Mirrors and Windows: Equity and Inclusion Curriculum Review

Madeira City Schools Planning Commission
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Purpose

The purpose of this study is to provide guidance and resources to staff as they look to evaluate current materials provided to students, staff and families. What are our current curriculum resources? What are the best practice curriculum approaches that should exist within our schools in order to ensure our schools are a truly welcoming and inclusive environment? How can we ensure that students are provided with windows into worlds outside of their experiences as well as materials they can form personal connections with and are representative of who they are as an individual?

Note: The philosophy of texts as "mirrors and windows" is attributed to Dr. Rudine Sims Bishop, Professor Emerita of Education at the Ohio State University where she has taught courses on children's literature. In her essay, [Mirrors, Windows, and Sliding Glass Doors](#), Dr. Sims wrote "When there are enough books available that can act as both mirrors and windows for all our children, they will see that we can celebrate both our differences and our similarities, because together, they are what make us all human".

Background on District Work: Madeira formally started its work around equity and inclusion during the 2018 school year with the formation of the Global Classroom Committee. This group of staff, administration, and parents attended professional development together and created goals for future years. Over the past three years, the group has expanded in size, provided ongoing professional development to all staff, formed building level equity teams, and has begun collaborating with a Parent Equity Group formed with neighboring districts.

Research Steps

1. Reviewed past Graduate Surveys

2. Interviewed select students in depth

3. Interviewed select teachers across schools and subject areas in depth

4. Distributed a survey to all Madeira City Schools staff

5. Interviewed and received guidance from Katrice Quitter, educational consultant with the Hamilton County Educational Services Center, leading educators in creating culturally responsive classrooms

6. Gathered information from neighboring school districts: Lakota, Sycamore, Loveland, CPS, Mason, Indian Hill, Cincinnati Country Day

1. Student Perspectives
Information from Past Graduate Surveys

From the 2010 Graduate Study (surveying graduates from 2002-2005)
- "Most respondents felt that MHS equipped them with these necessary 21st century skills - Decision Making (75%), Problem-Solving (86%), Team/Group Work (79%), Technology (74%). The one area that did not score very well was Cultural Diversity (26%)".
- "As for weaknesses of your high school experience the majority of those who responded felt it was diversity and opportunities for diversity"
- Recommendation from 2010 graduate study: "Provide more opportunities within coursework, and/or service to broaden student's cultural diversity experiences. Provide a better understanding of what cultural diversity is and how it relates to the global economy and 21st century skills. Compare and contrast what cultural diversity means compared to ethnic diversity as it relates to our community."

From the 2014 graduate study (surveying graduates from 2006-2010)
- In answer to the question "Madeira High School equipped me with these necessary 21st century skills: Communication, Creativity, Diversity Appreciation/Awareness, Decision Making, Problem-Solving, Team Work, Technology there were positive results with the notable exception relating to Diversity Appreciation/Awareness which is the first negative response to any question in the survey.
- Recommendation from 2014 graduate study (surveying graduates from 2006-2010): "...considering curriculum...changes to address the only two "negative" responses in the survey which were technology and diversity awareness"

From the 2019 graduate study (surveying graduates from 2013, 2014, 2015, 2016, 2017)
- 28% of students agreed "My experience at Madeira High School helped develop my cultural awareness and cultural competence". 34% agreed "My experience at Madeira High School helped equip me to interact with others in a diverse world."
- "Not surprisingly, students desire more interactions outside of Madeira (or brought into the school) as a way to broaden their cultural awareness and competence to better interact with others in a diverse world."
- Recommendation from the 2019 graduate study "Investigate ways to expose MHS students to broader, diverse cultural experiences – both within the school as well as outside the school. This is a theme from students that has been present at MHS for many years now and focused effort needs to continue, perhaps via a special group/task force (administrators, students, broader community members) to make meaningful progress."

2. Results of Student Interviews

We interviewed 11 current MHS students. All students interviewed identified as belonging to one or more of the following groups:

- LGBTQ
- Jewish
- people of color
- adopted
- child of immigrants

We asked the following questions:

a. What do you think are important parts of your identity?
b. Do you consider yourself a member of any diverse cultures or traditionally underrepresented groups? Which ones?
c. How often do you feel you've had an opportunity in school to learn about people who are like you?
d. What did you learn in those experiences? Do you have any stories to tell?
e. Do you feel that school is preparing you to be culturally competent?

Students' hopes for the curriculum:

- More representation for people of color (This came up frequently, including in interviews of white students).
- More opportunities to discuss contemporary issues and events. This was brought up in almost every interview. One comment: "In history classes we learn about the history of it, but not the present day. There's not a lot of time to talk about the present."
- More depth in learning about cultures in America and throughout the world (not just historical facts, not just focused on specific instances of oppression) - for example, they tell us they know many facts about slavery and 20th century civil rights movement but not much else about Black Americans. One comment: "I've been here since 8th grade and I can only remember talking about my culture (not even my culture, but slavery) 4 times"
- More discussion of different cultures at earlier grade levels. One student pointed out that world language classes and clubs provide opportunities to learn about other cultures in high school, but that (from her perspective) there is less participation in such things (like culture club) at MES.
- Study of inclusive pronoun usage, such as "they/them" (perhaps in English class)
- LGBTQ+ students included in the health class curriculum; students felt what is currently taught is "just for straight people"

Students' observations:

- **Almost all students felt the school wasn't preparing them to be culturally competent.** The one who said yes focused on the development of general skills in debate, discussion, and communication vs. specific education about cultures.
- Several students talked about attitudes or behavior towards those who are different, especially when answering the question about cultural competence. There were a few stories about being seen as different (for bringing different food for lunch, for example) and being uncomfortable being the only member of a minority group, especially when that group was being discussed in class. **These comments were less focused on students being taught *about* other cultures and more focused on students *appreciating* and *accepting* differences.**
- Students' perception is that teachers are uncomfortable talking about LGBTQ issues or that community; when those issues are part of the curriculum (i.e., groups targeted in the Holocaust), there is a sense that teachers sometimes rush through or use disclaimers ("Not trying to get into whether I support it or not…")
- World language classes all include knowledge and experience about culture, so some students felt they learned to better understand underrepresented cultures/have their own cultures represented.
- Students said they had the opportunity to hear the perspectives of other students as they got older - more discussion of their ideas in classes such as English in the upper grades
- Some students wanted to point out that they felt teachers are not doing anything "wrong," but that it seems "there isn't a spot" for certain issues in the curriculum.

Interviewers' observations, trends:

- Many students focused on history classes when discussing representation in the curriculum (even though they were all interviewed by English teachers).
- When discussing curriculum, many students focused on things that they were directly taught about a population rather than representation. In other words, they did not consider whether science class included the works of scientists of color or whether they had been assigned to read books by authors of color so much as they focused on what they had been directly taught about people of color (often in history classes).

3. Staff Perspectives

Results of staff interviews

We interviewed six staff members representing all three buildings and across content areas. Their responses are summarized below:

1. What goes through your mind when you think of equity/inclusion in the classroom?

Teachers are thinking about academics, socioeconomic level, gender, race, sexual identity and making sure students' voices are represented. They are working to establish a welcoming environment where diversity is appreciated and all students feel welcome. Teachers felt this is a vital area because students must feel included and connected in order to learn.

2. How easy or hard is it to provide opportunities for students to learn about people from a variety of backgrounds and cultures?

This is largely not included in the state's standards. Teachers have worked hard to find and include resources to do this. In English/Language Arts classes, books that feature diverse characters and by diverse authors can be used although it takes time to find and vet those materials. In math, there is some diversity in names, situations, and locations used in word problems, but it's not standard. The teachers interviewed have developed their own lessons in order to provide these opportunities. For example, one teacher uses a lesson about scientists of color and female scientists and talks about how well-known scientists' wives influenced their work. She leads a discussion about why there aren't as many well known scientists of color. One math class completes a project called "If the World Were a Village" in order to expose students to many underrepresented groups (religions, socioeconomic groups,etc…) while learning about fractions and decimals.
It is challenging to not only find or create resources but make it genuine and authentic with the right timing and in a way that ties in to the lesson (especially true in math and science). The biggest obstacle seems to be time. It takes a lot of time to find and develop resources and lessons.

3. There are many underrepresented groups that need both mirrors and windows (people of color, people with dis/abilities, people living with a socioeconomic disadvantage, people who identify as LGBTQI+, multilingual speakers). Do you have access to adequate resources for each group, or are there groups for which this is more challenging?

For teachers at the elementary school level there are read aloud books available; however, it takes time to find appropriate books and education is needed on leading discussions. All teachers seemed interested in resources to use as well as education on how to use the resources in the most impactful way. Providing representation for members of the LGBTQ+ community can be challenging in that there are concerns about navigating the conversations that arise, and about how parents might react.

4. How equipped/comfortable do you feel finding and using resources to provide mirrors and windows to all students and incorporating material about people from different backgrounds into your curriculum?

The teachers interviewed had different comfort levels with finding and using resources to provide mirrors and windows to all students. Some felt very comfortable, and some would like more support and guidance. Those seeking additional guidance expressed a desire to approach these topics in a way that protects students of color or students in other underrepresented groups while also disrupting harmful systems. There was also some concern from some of the teachers about upsetting parents.

5. What resources are you currently using? What resources have been particularly useful?

The teachers interviewed use a variety of resources including Disrupt Texts, which is a crowdsourced platform by teachers, for teachers with the purpose of creating a more inclusive, representative, and equitable language arts curriculum; the Trevor Project; Color Change; Diverse Books for Readers; Teachers Pay Teachers which is an online (paid) marketplace for original educational resources, and following teachers in the field online. Teachers within the district provide resources for each other both within their buildings and in vertical teams.

6. How could the district support you in finding, evaluating and using resources?

The most common answer to this question was that the district could dedicate time and professional development for this purpose. Teachers also indicated that having a set culture and cohesive message around representation would be helpful. Teachers emphasized recruiting and hiring administrators and teachers of color as well.

7. How could teachers best share ideas and resources for teaching about people from diverse backgrounds?

Having time set aside for the purpose of collaborating on projects and sharing ideas and resources, across subject areas, grade levels and buildings. Having leaders in the district, having dedicated space and time to hear from teachers with experience (like Madeira Summer Academy or mini conferences).

4. Results of Staff Survey

A survey was sent to the staff of Madeira City Schools. Out of 174 recipients, 56 staff members completed the survey (32% response rate). All buildings and all disciplines were well represented. There was representation from all three schools and across all subject areas. The questions asked were:
1. How do you foster a sense of belonging, inclusion, and welcome in your classroom?
2. How well do you think the current curriculum leads to cultural competence?
3. How comfortable do you feel teaching about diverse cultures and traditionally underrepresented groups?
4. Do you have access to materials that represent traditionally underrepresented groups?
5. How could the district best provide support for teachers and staff?

Question 1 was overwhelmingly answered with a statement of welcoming individuals while demonstrating / teaching acceptance of others. The response below is reflective of the vast majority of the teachers' responses:

> *I greet each student individually and get to know what's important to them inside and outside the classroom. I encourage them to celebrate their successes and look at things that didn't go as expected as learning experiences, not a reflection of their worth.*

Questions 2-4 lend themselves to a rating between **Not At All** to **50/50** to **Very Much.** The teacher entries were evaluated on a scale and presented below. This output gives the Board a reasonable view of where the Madeira Public Schools teacher community is on this topic.

	Not Applicable	Not At All	Somewhat No	50/50	Moderately Yes	Very Much
How well do you think the current curriculum leads to cultural competence?	4	8	16	12	4	2
How comfortable do you feel teaching about these topics?		2	10	15	10	14
Do you have access to materials?		9	14	1	9	16

Where these do not add up to 56 respondents, some survey submittals did not address the question directly.

Do you have access to materials?
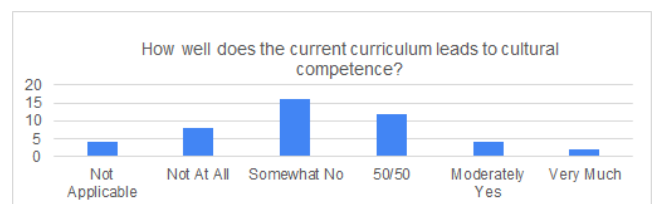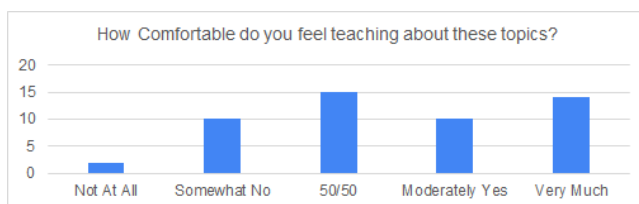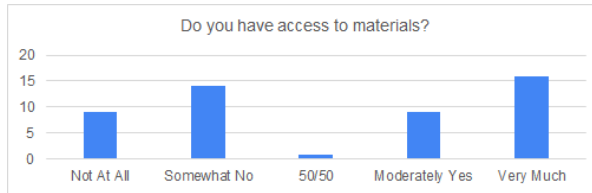
Question #5 was an open ended question regarding how the district could best provide support. The following major themes were observed.

Number of Occurrences	Major Themes Observed in Responses
30	Professional Development / Speakers talk to teachers
8	Book Studies
4	Time
3	Resources
3	Funds
3	District-wide or Subject-wide (e.g., ELA) discussions

Question #6 The last question on the teacher survey invited "other" input. These responses plus others gleaned from responses through the survey are reflected below.

Number of Occurrences	Representative/Common Comments
4	Want to increase competence and confidence in leading these types of discussions. Want to teach about underrepresented groups responsibly.
2	This should be an ongoing effort
2	This should be required not optional
2	Students have expressed a desire for diverse and

	multicultural experiences
2	Concern over this initiative = it may be divisive or coming from only one perspective
30+	THANK YOU - this is important!
Throughout	Some respondents focused on diversity as Culture = awareness of global societies or economic differences; while others focused on Culture = USA-oriented race, sexual orientation, other.

Other Comments

"I really appreciate that this is an initiative. I find it concerning that many of my students, who are so close to entering the world outside of high school, are still very insulated when it comes to knowing about cultural or belief systems outside of their own. This then often manifests in the way they talk about others' experiences with assumptions, generalizations, and judgments. I look forward to seeing how we can begin to shift students' perspectives starting at a young age and growing throughout their years in school."

"Teachers seem to be trying, but in some ways, it comes across like the blind leading the blind. For a recent project in one grade, students were assigned a "diverse read" and then asked to comment on what they learned about another culture. How did this feel to our non-white students who were in some cases [finally] reading about people who looked like them? From a non-academic perspective, we need to review all of our sports forms across buildings, beginning with documents that gather basic information. Many still ask for information in ways that are definitely NOT "truly welcoming and inclusive" for families that do not fit the traditional mother/father/child(ren) model."

Comfort Level Among Teachers: Many of the respondents did not feel totally comfortable discussing some of these (at times, sensitive) topics. Below is a collection of common themes / causes which teachers shared for being less than comfortable with these discussions.

- Self-aware of teachers' limited insights/need more training
- Comfortable discussing topics within the experience area (e.g., race) but not others (e.g., gender identity).
- There are concerns over offending the students, parents, etc. Will the administration back teachers if there is hostility?
- It can be uncomfortable/difficult for students to have discussions highlighting differences. Teachers don't want to make the few students of color feel uncomfortable. One comment from a parent after such classroom discussions was that her "daughter never felt more Black" because every time discussions about people of color came up the other students would put her on the spot, causing her to feel uncomfortable.

- Current news and polarized climate make this much more challenging without risking being perceived as offensive.

Three staff members (10% of respondents) shared concerns over the effort as promoting a one-sided viewpoint and "victim" identity.

5. Best Practices & Resources

Interview with Katrice Quitter

Curriculum includes everything we do in schools from how students are greeted to materials used in class.

Representation in the curriculum is presenting from all perspectives not just from a dominant culture. It is much more than diverse texts in the classroom and must address why the text is being used/read. True equity in the curriculum disrupts and dismantles systems of oppression. Representation is one piece of an equitable curriculum but can be just a token gesture if not used properly.

Tools such as the NYU Culturally Responsive Curriculum Scorecard should be used to help teachers determine the extent to which the curriculum is culturally responsive. This scorecard looks at several areas including representation, social justice (power and privilege, multiple perspectives) and accurate portrayals. This will help ensure the curriculum is not reinforcing harmful stereotypes.

Gathering qualitative data that includes students' experiences is imperative in order to evaluate if the curriculum. This data should try to capture most of the student population and include demographic information to understand who is being represented and who is not. Students should be asked to provide feedback for teachers as far as inclusion and representation.

Recommended tools:
- Panorama Survey - a valid and reliable tool that surveys across three areas (School Climate and Culture, Positive Relationships, and School Safety) in order to capture student voices
- Harvard PULSE survey - 10 questions for students that can be completed in three minutes to understand and improve inclusion and belonging for students.
- Student Measure of Culturally Responsive Teaching (SMCRT) - 18 questions developed by Dickson, Chun, and Fernandez (2016, p. 147) (Appendix A) to assess students' value of the teacher lead lesson.
- Culturally Relevant Pedagogy Rubric/Scorecard - a scorecard/rubric created by Bryan-Gooden, Hester, and Peoples (2019) (Appendix B) for teachers to utilize to evaluate and reflect upon the culturally relevant design of the curriculum unit. The comprehensive scorecard includes three main themes to evaluate CR pedagogy: representation, social justice, and teacher material. The scores for each theme are critically evaluated for being culturally destructive, culturally insufficient, emerging awareness, culturally aware, or culturally responsive. The score guides the teacher to accepting or modifying the curriculum unit accordingly.

6. Information from Neighboring Districts

Neighboring districts have just begun (within the last year or two) to directly address equity in the curriculum.

Cincinnati Country Day
Cincinnati Country Day named Angela Barber-Joiner as the Director of Diversity, Equity and Inclusion in 2020. The focus has been on fulfilling the school's promise to "prepare students for college and life" as stated in their mission statement. This has included education of the faculty to ensure teachers are providing opportunities to learn about systems of oppression as well as celebrate diverse cultures. They have reviewed literature and looked for opportunities to give voice to underrepresented groups. They have not added to the curriculum, but have examined the curriculum to unpack it and represent all students. This has been done through professional development at each faculty meeting this year. Cincinnati Country Day also has an Equity Task Force with the mission of creating a culture throughout the school that normalizes diversity.

Cincinnati Public Schools
Cincinnati Public School has created two committees to evaluate equity in curriculum. Both committees include the curriculum director, managers, administrators and teachers. The first committee is evaluating the present curriculum for equity and modifying it to suit the school district's student demographic. These curriculums will be available to all teachers in all core subjects areas for implementation in the classroom. The second committee's primary task is to identify areas of systemic inequity within the school district and disrupt these systems utilizing discussions and activities in and out of the classroom.

Fairfield City Schools
Fairfield formally approved their Diversity Plan in 2011. Since that time they have reported annually on their goals to the board of education, updating and revising their plan as appropriate. They currently operate with four main pillars:
- Recruit, hire and retain teachers, administrators and staff of color
- Increase cultural awareness of all teachers, administrators and staff
- Increase community engagement and parental involvement
- Increase student engagement and learning opportunities

In talking with current staff, they feel that despite having the plan in place for many years, it is still challenging to engage everyone district wide. The work is being led at the central office level, and it can be tough to find time to engage staff, students and parents. Strong central office support as well as regular goal setting and reporting have helped the district not lose focus on the work.

Indian Hill
Organized equity work in Indian Hill started at the building level with the help of a building principal who received training from a previous district. Upon the urging of fellow staff members in the building, a building level team was formed. Resources were shared, and regular

voluntary meetings occurred. Other buildings recognized the good work happening within this building, and the other buildings formed their own teams along with a district level team. Those involved with the district level work shared that focused PD experiences as a district team really helped them to jump start their work. Expanded work around race, equity and inclusion included all staff members, and the formation of a parent group. Students also formed groups and led full building events for students. As would be expected, once transitioning from volunteer work to mandated professional development for all, they did experience growing pains. They have learned many lessons from their experiences, and their work has grown and evolved based on the needs and responses from staff, students and the community.

They also have noted that their HR department has made concerted efforts to hire and recruit minority staff members. New teacher orientation meetings also include work around equity and inclusion to ensure incoming staff that may have missed PD sessions are brought up to speed on the district vision and goals

Lakota
Lakota has named an executive director of diversity and inclusion who is forming student groups. The curriculum work study has just begun, and they are interested to learn Madeira's findings.

Mason
Inclusive Excellence is one of Mason's "Big Rocks" (or focus areas). This focuses on deepening appreciation for diversity and commitment to equity, inclusion and justice.

Mason named Soroya Smith as the Diversity, Equity, and Inclusion Learning Experience Designer in 2019. They have Diversity, Equity, and Inclusion leaders in each building, which is similar to a lead teacher position. These leaders have monthly meetings with Soroya Smith and lead Inclusive Excellence Teams within their individual buildings. Each Inclusive Excellence Team includes either the building principal or assistant principal.

Mason provides professional development to all staff members to ensure consistency in practice. The focus of the professional development so far has been presenting principles, looking at the curriculum and how to design it around inclusion.

Sycamore
Sycamore is working on their Equity Study Action Plan with Katrice Quitter

The plan includes an Equity Study collecting data from administrators, staff, classroom observations, school building walkthroughs, parent/caregiver questionnaires, student surveys. They will then develop an Equity Action Plan from this data.

They also plan to establish professional development learning opportunities for staff as well as establish and train a data collection team.

Conclusions and Recommendations

<u>Conclusions</u>

Included in the mission and vision statements for Madeira CIty Schools is providing a positive learning environment and personalized learning for each student, as well as challenging each student to be a responsible, educated and caring individual now and in the future.

A curriculum that is diverse, inclusive, and equitable is necessary in order to achieve these goals. Madeira has begun the work toward these goals through the work of the Global Classroom Committee. Individual teachers across grade levels and subjects have also been intentional about providing windows and mirrors for students. Teachers at Madeira work hard to establish a welcoming environment in their classrooms. However, there are gaps in who is being represented within the curriculum, from both students' and teachers' perspectives. A majority of students are leaving Madeira feeling underprepared to interact with others in a diverse world. Individual teachers have worked hard and spent many hours researching and curating representative materials and creating lesson plans. There is a common belief that only social studies and language arts curriculums lend themselves to diverse and inclusive representation and development of cultural competence. However, there are opportunities to represent a variety of cultures and normalize diversity in all subject areas. The goal is for equity to be woven throughout the curriculum, not set apart as a separate piece. This will be ongoing work and will likely uncover issues that haven't been discovered within the scope of this study. A cohesive approach is needed to guarantee that all students are included and to educate students for a future outside of Madeira City Schools, including establishing a culture of inclusion (through language use, diverse materials, etc…), professional development for all staff (and any new staff), district equity leaders, building equity leaders and committees. Teachers need to be equipped with the skills to evaluate each piece of the curriculum to determine for whom it is a mirror or window and why it is being used. Although adding materials with diverse representation is a good start, they must be evaluated to determine whether they are, in fact, inclusive and adding to equity, not reinforcing harmful stereotypes. Robust conversation around who is being represented, and why or why not, must be implemented.

Neighboring school districts are addressing equity and inclusion in their curriculums and school communities as well. This includes establishing goals around equity, appointing Diversity, Equity and Inclusion leaders and committees, professional development, giving voice to students, and recruiting and hiring diverse staff members.

In the course of our research, we learned that some of the necessary steps towards equity are outside of the scope of this study. We feel that it will take more time to completely address the complexity of the goals of the study. We gathered as much information as possible, both about representation and other equity concerns, so that the district can begin with an informed perspective for future work.

<u>Recommendations</u>

We believe that this work is important and deserves further consideration. We recommend continuing this work in the future through the following steps:

- Survey entire student population at Madeira High School including gathering demographic information and repeat at regular intervals

- Set measurable goals around equity and inclusion with clear benchmarks

- Provide professional development to faculty and staff

- Create a district committee dedicated to diversity, equity and inclusion - to provide recommendations and resources, lead teaching and learning

- Create committees in each building

- Provide a central location for resources (physical and online)

- Establish a culture of inclusivity through language use, materials, etc..

- Focus on hiring diverse staff

Culturally Relevant Pedagogy Evaluation
* Required

1. Email address *

   _____

2. Please answer the following questions. My teacher... *

   Mark only one oval per row.

	Strongly agree	Agree	Disagree	Strongly disagree
Explain what we are learning in different ways to help students learn.	⬭	⬭	⬭	⬭
Want parents to be involved in student learning.	⬭	⬭	⬭	⬭
Provide visual examples when explaining things.	⬭	⬭	⬭	⬭
Use things such as videos, pictures, and guests to help students learn.	⬭	⬭	⬭	⬭
Want students from different cultures to respect one another.	⬭	⬭	⬭	⬭
Use what I already know to help me understand new ideas.	⬭	⬭	⬭	⬭
Try to communicate with my parents about my grades and what I am learning.	⬭	⬭	⬭	⬭
Treat all students like they are important members of the classroom.	⬭	⬭	⬭	⬭
Try to find out what interests me.	⬭	⬭	⬭	⬭
Use real-life examples to help explain things.	⬭	⬭	⬭	⬭
Use examples that are interesting to help students learn.	⬭	⬭	⬭	⬭
Use examples from my culture when teaching.	⬭	⬭	⬭	⬭

Ask about students' home life.	○	○	○	○
Are interested in my culture.	○	○	○	○
Ask about ways that students' culture may be different from others.	○	○	○	○
Speak about contributions that my culture has made to science.	○	○	○	○
Help students learn about other students and their cultures.	○	○	○	○
Have talked about the ways that people from different cultures are not understood.	○	○	○	○

Appendix B

Culturally Relevant Pedagogy Rubric/Scorecard (Bryan-Gooden, J., Hester, M., & Peoples, L. Q., 2019)

Culturally Relevant Pedagogy Rubric/Scorecard

Statements	Very Satisfied (+2)	Satisfied (+1)	Not Applicable (0)	Unclear (-1)	Not Satisfied (-2)
Representation					
Diversity of Characters					
1. The curriculum features visually diverse characters, and the characters of color do not all look alike.					
2. There are references to different ethnic and cultural traditions, languages, religions, names and clothing.					
3. Diverse ethnicities and nationalities are portrayed – not all Asian families are Chinese, not all Latino families are Mexican, etc.					
4. Diverse family structures (i.e. single parents, adopted or foster children, same-sex parents, other relatives living with the family, etc.) are represented.					
5. Differently-abled characters or characters with disabilities are represented.					
6. Characters of color are main characters and not just sidekicks.					
7. If there is conflict in the storyline, the characters of color are not mostly considered the problem.					
Accurate Portrayals					
8. Characters of color are not assumed to have low family wealth, low educational attainment and/or low income.					
9. Gender is not central to the storyline. Female characters are in a variety of roles that could also be filled by a male character.					
10. Social situations and problems are not seen as individual problems but are situated within a societal context.					
11. Characters of diverse cultural backgrounds are not represented stereotypically, or presented as foreign or exotic.					
12. Problems faced by people of color or females are not resolved through the benevolent intervention of a white person or a male.					
13. Diverse characters are rooted in their own cultures and are not ambiguous.					
Total Score					
Total Representation Score					

Social Justice					
Decolonization/Power and Privilege					
14. Curriculum highlights non-dominant populations and their strengths and assets, so that students of diverse race, class, gender, ability, and sexual orientation can relate and participate fully.					
15. The curriculum communicates an asset-based perspective by representing people of diverse races, classes, genders, abilities and sexual orientations through their strengths, talents and knowledge rather than their perceived flaws or deficiencies.					
16. The curriculum does not communicate negativity or hostility toward people of marginalized backgrounds through verbal or nonverbal insults, slights or snubs.					
17. Curriculum and instructional activities promote or provoke critical questions about the societal status quo. They present alternative points of view as equally worth considering.					
Centering Multiple Perspectives					
18. The curriculum recognizes the validity and integrity of knowledge systems based in communities of color, collectivist cultures, matriarchal societies, and non-Christian religions.					
19. The curriculum presents different points of view on the same event or experience, especially points of view from marginalized people/communities.					
Connect Learning to Real Life and Action					
20. The curriculum provides avenues for students to connect learning to social, political, or environmental concerns that affect them and their lives and contribute to change.					
21. The curriculum encourages students to take actions that combat inequity or promote equity within the school or local community.					
22. The authors of the teachers' materials are people of diverse identities (race/ethnicity, gender, other identities if possible).					
Total Score					
Total Social Justice Score					
Teacher Material					

23. Guidance is provided on being aware of one's biases and the gaps between one's own culture and students' cultures.

24. Diverse student identities are seen as assets and strengths that can advance individual and group learning, rather than seen as challenges or difficulties to be overcome.

25. Guidance is provided on making real-life connections between academic content and the local neighborhood, culture, environment and resources.

26. Guidance is provided on giving students opportunities to contribute their prior knowledge and experience with a topic, not just respond to the text and information presented in class.
27. Guidance is provided on engaging students in culturally sensitive experiential learning activities.

28. Guidance is provided on opportunities to engage students' families to enhance lessons. 30. Guidance is provided on customizing and supplementing the curriculum to reflect the cultures, traditions, backgrounds and interests of the student population.
29. Guidance includes, for specific lessons, a range of possible student responses that could all be valid, given the range of student experiences and perspectives.
30. Guidance is provided on customizing and supplementing the curriculum to reflect the cultures, traditions, backgrounds and interests of the student population.

Total Score					
Total Teacher Material Score					

Representation				
Culturally Destructive	**Culturally Insufficient**	**Emerging Awareness**	**Culturally Aware**	**Culturally Responsive**
-26 to -11	**-10 to 0**	**1 to 11**	**12 to 19**	**20 to 26**
The curriculum likely reinforces stereotypes and portrays people of color in inferior and destructive ways. There is little to no diversity in illustrations, and the curriculum provides zero opportunities for teachers to engage cultural responsiveness. There is little to no diversity among curriculum contributors and illustrators.	The curriculum likely has culturally and racially ambiguous characters. Few characters and stories are portrayed in a culturally and historically accurate way. There is likely little to no diversity among curriculum contributors and illustrators.	The curriculum likely represents some groups in diverse and dynamic ways but not all. Some characters are portrayed in culturally and historically accurate ways, while others are still depicted as stereotypes. There is likely little diversity among curriculum contributors.	The curriculum likely captures a decent representation of diverse characters, who are generally portrayed in accurate and dynamic ways. There is likely some diversity among the curriculum contributors and illustrators.	The curriculum likely captures a wide representation of dynamic characters that are reflected in accurate and appropriate cultural and historical contexts. This curriculum was likely co-authored and illustrated by a diverse group of contributors.

Social Justice				
Culturally Destructive	**Culturally Insufficient**	**Emerging Awareness**	**Culturally Aware**	**Culturally Responsive**
-16 to -7	**-6 to 0**	**1 to 7**	**8 to 12**	**13 to 16**
The curriculum likely centers White or Eurocentric ideas and culture throughout the majority of the text. Microaggressions, biases, and deficit perspectives are prevalent. The curriculum is likely disconnected from students' lives and provides zero to very few opportunities for teachers to practice cultural responsiveness.	The curriculum predominantly centers White or Eurocentric ideas and culture in most of its components. For the most part students are not encouraged to think critically, or take action to combat inequity. The curriculum provides weak connections to students' lived experiences. There is hardly any opportunity for teachers to engage cultural responsiveness.	The curriculum occasionally centers multiple perspectives. Some critical questions are posed to students. Non-dominant knowledge systems are acknowledged and mentioned a few times throughout the curriculum. There are a few opportunities for teachers to practice cultural responsiveness.	The curriculum likely centers people of color, marginalized populations, and multiple perspectives. The curriculum provides multiple opportunities for students to think critically. There are several opportunities for teachers to connect students' learning to real life issues and action.	The curriculum is likely humanizing, liberatory, and equity oriented. Instances of centering multiple perspectives are abundant throughout the curriculum. There are clear prompts, activities, and content that connect students' learning to real-life issues and actions. There are many opportunities for teachers to engage cultural responsiveness.

Teacher's Material				
Culturally Destructive	**Culturally Insufficient**	**Emerging Awareness**	**Culturally Aware**	**Culturally Responsive**
-18 to -8	**-7 to -1**	**0 to 6**	**7 to 12**	**13 to 18**
There is no guidance on engaging diverse learners or culturally responsive teaching	There is a little guidance on engaging diverse learners or culturally responsive teaching	There is a little guidance on engaging diverse learners in meaningful	There is a lot of guidance on engaging cultural responsiveness. Teachers are	There is an abundance of guidance on engaging cultural responsiveness

in the teachers' materials. Teachers are not encouraged to reflect on their worldviews or their practice. There is no guidance about connecting the curriculum to students' lives. There is no opportunity for cultural responsiveness.

in the teachers' materials, but it is mostly on a superficial or symbolic level. It is seen as additive, rather than central to the curriculum and teaching.

culturally responsive ways. The teachers' materials provide guidance on at least one of the following: supplementing curriculum, engaging students in culturally sensitive experiential learning, and making real life connections between the curriculum and students' lives.

presented with activities to reflect on their worldviews and how they see and teach students. There is some guidance on several of the following: supplementing curriculum, engaging students in culturally sensitive experiential learning, and making real life connections between the curriculum and students' lives.

meaningfully throughout the teaching approach, homework, lesson plans, etc. Culturally responsive guidance is clearly marked and presented as essential to effective teaching. Teachers are encouraged to consistently check their own biases and reflect on their practice.

Historical background of district work on equity and inclusion:

Global Classroom Committee

- 2018-19 & 2019-20: Teams of Madeira City School employees and community members participated in year long training focused on equity and inclusion in our schools. Hosted by HCESC, these trainings provide an opportunity for our team to dig deep into the topics of race and inclusion alongside educators from other districts. Through this training, the GCC goals and action items were generated and continue to be revised as the work continues & evolves.
- 2018-19 & 2019-20: GCC met regularly to share learning, discuss current events, evaluate district practices, and collaborate with neighboring districts.
- 2019-20: Members of GCC led full staff professional development in all three buildings. PD was focused on the topics of identity, bias, and race. Summer staff book study was conducted focused on race and equity.
- 2020-21: GCC expanded to form building level teams for regular smaller group meetings. Community members formed the Parent Equity Group in collaboration with neighboring schools to create a forum for parents and school staff to share resources and open a dialogue around issues of race and equity.

Current Goals of Global Classroom Committee

- Continue to send groups of staff and community members to in depth training experiences to expand our internal understanding and capacity at a deeper level.
- Continue full staff professional development around the areas of race, equity and inclusion.
- Work with Instructional Leaders to review and refine current curricular practices in order to ensure materials used are culturally relevant and reflective of our diverse world.
- Create a network of families & resources for students and families new to the community to help them feel welcome and supported.
- Expand the work from only staff to directly engage our students & families on the topics of race, equity and inclusion.
- Work to recruit, hire and retain a diverse staff of professionals to work with our students and families.