



Criteria for an Equitable Classroom – Equity Audit

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

1. An inclusive climate and visual environment;
2. Multicultural and culturally responsive pedagogy, curricula, and materials;
3. A wide variety of instructional strategies to meet differing learning styles and backgrounds;
4. Utilization of student funds of knowledge and outside resources to provide diverse tools, strategies,

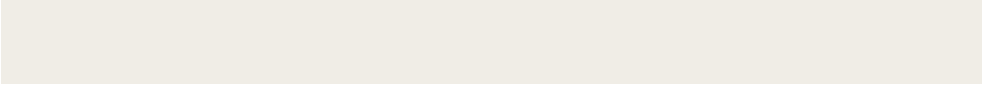
Student Leadership and Recognition

CRITERIA/QUESTIONS	NO	YES	NEEDS IMPROVEMENT
1. Does the teacher structure classroom activities in order to promote the development and exercise of leadership skills among a variety of students?			
2. Does the teacher encourage parents 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 and cultures?			
5. Are there established areas of recognition and processes for conveying honors which acknowledge a wide range of contributions, achievements, and services?			
6. Are there opportunities to enable diverse students to develop leadership skills in problem solving and intergroup communication?			

Classroom Environment

CRITERIA/QUESTIONS	NO	YES	NEEDS IMPROVEMENT
1. Are expectations for students from different racial, ethnic and socioeconomic status equitable?			
2. Are all classroom procedures and patterns, including seating, lines, and activity areas, as well as academic and athletic groupings, integrated and equitable?			
3. Are the instructional materials multicultural and nonbiased regarding gender, race, national origin, age, socioeconomic status, and disability?			
4. Are classroom tasks distributed equitably without regard to gender, race, national origin, or disability?			
5. Do the bulletin board illustrations and other visual materials depict females and males of varied racial, ethnic, age, and disability groups in a variety of roles'?			
6. Is there an effort made to use nonbiased verbal and nonverbal language in the classroom?			
7. Does the teacher provide an invitational environment where commonalities are appreciated and differences are understood and valued?			

Instructional Strategies



Criteria

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Applicable
 Table

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1. Help in
 finding

(6)

th

2. Problem
 finding

6/

, 6/

3. Reasoning
 ability

6/

4. Work
 ability

, 6/

6/

Sb Pj

CRITERIA/QUESTIONS		YES	NO	NEEDS IMPROVEMENT
1.	Does the student understand the problem?			
2.	Does the student know what to do? s?			
3.				

8.	Is the... ?			
9.	Can the... be... ?			

Source

1.	Criteria/Questions	Source		
		YES	NO	NEEDS IMPROVEMENT
	Are the... ?			

5.			
6. Ar 156 id 156			

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Sub-Item

CRITERIA/QUESTIONS	YES	NO	NEEDS IMPROVEMENT
1. Arts			
2. Arts			
3. Arts			
4. Arts			
5. Arts			
6. Arts			
7. Arts			
8. Arts			
9. Arts			
10. Arts			
11. Arts			
12. Arts			

Teacher Behaviors that Encourage Student Persistence – Equity Audit

Below are checklists for : (1) measuring your strengths in encouraging students' persistence in learning and (2) marking areas for self -improvement. Check the appropriate column on the right.

- A = Always
- S = Sometimes
- R = Rarely
- N = Never

Instructional Interventions

DOES THE TEACHER:	A	S	R	N
1. Ask open-ended questions?				
2. Communicate positive expectations?				
3. State requirements for successful completion of assignments clearly and definitively?				
4. Avoid ambiguous statements and directions?				
5. Encourage students to explore new ideas and approaches to problem - solving?				
6. Encourage student self -assessment and evaluation to identify strengths and weaknesses?				
7. Analyze the impact of teaching styles on students learning and make appropriate adjustments in style?				
8. Encourage students to set realistic timetables for completing assignments?				
9. Help students identify milestones in reaching their goals?				
10. Assist students in celebrating milestones and utilizing failure as C				
11. Provide opportunities for students to use hands -on materials?				

Teacher Behaviors that Encourage Student Persistence

7. Empathize with students' thoughts, feelings, sense of insecurity, and concerns?				
8. Establish a warm personal relationship that helps students know they are liked and expected to succeed?				
9. Send positive messages home as well as concerns?				

Excerpted from Bessie C. Howard's *Light Bulb*, published by the Mid-Atlantic Center, adapted 2016

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