

Self-Assessment for School Administrators*

	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 in our school community, including staff, families, and students.			
I regularly reflect on my own bias and how I view and treat people with cultural practices that are different than my own.			
Our school regularly examines academic and behavioral data for achievement gaps by race, native language, socio-economic status, and gender.			
Strategic plans are put in place to address all achievement gaps.			
Data is disseminated to families with procedures for them to offer support in improving our school for all students.			
I support professional development for administrators and faculty to examine our own cultural awareness and develop culturally relevant schoolwide and classroom practices.			
I actively reach out to families from various backgrounds to give feedback and assist in the creation of school policies.			
I actively recruit families to volunteer in the school and on committees so that volunteer pools reflect the student body.			
Our school has clear procedures to report and respond to allegations of inequity. These issues are dealt with in a sensitive and timely manner.			
I actively recruit applicants of diverse cultural backgrounds and ethnicities to work in our school.			
Our school has support systems in order to meet the needs of our staff from diverse backgrounds.			
School communication with families is available in multiple languages and is sensitive to varying family structures as well as diverse cultural and socioeconomic backgrounds.			

I make sure that translators are available to improve school and family communication.			
Art work and photographs embedded in school communication and school decor reflect the demographics of our student body and are age appropriate.			
The books in our school library reflect our student body and depict varying cultural practices in a positive and anti-biased way.			
I openly confront inequitable practices and have policies in place to hold staff accountable for their actions. I encourage staff to do the same.			
School policies are created while consciously working towards equity for all students and families. Historical policies are reviewed for cultural sensitivity. Members representing the demographics of the community assist in this process.			
Curricula and assessments used in our school are reviewed to make sure that materials are historically accurate, culturally relevant, and anti-bias.			
Behavior expectations and policies have taken into account the varying cultural expectations and norms among students and families.			
Curriculum guidelines reflect that culturally relevant lessons are embedded in day to day teaching, rather than isolated units.			
Our school incorporates differentiation tools to meet the needs of students from varying backgrounds.			
School policies include how to respect holidays in a manner that is sensitive to the varying religions and cultural practices of the student population.			
Teacher expectations and evaluations include culturally relevant teaching, with a focus on equity and positive relationships.			

I am comfortable in leading discussions about race, culture, religion, ethnicity, class, gender, and sexual orientation with staff and students.			
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*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.