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The Classroom Audit / Auditoría del salón

As conscious as we are about diversity and equity, often our classrooms send implicit or unconscious messages to students about who and what we value. A classroom audit involves a *non-judgemental* reading of the messages conveyed by such things as the images on the walls, the interactions between students and teachers, books on the shelves, and arrangement of furniture through the lens of equity and diversity.

Implementation

Step #1: Gather a teacher-team of at least three, and set norms. This work is very difficult to do alone—it can be hard to "see" our own classrooms with fresh eyes. At the same time, the group needs to collectively acknowledge that the teacher of the classroom that is being audited may feel extremely vulnerable. It is crucial that this work is done with a non-judgmental lens, and the explicit understanding that we all have room to grow.

Step #2: Review the classroom audit tool (see below). Select an area of focus—environment or interactions—with which to start.

Step #3: Conduct the audit (twenty minutes of observation). Be sure that observing teachers and/or coaches take notes on the different sub-sections (rather than simply checking boxes). For the classroom environment area, it may be helpful to visit the classroom either before or after school when students are not present. For the interactions area, of course, students need to be in the classroom. Be aware that it may not be possible to observe every element during a short visit. For example, a teacher may not be engaged in a discussion around issues of diversity and bias during the audit. Leave this element blank, and use it as a starting point for discussion and reflection during the debrief.

Step #4: Plan a time to gather and debrief the audit, as well as brainstorm ways to make the classroom even stronger. This should include returning to the binder material from previous modules. If the teacher is struggling to include home language, for example, it may be helpful to return to launch and module one binders to research language and identity strategies. Or if the teacher is struggling to include both "mirrors" and "windows," it might be helpful to return to module IV materials and look at both identity strategies and booklists.

Step #5: Begin the second cycle with the second area of focus.

Extension: Zone of Self-Efficacy*

1. Looking at your class list, write down the names of students you find easy to teach
2. Write down the names of students that you find difficult to teach.
3. Determine the common characteristics of "easy to teach" students.
4. Determine the common characteristics of more "difficult to teach students."
5. Now draw a circle on your paper. Put the names of "easy to teach" students inside the circle.
6. Put the names of "difficult to teach" students outside of the circle.

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7. Look critically at who is inside and outside of your circle or zone. Do they have common characteristics? Are they of the same gender? Race? Culture? Ethnic? Linguistic group? Do they have special needs?
8. Reflect on how your classroom is physically arranged. Does it look like your zones? Who sits in the back? Who do you call on? Which students are allowed to call out without raising their hands? Who is reprimanded for the same behavior?

*Adapted from *Using Equity Audits in the Classroom to Reach and Teach All Students* by Katheryn B. Mckenzie and Linda E. Skrla

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Area One: Classroom Environment

	Not Implementing	Partial Implementation	Consistent Implementation
Books are available in the home languages of students—some are correlated to the themes being taught.			
The teacher has an updated Pathway to Biliteracy board. Home language is represented throughout the classroom. There is evidence of primary language home-school connections.			
The T-Graph for social skills is prominently displayed and is clearly a document that grows throughout the unit.			
Student work and photos are posted on the walls. Pictures, posters, images and props reflect the cultures and languages of the students.			

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	Not Implementing	Partial Implementation	Consistent Implementation
Student interests, passions, and identities shape aspects of the curriculum and are present in the classroom environment.			
“World in the Classroom” strategies are present on the walls—student self-portraits, poems, family trees, biographies etc.			
The classroom is arranged to accommodate discussion and group work.			

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Area Two: Interaction

	Not Implementing	Partial Implementation	Consistent Implementation
Teacher actively celebrates student use of home language. Students may be using home language in small group settings. Home language is heard in the classroom.			
Teacher generates discussion about issues related to diversity and bias as it relates to the curriculum and students' lives.			
Teacher engages in individual discussion with students.			
Students speak to one another with respect and compassion.			

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	Not Implementing	Partial Implementation	Consistent Implementation
Students engage in collaborative work.			
Teacher pronounces student names as they wish to have them pronounced.			
Teacher uses wait time.			
Teacher has structures in place to make sure that students participate equitably. Teacher's body language, gesture, expression and proximity to students indicates that all students' questions and opinions are valuable.			

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	Not Implementing	Partial Implementation	Consistent Implementation
Teacher elicits students' experiences to connect learning to their lives.			
Teacher models inclusive language (e.g. avoids masculine pronouns to refer to both men and women).			

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