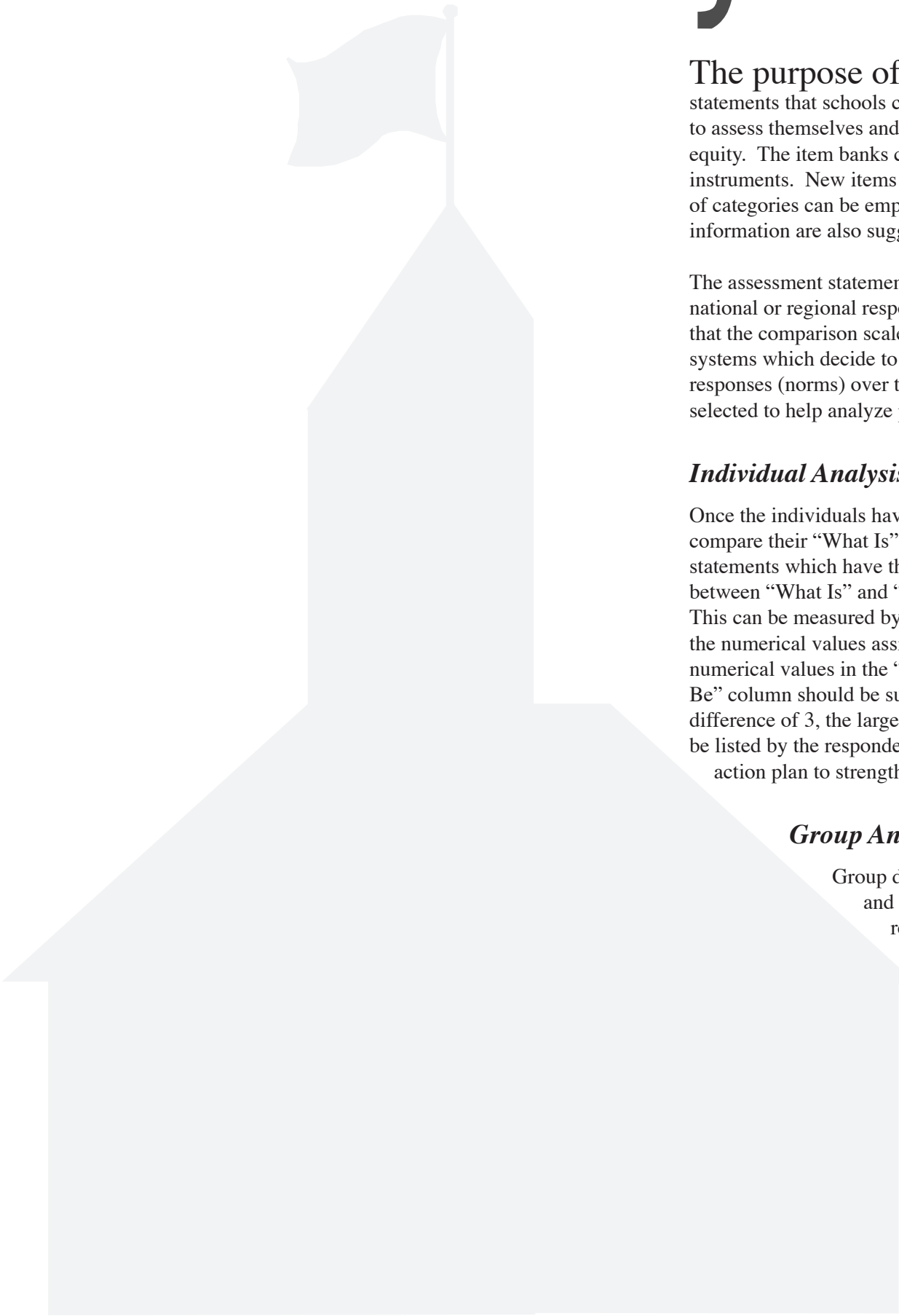


Building Level Assessment

An Equity Manual





Building Level Assessment

The purpose of this manual is to identify a variety of equity related assessment statements that schools can use to develop questionnaires which will provide an opportunity for teachers to assess themselves and to allow faculty, parents, students, and/or support staff to assess their schools for equity. The item banks can be used by school districts to guide their development of local assessment instruments. New items can be added to the bank. Items can also be modified and various combinations of categories can be emphasized for different purposes. Open ended questions that provide more information are also suggested for use with questionnaires developed from the item bank.

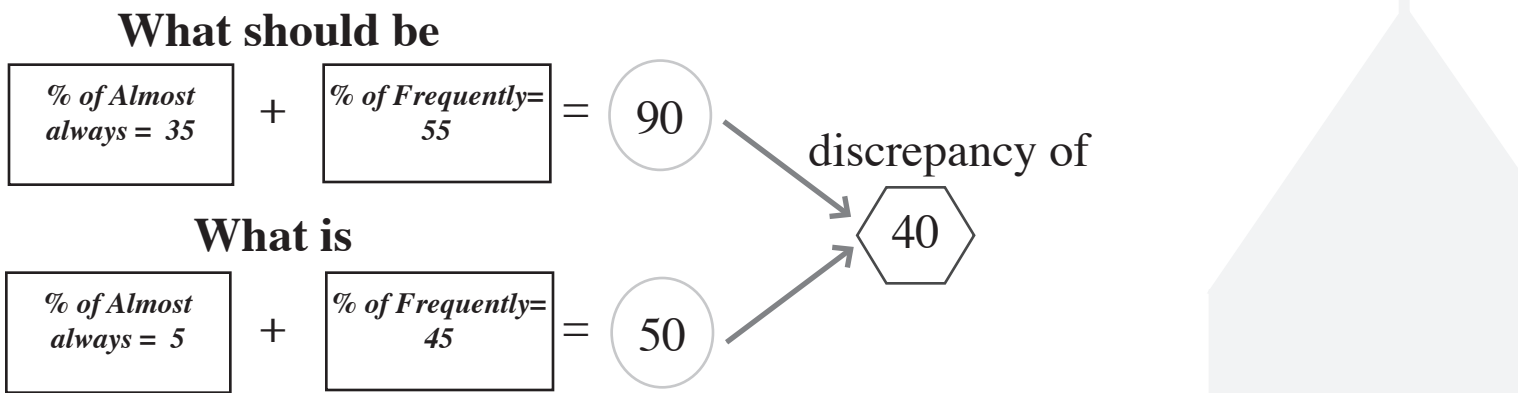
The assessment statements in the item bank and the resultant questionnaires do not have any standardized national or regional response patterns (norms) that can be used for comparisons. That is a major reason that the comparison scale between “What Is” and What Should Be” was selected. However, those school systems which decide to use or modify the assessment questionnaires in this manual can collect local responses (norms) over time which can be used for comparisons. In addition, certain items may be selected to help analyze pre-test and post-test changes at the building or district level.

Individual Analysis:

Once the individuals have completed their self-assessment questionnaires, they should be asked to compare their “What Is” responses with their “What Should Be” responses and identify the assessment statements which have the highest discrepancy within the self-assessment categories. The discrepancy between “What Is” and “What Should Be” can be calculated numerically for each assessment statement. This can be measured by ignoring all statement marked “Not Applicable Responses” and subtracting the numerical values assigned to the response categories in the “What Should Be” column from the numerical values in the “What Is” column. Thus, an Almost Always (1) response in the “What Should Be” column should be subtracted from an Almost Never (4) response in the “What is “ column for a difference of 3, the largest possible discrepancy. All assessment statements with a positive 2 or 3 should be listed by the respondents as those assessment criteria which should be used to help develop a personal action plan to strengthen personal educational equity efforts.

Group Analysis:

Group data can be compiled and provided to the respondents so that individual and group responses can be compared on assessment questionnaires. The percent response rate for the group should be calculated in each response category for each item (see below) and the questionnaire and group response rates returned to the respondents. It is important in this procedure to code each questionnaire with unique codes to maintain individual anonymity. Since the calculation of group response rates may take a considerable amount of time for large groups, the last 4 digits of each respondent’s social security number, telephone number, or other easily remembered codes are suggested. Respondents can then compare their individual responses with group responses. This is especially important in identifying which self-assessment statements the individual marked with a discrepancy appreciably different from the group norm. The data should be tabulated and reported in percent responses as follows.



The next stage in the group analysis process is to calculate the discrepancy between “What Is” and “What Should Be” for each item as illustrated above. This is done by subtracting the combined percentage response for Almost Always and Frequently in the “What Is” column from the combined percentage response for Almost Always and Frequently in the “What Should Be” Column. Some discrepancies will be negative and reflect a group perception that “What Is” occurs more frequently than “What Should Be.”

Once the discrepancies between “What Is” and “What Should Be” have been calculated, the assessment statements should be ranked with the highest discrepancy values listed first. Assessment statements with the same calculated discrepancy should be listed together. Do not list statements with zero or negative discrepancies. A decision might be appropriately made to list only the top 15, 20, or 25 assessment statements with positive discrepancies, depending upon the group results. This can be done since the purpose of the analysis is to identify the most significant problem areas “at this time” so that appropriate action plans can be developed to improve the situation.

After the assessment statements are ranked by degree of discrepancy between “What Is” and “What Should Be”, the statements should be carefully reviewed to determine if one or more patterns exist among the identified assessment statements which reflect broader problem areas. For example, several of the assessment statements may deal with leadership or counseling and reflect problem areas which need concentrated efforts for improvement.

Instructions

This questionnaire was designed to help you assess equitable educational practices at your school. Your responses to this survey will be anonymous. No one individual will know how you responded to the questionnaire. However, your responses may be grouped with the responses of others and shared with you and others for planning purposes. Please take your time responding and be fair in your answers.

Each statement has two answers which will be recorded separately on the questionnaire. The first answer for each statement is “What Is” and relates to the current conditions at your school; the second answer for each statement is “What Should Be” and relates to what you believe ought to be the situation for you or your school. It is possible that many of your responses to “What Is” and “What Should Be” will be the same. Responses are limited to the following categories:

- 1 Almost always
- 2 Frequently
- 3 Occasionally
- 4 Almost never
- 5 Not applicable

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Ethnic/Racial Item Bank

1 - Almost always
2 - Frequently
3 - Occasionally
4 - Almost never
5 - Not applicable

1 - Almost always
2 - Frequently
3 - Occasionally
4 - Almost never
5 - Not applicable

Personal/Professional Development

<i>Personal/Professional Development</i>		What is					What should be				
1.	I strive to maintain personal associations which reflect an openness with men and women of diverse cultural backgrounds.	1	2	3	4	5	1	2	3	4	5
2.	I attend meetings, conferences, workshops, and other training programs in diversity education.	1	2	3	4	5	1	2	3	4	5
3.	The district's inservice program provides information on materials and techniques which can be used to foster education of diversity in the classroom.	1	2	3	4	5	1	2	3	4	5
4.	I read books or articles to increase my understanding of and sensitivity to the aspirations, needs, and problems of men and women of diverse cultural backgrounds.	1	2	3	4	5	1	2	3	4	5
5.	I recognize cultural and gender biases in myself and in students and attempt to overcome them.	1	2	3	4	5	1	2	3	4	5
6.	I feel comfortable discussing racial issues with people of other races as well as my own.	1	2	3	4	5	1	2	3	4	5
7.	I find teaching students from diverse backgrounds to be a satisfying experience.	1	2	3	4	5	1	2	3	4	5
8.	I strive to avoid expressions and actions which are offensive to members of various cultural or ethnic groups.	1	2	3	4	5	1	2	3	4	5
9.	I listen with an open mind to students and faculty members of diverse cultural groups, even if their communications are initially disturbing or divergent from my own thinking.	1	2	3	4	5	1	2	3	4	5
10.	The district's diversity inservice activities are helpful in providing information that will aid me in diagnosing the knowledge and abilities of students from diverse cultural backgrounds.	1	2	3	4	5	1	2	3	4	5
11.	The district's diversity inservice program deals with equity issues in the abstract as well as helping me examine my behavior in a diverse setting.	1	2	3	4	5	1	2	3	4	5
12.	I have participated in workshops, seminars, and institutes on communications in a diverse setting.	1	2	3	4	5	1	2	3	4	5
13.	I would like the staff of my school to be representative of the diversity found in our community.	1	2	3	4	5	1	2	3	4	5
14.	I strive to maintain personal contacts which will reflect a diverse population.	1	2	3	4	5	1	2	3	4	5
15.	I do my best teaching in classes that contain students of cultural backgrounds other than my own.	1	2	3	4	5	1	2	3	4	5
16.	I am able to identify cultural biases in my own instruction.	1	2	3	4	5	1	2	3	4	5
17.	I have the professional training required to work with pupils from diverse cultural backgrounds.	1	2	3	4	5	1	2	3	4	5
18.	I believe in the benefit of diversity in our society.	1	2	3	4	5	1	2	3	4	5

	What is	What should be
10. I believe that diversity education will foster educational equity.		

	What is	What should be
19. I believe that diversity education will foster educational equity.	1 2 3 4 5	1 2 3 4 5
20. I avoid situations where there is open conflict between races.	1 2 3 4 5	1 2 3 4 5

Awareness and Sensitivity.

Awareness and Sensitivity:												
21.	I encourage diversity of values, life styles, and viewpoints, even when these run counter to my own preferences.	1	2	3	4	5		1	2	3	4	5
22.	I take the initiative in discouraging or preventing minority students (race or gender) from being excluded from extra curricular activities.	1	2	3	4	5		1	2	3	4	5
23.	I am aware of the effects of race and gender bias and stereotyping on children.	1	2	3	4	5		1	2	3	4	5
24.	My students feel relaxed about being mixed with pupils of diverse cultural backgrounds.	1	2	3	4	5		1	2	3	4	5
25.	I capitalize on opportunities to counteract race and gender stereotyped thinking.	1	2	3	4	5		1	2	3	4	5
26.	I am comfortable confronting statements made by other faculty that are racially or culturally biased or prejudiced.	1	2	3	4	5		1	2	3	4	5
27.	I am aware that group prejudices might be reinforced by homogeneous or ability grouping and have taken steps to provide appropriate alternatives.	1	2	3	4	5		1	2	3	4	5
28.	I try to prevent prejudiced or stereotyped thinking from unfairly influencing my discipline or evaluation of students.	1	2	3	4	5		1	2	3	4	5
29.	I recognize the need for and facilitate the arrangement of self-segregation among students at times in classrooms, extra-curricular activities, and leisure periods.	1	2	3	4	5		1	2	3	4	5
30.	I recognize that individuals within a group may not have the same values as other members of the group.	1	2	3	4	5		1	2	3	4	5
31.	My students feel relaxed about socializing with pupils from diverse cultural backgrounds.	1	2	3	4	5		1	2	3	4	5
32.	I take the initiative in dispelling prejudices, stereotypes, and misconceptions among students.	1	2	3	4	5		1	2	3	4	5

Instruction:

Instruction:											
33.	I search for ways to overcome the reluctance of students to recognize and discuss racial and ethnic questions.	1	2	3	4	5	1	2	3	4	5
34.	I adjust my teaching methodologies with students from diverse cultural/ethnic backgrounds.	1	2	3	4	5	1	2	3	4	5
35.	I allow open discussion of racial conflicts in the larger society, the community, and the schools.	1	2	3	4	5	1	2	3	4	5

1 - Almost always
2 - Frequently
3 - Occasionally
4 - Almost never
5 - Not applicable

	What is					What should be				
	1	2	3	4	5	1	2	3	4	5
36. I allow for the learning styles of all students within my class.										
37. I believe that students of diverse cultures learn differently.										
38. My instruction demonstrates my positive values for diversity.										
39. I believe that my classroom conduct encourages my students to respect one another and to be open and honest in their communications with me and with each other.										
40. I use problem-solving techniques that focus on real problems in inter-group relations and have immediate relevance to the lives of the students.										
41. I clearly demonstrate that academic expectations are equally high for boys and girls from diverse cultural backgrounds.										

Curriculum Content:

42. I use gender equitable language. In other words, I do not refer to all doctors and lawyers as “he,” or all nurses and teachers as “she.”										
43. I help students explore all vocational interests, not only those traditionally associated with their gender or cultural background.										
44. I design curriculum modules which relate to the diverse population of the nation and provide ways for all pupils to gain positive insights into cultural groups.										
45. I present group differences in ways that cause students to value the diverse character of our nation.										
46. I allow my students to examine their own attitudes and behaviors toward people from diverse cultural backgrounds.										
47. My students are encouraged to positively deal with each other’s language, language dialect, or expressions.										
48. I teach how culture may differ from majority values in our society, and all values are presented as equally valid.										
49. I provide special opportunities for students in my classroom who are linguistically different.										
50. I teach diversity between groups as well as within groups.										
51. I provide opportunities for students to develop decision-making skills.										
52. Where pertinent, the content in all my classes includes a focus on overcoming race and gender biases and stereotyping.										
53. Historical, cultural, and intellectual contributions of minority groups (race and gender) are included as an integral part of my students’ curriculum.										
54. My students are given opportunities to express, celebrate, and maintain cultural diversity.										

1 - Almost always
2 - Frequently
3 - Occasionally
4 - Almost never
5 - Not applicable

	What is					What should be				
	1	2	3	4	5	1	2	3	4	5
55. I use a diverse approach and diverse materials to teach basic skills.										

Curriculum Resources:

56. I know where to obtain materials on diversity, which are not race and gender biased for use in my classroom.										
57. When ideal materials cannot be found, I have been trained to detect and to teach students to detect both overt and subtle forms of race and gender stereotyping.										
58. I have evaluated my textbooks to determine whether they contain fair and appropriate treatment of minorities (gender and race).										
59. Bulletin boards, posters, charts, and other visual aids displayed in my class show culturally diverse people working and socializing together.										
60. I use materials on diversity as an integral part of each curriculum rather than attached or to be treated separately.										
61. I use materials on diversity available in the school library, public library, media center, and other resource centers.										
62. I redesign curriculum materials to promote a positive understanding about diverse student cultures.										
63. I explain to my students how some materials have contributed to negative assumptions about minority students and their cultures.										
64. The instructional materials that I use portray various racial/ethnic groups honestly, realistically, and sensitively.										
65. I use magazine and newspaper articles relating to inter-cultural experiences and problems for classroom discussions and to enhance positive interactions.										
66. Materials on diversity are readily available to my students in a range of interest and reading levels.										
67. I incorporate supplementary teaching materials on diversity into my classroom curriculum.										
68. I use parents and community members from diverse cultural backgrounds as classroom assistants, occupational speakers, and visiting lecturers.										

Parent/Community Relations:

69. I have made efforts to involve the parents or guardians of all my students in school activities.										
70. I use family and community members from diverse cultural backgrounds as classroom assistants, occupational speakers, and visiting lecturers.										

1 - Almost always
2 - Frequently
3 - Occasionally
4 - Almost never
5 - Not applicable

	What is					What should be				
	1	2	3	4	5	1	2	3	4	5
71. I seek the assistance of the community in developing diverse activities.										
72. I have attempted to communicate to parents the importance of diversity education.										
73. Parents are supportive of my efforts in the area of equitable educational outcomes.										
74. Efforts are made by my school’s staff to ensure that all families feel welcome and comfortable at the school.										
75. My school provides the community with current information about its diversity education program.										
76. My school has attempted to find what barriers (economic, gender, race, and physical conditions) keep families from involvement in school activities.										
77. The community my school serves wants the school to foster and achieve gender and race equity.										
78. Members of our staff work cooperatively with the media to ensure positive coverage of activities on diversity.										
79. I have visited and familiarized myself with the families and communities from which my students come.										
80. I seek financial assistance from community organizations and businesses to promote activities on diversity (i.e., field trips, ethnic study days, materials, etc.).										
81. My school’s parent organization has a membership representative of the diverse student body.										
82. I make efforts to insure that all parents and guests feel welcome and comfortable in my classroom and the school.										

School Leadership:

83. The administration regularly works with the teaching staff to help them improve the quality of their efforts in diversity education.										
84. The administration takes leadership in the development of diversity activities.										
85. The administration provides men and women of different races/ethnicity with equal opportunities to practice their leadership skills on committees, projects, and special assignments.										
86. The administration attempts to recruit underrepresented groups (race and gender) as staff members.										
87. The administration provides staff and students with a positive role model in attitudes and behaviors toward diversity.										

1 - Almost always
2 - Frequently
3 - Occasionally
4 - Almost never
5 - Not applicable

	What is					What should be				
	1	2	3	4	5	1	2	3	4	5
88. The administration deals directly and openly with diverse groups.										
89. The administration promotes good relations between faculty members of diverse cultural backgrounds.										
90. The administration of my school prefers a staff composed of people from diverse cultural backgrounds.										
91. The principal is open to suggestions from staff members of diverse cultural backgrounds.										

School Staff:

92. The staff in my school recognizes the need for natural self-segregation among students at times in classrooms, extracurricular activities, and leisure periods.										
93. Staff members do not condone sexual and racial slurs in the form of jokes or other comments.										
94. My school’s guidance services are consciously provided with a sensitivity to the problems and needs of both genders and diverse cultural groups.										
95. The support staff (secretaries, custodial workers, etc.) in my school actively support the school’s race and gender equity efforts.										
96. Gender and race equity is clearly understood by the staff to be a high priority goal of my school.										
97. People on our staff interact comfortably with colleagues from diverse cultural backgrounds.										
98. In my school, all staff members, regardless of racial/ethnic background, are free to express their ideas and feelings.										
99. Staff promotions and assignments, curricular and extra curricular, are handled on the bases of merit rather than racial or ethnic considerations.										
100.I think that most of the staff’s efforts toward implementation of a diverse curriculum at my school have been successful.										
101.My school’s staff continues to carefully preview, review, and update all textbooks and other instructional media to guarantee the elimination of cultural bias.										
102.Staff members in my school generally receive equal treatment, regardless of race.										
103.My school’s counselors clearly convey in their behavior the assumption that all students can make a significant achievement.										

Gender Equity Item Bank

- 1 - Almost always
- 2 - Frequently
- 3 - Occasionally
- 4 - Almost never
- 5 - Not applicable

Personal/Professional Development:

<i>Personal/Professional Development:</i>		What is					What should be				
1.	I attend meetings, conferences, workshops, and other training programs in gender equitable education.	1	2	3	4	5	1	2	3	4	5
2.	The district’s inservice program provides information on materials and techniques that can be used to foster gender equitable education in the classroom.	1	2	3	4	5	1	2	3	4	5
3.	I read books or articles to increase my understanding of and sensitivity to the aspirations, needs, and problems of both genders.	1	2	3	4	5	1	2	3	4	5
4.	I recognize gender biases in myself and in students and attempt to overcome them.	1	2	3	4	5	1	2	3	4	5
5.	I display and use current facts to teach about the economic and legal status of women and men.	1	2	3	4	5	1	2	3	4	5
6.	I strive to avoid expressions and actions which are offensive to members of the other gender.	1	2	3	4	5	1	2	3	4	5
7.	I am able to identify gender biases in my own instruction.	1	2	3	4	5	1	2	3	4	5
8.	The district’s various inservice programs on gender equitable education are well developed and practical.	1	2	3	4	5	1	2	3	4	5
9.	I am aware of the effects of gender bias and stereotyping on children.	1	2	3	4	5	1	2	3	4	5
10.	My students feel relaxed about mixing with pupils of the other gender.	1	2	3	4	5	1	2	3	4	5
11.	I capitalize on opportunities to counteract gender bias and gender role stereotyped thinking.	1	2	3	4	5	1	2	3	4	5

Awareness and Sensitivity

12.	I try to prevent any latent gender stereotyped thinking from influencing my discipline or evaluation of students.	1	2	3	4	5	1	2	3	4	5
13	I avoid imposing such gender role expectations of femininity and masculinity on children as “girls love reading and hate math and science,” “boys shouldn’t cry,” or that “boys may be loud and noisy while girls learn to control themselves.”	1	2	3	4	5	1	2	3	4	5
14.	I am comfortable confronting statements made by students and other faculty which are gender biased or stereotypical.	1	2	3	4	5	1	2	3	4	5
15.	I strive to avoid expressions and actions which are offensive to members of the other gender.	1	2	3	4	5	1	2	3	4	5
16.	I believe my classroom conduct encourages my students to respect students of the other gender and be open and honest in their communication.	1	2	3	4	5	1	2	3	4	5
17.	I prepare boys and girls for both career and home responsibilities.	1	2	3	4	5	1	2	3	4	5
18.	I use gender equitable language. In other words, I do not refer to all doctors and lawyers as “he,” or all nurses and secretaries as “she.”	1	2	3	4	5	1	2	3	4	5

- 1 - Almost always
- 2 - Frequently
- 3 - Occasionally
- 4 - Almost never
- 5 - Not applicable

		What is					What should be				
19.	I give equal attention to boys and girls; I do not show preference for one gender over the other.	1	2	3	4	5	1	2	3	4	5
20.	I help students explore all vocational interests, not only those traditionally associated with their gender.	1	2	3	4	5	1	2	3	4	5

Instruction

21.	My teaching makes room for open discussion of gender bias in the larger society, the community, and the schools.	1	2	3	4	5	1	2	3	4	5
22.	I expect female students to have as much ability as male students in learning mathematics and scientific material.	1	2	3	4	5	1	2	3	4	5
23.	I discipline males and females in the same way.	1	2	3	4	5	1	2	3	4	5
24.	My grading patterns do not favor boys or girls, but reflect individual accomplishments.	1	2	3	4	5	1	2	3	4	5
25.	I give equal attention to the extra curricular achievements of boys and girls; for example, I acknowledge the athletic achievements of both genders.	1	2	3	4	5	1	2	3	4	5
26.	I do not encourage students to compete “girls against boys.”	1	2	3	4	5	1	2	3	4	5
27.	I interact with females and males similarly with regard to standards for dress and appearance.	1	2	3	4	5	1	2	3	4	5
28.	I reinforce student expression of values without regard to their gender, so that boys and girls can express assertiveness and gentleness.	1	2	3	4	5	1	2	3	4	5
29.	I avoid generalizations that refer to gender stereotyping; for example, “you drive like a woman,” or “think like a man.”	1	2	3	4	5	1	2	3	4	5
30.	I avoid comparison of students based on gender; for example, I would not say, “the girls are working harder than the boys.”	1	2	3	4	5	1	2	3	4	5
31.	I take the idea of equality seriously; for example, I do not put down men or women, or joke about their abilities or roles.	1	2	3	4	5	1	2	3	4	5
32.	I recommend all classroom activities to both boys and girls; for example, I suggest both females and males try cooking or a woodwork-ing project as optional activities.	1	2	3	4	5	1	2	3	4	5
33.	I assign classroom chores and duties without regard to gender; for example, both females and males carry chairs, run AV equipment, take notes during classroom meetings, and water plants.	1	2	3	4	5	1	2	3	4	5
34.	I encourage boys and girls to participate in a variety of roles within extra curricular activities; for example, committee head, hospitality committee, secretary, treasurer, president, etc.	1	2	3	4	5	1	2	3	4	5

1 - Almost always
2 - Frequently
3 - Occasionally
4 - Almost never
5 - Not applicable

Curriculum Content:

	What is					What should be				
	1	2	3	4	5	1	2	3	4	5
35. Where pertinent, the content in all my classes includes a focus on overcoming gender bias and gender role stereotyping.										
36. Historical, cultural, and intellectual contributions of females and males are included as an integral part of my students’ curriculum.										
37. I design curriculum modules which relate to both genders and which provide ways for both genders to gain positive identification of self-images.										
38. I try to help female and male students develop those interpersonal skills and values needed to work and live cooperatively in our society.										
39. I present information on gender role stereotypes, why stereotyping occurs and how it is maintained.										
40. My students examine their own attitudes and behavior towards the other gender.										
41. Literature by women authors, literature about women, and literature with women as central characters in non-stereotyped roles are equally represented in my teaching.										
42. I use examples in my teaching that show both men and women using a wide range of feelings, interests and career choices.										
43. I display and use accurate factual knowledge about the current economic and legal status of women and men.										

Curriculum Resources:

44. I am familiar with the various gender equitable educational materials available in the school library, public library, media center, and other resource centers.										
45. When ideal materials cannot be found, I have been trained to detect and to teach students to detect both overt and subtle manifestations of gender bias.										
46. I redesign curricular materials to promote a positive set of assumptions about both genders.										
47. I have evaluated my textbooks to determine whether they contain fair and appropriate treatment of both genders.										
48. I incorporate supplementary gender equitable curricular materials into my classroom curriculum.										
49. I know where to obtain instructional materials which are free of gender bias for use in my classroom.										
50. I explain to my students how some curriculum materials have contributed to negative assumptions about women, either by omission of data or inclusion of data which promotes a less than positive view.										

1 - Almost always
2 - Frequently
3 - Occasionally
4 - Almost never
5 - Not applicable

	What is					What should be				
	1	2	3	4	5	1	2	3	4	5
51. The instructional materials that I use treat both genders honestly, realistically, and sensitively.										
52. My displays show both genders working and socializing together.										
53. I make a conscious effort to bring in outside people of both genders to counteract traditional gender roles: female scientist, engineers, dentists and plumbers or male nurses, secretaries, and househusbands.										

Parent/Community Relations:

54. I seek the assistance of the community in developing gender equitable education activities.										
55. I have made efforts to involve parents (of both genders) in school activities.										
56. I have attempted to communicate to parents about the importance of gender equitable education.										
57. Parents are supportive of my efforts in the area of gender equitable education.										
58. The school provides the community with current information about its gender equitable education programs.										
59. The community my school serves wants the school to foster and achieve gender equity.										
60. The school has attempted to learn what barriers keep fathers from being involved in school activities.										
61. Both mothers and fathers participate significantly in parent organizations.										
62. Members of our staff work cooperatively with the media to ensure positive coverage of gender equitable activities.										

School Leadership:

63. My principal regularly works with the teaching staff to help them improve the quality of their instruction in gender equitable education.										
64. The curriculum supervisors for this school have positive attitudes towards gender equitable education.										
65. My principal deals directly and openly with men and women.										
66. My principal attempts to recruit females and males into areas in which they are under-represented.										
67. My principal provides staff and students with a positive role model in the areas of gender equitable attitudes and behavior.										

1 - Almost always
2 - Frequently
3 - Occasionally
4 - Almost never
5 - Not applicable

<i>School Staff:</i>	What is					What should be				
68. Staff members do not condone sexual slurs in the form of jokes or other comments.	1	2	3	4	5	1	2	3	4	5
69. Counselors in my school encourage and counsel female students to strive for skills and training, which will equip them to compete for well paying careers in any field.	1	2	3	4	5	1	2	3	4	5
70. My school’s counselors clearly convey in their behavior the assumption that both male and female students can achieve significantly.	1	2	3	4	5	1	2	3	4	5
71. The support staff (secretaries, custodial workers, etc.) in my school actively support the school’s gender equity efforts.	1	2	3	4	5	1	2	3	4	5
72. Gender equity is clearly understood by the staff to be a high priority goal of my school.	1	2	3	4	5	1	2	3	4	5
73. Staff promotions and assignments, curricular and extra-curricular, are handled on the basis of merit rather than considerations based upon gender.	1	2	3	4	5	1	2	3	4	5
74. I think that most of the staff’s efforts toward implementation of a gender equitable curriculum have been successful.	1	2	3	4	5	1	2	3	4	5
75. Counselors in my school are informed on the realities of gender discrimination in employment and in turn they provide such information to all students.	1	2	3	4	5	1	2	3	4	5
76. My school’s guidance staff avoids gender role stereotyping in recommending courses and career counseling.	1	2	3	4	5	1	2	3	4	5
77. Staff members in my school generally receive equal treatment, regardless of gender.	1	2	3	4	5	1	2	3	4	5
78. My school’s guidance services are consciously provided with a sensitivity to the problems and needs of both genders.	1	2	3	4	5	1	2	3	4	5
79. Counselors in my school encourage and counsel female students to strive for skills and training that will equip them to compete for well paying careers in any field.	1	2	3	4	5	1	2	3	4	5

School Students:

80. Boys and girls are equally represented in exceptional education (i.e., special, gifted, and learning disabled).	1	2	3	4	5	1	2	3	4	5
81. Grouping, class scheduling, and student assignment policies promote interaction between the genders.	1	2	3	4	5	1	2	3	4	5
82. My students are encouraged to discuss school events and current events which relate to gender equity.	1	2	3	4	5	1	2	3	4	5
83. My school maintains and enforces the same standards of conduct for students of both genders.	1	2	3	4	5	1	2	3	4	5

1 - Almost always
2 - Frequently
3 - Occasionally
4 - Almost never
5 - Not applicable

	What is					What should be				
84. All school facilities, equipment, and clubs are equally available to all students.	1	2	3	4	5	1	2	3	4	5
85. The number of students expelled or suspended reflects the male/female proportions of the student body.	1	2	3	4	5	1	2	3	4	5
86. Students in my school form gender integrated groups in out-of-class situations.	1	2	3	4	5	1	2	3	4	5
87. All students, regardless of gender are encouraged by the school and the individual activity sponsors to participate in any of the extra class activities available in the school, except contact sports.	1	2	3	4	5	1	2	3	4	5
88. Participants in the school’s various organizations, clubs, and programs generally reflect the female/male composition of the student body.	1	2	3	4	5	1	2	3	4	5
89. Social events in the school are planned and conducted to foster interaction of the genders.	1	2	3	4	5	1	2	3	4	5
90. Both female and male students serve as officers of classes, student organizations, and academic groups on more than a token basis.	1	2	3	4	5	1	2	3	4	5
91. I think that students in my school generally receive equal treatment, regardless of gender.	1	2	3	4	5	1	2	3	4	5
92. Students of both genders are significantly involved in the planning of the school’s out-of-class activities.	1	2	3	4	5	1	2	3	4	5

1 - Almost always
2 - Frequently
3 - Occasionally
4 - Almost never
5 - Not applicable

Limited English Proficient (LEP) Item Bank

Curriculum Content:	What is					What should be				
1. Exiting LEP students are allowed access to the full curriculum of the school.	1	2	3	4	5	1	2	3	4	5
2. The district is keeping a record of successful participation rates of exited ESL students in all aspects of the school’s curriculum.	1	2	3	4	5	1	2	3	4	5
3. My school promotes full access to its school curriculum to the LEP students who are participating in the alternative language program.	1	2	3	4	5	1	2	3	4	5
4. I provide special opportunities for students in the classroom who are linguistically different.	1	2	3	4	5	1	2	3	4	5
5. Where pertinent, the content in all classes includes a focus on learning and improving the skills of my LEP students.	1	2	3	4	5	1	2	3	4	5
6. Historical, cultural, linguistic, and intellectual contributions of LEP students are an integral part of the curriculum content.	1	2	3	4	5	1	2	3	4	5
7. I provide my students with curriculum content that encourages the LEP students to express, celebrate, and maintain their native language.	1	2	3	4	5	1	2	3	4	5
8. I encourage my LEP students to positively deal with each other’s languages, dialects, and expressions.	1	2	3	4	5	1	2	3	4	5
Awareness & Sensitivity:										
9. My district implements a procedure to determine which documents are to be translated into the LEP student home language.	1	2	3	4	5	1	2	3	4	5
10. I encourage my LEP students to not be segregated from the native English speaking students in programs and/or activities such as recess, physical education, art, and music.	1	2	3	4	5	1	2	3	4	5
11. I write my objectives of the day on the blackboard in order to help the LEP student establish a routine.	1	2	3	4	5	1	2	3	4	5
12. I review my objectives orally each day before class begins.	1	2	3	4	5	1	2	3	4	5
13. I familiarize my students with the list of instructions and expectations of the classroom environment.	1	2	3	4	5	1	2	3	4	5
14. I developed a plan and use it to meet the individual needs of the LEP students.	1	2	3	4	5	1	2	3	4	5
15. My classroom depicts inclusion and encouragement of the LEP student’s culture and language.	1	2	3	4	5	1	2	3	4	5
16. My classroom is language friendly. I make available textbooks, dictionaries,and thesauruses in the student’s native language.	1	2	3	4	5	1	2	3	4	5
17. My school sends home announcements in the student’s native language.	1	2	3	4	5	1	2	3	4	5

1 - Almost always
2 - Frequently
3 - Occasionally
4 - Almost never
5 - Not applicable

	What is					What should be				
18. My classroom includes bilingual audiotapes of stories, poems, songs, etc., and recorders with headsets for use by students.	1	2	3	4	5	1	2	3	4	5
19. I encourage the LEP students to practice their newly acquired English skills in a non-classroom setting.	1	2	3	4	5	1	2	3	4	5
Personal/Professional Development:										
20. My school uses trained district staff members to administer, evaluate, and interpret ESL assessment instruments and results.	1	2	3	4	5	1	2	3	4	5
21. My district encourages the hiring of qualified teachers who have training in the proper professional development required to meet the needs of LEP students.	1	2	3	4	5	1	2	3	4	5
22. My district allows for staff development to help teachers meet professional training needs in order to fulfill the requirement of qualified teachers of LEP students.	1	2	3	4	5	1	2	3	4	5
23. The district provides staff with LEP training within a reasonable period of time.	1	2	3	4	5	1	2	3	4	5
Instruction:										
24. All students identified as LEP are assessed as to the extent of their English language skills.	1	2	3	4	5	1	2	3	4	5
25. All formal district assessment instruments are validated as to the appropriateness of their use.	1	2	3	4	5	1	2	3	4	5
26. The district assessment instruments have identified specific levels of English language proficiency for LEP students to meet the criteria for services.	1	2	3	4	5	1	2	3	4	5
27. The district ESL/bilingual program assesses in both languages.	1	2	3	4	5	1	2	3	4	5
28. All identified LEP students within my district are served in an alternative language program.	1	2	3	4	5	1	2	3	4	5
29. Participation in the alternative language program courses meets the district graduation requirements.	1	2	3	4	5	1	2	3	4	5
30. LEP students are being evaluated to determine whether they meet the exit criteria from the alternative language program of the district.	1	2	3	4	5	1	2	3	4	5
31. My district is able to demonstrate that its exit criteria is based on equitable standards.	1	2	3	4	5	1	2	3	4	5
32. The district exit criteria establishes the significant participation of LEP students in the district’s Instructional programs.	1	2	3	4	5	1	2	3	4	5

1 - Almost always
2 - Frequently
3 - Occasionally
4 - Almost never
5 - Not applicable

	What is					What should be				
33. The district’s exit criteria assures that the LEP students speak, read, write, and comprehend English at the academic proficiency level.	1	2	3	4	5	1	2	3	4	5
34. The district exit criteria encourages the opportunity for LEP students to be reassigned to the regular classroom instructional environment.	1	2	3	4	5	1	2	3	4	5
35. The district is providing the exited students the opportunity to keep up with their native languages by offering classes in their native language.	1	2	3	4	5	1	2	3	4	5
36. The exited alternative language program students are keeping up with their native language peers.	1	2	3	4	5	1	2	3	4	5
37. The exited alternative language program students are keeping up with their non-native language peers.	1	2	3	4	5	1	2	3	4	5
38. A record is being kept of the progress ESL students are making during the school year.	1	2	3	4	5	1	2	3	4	5
39. The district keeps records of whether exited alternative language program students are being retained and/or dropping out at rates similar or equal to their native English speaking peers.	1	2	3	4	5	1	2	3	4	5
40. The process for identifying gifted and talented students also incorporates an alternative identification method for the LEP students who could benefit from such a program.	1	2	3	4	5	1	2	3	4	5
41. Justifications for excluding LEP students from any special opportunity programs are comparable to justifications used in determining exclusion of native English speaking students.	1	2	3	4	5	1	2	3	4	5

School Staff:

42. My district promotes the hiring of bilingual paraprofessionals or tutors to assist in meeting the requirements of LEP services.	1	2	3	4	5	1	2	3	4	5
43. The bilingual paraprofessionals and tutors work under the supervision of qualified classroom teachers.	1	2	3	4	5	1	2	3	4	5
44. In my school paraprofessionals are being utilized on an interim basis.	1	2	3	4	5	1	2	3	4	5
45. My school has a diverse staff population representative of the student body population.	1	2	3	4	5	1	2	3	4	5
46. My school staff members are certified in ESL/Bilingual education.	1	2	3	4	5	1	2	3	4	5
47. My school’s staff is included in the development of curriculum content, implementation, and other ESL issues.	1	2	3	4	5	1	2	3	4	5
48. I feel I have administrative support with issues and/or concerns of my LEP students.	1	2	3	4	5	1	2	3	4	5
49. My school’s your staff has fluent speakers of our non-English speaking student population.	1	2	3	4	5	1	2	3	4	5

1 - Almost always
2 - Frequently
3 - Occasionally
4 - Almost never
5 - Not applicable

Curriculum Resources:

	What is					What should be				
50. The quality and quantity of instructional materials available for me to employ is adequate to meet the academic needs of all identified LEP students.	1	2	3	4	5	1	2	3	4	5
51. My instructional materials are provided by the district on a timely basis.	1	2	3	4	5	1	2	3	4	5
52. My district’s resources are based upon the objectives and expectations of the LEP student population.	1	2	3	4	5	1	2	3	4	5
53. There are resources such as textbooks, in the LEP student’s native language that are readily available to them.	1	2	3	4	5	1	2	3	4	5
54. Resources are shared depending upon the objectives for the LEP students.	1	2	3	4	5	1	2	3	4	5

School Environment Assessment

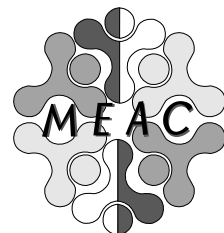
	Yes	No
CLASSROOM		
1. Is diversity celebrated within the classrooms by the visual display of various racial groups, age groups, economic groups, or men and women in non-traditional roles in the following places?		
Bulletin Boards	☐	☐
Posters	☐	☐
Pictures	☐	☐
Magazines	☐	☐
Text Books	☐	☐
2. Do the classrooms have a learning center specifically designed for the display of various cultures’ materials and/or artifacts?	☐	☐
3. Do the classrooms display the artwork of different cultures, whether done by the students or from other sources?	☐	☐
4. Are there books and/or magazines about various cultures/ethnic groups available in the classroom for students to read?	☐	☐
5. Does the physical arrangement of the classroom seating reflect the differing learning styles that exist in the student population?	☐	☐
6. Do the calendars used in the classroom/school include information about ethnic holidays and/or outstanding individuals from different ethnic cultures?	☐	☐
MAIN OFFICE		
7. Does the school motto promote a positive learning environment for all students regardless of race, gender, or national origin?	☐	☐
8. Is the school motto displayed prominently somewhere near the main office?	☐	☐
9. Is there a display area or case somewhere near the main office used to celebrate diversity by displaying art and/or artifacts from various cultures?	☐	☐
10. Does the main office have material on display depicting various ethnic groups in the following places?	☐	☐
Bulletin Boards	☐	☐
Posters	☐	☐
Pictures	☐	☐
Magazines	☐	☐
Books	☐	☐
CAFETERIA		
11. Does the cafeteria serve food from a variety of ethnic groups?	☐	☐

	Yes	No
12. If there is a display of the four food groups, are food items included other than those of the dominate white culture?	☐	☐
13. Do the pictures, posters, and art work displayed in the cafeteria depict individuals from different ethnic cultures?	☐	☐
STAFF		
14. Is the racial make-up of the staff proportional to that of the student body population?	☐	☐
15. Is the gender make-up of the staff proportional to that of the student body population?	☐	☐
16. Do teachers analyze instructional material for race and gender bias?	☐	☐
STUDENTS		
17. Do members of the following student activities/organizations reflect the diversity found in the student population?		
Drama	☐	☐
Musical groups	☐	☐
Dance groups	☐	☐
Athletics	☐	☐
Student Council	☐	☐
School clubs (list)	☐	☐
18. Do students in honors classes reflect the diversity found in the student population (e.g., math, science)?	☐	☐
MATERIAL		
Check for bias in any book, magazine, poster, film, video or handout using the following list.	☐	☐
19. Do the illustrations, posters, or pictures depict ethnic groups in leadership and decision-making roles?	☐	☐
20. Are family relationships depicted accurately (e.g., not all African American families have a dominate mother figure, not all Hispanic families have lots of children, not all families have a mother and a father)?	☐	☐
21. Does the material portray various dimensions of an ethnic group’s lifestyle (e.g., family, work, entertainment...)?	☐	☐
22. Do illustrators of the material avoid stereotypical pictures (e.g., a woman secretary, Hispanic migrant worker, poor African American...)?	☐	☐
23. Are both sexes involved in active and passive activities?	☐	☐
24. Are both men and women illustrated in household, nurturing, and career roles?	☐	☐

	Yes	No
25. Are older people of various ethnic groups included in publications?	☐	☐
26. Are everyday people illustrated along with heroes, that reflect ethnic and cultural pluralism?	☐	☐
27. Are universal gender terms used when appropriate (i.e. mail carrier vs. mailman or police officer vs. policeman)?	☐	☐
28. Does the material display differences within groups (e.g., variety in roles, sizes, emotions, abilities, likes, and dislikes) as well as between groups?	☐	☐
29. Are various ethnic groups depicted in a variety of living situations rather than exclusively in ghettos, barrios, or migrant camps?	☐	☐
30. Are the number of individuals illustrated in each ethnic group under-represented relative to the total number of illustrations found in a book or a magazine?	☐	☐

LIBRARY/SCHOOL

31. Does the library include current publications about different ethnic groups?	☐	☐
32. Does the library carry books about different ethnic groups for all grade levels?	☐	☐
33. Does the school library subscribe to ethnic magazines?	☐	☐
34. Does the school have or have access to films, videos, records, and other resources on ethnicity and cultural pluralism?	☐	☐
35. Do school symbols, mascots, and songs reflect positively on cultural pluralism?	☐	☐
36. Do school assemblies and plays reflect the diversity in the U.S.?	☐	☐



**Midwest Equity Assistance Center
1100 Mid-campus Drive
Manhattan, KS 66506
785-532-6408 or
1-800-232-0133 ext, 6408
info@ksu.edu
<http://meac.educ.ksu.edu>**