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### What Do You See When You Look at Me? A View Through Their Eyes

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### Self-Assessment for Teachers\*

	Most of the time	Some of the time	Never
I am aware of my own racial, ethnic, and cultural background, and understand how it affects my perceptions and values.			
I seek opportunities to learn about the cultural practices in our school community, including staff, families, and students.			
I regularly reflect on my own bias and how I view and treat people with cultural practices that are different than my own.			
As a faculty member, I feel supported and valued for my own identity and perspectives.			
I value the diverse perspectives and cultural practices of my colleagues.			
I regularly examine academic and behavioral data for achievement gaps by race, native language, socio-economic status, and gender.			
I review data to inform instruction in ways that best meet the needs of individual learners, and collaborate with colleagues in data-based decision-making.			
I create positive relationships with families so that we can work as a team to best meet their child's needs.			
I engage in professional development to examine my own cultural awareness and develop culturally relevant teaching strategies.			
I encourage all families to give me feedback and volunteer in my classroom.			
I participate in action research focused on equity to better meet my students' needs and improve my instructional strategies. I monitor student engagement within this research.			

	<b>Most of the time</b>	<b>Some of the time</b>	<b>Never</b>
Students and families feel comfortable when reporting inequitable practices or incidents, whether parties involved include me, students or fellow colleagues.			
Communication is available to families in multiple languages.			
I make sure that there are translators available to improve school and family communication.			
Art work and photographs embedded in communication and classroom decor reflect the demographics of the students positively and are age appropriate.			
I act as a student and family advocate. I openly confront my colleagues if I see practices that I feel are inequitable.			
I preview visual media to make sure that it is culturally relevant and anti-bias.			
My behavioral expectations and policies have taken into account the varying cultural expectations and norms in my student demographics.			
I review curriculum and assessments for historical accuracy, cultural relevance, multiple perspectives, and anti-bias.			
Culturally relevant lessons are embedded in my day to day teaching, rather than taught in isolated units.			
I differentiate to meet the needs of students from varying backgrounds and have high expectations for all. I provide the support needed to reach expectations.			
Holidays are equally represented and celebrations are sensitive to the varying religions and cultural practices of my student population.			

	<b>Most of the time</b>	<b>Some of the time</b>	<b>Never</b>
I actively dispel racial and cultural stereotypes in my curriculum, assessments, materials, and classroom décor.			
I am comfortable in leading discussions about race, ethnicity, class, gender, sexual orientation, and religion with students.			
I avoid imposing my personal values and opinions and assist students in learning the difference between fact and opinion. I encourage the sharing of opinions that are different than my own and looking at multiple perspectives.			

\*The following assessments were adapted from "Minneapolis Public Schools, Positive School Climate Tool Kit, First Edition" by Nancy Papke of the Cherry Creek School District and Kristen Genevieve Davidson.

### Self-Assessment for Students\*

	Most of the time	Some of the time	Never
I am accepted as a valued member of my school community.			
My teachers encourage me to learn about people with various cultural practices.			
The staff at my school treats everyone fairly.			
Bullying is taken seriously and action is taken immediately.			
My teachers have created positive relationships with my family.			
I feel comfortable talking to my teachers when someone is treating me unfairly.			
I feel comfortable asking for help when needed.			
My own perspective is valued in school, even if it is different.			
My teachers have high behavioral and academic expectations for all students.			
My teachers give extra support to students who speak different languages.			
The staff at my school treats all students with respect.			
The people who volunteer at my school look like my classmates and me.			
I see pictures, artwork, and books in school that represent my friends and me.			
My teachers help me to see more than one point of view.			
I feel physically safe in my school.			
I feel emotionally safe in my school.			

	<b>Most of the time</b>	<b>Some of the time</b>	<b>Never</b>
My school celebrates differences.			
All of the holidays that students celebrate are represented equally.			
If my teachers hurt someone's feelings, they accept responsibility and apologize. Students are taught to do the same.			
The teachers and staff at my school care about me for who I am.			

\*The following assessments were adapted from "Minneapolis Public Schools, Positive School Climate Tool Kit, First Edition" by Nancy Papke of the Cherry Creek School District and Kristen Genevieve Davidson.



## Self-Assessment for School Administrators\*

	Most of the time	Some of the time	Never
I am aware of my own racial, ethnic, and cultural background, and understand how it affects my perceptions and values.			
I seek opportunities to learn about the cultural practices in our school community, including staff, families, and students.			
I regularly reflect on my own bias and how I view and treat people with cultural practices that are different than my own.			
Our school regularly examines academic and behavioral data for achievement gaps by race, native language, socioeconomic status, and gender.			
Strategic plans are put in place to address all achievement gaps.			
Data is disseminated to families with procedures for them to offer support in improving our school for all students.			
I support professional development for administrators and faculty to examine our own cultural awareness and develop culturally relevant schoolwide and classroom practices.			
I actively reach out to families from various backgrounds to give feedback and assist in the creation of school policies.			
I actively recruit families to volunteer in the school and on committees so that volunteer pools reflect the student body.			
Our school has clear procedures to report and respond to allegations of inequity. These issues are dealt with in a sensitive and timely manner.			
I actively recruit applicants of diverse cultural backgrounds and ethnicities to work in our school.			
Our school has support systems in order to meet the needs of our staff from diverse backgrounds.			

	<b>Most of the time</b>	<b>Some of the time</b>	<b>Never</b>
The district provides translators to improve school and family communication.			

Art work and photographs embedded in district communication (including web-sites, décor in administrative buildings, and printed matter) reflect the demographics of our student body.			
District administrators openly confront inequitable practices and have policies in place to hold staff accountable for their actions.			
District policies are created while consciously working towards equity for all students and families. Historical policies are reviewed for cultural sensitivity. Members representing the demographics of the community assist in this process.			
District curriculum and assessments are reviewed to make sure that materials are historically accurate, culturally relevant, and anti-bias.			
District standards and curriculum reflect that culturally relevant lessons are embedded in day to day teaching, rather than isolated units.			
District curriculum includes differentiation tools to meet the needs of students from varying backgrounds.			
District policies include how to respect holidays in a manner that is sensitive to the religions and cultural practices of students and families.			
Staff evaluations include equity related expectations.			



	<b>Most of the time</b>	<b>Some of the time</b>	<b>Never</b>
Our school incorporates differentiation tools to meet the needs of students from varying backgrounds.			
School policies include how to respect holidays in a manner that is sensitive to the varying religions and cultural practices of the student population.			
Teacher expectations and evaluations included culturally relevant teaching, with a focus on equity and positive relationships			
I am comfortable in leading discussions about race, culture, religion, ethnicity, class, gender, and sexual orientation with staff and students.			

### Self-Assessment for District Administrators\*

	Most of the time	Some of the time	Never
I am aware of my own racial, ethnic, and cultural background and understand how it affects my perceptions and values.			
I seek opportunities to learn about the cultural practices in my school community, including staff, families, and students.			
I regularly reflect on my own bias and how I view and treat people with cultural practices that are different than my own.			
Our district collects and disseminates academic and behavioral data, and examines achievement gaps by race, native language, socio-economic status, and gender.			
Strategic plans are put in place to support schools with achievement gaps in academics and behavior.			
Our district provides professional development for administrators, staff, and teachers to examine their own cultural awareness and learn culturally relevant educational practices.			
Our district actively reaches out to families from various backgrounds to give feedback and assist in the creation of district policies.			
Our district has clear procedures to report and respond to allegations of inequity. These issues are dealt with in a sensitive and timely manner.			
We actively recruit applicants of diverse cultural backgrounds and ethnicities to work in our district.			
We provide support systems in order to meet the needs of our staff from diverse backgrounds.			
District communication with families is available in multiple languages and is sensitive to varying family structures as well as diverse cultural and socioeconomic backgrounds.			

	<b>Most of the time</b>	<b>Some of the time</b>	<b>Never</b>
School communication with families is available in multiple languages and is sensitive to varying family structures as well as diverse cultural and socioeconomic backgrounds.			
I make sure that the translators are available to improve school and family communications.			
Art work and photographs embedded in school communication and school décor reflect the demographics of our student body and are age appropriate.			
The books in our school library reflect our student body and depict varying cultural practices.			
I openly confront inequitable practices and have policies in place to hold staff accountable for their actions. I encourage the staff to do the same.			
School policies are created while consciously working toward equity for all students and families. Historical policies are reviewed for cultural sensitivity. Members representing the demographics of the community assist in this process.			
Curricula and assessments used in our school are reviewed to make sure that materials are historically accurately, culturally relevant, anti-bias.			
Behavior expectations and policies have taken into account the varying cultural expectations and norms among students and families.			
Curriculum guidelines reflect culturally relevant lessons are embedded in day to day teaching, rather than isolated units.			