

Checking Our Biases

- Am I **setting lower expectations** for some students? [*curious exploration through*: consultation with colleagues, self-study, journaling] What, therefore, should I do?
- Am I **consistent** in supporting students' autonomy, relatedness, and competence? [*curious exploration through*: consultation with colleagues, self-study, journaling] What, therefore, should I do?
- What **student behaviors negatively or positively impact me**? [*curious exploration through*: consultation with colleagues, self-study, journaling] What, therefore, should I do?
- What are **my biases** when it comes to academic and work skills and performance for students with disabilities, students of color, LGBTQIA+ youth, youth from lower socio-economic backgrounds, and English Language Learners? [*curious exploration through*: consultation with colleagues, self-study, journaling] What, therefore, should I do?
- Am I **regularly seeking out feedback from colleagues** about my teaching/professional practices, with the focus on understanding how I engage in racist and ableist behaviors? [*curious exploration through*: consultation with colleagues, self-study, journaling] What, therefore, should I do?
- Am I **regularly seeking out professional development opportunities** focused on antiracist, anti-ableist, and culturally responsive practices? [*curious exploration through*: consultation with colleagues, self-study, journaling] What, therefore, should I do?