

Classroom Equity Audit Tool

Adapted from Mid-Atlantic Equity Consortium, Inc. (2016): <http://racialequityvtnea.org/wp-content/uploads/2018/09/Criteria-for-an-Equitable-Classroom.pdf>.

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

1. an inclusive climate and visual environment;
2. multicultural and 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 multicultural experiences;
6. active outreach to and substantive involvement of students from all groups in varied aspects of the education program, both planning and instructional; and
7. recognition of multiple intelligences and student strengths through academic opportunities, leadership roles, and creative options.

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 students by race, gender, disability, and/or ethnic group?			



Student Leadership and Recognition

CRITERIA/QUESTIONS	NO	YES	NEEDS IMPROVEMENT
1. Does the teacher structure classroom activities to promote the development and exercise of leadership skills among a variety of students?			
2. Does the teacher encourage students 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 cocurricular 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 conveying honors that acknowledge a wide range of 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 from different racial, ethnic, and socioeconomic statuses equitable?			
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 multicultural and nonbiased regarding gender, race, national origin, age, socioeconomic status, and disability?			
4. Are classroom tasks distributed equitably without regard to gender, race, national origin, or disability?			
5. Do bulletin board illustrations and other visual materials depict females and males of varied racial, ethnic, age, and disability groups in a variety of roles?			
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, gender, national origin, or disability, from a set of criteria that has been announced to the students?			
4. Does the teacher promote cooperation and integration of students through activities that help students to work together more effectively?			
5. Does the teacher use instructional strategies, such as cooperative learning, to accommodate varied learning styles and backgrounds?			
6. Does the teacher develop appropriate lessons for limited-English-proficient students?			
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 interactions with students to determine any differential patterns, and take action to counteract and balance differences?			