



Shared Experience

Culturally Fortifying Organizational Practices Assessment

Using the Culturally Fortifying Organizational Practices Assessment below, identify where you are as a collective with implementing culturally fortifying practices. Once completed, discuss the implications for your learning community.

CULTURALLY FORTIFYING ORGANIZATIONAL PRACTICES	FREQUENCY OF USE			
	NEVER	RARELY	SOMETIMES	OFTEN
1. Our staff represents the dimensions of identity of our students.				
2. Our teaching staff represents the dimensions of identity of our students.				
3. Equity goals are aligned to our daily practice.				
4. Teachers and other learning community members can articulate the equity goals.				
5. Professional learning sessions align to equity goals.				
6. Professional learning provided for staff is steeped in culturally fortifying practices.				
7. Organizational policies, systems, procedures, and practices address inequities based on dimensions of identity.				
8. Organizational policies and practices provide all learners with appropriate access, exposure, and inclusion.				
9. Ongoing and appropriate monitoring and accountability measures are established to address inequities and equity gaps in teaching and learning.				
10. Teacher assignments are based on teaching strengths and the goals of the students.				
11. Teachers leverage teachable moments to strengthen community expectations, restoration of relationships, and the reinforcement of the value of self-regulation.				

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12. We engage in ongoing, collaborative conversations around curriculum, instruction, and assessment based on who is benefitting and who is not benefitting.				
13. Funds, staff, and other resources are allotted based on the needs and identified equity gaps in order to ensure well-being, achievement, excellence, and the success of all members of the learning community.				
14. Incentives are provided to attract, retain, and sustain teachers who reflect the populations of the student body.				
15. Teams identify the forces that impede learning by the perpetuation of biased language, practices, and actions.				
16. Strategies are implemented to ensure adequate and equitable participation of all stakeholders in the resource allocation process.				
17. Teams implement practices and structures that restore students when behavioral challenges arise.				
18. Teams eliminate punitive structures that exclude students from the learning community.				
19. The school improvement plan reflects equity, access, exposure, expectations, and equitable practices for all members in the learning community.				
20. We actively and meaningfully engage families, parents, guardians, and caregivers of all groups of learners in order to support learners' success in school.				

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