Equity Audit Statements

Use this list to guide you as you create an Equity Audit. Include or modify statements to fit your school or district situation. Statements can be answered with the suggested scale, and should be followed by discussion of the evidence to support each statement rating.

1 – Strongly Agree
2 – Agree
3 – Disagree
4 – Strongly Disagree
_____

Community and Parent Factors

- We know the makeup of our community in regards to race and culture.
- Meeting the needs of our diverse community is built in to all our school planning and practices.
- Our staff has the knowledge and skills needed to work with a diverse community.
- We build networks and connections with groups and individuals who represent different sections or our community.
- We reach out to our community in meaningful ways and seek input on school decisions.
- Our communication strategies (e.g. posters, website, materials, meetings) are appropriate for our diverse community.
- Our budget includes resources such as interpreters or translators for staff and parents.
- We speak respectfully about and to people from different races.
- We speak respectfully about and to people from different cultural backgrounds.
- We have parent involvement programs that address the needs of all cultural groups.

School Policy and Practice

- Our school mission and vision statements include a stated commitment to equity and diversity.
- We actively recruit teachers from diverse backgrounds.
- Our new teacher induction and mentoring program includes equity and diversity components.
- Our professional development addresses race, culture, and language.
- We examine our school and organizational culture periodically to check for exclusive and inclusive practices.
- We examine our school and districts traditions, events, and celebrations for exclusive and inclusive practices.
- Our racial and ethnic representation in special education, advanced placement classes, honor classes, and gifted programs is balanced.
- We have a program or plan to address intercultural conflict.
- Our celebrations reflect various cultures and introduce the community to new cultures.

Classroom and Teacher Factors

- Our teachers use effective teaching strategies to accommodate the needs of culturally diverse learners.
- Our teachers use effective teaching strategies to accommodate the needs of linguistically-diverse learners.
- Our teachers make intentional connections to students' culture and prior knowledge.
- Authentic student assessment is used to complement standardized tests.

Student Factors

- We provide a variety of leadership opportunities for all students.
- We have plans or programs in place to facilitate the adaptation of new students to our school environment.
- We listen to students' voices when making school decisions.
- Our students interact with students of all races and cultures.

Curriculum and Instruction Factors

- We use research-based strategies on various learning styles in our classrooms.
- The literature selections in our curriculum reflect a variety of cultural perspectives.
- Our instruction is differentiated to address all students' needs.
- Global perspectives are integrated into curricula at all grade levels.

Statements are adapted from:

Nelson, J. and Bustamante, R. (2007). The School-Wide Cultural Competence Observation Checklist.

Bustamante, R. (2008) The "Culture Audit": A Leadership Tool for Assessment and Strategic Planning in Diverse Schools and Colleges. Version 1.2: March 23, 2008 (retrieved from http://cnx.org/content/m13691/1.2/)

Affirm Organizational Development and Training (2009). Cultural Competence Audit. (Retrieved from http://www.affirm.net.au/)