

Starting Quiz: Are You Teaching Like an Ally?

When I was growing up in the late 1990s, I was a religious subscriber to fashion and culture magazines like *Seventeen* and *CosmoGirl*. This wasn't because I had a deeply held love for fashion (the low cut jeans and cap sleeves of the era always looked like my personal nightmare) but because there was nothing that buttered my biscuit quite like a *personality quiz*. I adored learning more about myself through the lens of the glossy and slightly perfumed pages of those magazines. Would my love last? Is my best friend *bad news*? Do cliques *rule my life*? Am I the *life of the party*, or a *wilting wallflower*? Is he the *one for me*, or just a *summer fling*?

It wasn't until I was much older (and enough time had passed for the low cut jeans to cycle out of fashion and then back in again) that I realized my love wasn't for the magazines but for **self-reflection**. The writers of these quizzes don't know more about you than you know yourself—investigating inward is a skill, one that we can return to over and over for the entirety of our lives.

All of this to say: use this quiz *not as a* sentencing but as a starting point. Let this be a tool to guide your self-reflection, not override it. The questions here are meant to allow you a shot at personal vulnerability, and we are all starting from different blocks.

You'll see this exact same quiz again at the end of the workbook, offering a chance for you to measure your growth. Where are you able to **build your confidence**? What gaps in your knowledge or perspective find the space to be filled? The changes might be **vast** or **immeasurably narrow**, but the truth is the same either way: **the only way to lose is not to try**.

As you answer each question, keep a tally of your points as you go. Each answer is worth either **4, 3, 2, or 1** point(s), and the values **won't be the same** every time. **Double-check your math before you visit your results!**

1. I have made mistakes as an ally.
 - A. Strongly Agree (4)
 - B. Agree (3)
 - C. Disagree (2)
 - D. Strongly Disagree (1)
2. When I have made a mistake as an ally, I have attempted steps to take accountability and begin repair.
 - A. Strongly Agree (4)
 - B. Agree (3)
 - C. Disagree (2)
 - D. Strongly Disagree (1)
3. When my mistakes are brought to my attention, I try to avoid reacting quickly and defensively.
 - A. Strongly Agree (4)
 - B. Agree (3)
 - C. Disagree (2)
 - D. Strongly Disagree (1)
4. I see “ally” as a verb and not a noun.
 - A. Strongly Agree (4)
 - B. Agree (3)
 - C. Disagree (2)
 - D. Strongly Disagree (1)
5. The young people in my life know, because I have told them, that they can come to me when they are feeling unsafe or unsupported.
 - A. Strongly Agree (4)
 - B. Agree (3)
 - C. Disagree (2)
 - D. Strongly Disagree (1)
6. I try not to challenge the systems and structures of my school and community, as they seem to work well for most people.
 - A. Strongly Agree (1)
 - B. Agree (2)
 - C. Disagree (3)
 - D. Strongly Disagree (4)

7. There are only one or two staff members in our school community who know about and handle LGBTQ+ issues, and that system works well enough.
 - A. Strongly Agree (1)
 - B. Agree (2)
 - C. Disagree (3)
 - D. Strongly Disagree (4)
8. When I need to learn about a term, concept, or event in the LGBTQ+ community, I will ask a student first.
 - A. Strongly Agree (1)
 - B. Agree (2)
 - C. Disagree (3)
 - D. Strongly Disagree (4)
9. My students can “just tell” that I’m supportive of them, and I don’t have to do anything further to be an ally to them.
 - A. Strongly Agree (1)
 - B. Agree (2)
 - C. Disagree (3)
 - D. Strongly Disagree (4)
10. Sitting in discomfort and challenging my belief systems is part of allyship work.
 - A. Strongly Agree (4)
 - B. Agree (3)
 - C. Disagree (2)
 - D. Strongly Disagree (1)
11. If I hold a marginalized identity, I am automatically an ally to my students and do not have to do anything further to be an ally to them.
 - A. Strongly Agree (1)
 - B. Agree (2)
 - C. Disagree (3)
 - D. Strongly Disagree (4)

12. If none of my students or colleagues tells me that they are part of the LGBTQ+ community, it's unlikely that any of them are.
 - A. Strongly Agree (1)
 - B. Agree (2)
 - C. Disagree (3)
 - D. Strongly Disagree (4)
13. When I look at the list of terms in the "LGBTQ+ Terminology" section of Chapter 3, I can say with confidence that I know and can appropriately use at least 75% of them.
 - A. Strongly Agree (4)
 - B. Agree (3)
 - C. Disagree (2)
 - D. Strongly Disagree (1)
14. When someone comes out to me as transgender, I can use the name and pronouns they ask of me with minimal error.
 - A. Strongly Agree (4)
 - B. Agree (3)
 - C. Disagree (2)
 - D. Strongly Disagree (1)
15. When I do make a name or pronoun error, I correct myself quickly and without fanfare.
 - A. Strongly Agree (4)
 - B. Agree (3)
 - C. Disagree (2)
 - D. Strongly Disagree (1)
16. When someone I know uses the pronouns "they/them," I know how to fit them into sentences quickly and with minimal error.
 - A. Strongly Agree (4)
 - B. Agree (3)
 - C. Disagree (2)
 - D. Strongly Disagree (1)

17. When discussing a trans person's past, I know to keep their name and pronouns congruent with their current lived reality, even if they may have gone by a different name or used different pronouns in the time period of my story. I can do this with minimal error.
- A. Strongly Agree (4)
 - B. Agree (3)
 - C. Disagree (2)
 - D. Strongly Disagree (1)
18. I am familiar with many important historical events within the timeline of US LGBTQ+ history (the Stonewall riots, the AIDS epidemic, the election and assassination of Harvey Milk, the Lavender Scare), and make an active effort to expand my knowledge where I can.
- A. Strongly Agree (4)
 - B. Agree (3)
 - C. Disagree (2)
 - D. Strongly Disagree (1)
19. I consider myself an advanced learner in the world of national and international LGBTQ+ cultural, social, and/or political history, and could likely teach others.
- A. Strongly Agree (4)
 - B. Agree (3)
 - C. Disagree (2)
 - D. Strongly Disagree (1)
20. I avoid gendered language and assumptions within my classroom and school community, such as "I need a couple of boys to help me with these desks" and "let's make this game boys versus girls."
- A. Strongly Agree (4)
 - B. Agree (3)
 - C. Disagree (2)
 - D. Strongly Disagree (1)

21. "Gender" is a recent issue in schools, and it hasn't been a problem in the past.
- A. Strongly Agree (1)
 - B. Agree (2)
 - C. Disagree (3)
 - D. Strongly Disagree (4)
22. Staff training concerning LGBTQ+ school equity should be optional.
- A. Strongly Agree (1)
 - B. Agree (2)
 - C. Disagree (3)
 - D. Strongly Disagree (4)
23. There is room within my classroom or school community for students to make mistakes, and there are no expectations of perfection.
- A. Strongly Agree (4)
 - B. Agree (3)
 - C. Disagree (2)
 - D. Strongly Disagree (1)
24. I do not apologize to my students.
- A. Strongly Agree (1)
 - B. Agree (2)
 - C. Disagree (3)
 - D. Strongly Disagree (4)
25. I am hard on myself and try for perfection.
- A. Strongly Agree (1)
 - B. Agree (2)
 - C. Disagree (3)
 - D. Strongly Disagree (4)
26. IEPs, 504s, and other accommodation plans are inconvenient and often unnecessary for student success.
- A. Strongly Agree (1)
 - B. Agree (2)
 - C. Disagree (3)
 - D. Strongly Disagree (4)

27. I know that issues of equity across identities, including neurodivergence, race, ethnicity, socioeconomic status, and disability, are tied together in their efforts and purpose, and they cannot be treated as separate in the fight for LGBTQ+ liberation.
- A. Strongly Agree (4)
 - B. Agree (3)
 - C. Disagree (2)
 - D. Strongly Disagree (1)
28. I know where the closest community LGBTQ+ Center is located, along with what relevant services and programming might be helpful for my students and colleagues.
- A. Strongly Agree (4)
 - B. Agree (3)
 - C. Disagree (2)
 - D. Strongly Disagree (1)
29. I am familiar with the concept of “rainbow washing,” and I know how to prevent it within my own classroom or school community.
- A. Strongly Agree (4)
 - B. Agree (3)
 - C. Disagree (2)
 - D. Strongly Disagree (1)
30. I am familiar with the concepts of “emotional safety” and “psychological safety,” and I am confident that my classroom and/or school community promotes both.
- A. Strongly Agree (4)
 - B. Agree (3)
 - C. Disagree (2)
 - D. Strongly Disagree (1)
31. I agree with the phrase “a good teacher is like a candle—they consume themselves to light the way for others.”
- A. Strongly Agree (1)
 - B. Agree (2)
 - C. Disagree (3)
 - D. Strongly Disagree (4)

32. I try not to hold children accountable for my feelings. It is my responsibility to regulate myself before engaging with a dysregulated student.
- A. Strongly Agree (4)
 - B. Agree (3)
 - C. Disagree (2)
 - D. Strongly Disagree (1)
33. It is sometimes appropriate to use shame as a teaching strategy.
- A. Strongly Agree (1)
 - B. Agree (2)
 - C. Disagree (3)
 - D. Strongly Disagree (4)
34. I am familiar with the “paradox of tolerance,” and I know that I cannot establish a “safe enough” space for LGBTQ+ students within one.
- A. Strongly Agree (4)
 - B. Agree (3)
 - C. Disagree (2)
 - D. Strongly Disagree (1)
35. The policies of my classroom or school community are constructed for the safety and best outcomes of my students, not from my own need for control.
- A. Strongly Agree (4)
 - B. Agree (3)
 - C. Disagree (2)
 - D. Strongly Disagree (1)
36. The physical environment of my classroom or school community sends a message to LGBTQ+ students and adults that they are safe and respected.
- A. Strongly Agree (4)
 - B. Agree (3)
 - C. Disagree (2)
 - D. Strongly Disagree (1)

37. I would support LGBTQ+ students more, but I am concerned that this is “showing a preference” to them, and I do not want to appear biased.
- A. Strongly Agree (1)
 - B. Agree (2)
 - C. Disagree (3)
 - D. Strongly Disagree (4)
38. I have a strong handle on my values as an educator, and I am willing to stand up for them even if it makes me uncomfortable.
- A. Strongly Agree (4)
 - B. Agree (3)
 - C. Disagree (2)
 - D. Strongly Disagree (1)
39. I can spot bullying within my school community, between either students or adults, and I intervene when I see it.
- A. Strongly Agree (4)
 - B. Agree (3)
 - C. Disagree (2)
 - D. Strongly Disagree (1)
40. I will challenge teachers, staff, administrators, or other adults within my school community if I see them acting against the interests of LGBTQ+ students and colleagues.
- A. Strongly Agree (4)
 - B. Agree (3)
 - C. Disagree (2)
 - D. Strongly Disagree (1)

160–140 points:

You're definitely teaching like an ally, and you're ready to teach others in turn! An expert in the field of LGBTQ+ equity, be proud of what you know and the ways in which you have grown, but don't keep it to yourself! Use your knowledge to enrich your community and help bring other educators up with you. You're killing it!

139–105 points:

You're making major strides to teach like an ally, and you still have room to grow! Though you might not be ready yet to lead a workshop on LGBTQ+ equity, you're putting in the hours and doing an incredible job of expanding your horizons. Keep going!

104–60 points:

You're on board with some of this work, but there are still some gaps in your feelings or understanding, and that's okay! It's hugely impressive to try something new, even if you don't 100% "get it" yet. I'm glad you're here.

59–40 points:

Thank you for being here! You're beginning right at the starting line, which is exactly where all of us begin at some point or another. As you move forward from here, keep your mind and your heart open. Your students will surely benefit, and you won't regret a minute of it.