

## **Classroom and Building Assessment: High Expectations**

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\_\_\_\_\_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