

Equity-Centered Teaching Reflection Tool

Now that we have explored the foundational ideas behind equity-centered pedagogy from Freire's liberatory pedagogy, to Paris & Alim's culturally sustaining way of thinking and Love's abolitionist call to action, it is time to look inward. Below is a reflection tool designed to help personalize the insights discussed in this article. Use the reflection tool to personalize insights, examine your own teaching practices, and begin (or further develop) your own journey on the road to equity-centered teaching.

Equity-Centered Teaching Reflection Tool

Format: One-page printable PDF (portrait layout)

Audience: K–12 and higher ed educators, instructional coaches, and equity-focused teams

Purpose: To guide educators through personal reflection and classroom integration of equity-centered teaching

Title Section

Header:

EQUITY-CENTERED TEACHING: A Reflective Practice Tool

Subheader:

Use this tool to explore your teaching through the lens of equity, belonging, and student voice.

Section 1: Personal Reflection

Prompt:


- What does equity mean to me in the context of my classroom?
- Whose stories are centered in my curriculum—and whose are missing?
- How do my own identities and experiences shape the way I teach?

 *Space for journaling or bullet points (lined or blank area)*

Section 2: Classroom Audit





Checklist (Yes / Not Yet / Needs Revision):


- ☐ My classroom norms are co-created with students
- ☐ I use materials that reflect diverse cultures, identities, and perspectives
- ☐ I regularly invite student voice into lesson design and assessment
- ☐ I adapt instruction based on students' lived experiences and needs
- ☐ I address bias and systemic inequities in my subject area

 *Optional space for notes or action steps*

Section 3: Equity Moves in Practice

Choose One to Try This Week:

-  Start class with a community-building ritual
-  Introduce a text or resource from a historically marginalized voice
-  Facilitate a dialogue using restorative questions
-  Invite students to reflect on what equity looks like in your classroom

 *Space to write which move you'll try and how you'll adapt it*

Section 4: Share Your Story

Prompt:

- What did you notice?
- What shifted in your classroom or mindset?
- What questions are you still holding?