



Shared Experience

Culturally Fortifying Curricular Practices Assessment

Using the Culturally Fortifying Curricular Practices Assessment below, identify where you are as a collective with implementing culturally fortifying practices. Once completed, discuss the implications for your learning community.

| CULTURALLY FORTIFYING CURRICULAR PRACTICES | FREQUENCY OF USE | | | |
|---|------------------|--------|-----------|-------|
| | NEVER | RARELY | SOMETIMES | OFTEN |
| 1. Related course materials are rich and relevant to the lived and cultural experiences of students. | | | | |
| 2. Materials incorporate cultural representations of the students and a variety of perspectives are elevated. | | | | |
| 3. To represent difficult content, materials incorporate metaphors that students understand based on their prior knowledge and lived experiences. | | | | |
| 4. Materials are void of messages that reinforce stereotypes or cultural bias. | | | | |
| 5. Materials omit and/or erase certain groups based on dimensions of identity, diverse perspectives, contributions, authentic accounts, and lived experiences. | | | | |
| 6. Materials include marginalizations of people based on social and cultural inequities. | | | | |
| 7. Materials depict BIPOC in subservient and passive roles. | | | | |
| 8. Materials depict white people in leadership and in powerful and privileged roles. | | | | |
| 9. Books portray characters that reinforce stereotypes. Books with Black characters are all about slavery, poverty, single moms, and/or sports; the books with Latin characters are about them being new to the United States and their "illegal" status, poverty, lack of drive, and gang affiliations; and books that include people with disabilities focus on their disability. | | | | |
| 10. Materials rarely reflect diversity in the curricula. When mirrors are provided, students see themselves presented as criminals, angry, slaves, victims, malicious, pitied, or through an otherwise deficit lens. | | | | |
| 11. How often are texts and media sources updated? | | | | |

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| 12. Diverse student perspectives are presented in materials in mostly significant and positive ways. | | | | |
| 13. When characters from diverse dimensions of identity are represented, they are admired because of how they are subservient to those in power. | | | | |
| 14. When characters from diverse dimensions of identity are represented, they are held in as high regard as other characters because of qualities associated with the dominant culture, such as courage, perseverance, strength, determination, kindness, generosity, and intelligence. | | | | |
| 15. We check for bias, stereotypes, negative mental models, inaccuracy, and inappropriateness in the depiction of specific cultures and social groups that are represented in our materials. | | | | |
| 16. We examine the cultural representation of individuals with unique characteristics, aspirations, abilities, language styles, strengths, weaknesses, interests, values, goals, and lived experiences vs. depictions of negativity and deficit-based beliefs about groups of people. | | | | |
| 17. We look for the “single stories” that reinforce and perpetuate biases, marginalizations, and stereotypes about a group of people. | | | | |
| 18. Materials provide scaffolds and multiple entry points for students to build their understanding of complex, rigorous, diverse perspectives and uncommon and new experiences. | | | | |
| 19. Materials communicate positive depictions and experiences of different cultural groups. | | | | |
| 20. Materials include “mirrors” in which students can see themselves and their cultures represented. The mirror opportunities can provide three levels of relevance: personal association, personal usefulness, and personal identification. | | | | |
| 21. Materials include “windows” into the authentic experiences of different people and their diverse cultures. When window opportunities are taught with conviction and intentionality, students will develop a greater awareness of other cultures and dimensions of identity. | | | | |

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