**REBECCA MILLER**

**Equity Self-Audit: Looking in the Mirror**

*Sometimes, the most important conversation you can have about teaching is with yourself.*

Please fill out this survey for your own reflection, using this scale:

4 (true) 3 (mostly true) 2 (somewhat true) 1 (not true/needs my attention)

1. My students are encouraged to share information about their home culture and experiences. **4**  3 2 1

1. My students see aspects of their identity and diverse cultures reflected on the walls of my

classroom and in the texts of my course. 4 **3** 2 1

1. My classroom/office has a wide variety of books that validate diverse experiences. 4 **3** 2 1

1. I build into my work ways to acknowledge and respect positive racial identities. **4** 3 2 1

1. In my learning environment individuals have opportunities to learn and perform in different ways. 4 **3**  2 1

1. In assessment, I take into consideration that learning environment may not be a level playing field. 4 **3**  2 1

1. I am knowledgeable about the different home cultures of my students. 4 3 2 **1**

1. Aspects of my students’ home culture are included in my curriculum. 4 3 **2**  1

1. I call on students equally, and I hold the same expectations for all students. 4 **3** 2 1

1. Students of color are excelling academically in my classes. 4 **3**  2 1

1. I have considered the “teaching gap” (what the teacher does) as an alternative way of thinking

about the “achievement gap” (how a student performs). 4 3 2 **1**

1. I talk respectfully about students when I am in the department office. **4** 3 2 1

1. I talk respectfully about students in the copy room and hallways. **4**  3 2 1

1. My students experience learning by working with a diverse faculty. 4 3 2 **1**

1. My team/department shares successful strategies in narrowing the opportunity gap. 4 3 **2** 1

1. I discipline students of color and white students equally. **4**  3 2 1

1. I regularly tell my students that I believe in them. **4** 3 2 1

1. I am sensitive to how issues affect students of color and/or ethnicities

differently from white students. 4 **3**  2 1

1. Students in my classes are learning to identify and understand the dangers of stereotypes. **4** 3 2 1

1. I am aware of my own assumptions, stereotypes, blind spots, and hot buttons. 4 **3**  2 1

1. I am aware that the reason for the racial opportunity often goes beyond economic circumstances. **4**  3 2 1

1. I speak up when I hear people (adults or students) making racial or ethnic jokes. **4** 3 2 1

1. I want to learn more about how to help my students overcome the racial opportunity gap. **4**  3 2 1