

## Name of Unit: Short Story Unit

**Instructions:** enter the number of characters from the text that fall into each cell below  
Do not enter anything into the gray cells, the numbers will calculate automatically

### Diversity of Characters Count

	Girl/Woman	Boy/Man	Non Binary	Total
Middle Eastern				0
Asian/Pacific Islander				0
Black/African				0
Latinx				0
Native American				0
White				0
Racially Ambiguous				0
Multiracial				0
People with Disabilities				0
Animals				0
<b>Total</b>	0	0	0	

**Notes:**

**When done, go to the next sheet: "CRE Statements."**

**Instructions:** enter the number of author(s) of the text that fall into each cell below. Do not enter anything into the gray cells, the numbers will calculate automatically.

**Diversity of Author(s)**

	<b>Girl/Woman</b>	<b>Boy/Man</b>	<b>Non Binary</b>
Middle Eastern			
Asian/Pacific Islander			
Black/African			
Latinx			
Native American			
White			
Racially Ambiguous			
Multiracial			
People with Disabilities			
<b>Total</b>	0	0	0



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**Total**

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Name of Unit:

**Instructions:** Consider the **text and all related curriculum materials** when providing your response based on your review.

Do not enter anything into the gray cells, the numbers will calculate automatically

## REPRESENTATION

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 Latinx families are Mexican, etc.
4. Diverse family structures (ie. single parents, adopted or foster children, same-sex parents, other relatives living with the family, etc.) are represented.
5. 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.
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.

## Column Totals

## Representation Total

## SOCIAL JUSTICE ORIENTATION

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.
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.
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.

#### **Column Totals**

#### **Social Justice Orientation Total**

#### **TEACHERS' MATERIALS**

22. The authors of the teachers' materials are people of diverse identities (race/ethnicity, gender, other identities if possible).
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.
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.

#### **Column Totals**

#### **Teachers' Materials Total**

**OTHER**

31. Characters speak languages other than English and this is seen as positive by other characters.

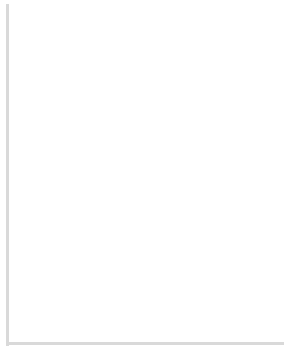
32. There are a variety of ages represented in the book and other characters are respectful of this.

33. Are the characters' geographic regions (either where they live now or where they are from) represented positively?

34. Are their experiences seen as assets rather than liabilities?

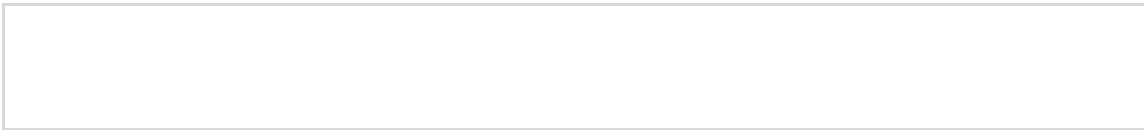
**Column Totals****Other Total**





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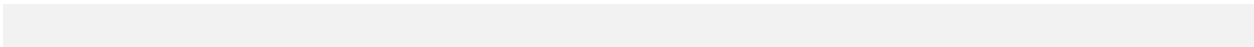
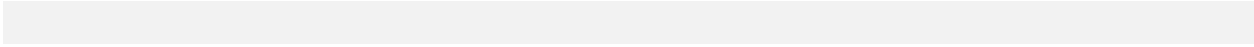
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**Notes/Evidence**













## Name of Unit: Analysis of Literature

**Instructions:** enter the number of characters from the text that fall into each cell below  
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### Diversity of Characters Count

	Girl/Woman	Boy/Man	Non Binary	Total
Middle Eastern				0
Asian/Pacific Islander				0
Black/African				0
Latinx				0
Native American				0
White				0
Racially Ambiguous				0
Multiracial				0
People with Disabilities				0
Animals				0
<b>Total</b>	0	0	0	

**Notes:**

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Multiracial			
People with Disabilities			
<b>Total</b>	0	0	0





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## REPRESENTATION

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2. There are references to different ethnic and cultural traditions, languages, religions, names and clothing.
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5. Characters with disabilities are represented.
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7. If there is conflict in the storyline, the characters of color are not mostly considered the problem.
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### Column Totals

### Representation Total

## SOCIAL JUSTICE ORIENTATION

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.

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21. The curriculum encourages students to take actions that combat inequity or promote equity within the school or local community.

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**Column Totals**

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**Social Justice Orientation Total**

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**Column Totals**

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**Teachers' Materials Total**

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**OTHER**

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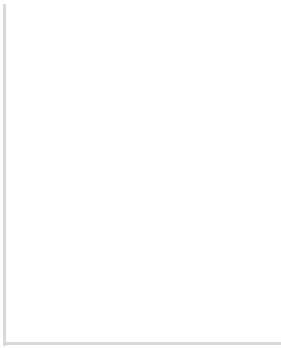
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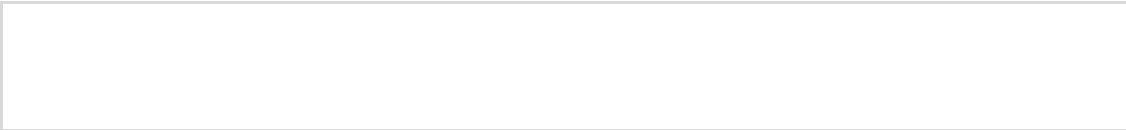
**Column Totals****Other Total**





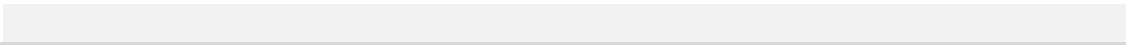
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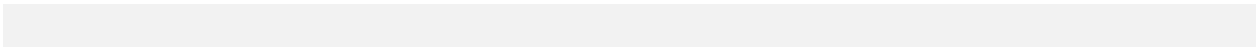
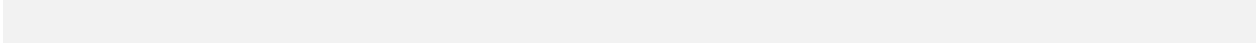
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**Notes/Evidence**













Name of Unit: Unit 1-SEM 2

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Black/African				0
Latinx				0
Native American				0
White				0
Racially Ambiguous				0
Multiracial				0
People with Disabilities				0
Animals				0
<b>Total</b>	0	0	0	

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Latinx			
Native American			
White			
Racially Ambiguous			
Multiracial			
People with Disabilities			
<b>Total</b>	0	0	0





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Enter Name of Unit:

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#### **Column Totals**

### **Social Justice Orientation Total**

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#### **Column Totals**

### **Teachers' Materials Total**

**OTHER**

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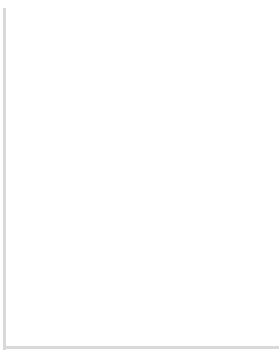
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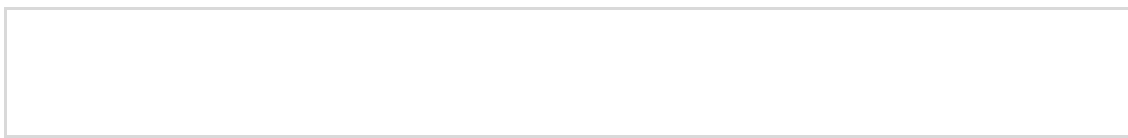
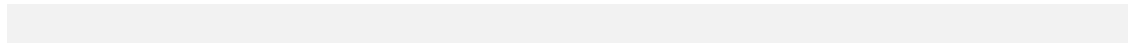
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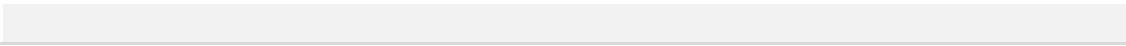
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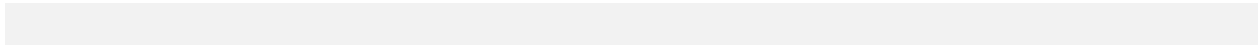
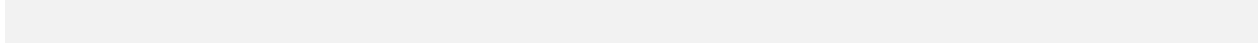
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**Notes/Evidence**















## How to Interpret Your Ratings

### Representation

<b>Culturally Destructive</b> <b>-26 to -11</b>	<b>Culturally Insufficient</b> <b>-10 to 0</b>	<b>Emerging Awareness</b> <b>1 to 11</b>
<p>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.</p>	<p>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.</p>	<p>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.</p>

### Social Justice Orientation

<b>Culturally Destructive</b> <b>-16 to -7</b>	<b>Culturally Insufficient</b> <b>-6 to 0</b>	<b>Emerging Awareness</b> <b>1 to 7</b>
<p>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.</p>	<p>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.</p>	<p>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.</p>

### Teachers' Materials

<b>Culturally Destructive</b> <b>-18 to -8</b>	<b>Culturally Insufficient</b> <b>-7 to -1</b>	<b>Emerging Awareness</b> <b>0 to 6</b>
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There is no guidance on engaging diverse learners or culturally responsive teaching 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.

There is a little guidance on engaging diverse learners or culturally responsive teaching 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.

There is a little guidance on engaging diverse learners in meaningful 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.

recard, Bryan-Gooden, et. al (2019) for this audit. Units

<b>Culturally Aware 12 to 19</b>	<b>Culturally Responsive 20 to 26</b>
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.

<b>Your Ratings</b>	
<b>6-8 Unit:</b>	0
<b>9-10 Unit:</b>	0
<b>11-12 Unit:</b>	0

<b>Culturally Aware 8 to 12</b>	<b>Culturally Responsive 13 to 16</b>
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.

<b>Your Ratings</b>	
<b>6-8 Unit:</b>	0
<b>9-10 Unit:</b>	0
<b>11-12 Unit:</b>	0

<b>Culturally Aware 7 to 12</b>	<b>Culturally Responsive 13 to 18</b>
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<b>Your Ratings</b>	
<b>6-8 Unit:</b>	0
<b>9-10 Unit:</b>	0



There is a lot of guidance on engaging cultural responsiveness. Teachers are 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.

There is an abundance of guidance on engaging cultural responsiveness 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.

**11-12 Unit:** 0

