Building Cultural Competency Assessment

Mission Statement:

A culturally competent school is inclusive and inviting to all students, families, and community members. A culturally competent school maximizes student achievement and participation, regardless of race, ethnicity, socio-economic status, religion, sexual orientation, and learning differences.

Application:

The following rubric will allow the user to assess a school on its level of competency in regard to domains encompassed within the concept of cultural competency. This could include, but is not limited to, school wide, building team, and individual classroom practices assessment.

The practices in the exemplary column of this rubric should be looked at as goals for, but not limits to, your school's mission to achieve cultural competency.

Connection to Springfield Public Schools Equity Survey:

The domains in this rubric are connected with the Springfield Public Schools Equity Survey and can be used independently or collectively to assist in the development of action plans to improve practices.

Assessment Domains:

Training/Professional Development*

Example: All teachers are trained to understand the dynamics of cultural identity development for groups.

Using Data for Equitable Outcomes*

Example: Data collection procedures exist to assess needs for sub-groups.

School Culture*

Examples: A variety of family structures and cultures are represented around the school.

Culturally Proficient Family Engagement*

Example: Bilingual liaisons are available to communicate with families about student progress.

Culturally Proficient Curriculum, Teaching & Learning*

Example: Cultural diversity is seen as a strength and utilized in teaching. Textbooks provide multiple perspectives of historical events.

BUILDING CULTURAL COMPETENCY ASSESSMENT

Training/ Professional Development

	Exemplary	Basic	Emerging	Needs Improvement
High quality training	Every member of school trained on site and updated regularly in strategies that reduce the achievement gap, e.g. SIOP, etc.	An opportunity is afforded to all, and most members of school are trained, often on site, and updated regularly in strategies that reduce the achievement gap, e.g. SIOP, etc.	Selected members of school are trained, and updated infrequently in strategies that reduce the achievement gap, e.g. SIOP, etc.	Few, if any, members of school are trained, or updated in strategies that reduce the achievement gap, e.g. SIOP, etc.
	Ongoing trainings and workshops with the intent to promote cultural proficiency are fully supported by leadership and presented in small group settings within buildings and district and are brought to schools during collaboration days, regular school days, including instructional times (with sub time support), prep times, and non-instructional times, or after school time (staff are compensated).	Ongoing trainings and workshops with the intent to promote cultural proficiency are provided within buildings and district facilities and are presented in small group settings during collaboration days, regular school days, including instructional (sub time support) times, prep times, non-instruction, or after school time (staff are compensated).	Occasional trainings and workshops with the intent to promote cultural proficiency are provided and encouraged, but are not necessarily brought to schools. Staff may be supported with sub time during instructional times, after school hours are not compensated.	Trainings and workshops with the intent to promote cultural proficiency are seldom provided, supported, or encouraged by school administration.

BUILDING CULTURAL COMPETENCY ASSESSMENT

Training/ Professional Development

	Exemplary	Basic	Emerging	Needs Improvement
Content	Training is implemented to integrate a variety of teaching methods to reach all students	Training is offered but not yet fully implemented to integrate a variety of teaching methods to reach all students	Training is offered and encouraged but not implemented to integrate a variety of teaching methods to reach all students	Limited training is offered to integrate a variety of teaching methods to reach all students.
	All teachers are trained to understand the dynamics of cultural identity development for groups, such as students of color, multi-racial, and white students.	Most teachers are trained to understand the dynamics of cultural identity development for groups, such as students of color, multi-racial, and white students.	Few teachers are trained to understand the dynamics of cultural identity development for groups, such as students of color, multi-racial, and white students.	Training is not provided, or no teachers are trained to understand the dynamics of cultural identity development for groups, such as students of color, multi-racial, and white students.
	All staff within schools receive training regarding LGBTQ issues/awareness.	Most staff within schools receive training regarding LGBTQ issues/awareness.	Some staff within schools have received training regarding LGBTQ issues/awareness.	No staff within schools receive training regarding LGBTQ issues/awareness.
	All staff receive training on issues of poverty, such as different aspects of poverty culture, sleep issues, mobility and homelessness.	Most staff receive training on issues of poverty, such as different aspects of poverty culture, sleep issues, mobility and homelessness.	Some staff receive training on issues of poverty, such as different aspects of poverty culture, sleep issues, mobility and homelessness.	Training is not provided, or no building staff receive training around issues of poverty.
	Appropriate trainings are fully supported by leadership in an immediate response to evaluation/assessment data.	Appropriate trainings are offered in a timely manner in response to evaluation/ assessment data.	Appropriate trainings are considered but not necessarily offered in response to evaluation/ assessment data.	Appropriate trainings are not considered or offered in response to evaluation/ assessment data.

BUILDING CULTURAL COMPETENCY ASSESSMENT

	Training/ Professional Development			
	Exemplary	**Basic**	**Emerging**	**Needs Improvement**
Leadership	Leaders require teachers to engage in high quality, on-going training in the pursuit of cultural competency.	Leaders expect and encourage teachers to engage in high quality, on-going training in the pursuit of cultural competency.	Leaders offer opportunities but no support to teachers to engage in high quality, on-going training in the pursuit of cultural competency.	Leaders do not expect or encourage teachers to engage in high quality, on-going training in the pursuit of cultural competency.
	Leaders require all building staff (both certified AND classified) to engage in high quality, on-going training in the pursuit of cultural competency.	Leaders expect and encourage all building staff to engage in high quality, on-going training in the pursuit of cultural competency.	Leaders offer opportunities but no support to teachers to engage in high quality, on-going training in the pursuit of cultural competency.	Leaders do not expect or encourage all building staff to engage in high quality, on-going training in the pursuit of cultural competency.
	Leaders understand and consider their own cultures, biases, and prejudices and select trainings in response.	Leaders make formal attempts to understand and consider their own cultures, biases, and prejudices and select trainings in response.	Leaders make some informal attempts to understand and consider their own cultures, biases, and prejudices and select trainings in response.	Leaders are not aware of nor consider their own cultures, biases, and prejudices.
	Leaders understand and consider the cultures, biases, and prejudices of their staff and select trainings in response.	Leaders make formal attempts to understand and consider the cultures, biases, and prejudices of their staff and select trainings in response.	Leaders make some informal attempts to understand and consider the cultures, biases, and prejudices of their staff and select trainings in response.	Leaders make little to no attempt to share new knowledge and bring information learned back to school meetings
	Leaders have an explicit process for sharing new knowledge and bring information learned back to school meetings.	Leaders make consistent attempts to share new knowledge and bring information learned back to school meetings but no explicit process is in place.	Leaders make some attempts to share new knowledge and bring information learned back to school meetings, however attempts are inconsistent and no explicit process is in place.	Leaders make little to no attempt to share new knowledge and bring information learned back to school meetings.

BUILDING CULTURAL COMPETENCY ASSESSMENT

Training/ Professional Development

	Exemplary	Basic	Emerging	Needs Improvement
Leadership Continued:	Leaders have an explicit process for sharing new knowledge and bring information learned back to school meetings.	Leaders make consistent attempts to share new knowledge and bring information learned back to school meetings but no explicit process is in place.	Leaders make some attempts to share new knowledge and bring information learned back to school meetings, however attempts are inconsistent and no explicit process is in place.	Leaders make little to no attempt to share new knowledge and bring information learned back to school meetings
	Leaders require all building staff to participate in and integrate training techniques. This may be done by sharing new information and knowledge gained from trainings or Professional Learning Communities systematically at staff/school meetings; encouraging classroom visits to observe fellow teachers implementing techniques, etc.	Leaders expect and encourage staff to participate in and integrate training techniques.	Leaders offer opportunities but no support staff to participate in and integrate training techniques.	Leaders do not expect or encourage staff to participate in and integrate training techniques.

BUILDING CULTURAL COMPETENCY ASSESSMENT

Using Data for Equitable Outcomes

	Exemplary	Basic	Emerging	Needs Improvement
Data collection and analysis	Data inquiry, collection and analysis processes systematically address diverse student needs.	Most data inquiry, collection and analysis processes occasionally address diverse student needs.	Some data inquiry, collection and analysis processes address diverse student needs.	Data inquiry, collection and analysis processes do not address diverse student needs.
	Data collection procedures exist to assess needs for subgroups not routinely considered, e.g. LGBTQ, Pacific Island students, etc.	Some data collection procedures are in place to assess needs for subgroups not routinely considered. Strategies are being developed to gather data on those groups when gaps in data collection procedures are identified.	Few data collection procedures are in place to assess needs for subgroups not routinely considered. Gaps in data collection procedures are identified but not addressed.	Data collection procedures are not in place to assess needs for subgroups not routinely considered. Staff does not identify, value or seek to address gaps in data collection procedures that assess needs for subgroups not routinely considered.
	Opportunities to collect a variety of data from diverse stakeholder groups e.g. (staff, students, families) are institutionalized.	While staff try to collect a variety of data from diverse stakeholder groups e.g. (staff, students, families), a plan is not institutionalized	Opportunities or intentions to collect data from diverse stakeholder groups e.g. (staff, students, families) are seldom recognized.	The school does not intend to collect data from diverse stakeholder groups e.g. (staff, students, families).
	A formal process for sharing data is institutionalized across all school staff to drive decision-making.	An informal process of sharing data occurs. The data are sometimes used in decision-making.	Some data are shared with school staff, but rarely used in decision-making.	Data are rarely shared with any staff outside of leadership and not available for teams to use in decision-making.
	Multiple people representing a variety of stakeholder groups are asking the hard questions when data shows prejudice.	The same handful of people routinely question data representing particular groups.	A representative staff person is the one who routinely questions data representing that particular group	No one on site questions potential prejudice in the data.

BUILDING CULTURAL COMPETENCY ASSESSMENT

Using Data for Equitable Outcomes

	Exemplary	Basic	Emerging	Needs Improvement
Cultural lens or perspective	Cultural discrepancies in behavior, expectations and programs are considered before referrals and culturally appropriate intervention plans are developed.	A few staff identify cultural discrepancies in behavior, expectations and programs before referrals and intervention plans are developed. Staff try to develop plans that address cultural differences.	A representative staff person is the one who routinely identifies cultural discrepancies in behavior, expectations and programs before referrals and intervention plans are developed. Strategies often do not acknowledge cultural differences.	Referrals and intervention plans are developed uniformly regardless of student background and needs because this is “the way we have always done it.”
	All staff take culture and cultural-related barriers in to consideration when assessing data.	Most staff take culture and cultural-related barriers in to consideration when assessing data.	Some staff take culture and cultural-related barriers in to consideration when assessing data.	Staff does not take culture and cultural-related barriers in to consideration when assessing data.

BUILDING CULTURAL COMPETENCY ASSESSMENT

School Culture

	Exemplary	Basic	Emerging	Needs Improvement
Opportunity and access	All students including those from under-served populations are provided equitable opportunities to participate in extracurricular (sports, debate, yearbook, student council, etc.) and enrichment activities (band, art, field trips, college). Opportunities are not necessarily limited by GPA.	Most students are invited to participate in extracurricular and enrichment activities.	Students from underserved populations are invited to participate in extracurricular activities enrichment activities, but they are prevented from participating in them due to fees.	Students from underserved populations are not explicitly invited to participate in extracurricular activities, nor enrichment activities.
	All students including those from under-served populations are provided equitable opportunities and recruited to participate in rigorous coursework (AP and honors courses).	Most students are invited to participate in rigorous coursework.	Students from underserved populations are invited to participate in rigorous coursework, but they are not offered adequate support and intervention opportunities to advance in their skill progression.	Students from underserved populations are not explicitly invited to participate in rigorous coursework. Students are tracked based on ability and are not offered support or intervention opportunities to advance in their skill progression.
	If a fee is required to participate, scholarships, waivers and support to complete them are made possible for low SES and underserved students.	Some scholarships are available to help cover participation costs, and students and families receive support to complete scholarship paperwork.	Few scholarships are available to help cover participation costs. No support is available to students and to complete scholarship paperwork.	No fee waivers/scholarships are available to help with the cost of participation even if students are interested.

BUILDING CULTURAL COMPETENCY ASSESSMENT

School Culture

	Exemplary	Basic	Emerging	Needs Improvement
Opportunity and access Continued	When data trends show disproportionate representation of students from diverse subgroups in extra-curricular activities, enrichment activities, or rigorous courses, staff research barriers and develop strategies to increase participation.	Trends in subgroup participation are known by teachers/staff and attempts are made to address this without researching how systematic barriers may be created due to students' culture, race, religion, SES, sexual orientation, etc.	Trends in subgroup participation are known by teachers/staff, but they do not know what to with that information.	Staff are unaware and/or uninterested in trends in subgroup participation.
Adults present in building:	Teachers, staff, and administrators proportionately represent the student population's non-majority culture. Positions held by employees from non-majority cultures are balanced between certified and classified roles.	Some teachers, staff and administrators represent the non-majority culture but are not proportionate to the student population.	Few teachers, staff, and administrators represent non-majority culture. Positions held by employees from non-majority cultures are not balanced between certified and classified roles.	Teachers, staff, and administrators represent the majority culture only.
	Community and family members representing a variety of student subgroups are welcomed and included in a variety of school activities.	Community and family members are invited to school activities, but not necessarily in their home language or through culturally appropriate venues such as announcements on local radio, at community gatherings/events, etc.	Community and family members are rarely invited to school activities.	Community and family members are not invited to school activities.
	Mentors and support staff for at-risk subgroups are identified to students and easily accessed.	Mentors and support staff are identified for at-risk groups, but rarely available to meet with students.	Some mentors are available for at-risk groups, but they are difficult to identify and/or locate.	At-risk subgroups do not have any adults in building to talk to and understand their situation.
	Local experts and community leaders participate and add relevance and diverse perspectives to educational activities on a regular basis.	Experts and community members are invited for special occasions	Experts and community members are invited rarely	Experts and community members are not invited to share their experiences with students.

BUILDING CULTURAL COMPETENCY ASSESSMENT

School Culture

	Exemplary	Basic	Emerging	Needs Improvement
Inviting and inclusive practices	Teachers/staff value and develop interpersonal relationships with all students.	Teachers/staff make an effort to get to know something about most of their students.	Teachers/staff make some effort to get to know students, but not in a systematic way (some kids fall through the cracks).	Teachers/staff do not get to know the students, believing that academics and personal life should not overlap.
	Teachers/staff know and understand the neighborhood their students live in.	Teachers know where most of their students live/understand neighborhood dynamics.	Teachers/staff make some effort to understand where students come from.	Teachers/staff do not know anything about students' family lives or neighborhoods.
	Parents and students feel safe to construct culture at school.	Cultural differences are talked about and supported in school.	Cultural differences are tolerated in the school.	Only the majority culture is represented in the school. Expressing cultural differences is discouraged.
	Front office staff acknowledge and greet all visitors warmly, greeting non-English speaking families in their home language. A system is in place for greeting families who do not speak English.	Front office staff are friendly and can speak a few words in a different language. A system for greeting families who do not speak English is being developed.	Front office staff are friendly but unable to communicate in any language other than majority. No system for greeting families is yet being developed.	Front office staff do not welcome families and speak only the majority language.
	All school communications are translated into student/family home language and sent on a regular basis.	Most school communications are sent home on a regular basis but in English only.	Any school communication is sent home in English only.	Schools do not communicate with families on a regular basis.
	Teachers understand and acknowledge cultural behaviors and identity development. Diverse perspectives and backgrounds are welcomed.	Teachers/staff have received training in cultural differences and cultural identity development.	Teachers understand that difference exist between cultures, but do not know how this might impact their treatment of students.	Teachers/staff do not know what differences exist between majority culture and other cultures.

BUILDING CULTURAL COMPETENCY ASSESSMENT

School Culture

	Exemplary	Basic	Emerging	Needs Improvement
Physical Environment	Décor is inclusive and sincere, representing students' and families' languages and cultures with, maps, flags, posters, exemplary achievements, etc.	Multiple cultures are represented in the school décor, but representation is stereotypical and superficial.	Décor represents some of the cultures represented by the student population, but others are still left out.	Décor represent only the majority culture.
	Décor is inclusive, representing a diverse variety of students' exemplary achievements (e.g. accolades for music, theatre, FBLA, Brain Bowl, MLK Contest, Battle of the Books)	Décor is representative of a variety of diverse students' exemplary achievements (e.g. accolades for music, theatre, FBLA, Brain Bowl, MLK Contest, Battle of the Books). However, representation is stereotypical and superficial. For example, Latinos are only honored for Mariachi band, etc.	Décor is represents some diverse variety of students' exemplary achievements.	Décor represent only the achievements of the majority culture.
	Building space is inclusive, evenly allocated to student need, and does not single out at risk subgroups (e.g. SPED hallway)	Building space considers multiple subgroups' needs.	Building space considers some subgroup needs, but others' needs are ignored.	The building space does not take in to consideration needs of student subgroups.
	Mascots that are not culturally sensitive have been removed or changed.	Mascots have been identified as inappropriate and offensive, but remain in place.	Inappropriate and offensive mascots' cultural sensitivity have been questioned, but not yet officially labeled as offensive. They remain in place.	Mascots that are not culturally sensitive are not seen as offensive. They remain in place and are sometimes celebrated despite their inappropriateness.

BUILDING CULTURAL COMPETENCY ASSESSMENT

Family Engagement

	Exemplary	Basic	Emerging	Needs Improvement
Training and Knowledge	Staff understand family dynamics and family's role in supporting academic success. They know that students have a variety of family structures and cultures. They are comfortable and effective when communicating with children's caretakers.	Most staff have some understanding of how to work with families across a variety structures and cultures. They know how to communicate with children's caretakers.	There is a designated person on staff whose duty it is to work with families. The staff person communicates with families and children's caretakers on a limited basis.	There is no designated person on site whose duty it is to work with families.
	The school has a rich partnership with outside agencies to improve services to families.	The school partners with some outside agencies to support family needs in a meaningful way.	Partnership with outside agencies to support family needs is limited in both scope and activity.	School does not engage with outside agencies to support family needs.
Family Resources and Referral	Resources are available for families such as hygiene products, clothing closet, free/reduced forms, computer access, etc.	Most staff know how to refer families to Brattain House and other local agencies to meet domestic needs.	A designated staff person knows how to refer families to Brattain House and other local agencies to meet domestic needs.	Outside of free and reduced lunch and other required forms, the school does not provide families with access to computers or domestic necessities.
	Staff are knowledgeable about local resources, homeless liaison, DHS, etc.	Some staff are knowledgeable about local resources, homeless liaison, DHS, etc.	There is a designated staff person who is knowledgeable about local resources, homeless liaison, DHS, etc.	No one on site is knowledgeable about local resources, homeless liaison, DHS, etc.

BUILDING CULTURAL COMPETENCY ASSESSMENT

Family Engagement

	Exemplary	Basic	Emerging	Needs Improvement
Family Resources and Referral Continued	For sites with no family center, all staff are aware of an identified support process and structure for families in need.	For sites with no family center, there is an identified support process and structure for families in need.	For sites with no family center, the school is developing a support process and structure for families in need.	There is no identified support process and structure for families in need.
Outreach to Families	School/leaders reach out to families and their communities through a variety of media, networks, etc. knowing that culturally diverse families may require different outreach supports to become engaged.	While schools/leaders have developed multiple opportunities for families to become engaged, they are seldom developed to meet the specific needs of diverse cultural groups.	Schools/leaders have developed some opportunities for families to become engaged. These are rarely developed to meet the specific needs of diverse cultural groups.	Opportunities for families to engage are traditional (e. g. back to school, parent conferences.)
	Staff supports family leadership opportunities, such as advocacy training, personal invitations to PTO, etc.	While there are few opportunities, staff recognizes the need for family leadership and are developing and institutionalizing a process.	The school offers limited opportunities for family leadership.	Outside of a PTO targeting majority parents, the school offers no or limited opportunities for family leadership.
	Staff is nonjudgmental and welcoming, engaging families in a shared conversation about meeting their children's needs.	Staff discusses and practice ways to become more welcoming and nonjudgmental.	Staff addresses family members respectfully but with no personal interaction.	Family members are not immediately acknowledged or attended to respectfully in school interactions; there is an "us" and "them" sentiment across the staff.
	Parents representing at-risk groups are invited--and trained/supported as necessary—to volunteer in school and at home.	Staff is developing ways to address the unique volunteer needs for parents representing at-risk groups.	Parents representing at-risk groups are welcome to volunteer in the school but are not recruited or targeted in any way to encourage participation.	There are no clearly identified volunteer roles or supports for parents representing at-risk groups.

BUILDING CULTURAL COMPETENCY ASSESSMENT

	Family Engagement			
	Exemplary	**Basic**	**Emerging**	**Needs Improvement**
Outreach to Families continued	Post-secondary opportunities are communicated to all students and families including college, scholarship, and vocational options.	Post-secondary opportunities are communicated to most students and families.	Post-secondary opportunities are communicated to some students and families.	Post-secondary opportunities are not communicated to students and families.
	Post-secondary opportunities are communicated to all students and families including college, scholarship, and vocational options.	Post-secondary opportunities are communicated to most students and families.	Post-secondary opportunities are communicated to some students and families.	Post-secondary opportunities are not communicated to students and families.
	Parents and family events support the needs of working poor by offering childcare, food, home visits, going into family community, etc.	Schools' staff is developing structures to meet the needs of working poor by offering childcare, food, home visits, going into family's community, etc.	A few school staff understand the value of accommodating the working poor by offering childcare, food, home visits, going into family's community, but these activities are not routine.	School does not address the needs of working poor by offering childcare, food, home visits, going into the family's community, etc.

BUILDING CULTURAL COMPETENCY ASSESSMENT

	Culturally Proficient Curriculum, Teaching & Learning			
	Exemplary	**Basic**	**Emerging**	**Needs Improvement**
Staff perspective	Staff consistently use culturally proficient vocabulary and apply it appropriately to be inclusive of diverse student groups.	Teachers use culturally proficient vocabulary and are learning to apply it appropriately to be inclusive of student groups.	Staff members are open to using culturally proficient vocabulary when referring to student groups but do not consistently use it. Staff use terminology that is outdated or inaccurate such as the term "Oriental" when referring to a person with Asian ancestry.	Staff members use and defend outdated terminology when referring to student groups.
	Diverse perspectives are considered part of the normal school culture (e.g. poverty, religion, religion, LGBTQ, learning styles, race).	Staff members recognize each individual's perspective.	Staff members recognize that there are multiple cultural perspectives.	Staff members have limited awareness of the concept of cultural perspective.
	All staff are aware and critical about their own cultural perspective and how it impacts their teaching and thinking.	In their interactions with students and peers, teachers and staff acknowledge more than one perspective (e.g. white privilege).	In conversations, staff members are open to considering alternate perspectives.	Staff members appear hesitant to consider alternative perspectives.
	Staff make explicit to students that perspectives shift, and culture is dynamic.	Staff are aware that perspectives and cultures are dynamic and address this in their classrooms.	Staff are aware that perspectives and cultures are dynamic but do not address this in their classrooms.	Staff do not acknowledge that perspectives and cultures are dynamic.

BUILDING CULTURAL COMPETENCY ASSESSMENT

Culturally Proficient Curriculum, Teaching & Learning

	Exemplary	Basic	Emerging	Needs Improvement
Relation between acculturation and immigration	All staff understand and explain acculturation, immigration, and generational differences and help students understand their experiences are "normal", valid, and supported.	Some staff understand and explain acculturation, immigration, and generational differences and help students understand their experiences are "normal", valid, and supported.	Few staff understand and explain acculturation, immigration, and generational differences and help students understand their experiences are "normal", valid, and supported.	Staff does not understand acculturation, immigration, and generational differences. They do not help students understand their experiences are "normal", valid, and supported.
	Staff doesn't make assumptions about students' background knowledge, experience, and opportunities.	Staff rarely makes assumptions about student background, but is open to alternative interpretations or insights that include student background knowledge, experience, and opportunities.	Staff makes some assumptions about student background, but is open to alternative interpretations or insights that include student background knowledge, experience, and opportunities.	Staff makes assumptions about background knowledge, experience, and opportunities that are limiting in reference to students' capacities.
	Staff offers examples that are inclusive of multiple perspectives and backgrounds.	Staff examples include more than one cultural perspective or social/cultural background	Staff examples often have a single cultural perspective but, when mentioned, staff members are willing to listen to alternative perspective.	Staff examples use language that exclude student groups based on race, gender, or other aspects that distinguish background.
Strategies	All staff understands and implement culturally supportive teaching methods.	Staff recognizes culturally supportive teaching methods and seeks to expand their practice to be increasingly inclusive.	Staff is not actively aware of culturally supportive teaching methods, but show openness to a broader understanding of culturally supportive teaching practices.	Staff are resistant to teaching methods intended to be culturally supportive.

BUILDING CULTURAL COMPETENCY ASSESSMENT

Culturally Proficient Curriculum, Teaching & Learning

	Exemplary	Basic	Emerging	Needs Improvement
Curriculum	Textbooks consistently represent multiple perspectives. For example, Columbus' discovery is told from a European perspective as well as from a Native American perspective.	Textbooks provide multiple perspectives on some issues but not consistently.	Textbooks provide some varied perspectives but this appears added on to the majority culture perspective rather than integrated into the curriculum.	Textbooks represent only one perspective, usually from the majority culture.