

DEI Lens Toolkit: Curriculum and Session Development

Use the terms below to help guide your review process.

Key Terms	
Diversity	Diversity is honoring the presence of different types of people with differences in perspectives, work and life experiences, as well as religious and cultural differences. It includes but is not limited to race, color, ethnicity, nationality, religion, socioeconomic status, veteran status, education, marital status, language, age, gender, gender expression, gender identity, sexual orientation, mental or physical ability, genetic information, and learning styles. The impact and power of diversity can only be experienced when we recognize these differences and respect and value each individual.
Equity	Equity identifies, eliminates barriers, and provides supports to historically marginalized groups. We continue to assess our systems and norms as well as provide access, opportunity, and advancement to work towards equitable outcomes.
Inclusion	Inclusion is diversity in its fully realized form. It means we are a community of individuals – students, educators, staff, and families – working together to build an environment that values every voice, no matter their background, age, identity, or experience. We are stronger and more effective in our mission when we strive to bring our authentic and best selves and hold ourselves responsible to being an intentional community when we come together.

Consider the following questions as you begin to apply a diversity, equity, and inclusion lens to produce policies, programs, practices, curriculum, and decisions:

Key Questions
Who is this work positively impacting? How? Who could this work negatively impact? Have you considered gender, race, religion, physical ability, location, socio-economics, learning style, personality type, title, tenure etc.? Who could be excluded by this work? How?
Do you know if this work impacts groups differently? How? What does your data tell you? Does this work positively address existing differences in outcomes across groups? How? Could this effort further exacerbate existing differences in outcomes across groups? How do you know?
If possible, has this work been communicated transparently? Could this work hinder feelings of belonging, especially from underrepresented groups? How are you ensuring this work is based on fair and transparent criteria?

Look out for the following potential issues as you review content with the checklist on Page 2:

DEI Pitfalls
Assuming students have no background knowledge or understanding on the subject.
Failing to connect learning to students' communities and homes and acknowledge that learning occurs in many places.
Failing to link the curriculum to the interests of the students.
Failing to administer assessments and learning opportunities that give <i>all</i> students authentic opportunities to demonstrate their understanding.
Creating and using curriculum materials that reinforce Eurocentric values as normative.

- Failing to closely review all parts of curriculum including:
- Lesson plans (explicitly stated curriculum to be taught)
 - Supplementary documents (handouts)
 - Tested (curriculum reflected in assessments)
 - Taught (material presented to students)
 - Learned, hidden (what students inadvertently receive)
 - Excluded (omitted) curriculum

DEI Checklist

Step 1: Prior to review, Content Creator should list questions and concerns for the Reviewer in the box below.

What concerns do you have about this work? Is there anything specific you would like the reviewer to look out for?

To what extent does this work...? Please share your level of agreement with the following statements (4=strongly agree, 1=strongly disagree)	Rating	Suggest actions that should be taken to improve in this area.
Account for students' existing knowledge, personal connection, and background on the topic. (creating space for discussion of personal experience and views .)		
Use diverse examples that are relevant to student interests and identities.		
Encourage active participation from <i>all</i> students. (Do students feel that they belong as an important and active participant in all aspects of the learning process ?)		
Demonstrate empathy towards the students and staff who are delivering the content , especially related to culturally sensitive topics.		
Incorporate perspectives, data, theories, and/or historical texts related to various racial identities .		
Incorporate perspectives, data, theories, and/or historical texts related to various socio-economic positions .		
Incorporate perspectives, data, theories, and/or historical texts related to various gender identities .		
Addresses other potential areas of diversity (physical ability, religious affiliation, ethnicity etc.).		
Have an engagement strategy that addresses different learning styles .		
Allow students to gain an understanding of how different factors (e.g. race, socio- economics, physical ability) influence outcomes and perspectives		

Step 3: Reviewer should use the space below to provide additional context or feedback.

Notes from Reviewer to Content Creator: