

Multicultural Education Assessment

Multicultural education is a philosophy, a way of looking at the world, not simply a program or a class or a teacher.

–Sonia Nieto & Patty Bode

INSTRUCTIONS: Honestly answer the questions posed in the assessment section, give yourself 1 point for every yes in the score column. See how to interpret your score on the reverse side.

Multicultural Education Is ...	Assessment	Score
Antiracist Education	<ul style="list-style-type: none"> • Do you discuss issues related to race, gender, economic status, or other forms of oppression or privilege? • Do you avoid simplified, “sanitized”, or white-washed versions of history? • Do you actively avoid using terms such as “disadvantaged” or “at-risk” to discuss your learners? 	
Basic Education	<ul style="list-style-type: none"> • Do you consider multicultural literacy a core competency? • Do you explore more than one “right” way learning? • Do you actively seek to promote intercultural interaction and understanding? 	
Important for All Students	<ul style="list-style-type: none"> • Do you actively seek to recruit learners of diverse backgrounds? • Do you engage in multicultural issues with white as well as ethnically diverse groups? • Does your program staff reflect the diversity of your community? 	
Pervasive	<ul style="list-style-type: none"> • Does your program have a procedure for evaluating its administrative policies for bias? • Do community partners mirror the diversity of the community? • Do learners have opportunity to bring up multicultural issues at all points in their program involvement? 	
Education for Social Justice	<ul style="list-style-type: none"> • Do you relate learning to relevant social issues in diverse learners’ lived experience? • Do you teach learners how to advocate for themselves and greater changer? • Do you provide learners with opportunities to advocate for themselves and social issues? 	
A Process	<ul style="list-style-type: none"> • Do you regularly scan your curriculum for cultural bias and adjust as necessary? • Do you approach teaching with cultural humility? • Do you take action when you see gaps in the populations you serve? 	
A Critical Pedagogy	<ul style="list-style-type: none"> • Do you teach multiple perspectives? • Do you avoid teaching that one approach or practice is the “best” way to do something? • Do you allow and encourage learners to question authority and concepts held as true? 	

Adapted from: Nieto, S. & Bode, P. (2008). *Affirming Diversity: The Sociopolitical Context of Multicultural Education*. Boston: Pearson.

How to Interpret Your Score

0-7: Your program is not centered on multiculturalism. Considering opening a dialogue with your learners on how they would like to see multicultural perspectives introduced in your program. Express your desire to incorporate transformative multiculturalism into the program with administrators. Reach out to advocates in the community. Get the conversation started!

8-14: Your program is starting to embrace multiculturalism. How can you make your program more inclusive and multicultural? Does it rest on changing your own attitudes or changing attitudes and practices within your organization? Share the worksheet with your co-workers and program administrators, assess if the same categories receive low scores among your staff, and make a plan to improve!

15-21: Your program is a shining beacon of multiculturalism. However, do not forget that multiculturalism is a *process*. Continue to investigate how you can serve and empower diversity in your program!