

Appendix B

Identity Safe Staff Self-Reflection Activity

CONSIDER YOUR PRACTICES		WHAT ADDITIONS/CHANGES DO YOU WANT TO MAKE AS YOU INTRODUCE IDENTITY SAFETY?
PAY ATTENTION TO WHAT YOU SAY		
How do you encourage students, provide feedback, and respond to questions? Give an example of each.		
What words and positive presuppositions do you use to encourage and motivate students?		
What tone do you hear yourself using when you are annoyed, on a day when you do not feel great, or when your patience is being tried?		

(Continued)

CONSIDER RELATIONSHIPS	
What is your relationship with each of your students? Who stands out as in need of more TLC (tender loving care)?	
How do your students interact with each other? Who is excluded? Who shows dominance in their social groups?	
FOCUS ON YOUR CURRICULUM	
Offer an example for how you scaffold instruction.	
Provide an example of a way you keep students challenged.	

Give one example of how you differentiate your curriculum.	
	ASSESSING LEARNING
What formative assessment tools do you use?	
Share an example of how you give wise feedback.	
Do students use formative assessment to reflect on and guide their own learning in your class? Provide an example.	

An Additional Activity to Use With Mid-Career Educators

1. What aspects of identity safety have been a focus throughout your career? What data and evidence have you collected about the degree to which you are successful?
2. What challenges to meeting your goals for serving students have you overcome along the way? What challenges are foremost for you now?
3. What values guide the routines that you regularly use in your classroom?
4. How do you keep yourself excited and motivated to do this work of identity safe teaching? What are your personal ways to sustain your emotional resilience?