

Classroom and Building Assessment: High Expectations

Julie Landsman

_____Materials and examples include works, ideas, concepts by a diverse group of authors, thinkers, historical figures, etc.

_____Diverse groups are woven in not separated out of overall curriculum

_____Texts, content, issues, etc are chosen with knowledge of what issues can come up, with thought beforehand about how to provide a place for a safe discussion

_____All students are made to feel safe in the classroom, hallways, lunchroom etc

_____Generalizations about racial and ethnic groups are simply not part of the vocabulary of the school by anyone

_____Evidence of many cultures can be seen on walls, in the library, in adults in the building, in examples used in classrooms, in literature, celebrations, etc

_____Student and parents discomfort, frustration, anger, are taken seriously and ways of mediation and discussion are provided to work things out

_____High expectations are provided for all students: to get work in, to complete work, to know the answers to different levels of questions, to work in class, to follow class guidelines, to respond to parent calls, to respond to structure

_____Parents of color are present and feel welcome at conferences, celebrations, dinners, and are part of parent councils, parent advisory groups

_____Students of all ethnicities are in all levels of learning in a building, ie there are no “all white” or “all students of color” tracks, programs, etc.

_____Students of color are counseled to consider college, academic programs

_____Administration and teachers willing to counter racist comments and low expectations of students of color in lounges, meetings, individual discussions, committee meetings,

_____Teachers are aware of the importance of inclusive curriculum and education even when schools are primarily white: a matter of telling the complete truth

_____Teachers and staff are comfortable in discussing issues of race, class and gender without being defensive or being shamed...

_____Teachers and staff willing to go do the hard work of dealing with racism in the building and are willing to change when that is necessary

_____Teachers and staff are confident in their ability to talk about and deal with issues of race and inclusiveness, aware that they are always in flux and will learn new things each day that may make them uncomfortable.

_____Teachers are willing to: reach out intellectually, meet face to face and step out and into another environment to work toward activism and enlightenment