

Assessing Supports for Racial Equity

REFLECTION CHECKLIST



Systems & State Agency Leaders: This checklist can be used by state agency leaders to understand whether your QIS fully supports and incentivizes program leader practices or if your QIS is not yet addressing these practices.

| Rate each statement below on whether your QIS program is 5-Fully Supportive or 1-Not Supportive of the below practices. <i>Does my QIS support program leaders to...</i> | 1 - Not Yet Supportive | 2 | 3 | 4 | 5 – Fully Supportive |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|---|---|---|----------------------|
| Provide ample opportunities (such as workshops / group sessions) that encourage teachers to learn about and articulate their values and beliefs related to their own ethnic, racial, and cultural identity. | | | | | |
| Encourage teachers to talk openly about their personal, cultural, and/or social identities with each other and with children. | | | | | |
| Organize affinity groups for educators where they can reflect on their own racial, ethnic, and cultural identities | | | | | |
| Provide a professional improvement cycle for teachers based on a research-backed tool used to provide actionable feedback about their use of equitable and culturally responsive instruction practices. | | | | | |
| Organize communities of practice where teachers can reflect and observe each other's educational practices related to race, ethnicity, culture, and language diversity. | | | | | |
| Provide guidance to teachers on how to build positive relationships with racially, culturally, and linguistically diverse families. | | | | | |
| Design a clear mission statement/philosophy in schools / programs that relay the importance of equity being at the center of educators' work. | | | | | |
| Openly articulate their commitment to racial, ethnic, and cultural inclusion with their program/school. | | | | | |
| Total | | | | | |

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Program Leader Self-Reflection: This checklist can be used by program leaders to understand which professional learning supports are in place to facilitate teachers' (or other staff members') development of racial awareness, cultural responsiveness, and equitable teaching practices.

| <i>As an education leader... Give yourself a check mark for the statement that best describes your practices</i> | All the Time | Often | Sometimes | Never |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|-------|-----------|-------|
| I provide opportunities (such as workshops / group sessions) that encourage teachers to learn about and articulate their values and beliefs related to their own ethnic, racial, and cultural identity. | | | | |
| I encourage teachers to talk openly about their personal, cultural, and/or social identities with each other and with children. | | | | |
| I organize affinity groups for educators where they can reflect on their own racial, ethnic, and cultural identities | | | | |
| I provide a professional improvement cycle for teachers based on a research-backed tool used to provide actionable feedback about their use of equitable and culturally responsive instruction practices. | | | | |
| I organize communities of practice where teachers can reflect and observe each other's educational practices related to race, ethnicity, culture, and language diversity. | | | | |
| I provide guidance to teachers on how to build positive relationships with racially, culturally, and linguistically diverse families. | | | | |
| I have designed a mission statement/philosophy in the school that relays the importance of equity being at the center of educators' work. | | | | |
| I openly articulate my commitment to racial, ethnic, and cultural inclusion with our program/school. | | | | |
| Total | | | | |