

## Seattle Public Schools

### Criteria for Evaluating Instructional Materials

(refer to Board Policy Adoption of Basic Instructional Materials C21:00)

It is the mission of Seattle Public Schools to ensure that all students have equitable opportunities to learn and meet high standards. Given that the District is comprised of students and staff from diverse cultures it is necessary that all adopted instructional materials are culturally relevant and free of bias to the best degree possible. Instructional materials must be reviewed for their multicultural and anti-bias qualities. It is imperative that you make every effort possible to select materials which accurately represent all marginalized groups including ethnically diverse groups, women and the disabled in roles which challenge common misconceptions and stereotypes. Therefore, sections on Stereotyping, Perspectives, and Culturally Responsive Instructional Strategies must be included in all screening for adoption of instructional materials.

Publisher/Copyright: \_\_\_\_\_

Series Title: \_\_\_\_\_

Title/Edition \_\_\_\_\_

Author(s): \_\_\_\_\_

Ancillary materials included in the evaluation:

---

The above materials meet the criteria for evaluating the cultural relevancy and anti-bias standards as described in this document. **This version has been modified for use during the adoption of mathematics materials.**

Consistently \_\_\_\_\_ Occasionally \_\_\_\_\_ Never \_\_\_\_\_ N/A \_\_\_\_\_

**Adoption Committee Member** \_\_\_\_\_

Please note: When considering the assessment statements in this document, extend your thinking beyond the examples used and include all groups who have historically been left out of, or misrepresented in instructional materials.

**Stereotypes:** Avoids labels or role stereotyping which demean women, people of color and the disabled and are free of ethnocentric, gender biased or elitist language patterns. We ask that instructional materials deliver content and skill development without reinforcing stereotypes of any group of people.

A Stereotyping	Consistently	Occasionally	Never	N/A
1. All groups are presented in equitable proportions in personal, professional and vocational roles and activities (e.g., African-American women are portrayed as physicians.)				
2. Whenever developments or achievements in a field are presented, the contributions by diverse groups are included and discussed (i.e., seek inventions and contributions by diverse ethnic groups).				
3. When ethnic and cultural groups are portrayed, there is a balance of traditional and nontraditional roles (e.g., Native Americans are not all shown in native clothing or only in historical contexts.)				
4. Word problems and case studies include multi-ethnic names (e.g., Tamika instead of Sarah; Mohammed instead of John).				
5. Instructional materials avoid elitist and demeaning language patterns (e.g., phrases such as “primitive cultures”, ‘handicapped”, “mankind”, “oriental”, etc.).				

**Perspectives:** Instructional materials such as textbooks, teachers’ editions, supplementary books, videotapes, and all ancillary materials describe events from the perspectives of different gender, racial, ethnic, cultural, religious, sexual orientation and disability groups.

B. Perspectives	Consistently	Occasionally	Never	N/A
1. Students see themselves and their culture reflected in an accurate and respectful manner.				

**Culturally responsive instructional strategies and assessment:** Provides a variety of ways in which students can be encouraged to build on their skills and learning while at the same time validates their experiences, values, and traditions.

C. Culturally responsive instructional strategies and assessment	Consistently	Occasionally	Never	N/A
1. The assessments in instructional materials are culturally sensitive and measure complex cognitive and social skills using a variety of assessment strategies.				
2. The instructional materials use a range of formative and summative assessment strategies that give students opportunities to demonstrate their mastery of knowledge and skills.				
3. The materials provide activities that stimulate analysis and critical thinking.				
4. The material engages students across varied learning styles and multiple intelligences: kinesthetic, logical, interpersonal, intrapersonal, musical/rhythmic, verbal, and visual/spatial.				