

Selection and Evaluation Criteria	
<ul style="list-style-type: none"> • Is the plan easy to understand and use? • What additional background information might be needed for teachers? • How are these engagements interdisciplinary? What extensions can be made? • How are the engagements connected to the enduring understanding(s) and essential questions? • Does the compilation of engagements equitably cultivate students' engagement in speaking, reading and writing about texts? • How does the thinking support and allow for follow through with students' own inquiries? 	
Book Selection and Use	Standards
<ul style="list-style-type: none"> • Does the selection represent current titles? • Whose cultures and perspectives are represented? Whose are missing? • What other selections could be included? • Are a variety of texts (fiction, nonfiction, artifacts, etc.) included? • How do the engagements allow for and support students to think critically with and about texts? 	<ul style="list-style-type: none"> • Which standards are addressed? • Are standards referenced in the outcomes of the engagements? • How are specific standards explicitly addressed and taught within engagements?
Are these engagements multicultural?	
<ul style="list-style-type: none"> • In what ways are students learning about culture through these engagements? • Are diverse perspectives incorporated into the engagements (i.e., will students recognize and appreciate the multiple interconnections and interdependence of a diverse community/society?) • Do students have opportunities to critically examine, explore and reflect upon their own cultures and experiences as part of these discussions? • Does the engagement help students participate in cross-ethnic and cross-cultural experiences and reflect upon them? • How can the engagement help students develop a sense of efficacy (i.e., the sense that by taking action they can influence the outcomes of their life and society)? 	

Multicultural Curriculum Final Evaluation Rubric

- Are diverse perspectives incorporated into all aspects of the curriculum? (i.e., will students recognize and appreciate the multiple interconnections and interdependence of a diverse community/society?)
- Do instructional materials treat racial and cultural differences and groups honestly, authentically and realistically? (i.e., do they avoid stereotypes or one dimensional images?)
- Does the curriculum examine the total experiences of groups instead of focusing exclusively on heroes and holidays?
- Does the curriculum include the study of societal problems that different cultural, ethnic and racial groups have experienced, such as racism, prejudice, discrimination, and exploitation?
- Does the curriculum help students develop a sense of efficacy (i.e., the sense that by taking action they can influence the outcomes of their life and society?)
- Does the curriculum help students develop skills necessary for effective interpersonal and intercultural group interactions?
- Does the curriculum help students participate in cross-ethnic and cross-cultural experiences and reflect upon them?

- Does the curriculum encourage student inquiry into the strengths of or challenges faced by a particular culture and of the impact of that culture on the world?

Adapted from Thompson & Cuseo (2012). *Infusing Diversity & Cultural Competence into Teacher Education*. Dubuque, IA: Kendall Hunt.