

## Equitable Classroom Practices Self-Assessment Checklist

Equitable Classroom Practice	Frequency of Use			
	Never	Rarely	Some- times	Often
<b>1. Welcomes students by name as they enter the classroom</b> <i>Asks students for correct pronunciation of their names; correctly pronounces students' names</i>				
<b>2. Uses eye contact with all students</b> <i>Makes culturally appropriate eye contact to all students</i>				
<b>3. Uses proximity with all students equitably</b> <i>Circulates around student work areas to be close to all students</i>				
<b>4. Uses body language, gestures, and expressions to convey a message that all students' questions and opinions are important</b> <i>Smiles; nods head in affirmation; leans toward students; turns toward students who are speaking to show interest</i>				
<b>5. Arranges the classroom to accommodate discussion</b> <i>Arranges seating to facilitate student-student discussion; seating to facilitate teacher-student discussion</i>				
<b>6. Ensures bulletin boards, displays, instructional materials, and other visuals in the classroom reflect the racial, ethnic, and cultural backgrounds represented by students</b> <i>Displays and uses materials (supplemental books) that reflect all students' racial, ethnic, and cultural backgrounds year round; displays products and props from students' home and community background</i>				
<b>7. Uses a variety of visual aids and props to support student learning</b> <i>Uses multiethnic photos, pictures, and props to illustrate concepts and content; uses appropriate technology to illustrate concepts and content</i>				
<b>8. Learns, uses, and displays some words in students' heritage language</b> <i>Posts some content words or phrases in students' heritage language; uses some words or phrases from students' heritage language in the classroom</i>				
<b>9. Models use of graphic organizers</b> <i>Uses a variety of graphic organizers during instruction; encourages students to identify and use the task-appropriate graphic organizer by modeling</i>				
<b>10. Uses class building and teambuilding activities to promote peer support for academic achievement</b> <i>Structures academic and social interactions between students</i>				
<b>11. Uses random response strategies</b> <i>Uses random response strategies (i.e., numbered heads, color-coded cards, equity sticks, calling sticks)</i>				
<b>12. Uses cooperative learning structures</b> <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>				
<b>13. Structures heterogeneous and cooperative groups for learning</b> <i>Uses random grouping methods to form small groups; explicitly teaches collaborative learning skills to students; provides opportunities for cooperative groups to process/reflect on how well they accomplished the task</i>				
<b>14. Uses probing and clarifying techniques to assist students to answer</b> <i>Rephrases the question; asks a related question; gives student a hint, clue, or prompt</i>				
<b>15. Acknowledges all students' comments, responses, questions, and contributions</b> <i>Uses affirming, correcting, or probing to acknowledge all students' responses</i>				
<b>16. Seeks multiple perspectives</b> <i>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?"</i>				

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<p><b>17. Uses multiple approaches to consistently monitor students' understanding of instruction, directions, procedures, processes, questions, and content</b>  <i>Uses a variety of approaches to monitor students' understanding throughout instruction (Thumbs Up, Unison Response, One Question Quiz, Envelope Please)</i></p>				
<p><b>18. Identifies students' current knowledge before instruction</b>  <i>Uses a variety of methods to assess students' knowledge before instruction such as: Word Splash, K-W-L, Anticipation Guide, Brainstorming, Webbing</i></p>				
<p><b>19. Uses students' real life experiences to connect school learning to students' lives</b>  <i>Asks students to reflect upon and discuss the following: "What events/situations occur in your family or neighborhood that require some knowledge of ____?"; "How does knowing about ____ benefit your interactions in your family, neighborhood, or school?"; uses examples that are reflective of students' lives to support learning.</i></p>				
<p><b>20. Uses Wait Time</b>  <i>Pauses at least 3 – 5 seconds to consider the student's response before affirming, correcting, or probing; pauses following a students' response to allow other students to consider their reactions, responses, and extensions</i></p>				
<p><b>21. Asks students for feedback on the effectiveness of instruction</b>  <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></p>				
<p><b>22. Provides students with the criteria and standards for successful task completion</b>  <i>Evaluates student work by providing performance criteria (i.e., rubrics, exemplars, anchor papers)</i></p>				
<p><b>23. Gives students effective, specific oral and written feedback that prompts improved performance</b>  <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></p>				
<p><b>24. Provides multiple opportunities to use effective feedback to revise and resubmit work for evaluation against the standard</b>  <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></p>				
<p><b>25. Explains and models positive self-talk</b>  <i>Explains the importance of positive self-talk; shares examples of how positive self-talk leads to positive outcomes</i></p>				
<p><b>26. Asks higher order questions equitably of all students</b>  <i>Asks analysis questions; asks synthesis/create 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></p>				
<p><b>27. Provides individual help to all students</b>  <i>Ensures all students receive individual help</i></p>				

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