

**Form**

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**BIA/STEREOTYPING FORM**  
CHECKING INSTRUCTIONAL MATERIALS FOR EQUITY

*(Place a ✓ in the appropriate box)*

1 NOT AT ALL	2 SOME	3 A GREAT DEAL

1. To what extent does your material promote attainable role models?

Cite examples:

2. Does the material provide for diversity in career models that appeals to all pupils regardless of gender, race or ethnicity?

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Cite examples:

3. Do the illustrations promote positive images that pupils can identify with regardless of gender, race or ethnicity?

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Cite examples:

4. How widely does the material portray women and minorities as active contributing members of society?

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Cite examples:

5. Does the material show varied life styles and the sharing of responsibilities by family members?

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Cite examples:

6. Does the material show a variety of families (traditional, one parent, working parents)?

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Cite examples:

7. To what extent does the material utilize content on women and minorities to promote the teaching of important concepts and skills?

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EVALUATION AND SELECTION  
OF INSTRUCTIONAL MATERIALS (form continued)

Cite examples:

8. Disabled children and adults of varied races or ethnicities are presented in a variety of roles.

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Cite examples:

9. There is equitable use of language to promote positive role images of women and minorities.

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Cite examples:

10. Language is free of sex bias.

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11. Language is free of cultural bias.

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12. Language is free of cultural bias.

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13. Language is free of race bias.

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14. Non-human objects are not always referred to by masculine pronouns.

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**SCORE TOTALS:**

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A score of 30 or better is needed for textbooks/materials to be recommended. If any item received a rating of 1, indication must be made/presented suggesting supplementary materials or information that be used to offset that rating.

OTHER COMMENTS: (POSITIVE): \_\_\_\_\_  
\_\_\_\_\_

OTHE R COMMENTS: (NEGATIVE): \_\_\_\_\_  
\_\_\_\_\_

FIRST READING: Board of Education Meeting: 10/27/09

SECOND READING & ADOPTION: Board of Education Meeting: 11/24/09