

## Criteria for an Equitable Classroom – Equity Audit

An equitable classroom reflects the overall school environment and is characterized by:

1. An inclusive climate and visual environment;
2. Culturally responsive pedagogy, curricula, and materials;
3. A wide variety of instructional strategies to meet differing learning styles and backgrounds;
4. Utilization of student funds of knowledge and outside resources to provide diverse tools, strategies, and role models;
5. Availability of extracurricular activities to enrich the curriculum and provide culturally-rich experiences;
6. Active outreach to and substantive involvement of parents/families from all groups in varied aspects of the educational program, both planning and instructional; and
7. Recognition of multiple intelligences and student strengths through academic opportunities, honors, leadership roles, and creative options.

*Questionnaire follows.*

Academic Placement/Tracking and Grouping

CRITERIA/QUESTIONS	NO	YES	NEEDS IMPROVEMENT
1. Does the teacher use flexible and heterogeneous grouping to provide enrichment and higher order thinking skills for all students in differing subjects and activities?			
2. Are students reassessed regularly for appropriate academic placement and content?			
3. Does the teacher assign classroom seating patterns, projects, and other structured group activities to integrate all students regardless of race/ethnicity, gender, English Learners, disability status, gender identity/sexual orientation or socioeconomic status?			
4. Are educational decisions based upon student profiles that include parent, student, and teacher recommendations, as well as classroom assessments, interest inventories, and performance measures?			

Student Leadership and Recognition

CRITERIA/QUESTIONS	NO	YES	NEEDS IMPROVEMENT
1. Does the teacher structure classroom activities in order to promote the development and exercise of leadership skills among diverse students?			
2. Does the teacher encourage parents and other community members of diverse backgrounds to act as role models and help students to develop their abilities and obtain needed resources?			
3. Does the teacher facilitate diverse student representation in curricular, extracurricular, and co-curricular activities?			
4. Does the teacher nurture student self-esteem through the study of student backgrounds and cultures?			
5. Are there established areas of recognition and processes for honoring students' contributions, achievements, and services?			
6. Are there opportunities to enable diverse students to develop leadership skills in problem solving and intergroup communication?			

Classroom Environment

CRITERIA/QUESTIONS	NO	YES	NEEDS IMPROVEMENT
1. Are expectations for students equitable regardless of race/ethnicity, gender, English Learners, disability status, gender identity/sexual orientation or socioeconomic status?			
2. Are all classroom procedures and patterns, including seating, lines, and activity areas, as well as academic and athletic groupings, integrated and equitable?			
3. Are the instructional materials culturally inclusive and nonbiased regarding gender, sexual orientation, race, language, age, socioeconomic status, and disability?			
4. Are classroom tasks distributed equitably regardless of race/ethnicity, gender, English Learners, disability status, gender identity/sexual orientation or socioeconomic status?			
5. Do the bulletin board illustrations and other visual materials depict diversity of students in a variety of roles regardless of race/ethnicity, gender, language, disability status, gender identity/sexual orientation or socioeconomic status '?			
6. Is there an effort made to use nonbiased verbal and nonverbal language in the classroom?			
7. Does the teacher provide an invitational environment where commonalities are appreciated and differences are understood and valued?			

Instructional Strategies

CRITERIA/QUESTIONS	NO	YES	NEEDS IMPROVEMENT
1. Does the teacher provide support to all students based on individual needs and learning preferences?			
2. Does the teacher set consistent expectations, rules, and consequences for student behavior?			
3. Does the teacher praise students for the intellectual quality of their work, irrespective of the student’s race/ethnicity, gender, language, disability status, gender identity/sexual orientation or socioeconomic status, from a set of criteria which has been announced to the students?			
4. Does the teacher promote cooperation and integration of students through activities which help students to work together more effectively?			
5. Does the teacher use research-based instructional strategies, such as differentiation and other teaching methods to support the diverse learning needs of students?			
6. Does the teacher develop appropriate lessons and instructional supports to meet the needs of English Learners?			
7. Does the teacher communicate high expectations and respect for all students including equitable praise, questioning, wait time, feedback, and rewards?			
8. Does the teacher direct the classroom discussion to enable all students to participate?			
9. Does the teacher analyze their own interactions with students to determine any differential patterns, and take actions to counteract and balance differences?			

Source: *Elements of Equity: Criteria for Equitable Schools*

Developed by Jill Moss Greenberg and Susan Shaffer, Mid-Atlantic Equity Consortium, Inc., 1991, 2016, 2020.