

# Self-Evaluation of Non-Biased Behavior

Adapted from Project 10: *Addressing Lesbian and Gay Issues in Our Schools*.

## To complete the self-assessment:

- Rate yourself for each item along the continuum: Never, Sometimes, Always
- Review your ratings, then pick several of those you have rated “Sometimes” or “Never” and develop specific goals for increasing your fairness. For example, if you never include role models that are GLBTQ in your teaching, research some examples and include them in your curriculum. Your local library may be able to help you identify both past and current role models. Set a specific time limit for yourself to accomplish your goals

1. **Attitude:** I take the idea of equity for GLBTQ seriously. For example, I do not put down gays and lesbians, or joke about their abilities, backgrounds, traits or sexual behavior.

Never Sometimes Always  
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2. **Language:** I use non-biased language. For example, I do not refer to homosexuals as “faggots,” “dykes,” “queers,” “homos,” etc.

Never Sometimes Always  
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3. **Generalizations:** I avoid generalizations that reinforce stereotyping. For example: “gay men are not masculine” or “lesbians don’t like men.”

Never Sometimes Always  
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4. **Role models:** I include examples of GLBTQ men and women from diverse backgrounds involved in a wide range of jobs and activities.

Never Sometimes Always  
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5. **Facts:** I communicate accurate and factual knowledge about GLBTQ men and women and the issues they face.

Never Sometimes Always  
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6. **Teaching about diversity:** I supplement inadequate treatment of GLBTQ in literature, movies, curricula, textbooks, etc. by adding information or by discussing their inaccurate portrayal in my classes.

Never Sometimes Always  
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7. **Personal Comfort:** I am comfortable discussing GLBTQ issues when they are brought up in my classroom.

Never Sometimes Always  
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8. **Discipline:** I stop all pejorative name calling towards GLBTQ immediately and forcefully in my classroom and in the school.

Never Sometimes Always  
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9. **Communicating with peers:** I bring to their attention homophobic comments or jokes made by other teachers or colleagues.

Never Sometimes Always  
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Please note that this list is not meant to “rate” you, but rather to help you identify unconscious biased behaviors you may have in dealing with students and colleagues. It can help you focus on any actions or expectations that create a hidden curriculum of bias in your classroom. It is important to view this exercise as a means to assist in your personal growth and awareness about lesbian, gay, bisexual and transgender issues.