

Understanding Self – Self Assessment

Taking Self-Assessments

Take the assessments below to evaluate your strengths and opportunities for improvement in reflecting on your lived experiences, mitigating your biases and understanding how both shape your leadership.

Likert Scale: Always, Frequently, Sometimes, Rarely, or Never.

Assessment Questions

	A	F	S	R	N
1. I am aware of my own social identities (e.g., race and ethnicity, socio economic status, ability, language, sexuality, etc.).					
2. I actively listen to the viewpoints of those with a social identity different than my own.					
3. When students and families from my school or district share their concerns about practices, policies, or procedures, I investigate the impact of those practices, policies, or procedures for each student and student group in my school or district.					
4. I recognize when my cultural upbringing impacts the beliefs I hold about student groups.					
5. Part of the vision for my school(s) stems from a desire to equip all students with everything they need to excel.					
6. I believe a student’s competency is more than their assessment score.					
7. Each student is equally likely to demonstrate academic achievement or growth when given access and opportunity to effective and responsive instructional environments.					
8. I believe that students need to learn about the experiences of various cultures in order to have a high-quality education.					
9. I am open to learning about how students and families with different cultural and social identities than my own experience my school(s).					
10. I am open to challenging my assumptions about different cultures.					
11. I believe in forming relationships with all students and families to create an inclusive learning environment and increase participation and engagement.					

MY SCORE

Always	Frequently	Sometimes	Rarely	Never
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Scoring

Because we are all on this learning journey and can never “arrive,” we strongly encourage you to read the entire Understanding Self section from start to finish. However, if you find it more helpful to start with content that aligns to your scores, please see the guidance below.

If most of your answers were “Always” and “Frequently,” the section on [Intersectionality](#) is an optimal place to start.

If most of your answers were “Sometimes,” consider reviewing the tables and questions in [“Challenge 2.”](#)

If most of your answers were “Rarely” and “Never,” we recommend starting at the beginning of [Understanding Self](#) as the most helpful entry point.

MY SCORE

Always	Frequently	Sometimes	Rarely	Never
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Scoring

Because we are all on this learning journey and can never “arrive,” we strongly encourage you to read the entire **Understanding Others** section from start to finish. However, if you find it more helpful to start with content that aligns to your scores, please see the guidance below.

If most of your answers were “Always” and “Frequently,” the section covering “Community and Family Engagement” is an optimal place to start.

If most of your answers were “Sometimes,” “Rarely” and “Never,” we recommend starting at the beginning of Understanding Others with “Identifying Systemic Barriers.”

Understanding Context – Self Assessment

Taking Self-Assessments

Take the assessments below to evaluate your strengths and opportunities for improvement in understanding the context you’re working in.

Likert Scale: Always, Frequently, Sometimes, Rarely, or Never.

Assessment Questions

1. I strive to serve all students in my school community based on their individual needs.
2. I strive to understand and address the structural inequities in my school and how that impacts students I serve.
3. I strive to understand and address the structural inequities in my district and how that impacts students I serve.
4. I strive to understand and address inequities that exist within the larger educational system.
5. I strive to understand and address inequities that exist within society as a whole.
6. I seek and value input from my community to ensure that our system is responsive to their needs.
7. I see the structural inequities in my school/district and the methods and beliefs through which those inequitable practices are upheld.
8. I believe that inequities in school are a reflection of larger inequities in the educational system and society as a whole.
9. I know that our system can continuously improve our efforts to minimize inequities in our school and/or district.

	A	F	S	R	N

MY SCORE

Always	Frequently	Sometimes	Rarely	Never
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Scoring

Because we are all on this learning journey and can never “arrive,” we strongly encourage you to read the entire Understanding Context section from start to finish. However, if you find it more helpful to start with content that aligns to your scores, please see the guidance below.

If most of your answers were “Always” and “Frequently,” the section covering “Colorado Demographics/Data” is an optimal place to start.

If most of your answers were “Sometimes,” “Rarely” and “Never,” we recommend starting at the beginning of Understanding Context with “Naming Our Current Reality.”

Implementation – Self Assessment

Taking Self-Assessments

Take the assessments below to evaluate your strengths and opportunities for improvement in developing and implementing equity work.

Likert Scale: Always, Frequently, Sometimes, Rarely, or Never.

Assessment Questions

	A	F	S	R	N
1. When designing school policies, I strive to remove barriers to participation for our diverse school communities.					
2. When complaints of discrimination come to me, I take immediate action to review those concerns.					
3. When addressing complaints of discrimination, I take immediate action to prevent further occurrence.					
4. I believe it is my duty to advocate for all students despite potential opposition.					
5. When making decisions that affect school communities, I create conditions for underrepresented groups to participate fully in the input process.					
6. I strive to include the strengths of all cultures in my school community.					
7. I have a vision of what equity looks like in my school(s) for all student groups.					
8. I have the skills to help implement this vision of equity and make it a reality for all students.					

Narrative Response Questions

1. When I am exploring a new implementation, I will ensure diverse voices are included by...

2. When I am working on installing a new strategy or procedure, I will ensure diverse voices are included by...

3. I will ensure diverse voices are included in initial implementation and in an ongoing way during full implementation of the work by...

MY SCORE

Always	Frequently	Sometimes	Rarely	Never
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Scoring

Because we are all on this learning journey and can never “arrive,” we strongly encourage you to read the entire Implementation section from start to finish. However, if you find it more helpful to start with content that aligns to your scores, please see the guidance below.

If most of your answers were “Always” and “Frequently,” you may find the “Establishing Partnership and Inviting Investment” a helpful next step.

If most of your answers were “Sometimes,” “Rarely” and “Never,” we recommend starting at the beginning of Implementation and starting at “Entry Point 1” or “Entry Point 2.”

Reflection & Evaluation – Self Assessment

Taking Self-Assessments

Take the assessments below to evaluate your strengths and opportunities for improvement in reflecting on your lived experiences, mitigation your biases and understanding how both shape your leadership.

Likert Scale: Always, Frequently, Sometimes, Rarely, or Never.

Assessment Questions

1. I regularly reflect on what I've learned during conversations or trainings about cultural perspectives in order to improve outcomes for those students who are historically underserved.
2. I seek feedback about how I can improve as a leader from others who do not share my social identity or cultural background.
3. The amount of time, effort, and energy I put into improving my school/district to meet needs of students, families, and teachers are determined by identified needs and gaps, ensuring equitable access for all.

	A	F	S	R	N

Narrative Response Question

1. What is my best next step to ensure the lens of equity is central to the work I do?

MY SCORE

Always	Frequently	Sometimes	Rarely	Never
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Scoring

Because we are all on this learning journey and can never “arrive,” we strongly encourage you to read the entire Reflection and Evaluation section from start to finish. However, if you find it more helpful to start with content that aligns to your scores, please see the guidance below.

If there were prior sections in the toolkit where most of your answers were “Never” or “Rarely” you may want to pay special attention to barriers of success related to this section.