



Affirming Racial Equity (ARE) Tool

PLCs/Teachers should become comfortable planning with the lesson descriptors in mind as a part of connecting the standards to the learner.

*Note: Every unit may not have every descriptor

*****For a link to a *glossary* of working definitions around diversity and social justice, head to these sites:*****

<http://racialequitytools.org/glossary>,

Unit/Lesson Title Reviewed: _____

Content Integration

Teacher uses examples from a variety of cultures and groups

Equitable Lesson Descriptors	Unit/Lesson Implementation Plan
Viewpoints of diverse cultures are reflected within the lesson and explored (Collectivism, Communities of Color, non-Christian, etc.)	
Materials and resources (tasks, texts, media, etc.) reflect diverse identities and experiences of students (Ex. not all Latinx characters are Mexican, and people of color do not all look alike, reject colorblind approach)	
Content is validating to underrepresented people. (i.e. includes *POCs as main characters capable of solving conflicts, intelligent, educated, talented, etc.	
Curriculum allows students a look into others' experiences (windows), as well as opportunities to see themselves in it (mirrors)	

Notes: _____



Knowledge Construction Teacher helps students understand how bias and culture create and influence knowledge	
Equitable Lesson Descriptors	Unit/ Lesson Implementation Plan
Provides context to the history of *privilege and *oppression (research or review societal events, deconstruct stereotypes, offer perspectives of community reflected)	
Engages students to recognize and critique power relationships	
Helps students develop inquiry, analysis, critical thinking, creative thinking, written or oral communication, reading, quantitative literacy, information literacy, teamwork, problem solving, and research skills	
Curriculum allows students to position themselves contextually within the content in order to create meaning and to affirm their racial identity	
Values, assumptions, and word choices are evaluated and eliminated by students where appropriate (ex: "Westward" expansion was only west for one group of people, not for all people studying this time period)	
Students are invited to assess and discuss values, assumptions, and word choices when found within books and other materials	
This lesson/unit helps students examine, research and question information and sources	

Notes: _____



Prejudice Elimination Teachers intentionally plan lessons to build understanding and foster intergroup relations	
Equitable Lesson Descriptors	Unit/Lesson Implementation Plan
The unit/lesson helps students unpack *bias & stereotypes	
Unit/lesson portrays each minoritized group in a range of traditional and nontraditional roles	
Builds students' cultural humility by learning about and developing pride and value in their own culture as well as that of others	
Teacher has an awareness of content that may be considered inflammatory, controversial, demeaning, offensive, or emotionally charged for minoritized groups	

Notes: _____



Equitable Pedagogy

Teachers modify strategies, resources, and methods to facilitate academic achievement of underrepresented societal groups

Equitable Lesson Descriptors	Unit/Lesson Implementation Plan
Utilize a variety of instructional methods to match students' learning preferences, to maintain students' attention, and to increase student interest in learning	
Develop a repertoire of instructional examples that are culturally familiar to students to serve as a scaffold for learning	
Create a community of learners by encouraging students to focus on collective work, responsibility, and cooperation	
Hold all students to high academic expectations by providing the same rigorous content modified through scaffolds	
Help students acquire academic language to be able to perform class tasks	
Present students with real world situations that address societal issues, not excluding controversial topics	

Notes: _____

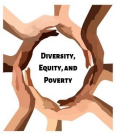


Empowering Classroom Culture

Teachers recognize the value of race and culture in relationship building with students and families. Teachers relationships are the foundation for a safe, healthy environment.

Equitable Lesson Descriptors	Unit/Lesson Implementation Plan
Teachers affirm race as part of building relationships	
Classroom culture is transformative in ways that embrace teachers and their students in their efforts to defy educational traditions and the status quo	
Classrooms are welcoming, positive, and supportive for minoritized groups.	
Teachers are aware of and sensitive to the needs of students and families	
Teachers are comfortable leading conversations about race, ethnicity, culture, religion, class, gender, and sexual orientation with students and staff	
Parental communication systems have been established and documents are translated as needed	
Parents are regularly invited to participate, to share their expertise, and to contribute to students' learning	
Teachers consistently reflect on their own biases and how they view and regard people with cultural practices that are different than their own	
School culture validates, affirms, and acknowledges the strengths of students' diverse heritages	

Notes: _____



A.R.E. Through Assessment Teachers intentionally plan lessons to build understanding and foster intergroup relations	
Equitable Assessment Descriptors	Unit/Lesson Implementation Plan
Assessments include materials and topic choices equally familiar to minoritized groups being assessed.	
Assessments represent minoritized groups positively and do not perpetuate stereotypes.	
Assessments allows for students to demonstrate their learning in various ways (<i>performance, essay, multiple choice, presentation, demonstration, self-assessment, portfolios, etc</i>)	
Intellectual and practical skills are assessed (<i>inquiry, analysis, critical thinking, creative thinking, written or oral communication, reading, quantitative literacy, information literacy, teamwork, problem solving</i>)	
Personal and social responsibilities are assessed (<i>Intercultural knowledge/competence & Backpack skills: Effective Communicator, Emerging Innovator, Prepared and Resilient Learner, Globally and Culturally Competent Citizen, Productive Collaborator</i>)	
Integrative/interdisciplinary learning is assessed (<i>making connections to skills/cross curricular connections</i>)	
Assessments complement the culturally responsive pedagogical strategies that were employed during instruction	
Rubrics for instructional tasks are made in collaboration with students and values their input	
Feedback is actionable, specific, timely, and goal oriented (SMART Goals/Standards Based-- <i>not</i> MAP goal)	
Assessment strategies are not finite; the feedback loop allows for students to set goals, create a product, receive feedback, and make adjustments as needed until mastery is achieved	
School disaggregates academic and behavioral data, and examines achievement gaps by race and gender using <i>Equity ScoreCard</i>	



Resources:

Montenegro, E., & Jankowski, N. A. (2017, January). Equity and assessment: Moving towards culturally responsive assessment (Occasional Paper No. 29). Urbana, IL: University of Illinois and Indiana University, National Institute for Learning Outcomes Assessment (NILOA).

Resources for Performance Assessment and Task Design. (n.d.). Retrieved from <https://cce.org/work/quality-performance-assessment/tools-resources>

Rhodes, T. (2010). *Assessing outcomes and improving achievement: Tips and tools for using rubrics*. Washington, DC: Association of American Colleges and Universities.

Style, E. (1988). Curriculum as Window and Mirror. *Listening for All Voices*, 1-5. Retrieved May 30, 2019, from http://www.nationalseedproject.org/images/documents/Curriculum_As_Window_and_Mirror.pdf

Gay, G. (2010). *Culturally Responsive Teaching*, 2nd Ed. New York, New York: Teachers College Press. (Page 36)

Ladson-Billings, Gloria (1994). *The dreamkeepers: Successful teachers of African American children*.

Jossey-Bass Publishing; Scherff, L., & Spector, K. (2011). *Culturally relevant pedagogy*, Rowman & Littlefield Education: Lanham, Maryland.