



# Instructional Program Review Tool for Equity, Diversity, and Inclusion (EDI) of ALL Students

## What is the Instructional Program Review Tool for Equity, Diversity, and Inclusion (EDI) of ALL Students?

This tool helps in identifying instructional programs that are inclusive of culturally and linguistically diverse student groups.

### Who can use the tool?

It is intended to be used by teachers, leaders, families, and community members in partnership with their local school/district to engage in the selection of instructional programs.

### What is the goal of this tool?

The primary goal of this tool is to support schools and districts in identifying inclusive instructional programs. It enables schools and districts to review the specific needs of diverse student populations represented at the school/district. Additionally, it creates an opportunity for collaboration between community members and schools/districts.

## Additional Resources

[CDE Advisory List of Instructional Programming](#)

[EdReport Reviews for English Language Arts](#)

[CDE's Equity Toolkit](#)

[Family School and Community Engagement](#)

[Equity Resources for Districts and BOCES](#)

## How to Use the Review

1. Gather the instructional programs for review.
2. Convene a team of reviewers that includes teachers, leaders, families, and community members. Provide training to the review team (see Appendix A).
3. Gather disaggregated student population data for the school/district. To meet the needs of different communities and school populations, add any additional criteria to the end of the tool.
4. Review teams gather evidence from each instructional program and discuss each criterion using the focus questions as a guide.
5. Review teams identify the instructional programs that are inclusive of culturally and linguistically diverse groups. Teams share their final recommendations with teachers, leaders, families, and community members.

# Cover Page

**Instructional Program Name:**

**Instructional Program Publication Year:**

**Program Presentation:**

- Teacher-directed program
- Computer-based or online program
- Combination of teacher-directed and computer based/online program

**Target Audience:**

- Kindergarten
- First Grade
- Second Grade
- Third Grade
- Other:

**Review Team:**

# Instructional Program Review Tool

Criterion	Focus Questions	Reviewer Comments
<p><b>Criterion 1:</b> Instructional programs are developed and written by a diverse group of educators and researchers to ensure accuracy and authenticity for various student populations, including culturally and linguistically diverse populations. Schools and districts should consider cultural groups represented in the local community.</p>	<p><b>Focus Questions:</b></p> <ul style="list-style-type: none"> <li>• Who developed the instructional program/s?</li> <li>• Are the materials developed by a diverse group of educators and researchers?</li> <li>• Which cultural and linguistic groups are represented in our school or district? (List all.)</li> </ul>	
<p><b>Criterion 2:</b> Instructional materials meet the needs of various student populations, including culturally and linguistically diverse populations and those with exceptionalities.</p> <p><u>Optional Resource:</u> <u>Culturally Responsive Curriculum Scorecards in Spanish and English</u></p>	<p><b>Focus Questions:</b></p> <ul style="list-style-type: none"> <li>• Are various communities represented in daily lessons and throughout units? How are those communities represented?</li> <li>• Do the teacher guides provide specific resources that support various student populations, including culturally and linguistically diverse populations and those with exceptionalities?</li> <li>• What resources are provided to support teachers in customizing their lessons for diverse populations?</li> <li>• Are the resources appropriate and sufficient for the diverse student populations represented at the school/district?</li> </ul>	

Criterion	Focus Questions	Reviewer Comments
<p><b>Criterion 3:</b> Resources motivate and engage students in learning while making authentic connections to home/country, language, culture, gender, and exceptionalty.</p>	<p><b>Focus Questions:</b></p> <ul style="list-style-type: none"> <li>• Do the instructional materials provide positive views of various communities?</li> <li>• Do the instructional materials provide teacher scripts that have students reflect on their own lived experiences?</li> <li>• Do the resources motivate and engage diverse student populations represented at the school/district?</li> </ul>	
<p><b>Criterion 4:</b> Activities and materials are universally designed for learning (e.g., universally accessible and provide multiple means of participation, representation, action, and expression) and are designed to elicit high levels of response and participation from all learners.</p> <p><u>Optional Resource:</u> <u>Universal Design for Learning</u></p>	<p><b>Focus Questions:</b></p> <ul style="list-style-type: none"> <li>• Are various communities represented in daily lessons and throughout units? How are those communities represented?</li> <li>• Do the teacher guides provide specific resources that support various student populations, including culturally and linguistically diverse populations, and those with exceptionalities?</li> <li>• What resources are provided to support teachers in customizing their lessons for diverse populations?</li> <li>• Are the resources appropriate and sufficient for the diverse student populations represented at the school/district?</li> </ul>	

Criterion	Focus Questions	Reviewer Comments
<p><b>Criterion 5:</b> Instructional materials include content and language objectives so that all students are taught the language necessary and have alternate avenues to access the content.</p> <p><u>Optional Resource: Content, Language, and Culture Learning Targets</u></p>	<p><b>Focus Questions:</b></p> <ul style="list-style-type: none"> <li>• Do the instructional materials provide specific language and communication supports that provide access to the content for Multilingual Learners and students with exceptionalities who have diverse communication access needs?</li> <li>• Is the teacher provided a specific script to teach students the language necessary to access the content?</li> </ul>	
<p><b>Criterion 6:</b> Materials provide opportunities for Multilingual Learners to make cross-linguistic and cross-cultural connections, build metalinguistic awareness, and benefit from instructional strategies that support positive views of language acquisition.</p> <p><u>Optional Resource: The C6 Biliteracy Framework</u></p>	<p><b>Focus Questions:</b></p> <ul style="list-style-type: none"> <li>• Do the instructional materials include specific supports and resources for Multilingual Learners?</li> <li>• Do the teacher guides include explicit instructions for the teacher on how to guide students to make cross-linguistic connections and build metalinguistic awareness? (e.g., true, partial, and false cognates, contrastive analysis, etc.)</li> </ul>	

Criterion	Focus Questions	Reviewer Comments
<p><b>Criterion 7:</b></p> <p>Materials provide ideas for educators on how to engage families to support student progress.</p> <p>Materials include take home activities that reinforce and practice what was taught in class for students and families to review together.</p> <p>Materials provide ideas for how to create a space where families can provide feedback or make suggestions to increase the cultural responsiveness of the curriculum.</p>	<p><b>Focus Questions:</b></p> <ul style="list-style-type: none"> <li>• What is the mode of communication used to access the resources provided?</li> <li>• How do families access the resources provided?</li> <li>• Are the resources provided in different formats (e.g., written, videos, audio)?</li> <li>• Based on engagement trends among various populations within the school/district, do these resources fit the needs of the school/district?</li> <li>• Do the resources include family friendly language?</li> <li>• Are the resources provided in a language that families understand? <ul style="list-style-type: none"> <li>○ In what languages other than English are the resources provided?</li> <li>○ Which families are left out?</li> </ul> </li> </ul>	
<p><b>Criterion 8:</b></p> <p>Materials include assessments that are normed, valid, and reliable for diverse linguistic and cultural populations.</p>	<p><b>Focus Questions:</b></p> <ul style="list-style-type: none"> <li>• Do the instructional materials include: <ul style="list-style-type: none"> <li>○ Performance tasks</li> <li>○ Bilingual assessments</li> <li>○ Native language assessments</li> <li>○ Observation checklists</li> <li>○ Accessibility features</li> </ul> </li> <li>• If not, what supplemental assessments would be needed to address the assessment needs of all students?</li> </ul>	

Criterion	Focus Questions	Reviewer Comments
<p><b>Criterion 9:</b></p> <p>Materials include photos, images, language, stories, and information that represent various populations without reinforcing stereotypes. Materials affirm various racial, ethnic, and cultural backgrounds, abilities, and languages while also offering multiple perspectives.</p>	<p><b>Focus Questions:</b></p> <ul style="list-style-type: none"> <li>• How do the instructional materials include positive views of diverse groups?</li> <li>• How do the instructional materials include accurate representations of people and multiple points of view?</li> </ul>	
<p><b>Criterion:</b></p>	<p><b>Focus Questions:</b></p>	
<p><b>Criterion:</b></p>	<p><b>Focus Questions:</b></p>	

# Final Recommendation

## References

- New Mexico Public Education Department (PED). (2021, June). 2022 NMPED Criteria and Guidance for Reviewing Core Instructional Materials for Cultural and Linguistic Relevance. <https://webnew.ped.state.nm.us/wp-content/uploads/2021/06/CLR-Criteria-and-Guidance-for-Reviewing-Instructional-Materials.pdf>
- New Mexico Public Education Department. (2021, August). *Cultural and Linguistic Relevance Recognition*. Adoption Information. [https://webnew.ped.state.nm.us/wp-content/uploads/2021/08/2021\\_F.12-Grade-1-SLA.pdf](https://webnew.ped.state.nm.us/wp-content/uploads/2021/08/2021_F.12-Grade-1-SLA.pdf)
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- New Mexico Public Education Department. (2021a, June). CLR scorecard for ELA curricular materials: An equity tool for New Mexico Educators. <https://webnew.ped.state.nm.us/wp-content/uploads/2021/07/CLR-Scorecard-Implementation-Guide.pdf>

# Appendix A

## Questions to ask collaborative group members before beginning a review:

- How have you been/do you wish you were a part of the selection of instructional programs?
- What mechanisms are in place for you to provide feedback about the instructional programs at your school or district?
- How has your student's school or district communicated instructional program selection with you?
- Would being part of selecting instructional programs have a positive impact on your child's education?
- Is your student represented in the curriculum/instructional program?
- Does your school or district provide professional development for community members and parents to learn about instructional programs?
  - How are instructional programs chosen at your student's school or district?
  - How is community member feedback included in the selection process?

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