**Equity Audit Sample Statements – Educator Survey**

The Discovery Center is working with local and national partners to develop an Equity Audit Assessment. Below are sample statements that can be used to identify areas of strength and opportunities for growth within your school and district. Please read each statement, and answer with the suggested scale: **SD = Strongly Disagree, D = Disagree, A = Agree, SA = Strongly Agree**

**Note: In order to gain an accurate understanding of equity within our schools, we must be able to disaggregate survey data by categories such as race, gender, ethnicity, religious affiliation, sexual orientation, primary language, and (dis)ability.**

# Statements are adapted from:

* Gorski, Paul. (2007) School Faculty Survey
* 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/)](http://www.affirm.net.au/%29)

# School Environment

|  |  |
| --- | --- |
| 1. My school is a nurturing environment in which to work.
 | SD D A SA |
| 1. I feel comfortable being myself at my school.
 | SD D A SA |
| 1. Racism is a problem at my school.
 | SD D A SA |
| 1. I have heard racist comments or jokes from staff members at my school.
 | SD D A SA |
| I feel discriminated against because of my race at my school. | SD D A SA |
| 1. The visuals in my school (posters, artworks, etc.) reflect the racial identities of our community.
 | SD D A SA |
| 1. I have enough financial and material resources to be able to educate each and every student.
 | SD D A SA |

**Community and Parents**

|  |  |
| --- | --- |
| 1. I know the racial and cultural makeup of my school community.
 | SD D A SA |
| 1. Meeting the needs of our diverse community is built in to all our school planning and practices.
 | SD D A SA |
| 1. Our staff has the knowledge and skills needed to work with a racially diverse community.
 | SD D A SA |
| 1. School staff at my school reach out to community members of various racial identities in meaningful ways and seeks input on school decisions.
 | SD D A SA |
| 1. Parents from various racial backgrounds are engaged and involved in our school.
 | SD D A SA |

# Curriculum and Instruction

|  |  |
| --- | --- |
| 1. Materials used in my classroom help students understand and gain exposure to content from diverse perspectives.
 | SD D A SA |
| 1. I facilitate conversations with my students about the impact of racism and discrimination.
 | SD D A SA |
| 1. I feel prepared to deal with controversial issues such as racism, homophobia, sexism, Islamophobia, etc. when they arise in the classroom.
 | SD D A SA |
| I feel prepared to work with students who have special learning needs. (e.g. ADD/ADHD, learning disabilities, etc.) | SD D A SA |
| I feel prepared to work with students who are English Language Learners. | SD D A SA |
| Teachers in our school make intentional connections to students’ culture and prior knowledge. | SD D A SA |

# School Policy and Practice

|  |  |
| --- | --- |
| 1. Our school mission and vision statements include a stated commitment to equity and diversity.
 | SD D A SA |
| 1. School leadership actively recruits teachers from diverse racial backgrounds.
 | SD D A SA |
| 1. School leadership intentionally works to retain teachers from diverse racial backgrounds.
 | SD D A SA |
| 1. Our new teacher induction and mentoring program includes equity and diversity components.
 | SD D A SA |
| 1. School staff examines our organizational culture and school policies periodically to check for exclusive and inclusive practices.
 | SD D A SA |
| School staff examines our school’s and district’s traditions, events, and celebrations for exclusive and inclusive practices. | SD D A SA |
| 1. Our racial representation in special education mirrors the population as a whole.
 | SD D A SA |
| Our racial representation in advanced placement classes, honors classes and gifted programs mirrors the population as a whole.  | SD D A SA |
| Our school discipline data mirrors the racial demographics of our school.  | SD D A SA |
| 1. Our budget includes resources such as interpreters or translators for parents.
 | SD D A SA |
| Professional development opportunities at my school address equity, race, racism, culture, and language. | SD D A SA |

# Students

|  |  |
| --- | --- |
| 1. My school provides a variety of leadership opportunities for all students.
 | SD D A SA |
| 1. My school has programs designed for students of color.
 | SD D A SA |
| 1. School staff seeks and listens to students’ voices when making school decisions.
 | SD D A SA |
| Students interact with students of races/cultures different than their own. | SD D A SA |