

Appendix C

Identity Safe Classroom Practices: Teacher Self-Assessment

PRINCIPLES

1: Colorblind teaching that ignores differences is a barrier to inclusion in the classroom.
2: To feel a sense of belonging and acceptance requires creating positive relationships between teacher and students and among students with equal status for different social identities.
3: Cultivating diversity as a resource for learning and expressing high expectations for students promotes learning, competence, and achievement.
4: Educators examine their own social identities to feel a sense of identity safety and convey that feeling to students, creating an identity safe environment for them.
5: Social and emotional safety is created by supporting students in defining their identities, refuting negative stereotypes, and countering stereotype threat, giving them a voice in the classroom while using social and emotional (SEL) strategies.
6: Student learning is enhanced in diverse classrooms by teaching for understanding, creating opportunities for shared inquiry and dialogue, and offering a challenging, rigorous curriculum.
7: Schoolwide equity flourishes for everyone in identity safe schools where the climate, the structures, the practices, and attitudes prioritize equity, inclusion, and academic growth for students from all backgrounds. Leaders demonstrate emotional intelligence; attend to student needs; address racism, bias, and privilege; and serve as the architects of ongoing change.

(Continued)

(Continued)

PRINCIPLE	TEACHER: INDICATE YOUR LEVEL OF MASTERY	BEGINNING	IN PROGRESS	PROFICIENT	COMMENTS
1	Affirming and celebrating differences to promote inclusion in the classroom				
1	Creating a culture of respect and belonging for all groups of students				
1	Addressing and intervening in incidents of stereotyping, stereotype threat, and bias in the classroom				
1	Noticing and repairing harm if something I've said or done has upset or felt harmful to a student				
2	Ensuring students of all social identities believe that you believe they can and will meet the high standards you hold				
2	Establishing belonging and trust with students of all social identities				
2	Providing opportunities for students to get to know each other				
2	Facilitating high levels of belonging and acceptance among students				
3	Helping students explore shared and different histories, languages, and perspectives				
3	Holding high standards for all students				
3	Integrating conversations about race and culture in lessons and class discussions				
3	Using cooperative learning to teach collaboration skills and also highlight each student's contributions and strengths				
4	(Appropriately) sharing my social identity with students as a model or example				
4	Raising and discussing stereotyping, stereotype threat, and bias with colleagues				
4	Bringing my full self into the classroom				

(Continued)

Copyright © 2022 by Corwin Press, Inc. All rights reserved. Reprinted from *Belonging and Inclusion in Identity Safe Schools: A Guide for Educational Leaders* by Becki Cohn-Vargas, Alexandra Creer Kahn, Amy Epstein, and Kathie Gogolewski. Thousand Oaks, CA: Corwin, www.corwin.com. Reproduction authorized for educational use by educators, local school sites, and/or noncommercial or nonprofit entities that have purchased the book.

(Continued)

PRINCIPLE	TEACHER: INDICATE YOUR LEVEL OF MASTERY	BEGINNING	IN PROGRESS	PROFICIENT	COMMENTS
4	Enacting gender identity self-awareness				
4	Enacting racial identity self-awareness				
4	Sharing about social identity with colleagues				
5	Creating and sustaining connections with individual students				
5	Encouraging students to ask for help				
5	Ensuring that students have a voice in the classroom				
5	Having students do writing that connects to values and/or role models				
5	Modeling and teaching empathy, respect, hope, and other mindset qualities				
5	Noticing and praising effort				
5	Supporting students to define and develop their identities				
5	Using asset-based language with and about students				
6	Differentiating in response to student needs				
6	Preparing students in advance for changes in routines and activities				
6	Scaffolding to ensure access to and a pathway to mastery				
6	Teaching for understanding—prevalence of student “meaning-making” going on in the classroom				
6	Modeling and teaching growth mindset and learning from mistakes				
7. Note: Self-Assess in relation to equity across the school.	Contributing to the climate, the structures, the practices, and attitudes that prioritize equity, inclusion, and academic growth for students from all backgrounds.				

Copyright © 2022 by Corwin Press, Inc. All rights reserved. Reprinted from *Belonging and Inclusion in Identity Safe Schools: A Guide for Educational Leaders* by Becki Cohn-Vargas, Alexandria Creer Kahn, Amy Epstein, and Kathie Gogolewski. Thousand Oaks, CA: Corwin, www.corwin.com. Reproduction authorized for educational use by educators, local school sites, and/or noncommercial or nonprofit entities that have purchased the book.