.g., English language proficiency level, learning preferences, etc.)?				
2. Does the teacher set consistent expectations and classroom norms, and use logical consequences for student behavior that encourage self-regulation?				
3. Does the teacher praise students for the intellectual quality of their work, regardless of the student's race, ethnicity, socioeconomic status, national origin, English Learner status, sex, gender identity, gender expression, sexual orientation, religion, or disability status from a set of criteria that is known and understood by the students?				
4. Does the teacher promote cooperation and integration of students through activities which help students to work together more effectively?				
5. Does the teacher provide students with choices and accompanying criteria to show their learning in various ways and take ownership over their learning?				
6. Does the teacher use research-based instructional strategies, such as differentiation, project and place-based learning, English language learning strategies and supports, and other teaching methods to support the diverse learning needs of students?				
7. Do students, especially English Learners and students with disabilities, have access to classroom accommodations to facilitate their learning?				

Criteria/Questions	Latent (0)	Emergent (1)	Established (2)	Advanced (3)
8. Does the teacher develop appropriately challenging lessons and instructional supports to meet the needs of English Learners at their language proficiency level and balancing the four domains of language (reading, listening, writing, and speaking) to ensure they are accessing content and developing English proficiency through in-person and distance learning?				
9. Do English Learners have multiple opportunities to practice oral language by building content knowledge and using vocabulary that is linked to a specific theme and/or real-world experience?				
10. Does the teacher communicate high expectations and respect for all students including equitable praise, questioning, wait time, and feedback?				
11. Does the teacher include equitable opportunities for participation in classroom discussion?				
12. Does the teacher analyze their own interactions with students to determine any differential patterns, and take actions to counteract and balance differences?				

Teacher Behaviors

In this self-reflective tool, teachers will respond to checklists to: (1) measure their strengths in encouraging students' persistence in learning and (2) mark areas for self-improvement. To accurately respond, teachers should begin each question below with "Does the teacher...," checking the appropriate column on the right with their answer.

Note: Maroon text indicates questions that have been added or edited to respond to the impact of COVID-19.

Below is an explanation of the scale used to rate each item.

- **Never (0 Points)** - This rating corresponds to practices/activities that a teacher never uses or does.
- **Rarely (1 Point)** - This rating corresponds to practices/activities that a teacher seldom uses or does. These practices are not the usual way the teacher behaves.
- **Usually (2 Points)** - This rating corresponds to practices/activities that a teacher does more often than not.
- **Always (3 Points)** - This rating corresponds to teacher practices/activities that a teacher does on a regular basis. A teacher scoring "always" is focused on to creating an environment that acknowledges and addresses equity complexities.

Instructional Strategies

Criteria/Questions		Never (1)	Rarely (2)	Usually (3)	Always (4)
1.	Ask challenging and engaging questions to develop higher-order and critical thinking skills?				
2.	Communicate high academic expectations to all students, with a primary focus on student growth, learning, and social-emotional well-being?				
3.	Communicate requirements for successful completion of assignments clearly and definitively, in a way that all children can understand?				
4.	Adjust vocabulary and rate of speech used by teachers to provide opportunities for English Learners to acquire academic language (Cognitive Academic Language Proficiency or CALP) and social language (Basic Interpersonal Communication Skills or BICS) (e.g., speaking clearly, having a slower rate of speech, using simple sentence structures, repeating/paraphrasing as necessary, etc.)				
5.	Facilitate access to classroom modifications and accommodations to facilitate the learning for students with disabilities?				
6.	Facilitate access to classroom modifications to facilitate the learning for English Learners?				
7.	Develop appropriately challenging lessons and instructional supports to meet the needs of English Learners at their language proficiency level and balancing the four domains of language (reading, listening, writing, and speaking) to ensure they are accessing content and developing English proficiency through in-person and distance learning?				
8.	Encourage all students to explore new ideas and approaches to problem-solving?				

Criteria/Questions		Never (1)	Rarely (2)	Usually (3)	Always (4)
9.	Encourage student self-assessment and evaluation to identify strengths and opportunities for growth?				
10.	Use research-based instructional strategies to support the diverse learning needs of students?				
11.	Analyze the impact of research-based instructional strategies on students' learning and make appropriate adjustments in strategies?				
12.	Monitor student progress to assess appropriate interventions?				
13.	Encourage students to set realistic time frames for completing assignments?				
14.	Help students identify milestones in reaching their goals?				
15.	Celebrate student milestones?				
16.	Utilize student mistakes as an opportunity for learning and growth?				
17.	Provide students with choices and accompanying criteria to show their learning in various ways and take ownership over their learning?				
18.	Provide opportunities for all students to access a variety of learning strategies (visual, tactile, kinesthetic, auditory, etc.)				
19.	Use flexible and heterogeneous grouping to provide enrichment and leverage higher-order thinking skills for all students in differing subjects and activities?				
20.	Assign projects and other structured group activities to integrate all students, regardless of race, ethnicity, socioeconomic status, national origin, English Learner status, sex, gender identity, gender expression, sexual orientation, religion, or disability status?				

Criteria/Questions	Never (1)	Rarely (2)	Usually (3)	Always (4)
21. Share student data on academic performance, unpack school standards, and collaborate on various educational goals (including language development, IEP, and 504 plans) with families and students?				
22. Provide regular and meaningful opportunities for all students and their families to discuss and collaborate on student social-emotional well-being?				
23. Request interpreters or translators when interacting with students' family members who require such services?				

Curriculum Strategies

Criteria/Questions		Never (1)	Rarely (2)	Usually (3)	Always (4)
1.	Develop high-quality lessons, assignments, and instructional supports appropriate to students' learning needs, including the needs of English Learners and students with disabilities?				
2.	Develop an invitational environment where commonalities are appreciated, and differences are understood and valued?				
3.	Invite families to share their expertise and incorporate students' and families' funds of knowledge into in-person and distance learning?				
4.	Provide opportunities for students to relate their experiences to the curriculum?				
5.	Identify current events as learning opportunities?				
6.	Leverage in-person and/or virtual classroom lessons to increase awareness and counter the historical effects of bias and discrimination?				
7.	Provide a variety of choices in curriculum content and activities?				
8.	Identify the long-term applications and uses of the knowledge and skills which students could acquire from working through challenging activities and coursework?				
9.	Embed opportunities for practice of social-emotional skills and competencies within the curriculum?				
10.	Provide challenging work with appropriate scaffolding and support so that all students achieve at high levels?				
11.	Use culturally responsive pedagogy, practice, and instructional materials that reflect diversity?				
12.	Encourage students to consider which points of view in lessons and assignments are focused on and which are left out?				

Classroom Management Techniques

Criteria/Questions	Never (1)	Rarely (2)	Usually (3)	Always (4)
1. Involve students in establishing consistent expectations and classroom norms (whether in-person, hybrid, or virtual)?				
2. Involve students in developing culturally responsive discipline rules and explain them clearly to all students?				
3. Promote cooperative and collaborative behavior by encouraging students' participation in in-person and virtual classroom management decisions?				
4. Assign in-person and virtual classroom management responsibilities among all students to promote the development and exercise of leadership and problem-solving skills?				
5. Include equitable opportunities for participation in in-person and virtual classroom discussion?				
6. Analyze their own interactions with students to determine any differential patterns, and take actions to counteract and balance differences?				
7. Demonstrate flexibility, fairness, and compassion in situations which lead to conflict and potential in-person and virtual classroom disruption?				
8. Make efforts to address disruptive student behaviors privately in order to support individual growth and positive behavior?				
9. Encourage and praise students' work and contributions equitably and consistently, regardless of the student's race, ethnicity, socioeconomic status, national origin, English Learner status, sex, gender identity, gender expression, sexual orientation, religion, or disability status?				

Interpersonal Practice

Criteria/Questions		Never (1)	Rarely (2)	Usually (3)	Always (4)
1.	Assess student social-emotional needs regularly in order to make appropriate supports available and to foster strong relationships?				
2.	Facilitate diverse student involvement in curricular, extracurricular, and co-curricular activities?				
3.	Share problems and persistence techniques?				
4.	Encourage cooperation between students?				
5.	Learn and use names that students identify as their preferred names and personal pronouns?				
6.	Work to develop a non-academic, personal connection with each student?				
7.	Admit own learning role by acknowledging information shared by students?				
8.	Make referrals to others (Student Assistance Program Team, school nurse, guidance counselor, etc.) to provide additional supports for students, as needed?				

Teacher Behaviors That Encourage Student Persistence

Criteria/Questions		Never (1)	Rarely (2)	Usually (3)	Always (4)
1.	Respect students' thoughts, feelings, insecurities, and concerns?				
2.	Establish a supportive relationship that helps students know they are liked and expected to succeed?				
3.	Share positive messages and concerns with all students' families in a way that all families can understand?				
4.	Build effective partnerships with students' families to support student learning and well-being?				
5.	Provide avenues for families and other community members of diverse backgrounds to advocate for their students and help students to develop their abilities and obtain needed resources?				
6.	Collaborate with families to ensure continuity of learning during distance learning?				
7.	Model language used in creating an inclusive classroom?				

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