

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.			
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.			
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.