Building Equity In Your Teaching Practice
How do these components illustrate the relationship between the learning in your classroom and equity in your teaching practice?

Content Integration
Teachers use examples and content from a variety of cultures & groups.

This unit / lesson is connected to other topics explored with students.

There are multiple viewpoints reflected in the content of this unit / lesson.

The materials and resources are reflective of the diverse identities and experiences of students.

The content affirms students, as well as exposes them to experiences other than their own.

Knowledge Construction
Teachers help students understand how knowledge is created and influenced by cultural assumptions, perspectives & biases.

This unit / lesson provides context to the history of privilege and oppression.

This unit / lesson addresses power relationships.

This unit / lesson helps students to develop research and critical thinking skills.

This curriculum creates windows and mirrors* for students.

Prejudice Reduction
Teachers implement lessons and activities to assert positive images of ethnic groups & improve intergroup relations.

This unit / lesson helps students question and unpack biases & stereotypes.

This unit / lesson helps students examine, research and question information and sources.

The curriculum encourages discussion and understanding about the groups of people being represented.

This unit / lesson challenges dominant perspectives.

Equitable Pedagogy
Teachers modify techniques and methods to facilitate the academic achievement of students from diverse backgrounds.

The instruction has been modified to meet the needs of each student.

Students feel respected and their cultural identities are valued.

Additional supports have been provided for students to become successful and independent learners.

Opportunities are provided for students to reflect on their learning and provide feedback.

Empowering School Culture
Using the other four dimensions to create a safe and healthy educational environment for all.

There are opportunities for students to connect with the community.

My classroom is welcoming and supportive for all students.

I am aware of and sensitive to the needs of my students and their families.

There are effective parent communication systems established. Parents can talk to me about issues as they arise in my classroom.

*Windows and Mirrors: Balancing curriculum as window (looking into the experience of others) and mirrors (seeing yourself reflected in the curriculum).