DESCRIPTION

This Equity Walk Through tool was designed to support educators in fostering an ongoing lens of cultural responsiveness through a critical examination of their educational spaces. It is a valuable tool to use as a springboard for expanding perspectives and creating opportunities for open, honest dialogue and reflection regarding current practices.

SUGGESTED USE

This tool is written to be used as an activity for teams, journey partners, students or for personal reflection to gain insight into the way your own biases and preferences manifest in your physical spaces. This will help you recognize where you need to bring forth more diverse representation, voices, perspectives, and experiences to ensure that the school's student population as well as our diverse world at large is authentically represented and reflected.

GOING DEEPER WITH EPOCH

If you are interested in support using this tool or creating your own based on your specific needs, we would recommend our online **Skill Building Library.** Participants will deepen their knowledge around the needs of marginalized groups, explore institutional inequities and build awareness, empathy and understanding while changing educational outcomes for those most at risk.

PHYSICAL ENVIRONMENT: ACKNOWLEDGMENT AND CONNECTEDNESS

Title	Possible Examples	Notes/Recommendations	Rating
1. Displays represent diverse cultural materials, photos, words, art. **There are positive, normalized representations of the racial and cultural identities of students represented within the school.**	• Wall displays are more than cartoon representations of diversity. • Students "see" themselves in the room. • Displays recognize contributions of a diverse population.		
2. "High quality" student work is displayed.	• Students have a say in the work that is represented on the wall. • Examples of collaborative work. • Example of progress and growth. • Work is fresh, new, rotated.		
3. Classroom climate is warm and welcoming to students.	• Teacher greets students individually. • Joyful learning opportunities are visible. • Classroom "feels" like a place different people want to learn in.		
4. Classroom environment is conducive to collaborative learning.	• Flexible groupings opportunities are visible. • Flexible seating opportunities are visible. • Easy flow and space to move about.		

N/A Did not observe 1–absent 2–saw occasionally 3–saw consistently 4–saw outstanding examples of

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5. Literature (class libraries) reflects the cultural diversity of the students in the class.	• Books are independently accessible to students. • Random sampling of books reflect multiple identities. • There are more than "just a few" diverse books. • Diverse literature goes beyond biographies and non-fiction.		
6. Students feel like they belong in the classroom and the classroom belongs to them.	• Students are known and celebrated as individuals with rich cultural, racial intersectional identities. • Students have confidence with procedures, routines, and expectations. • Students take leadership roles.		
7. Students problem solve independently.	• Students know where to look to get answers to their questions. • Resources are available and easily accessed.		
8. Opportunities for independence and autonomy are available.	• Students know what to do when they complete assignments. • Activities are set up so students can self-manage their time and behavior.		

N/A Did not observe 1-absent 2-saw occasionally 3-saw consistently 4-saw outstanding examples of