

CULTURAL FLUENCY DOMAIN 1: GENERAL PRACTICE, ACTIVITIES, EVENTS	<i>least</i>			<i>most</i>
1. Selections portray a wide variety of races, genders, roles, cultures, abilities/disabilities, achievement, and social status.	1	2	3	4
2. European-American culture isn't positioned as the norm, or emphasized more than any other.	1	2	3	4
3. Selections that have a specific culture(s) within the subject matter should be evaluated as if from within the culture(s) involved: multiple perspectives from within the culture(s) are given prominent voice and no stereotyping occurs.	1	2	3	4
4. Content presents a variety of definitions of success and the paths one takes to achieve it.	1	2	3	4
5. A diverse portrayal of heroes is given, whose goals serve and support their communities and cultures of origin.	1	2	3	4
6. A diversity of families and family structure is represented, expected and welcomed. (e.g., single parents, same gender parents, different race parents, disabled parents, grandparents or others as parents, adoptive families with children and parents from different races)	1	2	3	4
7. A variety of communities (e.g., urban, suburban, and rural, domestic, foreign) are represented, expected and welcomed that reflect diverse cultural, socio-economic and racial populations.	1	2	3	4
8. Appropriate terms are applied equally across cultures. <i>Example: The terms religion, prayer, and history are used universally as opposed to superstitions, chants, and legends.</i>	1	2	3	4
9. Content accurately represents achievement/involvement of diverse individuals in a given subject with appropriate equitable emphasis; some are not relegated to a sidebar or confined to a specific timeframe ie black achievement/involvement is only represented during African American History Month.	1	2	3	4
10. Develop and deliver prior to an event or activity curricula that appropriately addresses contexts for historical and current oppression that impact the culture(s) involved in the activity or event.	1	2	3	4

CULTURAL FLUENCY DOMAIN 1: GENERAL PRACTICE, ACTIVITIES, EVENTS	<i>least</i>			<i>most</i>
11. All students and invited participants are given equitable access to the content and events despite physical, social, academic or economic barriers.	1	2	3	4
12. Across the span of the school year, a representative variety of races, genders, roles, cultures, abilities/disabilities, family structures, achievement, and social status are effectively included, particularly of that of children and families currently attending the school.	1	2	3	4
13. Actively seek primary source input: historical documents, community representatives, current and historical perspectives from within the culture(s) and without; contrast and compare.	1	2	3	4
14. Staff emphasizes building strong relationships and pro-actively engages with parents, extended families and community members to support content and delivery at every step. Students are positioned as leaders in this effort while adults maintain the initiative.	1	2	3	4
15.	1	2	3	4

CULTURAL FLUENCY DOMAIN 2: ENVIRONMENT	<i>least</i>			<i>most</i>
16. There are faculty role models and/or mentors for students of color/ethnic and cultural minorities	1	2	3	4
17. Students, families and community members can see visual representation of aspects of their identity and diverse cultures throughout the school building and grounds.	1	2	3	4
18. All students see themselves as social and environmental problem-solvers capable of making the world a better place.	1	2	3	4
19. There is school-wide support and encouragement for retaining home languages and cultures alongside learning English and American customs; the educational benefits of multi-lingualism/culturalism are articulated at every opportunity.	1	2	3	4

CULTURAL FLUENCY DOMAIN 2: ENVIRONMENT	<i>least</i>			<i>most</i>
20. European-American culture isn't positioned as the norm, or emphasized more than any other.	1	2	3	4
21. All members of the learning community comfortably express themselves without fear of ridicule, exclusion or derision.	1	2	3	4
22. Staff is self-aware of their own cultures of origin and adept at not "othering" cultures different from their own.	1	2	3	4
23. Staff emphasizes building strong relationships with students that enables linking learning to students' interests and lives.	1	2	3	4
24. School staff is pro-active in ensuring that physical ability is never a barrier to participation.	1	2	3	4
25. Resources such as technology, arts, specialized instruction and all others are equitably distributed according to need within the learning community.	1	2	3	4
26. Staff promotes the intellectual leadership of students who are educationally, socially, economically, politically and culturally disenfranchised.	1	2	3	4

CULTURAL FLUENCY DOMAIN 3: COMMUNITY ENGAGEMENT	<i>least</i>			<i>most</i>
27. Translation is available for critical documents that serve to engage parents in their children's education, even if it is a daily need.	1	2	3	4
28. Parents and families of color, cultural minorities and non-English speakers are proportionally represented in PTO and other parent sponsored activities.	1	2	3	4
29. School staff assumes that not all parents are available at all times, speak English, or understand policies and procedures, and make plans accordingly to ensure that all get the quality of support and service they need to engage in their child's education.	1	2	3	4
30. School staff is pro-active in ensuring that physical ability is never a barrier to participation.	1	2	3	4

CULTURAL FLUENCY DOMAIN 3: COMMUNITY ENGAGEMENT	<i>least</i>			<i>most</i>
31. Site council is representational of and responsive to community diversity.	1	2	3	4
32. Parents and families of color and/or cultural minorities and non-English speakers participate in leadership roles within the school community.	1	2	3	4
33. Interpretation is readily available for pre-scheduled events in as many languages present in the community as possible, and this fact is well-known/advertised.	1	2	3	4
34. Office staff is able to respectfully greet and minimally communicate with the major language groups present in the school, within reason ie: simple cultural expectations, basic phrases, written references, etc...	1	2	3	4
35. Parents and families of color, cultural minorities and non-English speakers are proportionally represented at all school-sponsored events and performances.	1	2	3	4
36. A diversity of families and family structure is expected, validated and welcomed. (e.g., single parents, same gender parents, different race parents, disabled parents, grandparents or others as parents, adoptive families with children and parents from different races)	1	2	3	4

CULTURAL FLUENCY DOMAIN 4: TEXTBOOK/CURRICULA EVALUATION-ILLUSTRATIONS	<i>least</i>			<i>most</i>
37. The illustrations throughout the curriculum display a wide variety of races, genders, roles, cultures, abilities/disabilities, family structure, achievement, and social status.	1	2	3	4
38. Illustrations show an equitable balance of power between diverse individuals. <i>Examples: 1) In multi-racial groupings white males are not emphasized. 2) Authorities, such as Professionals, are as diverse as the children they are interacting with.</i>	1	2	3	4
39. Cultural and racial diversity is shown in the appropriate present tense and not as these groups may have lived in the past, except where specific to the instruction and text.	1	2	3	4

CULTURAL FLUENCY DOMAIN 4: TEXTBOOK/CURRICULA EVALUATION- INSTRUCTIONAL TEXT	<i>least</i>			<i>most</i>
40. Text includes language, content, and activities specific to cultures other than European-American.	1	2	3	4
41. Appropriate terms are applied equally across cultures. <i>Example: The terms religion, prayer, and history are used universally as opposed to superstitions, chants, and legends.</i>	1	2	3	4
42. Historical references are accurate, unbiased and inclusive of all groups represented; perspectives from within each group are offered and discussed if available. <i>Example: The experiences of the Lakota, the Crow, and other nations at the Battle of Greasy Grass Creek (Battle of Little Bighorn) are detailed in addition to Anglo-American perspectives.</i>	1	2	3	4
43. Text accurately represents and requires critical thinking about historically embedded bias and prejudice. <i>Examples: Literature such as Huck Finn, The Crucible, Little House on the Prairie need critical analysis for appropriate learning.</i>	1	2	3	4
44. Text accurately represents achievements of diverse individuals in a given subject with equal emphasis; some are not relegated to a sidebar or confined to a specific timeframe ie African American History Month.	1	2	3	4

CULTURAL FLUENCY DOMAIN 4: TEXTBOOK/CURRICULA EVALUATION- LITERATURE	<i>least</i>			<i>most</i>
45. Literature selections portray a wide variety of races, genders, roles, cultures, abilities/disabilities, achievement, and social status.	1	2	3	4
46. Literature that has a specific culture as its subject matter is authored, or critically evaluated as appropriate, from within the subject culture.	1	2	3	4
47. All literature, authors, and cultural pieces are equitably located in the layout format of the text; the dominant European-American culture is not portrayed as the standard of “normal” with all other cultures/perspectives given “sidebar” treatment in the design of the textbook.	1	2	3	4
48. Literature presents a variety of definitions of success and the paths one takes to achieve it.	1	2	3	4
49. A diverse portrayal of heroes is given, whose goals serve and support their communities and cultures of origin.	1	2	3	4
50. A diversity of families and family structure is represented. (e.g., single parents, same gender parents, different race parents, disabled parents, grandparents or others as parents, adoptive families with children and parents from different races))	1	2	3	4
51. A variety of communities (e.g., urban, suburban, and rural, domestic, foreign) are represented that reflect diverse cultural, socio-economic and racial populations.	1	2	3	4

REVIEWER COMMENTS: