

KPS [Multicultural Education](#) Best Practices: A Self-Assessment

Consider: What are your strengths? Growth areas and goals? Whose feedback should you seek out?

*Check the box that best aligns to your work in this area

<p>I. How I Teach: Communication & Critical Inclusivity (formerly sections I and IV) <i>The learning environment sets the tone for all learning so that critical thinking can happen in a supportive space. A supportive environment acknowledges and affirms a diversity of experiences while also challenging dynamics of power and privilege in the classroom so as to not perpetuate inequity. Students must be engaged in the teaching and learning process. We must facilitate experiences in which students learn from each other's experiences and perspectives.</i></p>	Common Practice	Short Term Goal	Long Term Goal	Further Conversations Needed
I utilize the Kent Place Community Conversation Norms in support of inclusivity.				
I collaborate with my students to co-construct additional norms and agreements.				
I encourage my students to reference the norms and hold each other and me accountable to these norms.				
I communicate and clarify the expectations for the learning environment.				
I acknowledge and address the dynamics of how communication is happening in the room by noticing who is / is not participating and what groups these individuals represent.				
My practices challenge the notion that teachers are the sole holders of knowledge; I bring the perspectives and experiences of the students to the center of learning to connect content to their everyday lives. I also vary instructional techniques to include cooperative learning, dialogue, and student teaching, among others.				
I use official KP information and KP interactions with my students to learn about my students' background and cultural experiences to inform my teaching and encourage stories/experiences to highlight and invite additional "windows and mirrors."				

I encourage students to ask critical questions about all information they receive from me and curricular materials by modeling this type of critical thinking for them. <i>E.g. Who wrote or edited this textbook? Whose voice am I hearing and not hearing? What systems of power are at play?</i>				
---	--	--	--	--

II. What I Teach: Content, Learning Materials & Perspective (formerly sections II and III) <i>Content must acknowledge the contributions and perspectives of all groups. Content should be presented from a variety of perspectives in order to be as complete and accurate as possible. Materials must be diverse and critically examined for bias and must also be evaluated to proactively guard against dehumanizing material.</i>	Common Practice	Short Term Goal	Long Term Goal	Further Conversations Needed
I know where to find diverse resources and/or who to reach out to in order to find more diverse resources.				
I diversify images and content in my classroom space to provide windows and mirrors for the students.				
Through the selection of materials, I expand our lens on society to counterbalance dominant discourse such as those that are Euro-centric, male-centric, Christian-centric, heterosexual-centric, and upper middle-class centric.				
I avoid tokenism by weaving content about underrepresented groups with content about traditionally over-represented groups.				
I challenge stereotypes and interrupt “ single stories ” about a people or a region.				
I include stories of liberation and empowerment so that underrepresented groups are seen as complex characters with agency and strength. I also include stories of allyship from members of over-represented groups.				
I examine all material for bias and potentially dehumanizing material.				
I present content through a variety of lenses and teach about groups and regions by using resources from those groups and regions.				

<p>III. Why I Teach: Social & Civic Responsibility—Advance the World <i>If we hope to prepare students to be active participants in an equitable democracy, we must educate them about social justice, environmental and model civic responsibility in the curriculum. An important component of our school mission is a mandate to empower our students to advance the world.</i></p>	Common Practice	Short Term Goal	Long Term Goal	Further Conversations Needed
I connect teaching and learning to local, national and global issues.				
I encourage students to think critically about societal norms and expectations.				
I discuss the history of privilege and oppression in my subject area, school, education, and society at large. I also discuss the history of resistance and liberation in these arenas.				
I facilitate discussions to examine and address racism, sexism, homophobia, or other oppressions when they emerge in the curriculum and/or spontaneously arise.				
I invite students to reflect on their learning and identify action steps of social and civic responsibility to affect change and advance the world.				