

Name:

Self-Assessment

Universal Access: Equity for all Students (E-2.6)

Directions: With your support provider review and discuss the standards below referencing any information gained through Conversation Guides.		
<p>Participating teachers protect and support all students by designing and implementing equitable and inclusive learning environments. They maximize academic achievement for students from all ethnic, race, socio-economic, cultural, academic, and linguistic or family background; gender, gender identity, and sexual orientation; students with disabilities and advanced learners; and students with a combination of special instructional needs.</p>	<p>Reflection Planning Prompts:</p> <ul style="list-style-type: none">• Inclusive Environments: How I support students from all ethnic, racial, socio-economic, cultural, academic, and linguistic backgrounds; gender, gender identity, and sexual orientation <p><u>Evidence:</u></p>	<p>Describe your strengths and challenges related to learning opportunities.</p> <p><i>Initial Self-Assessment Date/Comments:</i></p> <hr style="border-top: 1px dashed black;"/> <p><i>Final Self Assessment Date/Comments:</i></p>
<p>When planning and delivering instruction, participating teachers examine and strive to minimize bias in classrooms, schools and larger educational systems using culturally responsive pedagogical practices.</p>	<ul style="list-style-type: none">• Teaching Practice: How I use culturally responsive teaching practices to overcome the effects of bias on my students <p><u>Evidence:</u></p>	<p>Describe your strengths and challenges related to teaching practices.</p> <p><i>Initial Self-Assessment Date/Comments:</i></p> <hr style="border-top: 1px dashed black;"/> <p><i>Final Self Assessment Date/Comments:</i></p>
<p>Participating teachers use a variety of resources (including technology-related tools, interpreters, etc.) to collaborate and communicate with students, colleagues, resource personnel and families to provide the full range of learners equitable access to the state-adopted academic content standards.</p>	<ul style="list-style-type: none">• Communication: How I communicate with students, colleagues, resource personnel and families to provide equitable access to the state-adopted academic content standards <p><u>Evidence:</u></p>	<p>Describe your strengths and challenges related to communication.</p> <p><i>Initial Self-Assessment Date/Comments:</i></p> <hr style="border-top: 1px dashed black;"/> <p><i>Final Self Assessment Date/Comments:</i></p>

Possible sources of evidence to review when addressing these prompts: Class Profile; School and District Information/ Resources; Ongoing Parent/Student Communication; Student Work; Classroom Observations