

Seattle Public Schools

Criteria and Relevant Instruments for the Identification of Bias

(Refer to Board Policy 2015 Selection and Adoption of Instructional Materials)

Seattle Public Schools is committed to eliminating opportunity gaps to ensure access and provide excellence in education for every student. It is the goal to eliminate, in all instructional materials, bias pertaining to sex (gender), race, creed, color, religion, ancestry, national origin, age, economic status, sexual orientation, gender expression or identity, pregnancy, marital status, physical appearance, disability, honorably discharged veteran or military status, or the use of a trained dog guide or service animal by a person with a disability. The form and links below will help in choosing materials free from bias.

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 and other District approved tools such as the Racial Analysis Equity Tool and the Native American Racial Equity Tool. This version has been modified for use during the adoption of World Language materials.

Consistently_____ Occasionally_____ Never_____ N/A_____

Adoption Committee Member/Curriculum Administrator:_____

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.

Stereotypes	Consistently	Occasionally	Never	N/A
Whenever worldviews are presented, they include the perspective of the culture they are written about rather than being dominated by a Eurocentric, patriarchic or colonial perspective.				
All groups are presented in equitable proportions in personal, professional and vocational roles and activities.				
When ethnic and cultural groups are portrayed, there is a balance of traditional and non-traditional roles.				
People of color, women and people with disabilities are depicted in non-stereotypical roles.				
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, digital materials and all ancillary materials describe events from the perspectives of different gender, racial, ethnic, cultural, religious, sexual orientation and disability groups.

Perspectives	Consistently	Occasionally	Never	N/A
Instructional materials help students understand and share the ways in which the unique experiences of people or groups cause them to view the same historical and social events differently.				

Differences in customs and daily living are portrayed respectfully.				
Materials support open and accurate portrayal of all people, and examine the impact of bias and stereotypes in the workplace and society.				
Students see themselves and their culture (both ethnic and environmental) reflected in an accurate and respectful manner.				
Anthologies and suggested readings include works by women and ethnically diverse authors.				
Materials include the contributions, inventions and discoveries of people of color and women				

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.

Culturally Responsive instructional Strategies and Assessment	Consistently	Occasionally	Never	N/A
Texts provide accurate racial, ethnic and cultural information.				
The materials provide activities that stimulate analysis and critical thinking by providing more than one view point on controversial issues				
The material engages students across varied leaning styles and multiple intelligences: kinesthetic, logical, interpersonal, intrapersonal, music/rhythmic, verbal, and visual/spatial.				
The assessments in the instructional materials are culturally sensitive and measure complex cognitive and social skills using a variety of assessment strategies.				
The instructional materials use a range of formative and summative assessment strategies that give students opportunities to demonstrate their mastery of knowledge and skills.				

Format: Materials are user friendly, age appropriate, well organized and durable.

Format	Consistently	Occasionally	Never	N/A
The book is durable; the software is accessible				
It is a practical size, and is organized for ease of use (e.g., section dividers and color highlights)				
The font is appropriate to the age level.				
The illustrations, charts, photographs, digital resources and all graphics are useful and age appropriate.				
These are useable reference sections: title page, table of contents, glossary, index, bibliography and biographical information.				