



Provided by: ADL's
Education Division,
A WORLD OF
DIFFERENCE®
Institute

ASSESSING YOURSELF & YOUR SCHOOL CHECKLIST

Part I. Assessing Yourself

How effective are you in promoting a bias-free educational environment?	I haven't thought about this.	I need to do this better.	I do this well.
1. Have you recently read any books or articles, or watched any documentaries to increase your understanding of the particular hopes, needs and concerns of students and families from the different cultures that make up your school community and beyond?	[]	[]	[]
2. Have you participated in professional development opportunities to enhance your understanding of the complex characteristics of racial, ethnic and cultural groups in the U.S.?	[]	[]	[]
3. Do you try to listen with an open mind to all students and colleagues, even when you don't understand their perspectives or agree with what they're saying?	[]	[]	[]
4. Have you taken specific actions to dispel misconceptions, stereotypes or prejudices that members of one group have about members of another group at your school?	[]	[]	[]
5. Do you strive to avoid actions that might be offensive to members of other groups?	[]	[]	[]
6. Do you discourage patterns of informal discrimination, segregation or exclusion of members of particular groups from school clubs, committees and other school activities?	[]	[]	[]
7. Do the curricular content and wall displays in your classroom reflect the experiences and perspectives of the cultural groups that make up the school and its surrounding community?	[]	[]	[]
8. Have you evaluated classroom materials and textbooks to ensure they do not reinforce stereotypes and that they provide fair and appropriate treatment of all groups?	[]	[]	[]
9. Do you use classroom methods, such as cooperative learning, role-playing and small group discussions to meet the needs of students' different learning styles?	[]	[]	[]
10. Do students have opportunities to engage in problem-solving groups that address real issues with immediate relevance to their lives?	[]	[]	[]
11. Do you use a range of strategies, in addition to traditional testing methods, to assess student learning?	[]	[]	[]

Part II. Assessing Your School

How effective is your school in promoting a bias-free educational environment?	We haven't thought about this.	We need to do this better.	We do this well.
1. Does the school's mission statement communicate values of respect, equity and inclusion?	[]	[]	[]
2. Do students typically interact with one another in positive, respectful ways?	[]	[]	[]
3. Do the school's symbols, signs, mascots and insignias reflect respect for diversity?	[]	[]	[]
4. Do celebrations, festivals and special events reflect a variety of cultural groups and holidays?	[]	[]	[]
5. Is the school staff (administrative, instructional, counseling and supportive) representative of the racial, ethnic and cultural groups that comprise the surrounding community?	[]	[]	[]
6. Are staff or volunteers available who are fluent in the languages of families in the school community?	[]	[]	[]
7. Do students, families and staff share in the decision-making process for the school?	[]	[]	[]
8. Has the school community collaboratively developed written policies and procedures to address harassment and bullying?	[]	[]	[]
9. Are consequences associated with harassment and bullying policy violations enforced equitably and consistently?	[]	[]	[]
10. Do the instructional materials used in the classroom and available in the school library, including text books, supplementary books and multimedia resources, reflect the experiences and perspectives of people of diverse backgrounds?	[]	[]	[]
11. Are equitable opportunities for participation in extra- and co-curricular activities made available to students of all gender, ability, and socioeconomic groups?	[]	[]	[]
12. Do faculty and staff have opportunities for systematic, comprehensive and continuing professional development designed to increase cultural understanding and promote student safety?	[]	[]	[]
13. Does the school conduct ongoing evaluations of the goals, methods and instructional materials used in teaching to ensure they reflect the histories, contributions and perspectives of diverse groups?	[]	[]	[]