

SELF-ASSESSMENT



Directions: Reflect on your current classroom environment. What is firmly in place? What do you want to strengthen?

CONDITION	IN PLACE	PARTIALLY IN PLACE	NOT IN PLACE
Communicate high expectations and your belief that all students can succeed.			
Learn and use students' names and identified pronouns (if they share them with you).			
Build rapport in the class through regular icebreakers, small group activities, collaborative thinking, etc.			
Develop guidelines or community agreements about interactions during class.			
Assess students' prior knowledge to align instruction with their strengths/needs.			
Communicate concern for your students' well-being, and share information about school resources (e.g., sports, counseling, arts, clubs).			
Allow for productive trial and error (e.g., through low-stakes practice quizzes, drafting opportunities, modeling, or discussing interestingly productive wrong answers). Emphasize that risk, struggle, and failure can be important parts of any learning process and/or scientific method.			
Deliberately avoid generalizations that may exclude students who are already experiencing marginalization. These are often communicated through phrases that make implicit assumptions about students' physical ability, family structure, social identities, citizenship status, or economic means.			
Design policies that provide clear pathways if students need to be absent, turn in work late, leave class early, etc.			

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Highlight the diversity of contributors to your discipline (through the authors you assign, the research you highlight, the guests you invite to meet with your students, etc.), and/or facilitate a discussion about the reasons for a history of limited access to the field and current efforts to change it.			
When possible, assign student groups or provide criteria for student-formed groups/teams that help leverage diversity and avoid isolating students from underrepresented identities.			
At the beginning of group work, create a process for students to discuss their respective strengths, personal learning goals, anticipated contributions, etc.			
Create intentional opportunities for students to provide feedback on their learning environment experience and share ideas for improving it. This assessment could include short anonymous polls, check-ins at the beginning of class, or more substantial written feedback opportunities.			

What other ways do I help facilitate my students' sense of belonging in my class? What else could I do? What are my next steps?

What can I do *this week* to make it more inclusive to help facilitate my students' sense of belonging?

Source: Adapted from Iowa State University, Center for Excellence in Learning and Teaching (2021). <https://www.celt.iastate.edu/wp-content/uploads/2021/07/sense-of-belonging-practices.pdf>

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