

## **SCHOOL WIDE EQUITY**

In today's changing world and the increasingly diverse school environment it is critical that educators check the assumptions that they, and the educational environment, are making about students and families. Assumptions are often based on gender, culture, race, language, class, etc. With checks in place, schools can provide the very best opportunities for all students regardless of their culture, socioeconomic status, class, gender and ability.

### **YOUR SCHOOL'S EQUITY QUOTIENT**

The following is a checklist of items to consider when determining the Equity Quotient for your school.

#### **Faculty and instruction:**

- Do teachers answer questions and ask questions equitably involving all students?
- Is the appropriate wait time given to allow for the different needs and strengths of each student?
- Are there opportunities for students to lead the discussion and ask some of the questions?
- Is whole class discussion encouraged?
- Do teachers ask open-ended questions so students can think creatively?
- Is there an opportunity for students who are English Language Learners to work in pairs or groups?
- Do teachers move around the classroom and make contact with different groups of students?
- Are teachers positive and interested?
- Do teachers have high expectations for students in terms of their capabilities?
- Do teachers make sure they get the attention of all students before giving instruction?
- Do teachers reflect on their class experience and consider new strategies when something is not working?
- Are remedial programs offered for students having difficulty?

- Are tutors provided for students who need them?
- Do males and females have equal access to computers?
- Do female and male students have access to the same equipment and activities both in class and at break time?
- Are all the courses open to both males and females?
- Are males and females represented equally in all instructional areas?
- Are instructors supportive of nontraditional students?
- Is there an active recruitment process for nontraditional students?

**Facilities:**

- Are classrooms easily and safely accessible?
- Are the walkways safe and well lit when needed?
- Are all the areas of the room clearly visible to the teacher?
- Are women and girls represented in posters in non-stereotypical ways?
- Are males in posters represented in nurturing and supportive roles?
- Are women and girls shown in posters in active ways and not just in the background?
- Look at which students' work is displayed or referenced. Is there a bias in any way?

**Supplementary Materials:**

- Do the materials on the reading list show positive images of women and girls?
- Are women and girls, boys and men, and different cultures fairly represented in films and other instructional media?
- Are there books about nontraditional occupations for males and females?

**Classroom Arrangement:**

- Who sits where and why?
- Are males and females seated differently?
- When students work in groups, how are the groups determined and why?
- Are the groups gender integrated?
- Is a buddy system in place for new students?

**Graded Assignments:**

- Are similar comments given for equivalent work?
- Do female students receive excessive praise for math or science and male students for reading, thereby sending a low-ability message?
- Are different assumptions made about how hard students have worked?
- Are different recommendations made for additional work?
- Are recommendations for improvement the same for males and females?
- Are males criticized more than females?

**Supplemental Services and Activities:**

- Are there comparable clubs and extra curricula activities for both genders?
- Are activities gender integrated?
- Are fathers and mothers encouraged to be guest speakers, class volunteers, chaperones for field trips, etc.?
- Does your school provide outreach to a diverse variety of community groups?
- Are counseling programs, career fairs, math/science conferences, comprehensive guidance courses available for all students?
- Are mentors and role models recruited for students?

- Is there information and support for students seeking financial aid to continue in school?
- Are successful students and programs shared through local media?
- Are there clearly posted Sexual Harassment notices?
- Are incidents of harassment, sexism, racism, etc. acted on immediately?
- Are notices written clearly with equitable language and in additional languages if needed?
- Are the key dates and times written clearly and in the appropriate language?

### **Professional Development Resources:**

If your Equity Quotient could be improved, here are some additional resources you might access.

Nontrad 101 available online at [www.nontrad.info](http://www.nontrad.info)

Nontrad 102 available online at [www.nontrad.info](http://www.nontrad.info)

The Road Less Traveled, Multistate Academic and Vocational Curriculum Consortium (MAVCC), [www.mavcc.org](http://www.mavcc.org)

Generating Expectations for Student Achievement (GESA) [www.graymill.com](http://www.graymill.com)

IWITTS [www.iwitts.com](http://www.iwitts.com)

Marketing Nontraditional Occupations, available at [www.nontrad.info](http://www.nontrad.info)

STEM (Science, Technology, Engineering, and Math) Equity Pipeline, [www.napequity.org](http://www.napequity.org)