

Remember: Equity is not just about the **big moves we make**. It is also about the small moves made every day. Here are 31 moves you can make to advance your work in educational equity and justice.

1. Evaluate your disaggregated data and identify gaps in student performance.
2. Call and personally introduce yourself to parents of your Black and Hispanic students for authentic dialogue and to establish meaningful connections.
3. Incorporate storytelling and narrative in your classroom instruction and campus events.
4. Learn to correctly pronounce the names of all your students and do so consistently.
5. Replicate cultural communication styles and engagement such as choral response and collaborative tasks.
6. Infuse the music of your students' cultures and music that your students listen to in the school and classroom setting when possible and appropriate.
7. Learn about African-American Vernacular English (AAVE) and other home languages, and commit to teaching students to navigate Standard American English (SAE) while honoring their cultural dialects and home languages.
8. Speak at a school board meeting or local community event about the importance of educational justice.
9. Evaluate your student and staff leadership teams. Who is represented? Who is absent? Make a plan to improve cultural and racial representation and also improve the cultural competence of all staff members.
10. Assess your student-to-staff demographic ratio. What % of students are Black or Hispanic compared to what % of teachers are Black or Hispanic? Develop a plan for proportionality in teachers, staff, and volunteers compared to students.
11. Incorporate culturally reflective images in the classroom and across the campus.
12. Invite guest speakers who reflect your students' cultures and racial identities to share their stories with your school community.
13. Use graphic organizers and symbolic representations during instruction.
14. Capture students' attention by incorporating facts, quotes, pictures, and people that reflect their lived experiences.
15. Have a personal conversation with at least three students in your school community that do not share your cultural or racial background to learn about them – their perspectives, ideas, and values.
16. Read at least three articles on culturally relevant educational practices and commit to utilizing them in your daily work.
17. Ensure home to school communication is in the home language of students and their families.
18. Evaluate your curriculum and instructional materials for racial and cultural bias. Whose perspective or reality is reflected here? Whose is not reflected?
19. Evaluate your classroom, campus, and educational community's code of conduct and discipline expectations. Whose perspective and values are reinforced? Whose are erased and absent? Use these [10 Questions](#) to guide your reflection.
20. Take inventory of classroom libraries. Are your students' racial and cultural identities reflected? Is there diversity in the literature that is available to your students?
21. Read a book about anti-racism and social justice by a Black or Hispanic author or scholar. Reflect with a colleague, or even with your students.
22. Write your personal racial narrative. What is your cultural or racial identity? What percent of your life is influenced by race? When did you become aware of your race and how it impacts your life? How might your story be different from or similar to those of the students you serve?
23. Watch and reflect on a video that explains white privilege or systemic racism. Think about how your students are currently impacted by historical systemic racism.
24. Visit a Black or Hispanic church or a community organization in your school's community at least three times.
25. Think about your last three interactions with a Black or Hispanic student or family. What was the nature of the interaction? Was it positive or negative? What was the tone of interaction? Was it welcoming, collaborative, and inclusive or was it authoritarian and exclusive in nature?
26. Watch a news clip of a racially-centered current event. Note your response and emotional reaction. Were you angry? Did it spur you to action? Did it frustrate you? Did it cause dissonance? Why? Determine the root of your reaction and how your reaction might differ from your students in a different racial, cultural, or even socio-economic group.
27. Reflect on and write down your personal values. What do you believe about volume, music, communication, authority, rules, social order, manner of dress, professionalism, family, etc? How might your values and beliefs differ from your students? How do your beliefs and values influence your teaching and/or leadership? How do your students' beliefs and values influence their learning?
28. Assess the depth of your student to adult connection. Write the names of at least 20 Black or Hispanic students or staff in your classes or campus and at least 2 things you know about each one of them. What do you want to know?
29. Research common traditions and holidays in the Black and Hispanic communities and develop a plan to incorporate these traditions and holidays in your classroom or campus.
30. Reflect honestly on how you have intentionally or unintentionally promoted injustice, inequity, or oppression in your classroom, across your campus, or in the larger educational community. How might you have harmed students? Consider giving students an opportunity to anonymously share their feedback.
31. Take an implicit bias test to uncover your personal biases. Think about how they impact your work.