**Pre-Work for Leading for Equity in the DPS Mosaic:**

**Self-Assessment\* and Self-Reflection**

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|  | **Most of****the time** | **Some of****the time** | **Never** |
| I am aware of my own racial, ethnic, and cultural background and understand how it affects my perceptions and values. |  |  |  |
| I seek opportunities to learn about the cultural practices inmy school community, including staff, families, and students. |  |  |  |
| I regularly reflect on my own bias and how I view and treatpeople with cultural practices that are different than my own. |  |  |  |
| Our district collects and disseminates academic andbehavioral data, and examines achievement gaps by race,native language, socio‐economic status, and gender. |  |  |  |
| Strategic plans are put in place to support schools withachievement gaps in academics and behavior. |  |  |  |
| Our district provides professional development for administrators, staff, and teachers to examine their own cultural awareness and learn culturally relevant educational practices. |  |  |  |
| Our district actively reaches out to families from variousbackgrounds to give feedback and assist in the creation ofdistrict policies. |  |  |  |
| Our district has clear procedures to report and respond toallegations of inequity. These issues are dealt with in asensitive and timely manner. |  |  |  |
| We actively recruit applicants of diverse cultural backgroundsand ethnicities to work in our district. |  |  |  |
| We provide support systems in order to meet the needs of ourstaff from diverse backgrounds. |  |  |  |
| District communication with families is available in multiplelanguages and is sensitive to varying family structures as wellas diverse cultural and socioeconomic backgrounds. |  |  |  |
| The district provides translators to improve school and familycommunication. |  |  |  |
| Art work and photographs embedded in districtcommunication (including web‐sites, décor in administrativebuildings, and printed matter) reflect the demographics of ourstudent body. |  |  |  |
| I openly confront inequitable practices and have policies in place to hold staff accountable for their actions. |  |  |  |
| District administrators openly confront inequitable practicesand have policies in place to hold staff accountable for their actions. |  |  |  |
| District policies are created while consciously workingtowards equity for all students and families. Historicalpolicies are reviewed for cultural sensitivity. Membersrepresenting the demographics of the community assist inthis process. |  |  |  |
| District curriculum and assessments are reviewed to makesure that materials are historically accurate, culturallyrelevant, and anti‐bias. |  |  |  |
| District standards and curriculum reflect that culturallyrelevant lessons are embedded in day to day teaching, ratherthan isolated units. |  |  |  |
| District curriculum includes differentiation tools to meet theneeds of students from varying backgrounds. |  |  |  |
| District policies include how to respect holidays in a mannerthat is sensitive to the religions and cultural practices ofstudents and families. |  |  |  |
| Staff evaluations include equity related expectations. |  |  |  |

\*The following assessments were adapted from “Minneapolis Public Schools, Positive School Climate Tool Kit,

First Edition” by Nancy Papke of the Cherry Creek School District and Kristen Genevieve Davidson. Source: Equity Toolkit, CDE.