

An Equity Affirmation for Teachers

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Mindsets

I believe that:

- all students can learn regardless of their background.
- all students should have equal access to an outstanding education regardless of their race/ethnicity, socioeconomic status, home life, gender, sexual orientation, who their parents/guardians are, or the community in which they live.
- I have a professional obligation to provide all of my students regardless of background with equal access to an outstanding education.
- all students deserve to be treated fairly regardless of their race/ethnicity, socioeconomic status, home life, gender, sexual orientation, who their parents/guardians are, or the community in which they live.

Treatment of Students

I will:

- treat all students fairly regardless of their race or ethnicity.
- treat all students fairly regardless of their socioeconomic background.
- treat all students fairly regardless of who their parents/guardians are.
- treat all students fairly regardless of whether or not their parents/guardians attend school functions and behave as I want them to.
- treat all students fairly regardless of what other educators have told me about them.
- treat all students fairly regardless of their gender or sexual orientation.
- treat all students fairly regardless of whether or not they are high achievers, average achievers, or low-achievers.
- treat all students fairly regardless of the community in which they live.
- refuse to engage in racial profiling.
- strive to build positive professional relationships with students.
- make an effort to “catch students being good,” and compliment each student at

least one time per week.

___ provide parents/guardians with a balanced (positives and areas of improvement needed) perspective of students.

___ strengthen my assertiveness skills if necessary.

Classroom Management

I will:

___ make sure that all students know and understand my class rules, starting on the first day of school.

___ make sure that all students know and understand my expectations for behavior and performance.

___ not abuse my power.

___ praise each student a minimum of one time each week.

___ make sure that all students feel safe in my classroom.

___ make sure that I treat all students respectfully and that students treat each other respectfully in my classroom.

___ make every effort to keep students in class and not send them to the office unless it is absolutely necessary.

___ treat all students as I would want to be treated if I were in their situation.

___ have a "Zero Tolerance" policy for negative name-calling and bullying in my classroom.

___ ask other teachers and school leaders for help and advice when needed.

___ apologize to students when I make a mistake.

Instruction and Assessment

I will:

___ provide extra assistance to struggling students through individualized instruction (by myself, peer tutoring, etc.), differentiated learning activities, and/or other methods.

___ make the curriculum interesting.

___ make the curriculum culturally relevant/responsive.

- ___ give students opportunities to collaborate on assignments with their classmates.
- ___ give students extra credit options.
- ___ permit students to make up assignments.
- ___ teach test-taking strategies.
- ___ encourage students to share their experiences and views during class discussions, presentations, and in writing assignments.
- ___ use multiple ways (tests, quizzes, individual projects, group projects, writing assignments, oral presentations, debates, mock trials, etc.) to assess student learning.
- ___ make every effort to spend the bulk of my time with students on instruction instead of on discipline.
- ___ find opportunities to display each student's work in the classroom.
- ___ use storytelling, current events, and/or other teaching strategies to build resiliency in students, teach conflict resolution skills, teach critical thinking skills, and make the curriculum culturally relevant.

Treatment of Parents/Guardians

I will:

- ___ treat all parents/guardians respectfully regardless of their gender, race, primary language, socioeconomic status, sexual orientation, etc.
- ___ provide parents/guardians with a balanced perspective of their child.
- ___ not wait until a situation has gotten out of control before contacting parents/guardians.
- ___ treat all parents/guardians as allies instead of as adversaries.
- ___ be receptive to feedback from parents/guardians.