

The Multicultural Education Program Evaluation Checklist:

		Rating:	
		Strongly	Hardly at al
1.0	Does ethnic and cultural diversity permeate the total school environment?		
1.1	Are ethnic content and perspectives incorporated into all aspects of the curriculum, preschool through 12 th grade and beyond?		
1.2	Do instructional materials treat racial and ethnic differences and groups honestly, realistically, and sensitively?		
1.3	Do school libraries and resource centers offer a variety of materials on the histories, experiences, and cultures of many racial, ethnic, and cultural groups?		
1.4	Do school assemblies, decorations, speakers, holidays, and heroes reflect racial, ethnic, and cultural group differences?		
1.5	Are extracurricular activities multi-ethnic and multi-cultural?		
2.0	Do school policies and procedures foster positive interactions among the various racial, ethnic, and cultural group members of the school?		
2.1	Do school policies accommodate the behavioral patterns, learning styles, and orientations of those ethnic and cultural group members actually in the school?		
2.2	Does the school provide a variety of instruments and techniques for teaching and counseling students of various ethnic and cultural groups?		
2.3	Do school policies recognize the holidays and festivities of various ethnic groups?		
2.4	Do school policies avoid instructional and guidance practices based on stereotyped and ethnocentric perceptions?		
2.5	Do school policies respect the dignity and worth of students as individuals and as members of racial, ethnic, and cultural groups?		
3.0	Is the school staff (administrators, instructors, counselors, and support staff) multiethnic and multiracial?		
3.1	Has the school established and enforced policies for recruiting and maintaining a staff made up of individuals from various racial and ethnic groups?		
4.0	Does the school have systematic, comprehensive, mandatory, and continuing multicultural staff development programs?		
4.1	Are teachers, librarians, counselors, administrators, and support staff included in the staff development programs?		
4.2	Do the staff development programs include a variety of experiences (such as lectures, field experiences, and curriculum projects)?		
4.3	Do the staff development programs provide opportunities to gain knowledge and understanding about various racial, ethnic, and cultural groups?		
4.4	Do the staff development programs provide opportunities for participants to explore their attitudes and feelings about their own ethnicity and others'?		

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4.5	Do the staff development programs examine the verbal and nonverbal patterns of interethnic group interactions?		
4.6	Do the staff development programs provide opportunities for learning how to create and select multiethnic instructional materials and how to incorporate multicultural content into curriculum materials?		
5.0	Does the curriculum reflect the ethnic learning styles of students within the school?		
5.1	Is the curriculum designed to help students learn how to function effectively in various cultural environments and learn more than one cognitive style?		
5.2	Do the objectives, instructional strategies, and learning materials reflect the cultures and cognitive styles of the various ethnic and cultural groups within the school?		
6.0	Does the curriculum provide continuous opportunities for students to develop a better sense of self?		
6.1	Does the curriculum help students strengthen their self-identities?		
6.2	Is the curriculum designed to help students develop greater self-understanding?		
6.3	Does the curriculum help students improve their self-concepts?		
6.4	Does the curriculum help students to better understand themselves in light of their ethnic and cultural heritages?		
7.0	Does the curriculum help students understand the wholeness of the experiences of ethnic and cultural groups?		
7.1	Does the curriculum include the study of societal problems some ethnic and cultural group member's experience, such as racism, prejudice, discrimination, and exploitation?		
7.2	Does the curriculum include the study of historical experiences, cultural patterns, and social problems of various ethnic and cultural groups?		
7.3	Does the curriculum include both positive and negative aspects of ethnic and cultural group experiences?		
7.4	Does the curriculum present people of color both as active participants in society and as subjects of oppression and exploitation?		
7.5	Does the curriculum examine the diversity within each group's experience?		
7.6	Does the curriculum present group experiences as dynamic and continuously changing?		
7.7	Does the curriculum examine the total experiences of groups instead of focusing exclusively on the "heroes"?		
8.0	Does the curriculum help students identify and understand the ever-present conflict between ideals and realities in human societies?		
8.1	Does the curriculum help students identify and understand the value conflicts inherent in a multicultural society?		
8.2	Does the curriculum examine differing views of ideals and realities among ethnic and cultural groups?		

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12.0	Does the curriculum help students develop skills necessary for effective interpersonal and intercultural group interactions?		
12.1	Does the curriculum help students understand ethnic and cultural reference points that influence communication?		
12.2	Does the curriculum help students participate in cross-ethnic and cross-cultural experiences and reflect upon them?		
13.0	Is the multicultural curriculum comprehensive in scope and sequence, presenting holistic views of ethnic and cultural groups, and an integral part of the total school curriculum?		
13.1	Does the curriculum introduce students to the experiences of persons of widely varying backgrounds in the study of each ethnic and cultural group?		
13.2	Does the curriculum discuss the successes and contributions of group members within the context of that group's values?		
13.3	Does the curriculum include the role of ethnicity and culture in the local community as well as in the nation?		
13.4	Does content related to ethnic and cultural groups extend beyond special units, courses, occasions, and holidays?		
13.5	Are materials written by and about ethnic and cultural groups used in teaching fundamental skills?		
13.6	Does the curriculum provide for the development of progressively more complex concepts, abilities, and values?		
13.7	Is the study of ethnicity and culture incorporated into instructional plans rather than being supplementary or additive?		
14.0	Does the curriculum include the continuous study of the cultures, historical experiences social realities, and existential conditions of ethnic groups with a variety of racial compositions?		
14.1	Does the curriculum include study of several ethnic and cultural groups?		
14.2	Does the curriculum include studies of both white ethnic groups and ethnic groups of color?		
14.3	Does the curriculum provide for continuity in the examination of aspects of experience affected by race?		
15.0	Are interdisciplinary and multidisciplinary approaches used in designing and implementing the curriculum?		
15.1	Are interdisciplinary and multidisciplinary perspectives used in the study of ethnic and cultural groups and related issues?		
15.2	Are approaches used authentic and comprehensive explanations of ethnic and cultural issues, events, and problems?		

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16.0	Does the curriculum use comparative approaches in the study of racial, ethnic, and cultural groups?		
16.1	Does the curriculum focus on the similarities and differences among and between ethnic and cultural groups?		
16.2	Are matters examined from comparative perspectives with fairness to all?		
17.0	Does the curriculum conceptualize and describe the development of the United States as a multidirectional society?		
17.1	Does the curriculum view the territorial and cultural growth of the United States as flowing from several directions?		
17.2	Does the curriculum include a parallel study of the various societies that developed in the geo-cultural United States?		
17.3	Are the perspectives of each ethnic and cultural group presented as valid ways to perceive the past and the present?		
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19.0	Does the school provide opportunities for students to participate in the aesthetic experiences of various ethnic and cultural groups?		
19.1	Is multiethnic literature and art used to promote empathy and understanding of people from various ethnic and cultural groups?		
19.2	Are multiethnic literatures and art used to promote self-examination and self-understanding?		
19.3	Do students read and hear the poetry, short stories, novels, folklore, plays, essays, and autobiographies of a variety of ethnic and cultural groups?		
19.4	Do students examine the music, art, architecture, and dance of a variety of ethnic and cultural groups?		
19.5	Do students have available the artistic, musical, and literary expression of the local ethnic and cultural communities?		
19.6	Are opportunities provided for students to develop their own artistic literary, and musical expression?		
20.0	Does the curriculum provide opportunities for students to develop full literacy in at least two languages?		
20.1	Are students taught to communicate (speaking, reading, and writing in a second language)?		
20.2	Are students taught about the culture of the people who use the second language?		

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20.3	Are second language speakers provided opportunities to develop full literacy in their native language?				
20.4	Are students for whom English is a second language taught in their native languages as needed?				
21.0	Does the curriculum make maximum use of local community resources?				
21.1	Are students involved in the continuous study of the local community?				
21.2	Are members of the local ethnic and cultural communities continually used as classroom resources?				
21.3	Are field trips to the various local ethnic and cultural communities provided for students?				
22.0	Do the assessment procedures used with students reflect their ethnic and community cultures?				
22.1	Do teachers use a variety of assessment procedures that reflect the ethnic and cultural diversity of students?				
22.2	Do teachers' day-to-day assessment techniques take into account the ethnic and cultural diversity of their students?				
23.0	Does the school conduct ongoing, systematic evaluations of the goals, methods, and instructional materials used in teaching about ethnicity and culture?				
23.1	Do assessment procedures draw on many sources of evidence from many sorts of people?				
23.2	Does the evaluation program examine school policies and procedures?				
23.3	Does the evaluation program examine the everyday climate of the school?				
23.4	Does the evaluation program examine the effectiveness of curricular programs, both academic and nonacademic?				
23.5	Are the results of evaluation used to improve the school program?				