TeachME Professional Development

Promoting Equity and Inclusion in the School Setting

1. Every person gets what they need (e.g. supports, opportunities), as individuals, to be successful. What word is defined above?

A. Equality
B. Inclusion
C. Diversity
D. Equity

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2. What societal impacts does educational inequity have?

A. It disrupts economic mobility
B. It combats exclusion from educational opportunities.
C. It prevents people from qualifying for student loans
D. It perpetuates unconscious bias

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3. Which characteristic of inclusion focuses on the quality of student experiences while they are in school?

A. Focus on identification and removal of barriers
B. Particular emphasis on at-risk students
C. Concern with the participation of all learners
D. Process of development

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4. Acknowledging that children of different races, cultures, and ethnicities do not have the same, or equal, educational experiences is a step in working toward which of the following?

A. Gender equity
B. Economic and social equity
C. Student equality
D. Racial equity

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5. Scotty is an African American boy in 6th grade who has an IEP under the category Other Health Impairment (OHI) for ADHD. He just started in Mrs. Klein's science classroom after being transferred from another school. Scotty missed class due to being late and Mrs. Klein's co-teacher asked about him making up the lab. Mrs. Klein responded, "We can excuse him from it, he won't be able to complete it by himself." What effect of Mrs. Klein's unconscious bias is described above?

A. Mrs. Klein gives Scotty exclusionary disciplinary measures

B. Mrs. Klein has lower expectations for Scotty
C. Mrs. Klein has a zero tolerance policy for missing class
D. Mrs. Klein wants Scotty evaluated for additional special education services

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6. Inclusion requires the continuous search for better ways to respond to student diversity. Which characteristic of inclusion is summarized above?

A. Particular emphasis on at-risk students
B. Process of development
C. Concern with the participation of all learners
D. Focus on identification and removal of barriers

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7. Mrs. Klein is teaching her 6th grade science class about photosynthesis. She pre-teaches important vocabulary words and then assigns her students a Hyperdoc. The hyperdoc has a video, a Newsela article, a diagram, and a virtual science lab. What teaching strategy is Mrs. Klein utilizing that promotes equity and inclusion?

A. Culturally Responsive Teaching
B. Inclusive remote learning strategies
C. Universal Design for Learning (UDL)
D. Using a student's preferred pronouns

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8. Consistent and systematic fair, just, and impartial treatment of all individuals, including individuals who belong to underserved communities that have been denied such treatment. Which word is characterized above?

A. Equity
B. Diversity
C. Inclusion
D. Equality

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9. Showing positive representations of people of different gender identities in content and providing access to educational opportunities for people who represent marginalized gender identities, is a step in working toward which of the following?

A. Inclusion
B. Gender equity
C. Racial equity
D. Economic and social equity

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10. A process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities, and reducing exclusion from education and from within education. What word is defined above?

A. Equity

B. Diversity
C. Inclusion
D. Systemic Racism

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11. Which of the following might a teacher's unconscious bias (UB) affect?

A. Student grouping
B. Grading policies
C. Professional development choices
D. Expectations of students

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12. Mrs. Klein joined the Diversity, Equity, and Inclusion (DEI) team at her school. One of her tasks is to look at discipline records for specific patterns or discrepancies. What strategy is Mrs. Klein utilizing that promotes equity and inclusion?

A. Data Analysis
B. Universal Design for Learning (UDL)
C. Inclusive remote learning strategies
D. Culturally responsive teaching (CRT)

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13. Which characteristic of inclusion focuses on student outcomes?

A. Particular emphasis on at-risk students
B. Process of development
C. Focusing on identification and removal of barriers
D. Concern with the achievement of all learners

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14. Some of the students in Mr. Jones' class are affected by poverty at home. Knowing that many of their parents work evenings and that students are responsible for caring for younger siblings, Mr. Jones does not assign nightly homework for a grade. What characteristic of inclusion does this situation describe?

A. Process of development
B. Focusing on identification and removal of barriers
C. Particular emphasis on at-risk students
D. Concern with the presence, participation, and achievement of all learners

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15. Which of the following best represents a characteristic of inclusion in schools, according to Ainscow and Messiou (2017)?

A. Prioritizing academic excellence above all else
B. Maintaining traditional learning environments
C. Particular emphasis on at-risk students
D. Grouping students by ability for targeted instruction

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16. Which of the following strategies uses students' customs, characteristics, experience, and perspectives as tools for better classroom instruction?

A. Universal Design for Learning (UDL)
B. Culturally responsive teaching (CRT)
C. Data analysis
D. OTFD Communication Framework

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17. Children must be provided with the resources that they need to access the curriculum. Sometimes teaching strategies and forms of assessment can get in the way of this. Which characteristic of inclusion is summarized above?

A. Focusing on identification and removal of barriers
B. Particular emphasis on at-risk students
C. Concern with the presence, participation, and achievement of all learners
D. Process of development

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18. Which of the following is NOT a strategy for creating an inclusive remote classroom?

A. Use breakout rooms to facilitate discussions
B. Make allowances for interruptions
C. Turn on closed captions
D. Requiring students to turn their video on

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19. A student in Mrs. Klein's class makes the comment that all Asian people are good at math. Mrs. Klein says, "I noticed some heads shaking right now. I think some people are reacting to the comment you just made. I feel uncomfortable moving on until we address this. I hope that in future communications, we don't make generalizations about a group of people." What strategy is Mrs. Klein utilizing that promotes equity and inclusion?

A. Universal Design for Learning (UDL)
B. OTFD Communication Framework
C. Culturally Responsive Teaching (CRT)
D. Data Analysis for Discrepancies

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20. Mr. Jones wants to ensure that his unconscious biases are not affecting his students' participation. He asks his supervisor to conduct a classroom observation from a race and gender lens, specifically observing who he does or does not call on. What strategy is Mr. Jones using to overcome unconscious bias?

A. Data Analysis
B. Training
C. Self-Reflection
D. Culturally Responsive Teaching (CRT)

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21. At the beginning of the year, Mrs. Klein has her students design name plates, in which they have out for the first several weeks of class to ensure that everyone knows each other's names. During discussions, she insists on students referring to each other by name, rather than "he," "she," or "they." What is Mrs. Klein helping students accomplish by doing this?

A. Helping students to learn the OTFD communication framework
B. Providing multiple means of representation in her lessons
C. Helping students to build social networks
D. Helping students with self awareness and self-reflection

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22. Which is NOT an example of how schools were unequal for Black children during the Jim Crow era?

A. Buildings were in bad condition
B. There weren't enough books or other resources
C. There were limits on what could be taught
D. School was not in session every day

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23. Tiny acts of opening doors to opportunity, gestures of inclusion and caring, and graceful acts of listening, as well as providing comfort and support when others are in distress. What does the above passage define?

A. Microaggressions
B. Microaffirmations
C. Culturally Responsive Teaching (CRT)
D. Universal Design for Learning (UDL)

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24. At the beginning of the school year Mrs. Klein gives her students a survey asking for their preferred names and pronouns. How does this promote equity and inclusion?

A. Mrs. Klein is respecting her students' diversity
B. Mrs. Klein tries to teach to multiple learning styles
C. Mrs. Klein takes into account student variability in her lesson plans
D. Mrs. Klein believes in a colorblind ideology

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25. Schools should dedicate their resources to balance the scale of economic and social power for students who lack this among peers, teachers, and the power structures within schools and districts. What goal is the above passage working toward?

A. Inclusion
B. Gender equity
C. Racial equity
D. Economic and social equity

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26. Which is NOT a possible effect of evaded racism?

A. Arbitrary discussions of the achievement gap
B. The small number of Black teachers
C. Overrepresentation of Black children in special education
D. Portrayal of historical racial violence against Black communities as isolated incidents

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27. Mr. Jones is planning for his 7th graders' narrative writing unit. Mr. Jones knows that some of his students struggle with organizing their thoughts, so he has prepared graphic organizers with sentence starters to provide to the class. What characteristic of inclusion does this situation describe?

A. Concern with the Presence, Participation, and Achievement of All Learners
B. Particular Emphasis on At-Risk Learners
C. Focusing on Identification and Removal of Barriers
D. Process of Development

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28. Mrs. Klein is starting a career exploration unit in her class. She is having a couple of guest speakers come. One such speaker is Dr. Ryan, who is an African American pediatric doctor. He is going to talk about his job but also discuss what it was like to be a minority in medical school. What strategy is Mrs. Klein utilizing to promote equity and inclusion?

A. Universal Design for Learning (UDL)
B. Data Analysis
C. Microaffirmations
D. Culturally Responsive Teaching (CRT)

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29. Mr. Jones is wrapping up a unit on the Civil War. He provides his students with a list of target vocabulary and a rubric of competencies that they must show. He tells them that they can show their knowledge through an essay, Slides presentation, podcast, video recording, or infographic. One student asks if he can write and perform a song, as long as he meets the rubric requirements. Mr. Jones tells him he can't wait to hear it. What principle of Universal Design for Learning (UDL) is Mr. Jones practicing?

A. Multiple means of actions and expressions
B. Multiple means of representation
C. Alternatives for participation during Zoom
D. Multiple means of engagement

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30. Which characteristic of inclusion focuses on a child "reliably" and "punctually" attending school?

A. Process of development
B. Concern with the presence of all learners
C. Particular emphasis on at-risk students

D. Focusing on identification and removal of barriers

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