EQUIPPED:

Evaluation Tools and Resources

September 2020
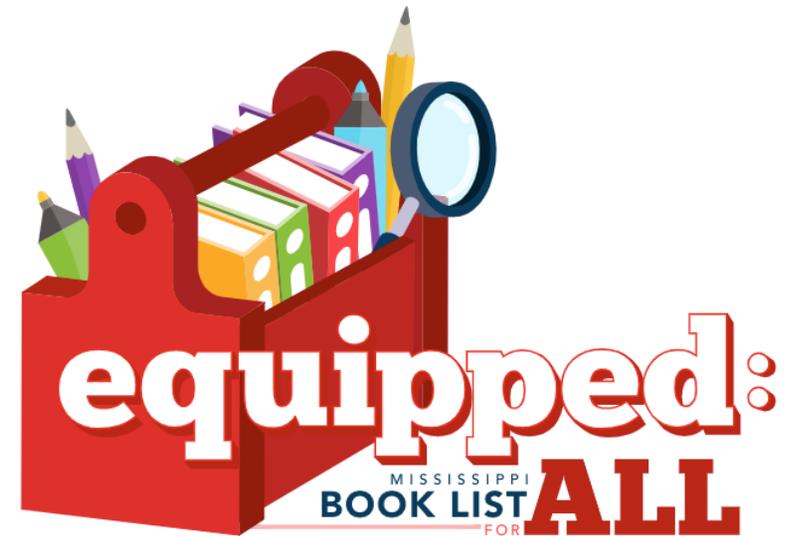
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MISSISSIPPI DEPARTMENT OF EDUCATION

equipped:
MISSISSIPPI BOOK LIST FOR ALL

Mississippi Department of Education

VISION

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

MISSION

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community

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State Board of Education Goals STRATEGIC PLAN

1
ALL
Students Proficient and Showing Growth in All Assessed Areas

2
EVERY
Student Graduates from High School and is Ready for College and Career

3
EVERY
Child Has Access to a High-Quality Early Childhood Program

4
EVERY
School Has Effective Teachers and Leaders

5
EVERY
Community Effectively Uses a World-Class Data System to Improve Student Outcomes

6
EVERY
School and District is Rated "C" or Higher

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Introduction: *The Reason Why…*

Books have the power to shape culture in big and small ways, and authors, illustrators, and publishers serve as gatekeepers.

It is the job of teachers and school librarians to ensure students have access to books that act as "mirrors, windows, and sliding glass doors."

DIVERSITY IN PUBLISHING 2019 · DIVERSITY BASELINE SURVEY BY LEE & LOW BOOKS

INDUSTRY OVERALL   EXECUTIVE LEVEL   EDITORIAL   SALES   MARKETING & PUBLICITY   BOOK REVIEWERS   LITERARY AGENTS   INTERNS

Industry Overall

RACE — 76% White

GENDER — 74% Female

ORIENTATION — 81% Straight

DISABILITY — 89% Non-Disabled
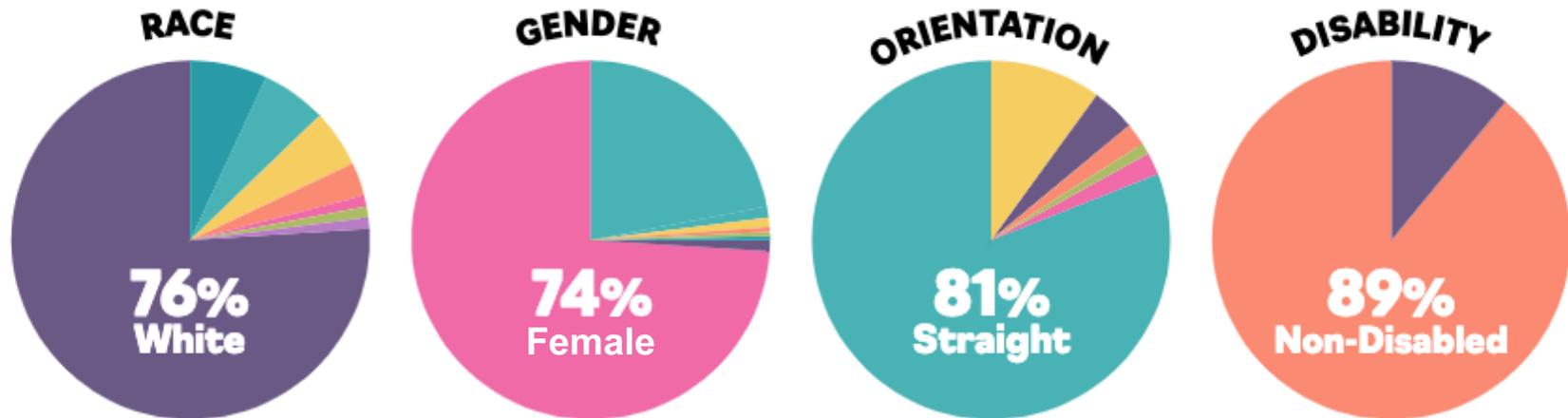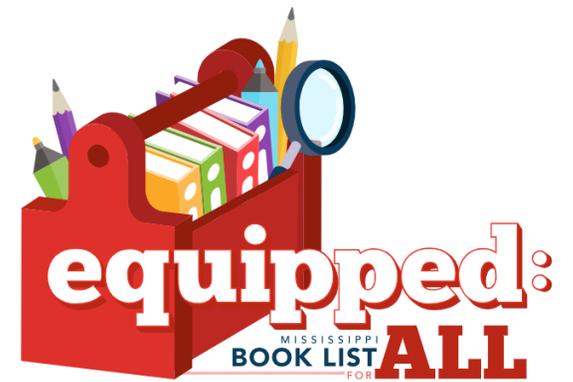
QUESTIONNAIRE

Questionnaire: *Introduction*

SCHOOL/CLASSROOM LIBRARY COLLECTION
DIVERSITY QUESTIONNAIRE

Use the following questions as a guide to analyze the library collection and determine where there are strengths and where there are gaps in diversity.

1	The school library contains multiple books that include...	Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
	Non-human, anthropomorphic main characters (e.g., talking animals, talking trucks, talking vegetables, imaginary or science fiction creatures, etc.)					

2	The school library contains numerous books that include...	Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
	Main characters of color or different nationality/ethnicity					
	Main characters with different types of gender identity and gender expression					
	Main characters with disabilities					

The Diversity Questionnaire is based on the Classroom Library Questionnaire by Lee and Low Books.

This tool will help teachers and librarians analyze their book collections and determine where there are gaps in diversity.

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Questionnaire: *Question 3 – The Biggie*

3	The school library contains numerous books that…	Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
	Are written or illustrated by a person of color or of different nationality/ethnicity					
	Feature a person of color or different nationality/ethnicity on the cover					
	Feature contemporary diverse characters and storylines					
	Feature a range of family structures and family configurations					
	Are written or illustrated by a person of color or of different nationality/ethnicity					
	Feature a person of color or different nationality/ethnicity on the cover					
	Feature contemporary diverse characters and storylines					

The school library contains numerous books that…	Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
Feature a range of family structures and family configurations					
Feature characters with different types of gender identity and gender expression					
Are set in a different country during the present time					
Are reflective of my students' cultures and heritages					
Explore different socioeconomic backgrounds					
Explore religious diversity					
Are set in different geographic settings (urban, rural, suburban)					
Are written in languages meaningful to my students' backgrounds or the community in which they live (e.g., Spanish, Chinese, Arabic)					
Teach about immigration to the United States beyond the Ellis Island-narrative					
Teach about Black/African-American contributions to the United States beyond the Civil Rights Movement					
Feature diversity throughout the year, not just in heritage and observance months (e.g., Black History Month, Native American History Month)					

How diverse and culturally responsive is the classroom library or novel collection?

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4 The majority of books featuring people of color or different nationality/ethnicity people...

	Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
Are only about issues of race, prejudice, or discrimination					
Are only culturally specific (e.g., flags, food, festivals)					
Are only culturally neutral or contain incidental diversity					

5 The majority of books featuring people of color or different nationality/ethnicity people...

	Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
Contain harmful stereotypes about a group of people					
Contain inaccurate/outdated information about a group of people					
Contain generalizations about a group of people					
Contain misrepresentations of a group of people					
Contain discriminatory content about a group of people					
Non-authentic stories about a group of people					

6 The school library reflects...

	Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
The diversity of my students and the community in which we live (e.g., gender, race, family structure, language, culture, socioeconomic background, etc.)					

Does the school library expand the students' understanding and introduce them to new worlds, cultures, beliefs, and traditions?

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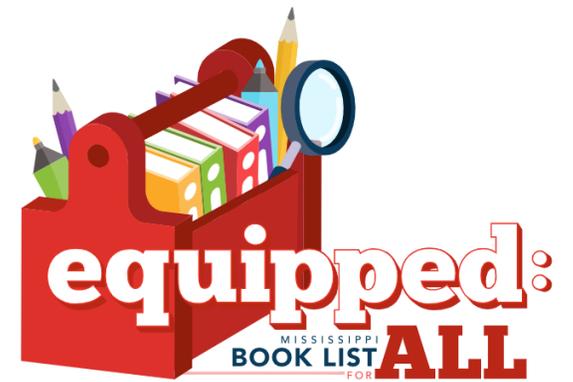
EVALUATION

Evaluation: *Purpose*

Once you have completed the questionnaire, it is time to find some books to fill the gaps.

The evaluation was created to add a quantitative component to choosing books for students.

Each title should go through this rubric to ensure that it is appropriate grade-level complexity, balance of diversity, and relativity to the MS CCR Standards.

EQUITY BOOK LIST
EVALUATION

This evaluation tool will help teachers and librarians with their final selections for diversity, equity, and inclusion books for instruction and for student-choice reading.

BOOK TITLE

AUTHOR

GRADE LEVEL   THEME/TOPIC

1 Rate the book on its publication date.
Use the scale below.
- 1: 40 years or older
- 2: 30-39 years old
- 3: 20-29 years old
- 4: 10-19 years old
- 5: 10 years or newer

2 Rate the book based on the appropriateness of the Lexile Level.
Use the scale below.
- 1: Too easy/hard to read for grade level
- 2: Below grade level
- 3: At grade level
- 4: Above grade level

3 Rate the book based on the additional factors.
Use the scale below.
Additional factors: Award Winner, Bilingual Format, Graphic Novel Format, and Digital Format
- 1: One additional factor
- 2: Two additional factors
- 3: Three additional factors
- 4: Four additional factors

Evaluation: *Most Important Factor*

No matter the score a book receives, it is important to know why the book should be used.

When evaluating books to support curriculum or encouraging student independent reading, the how or why may be the most important factor.

4 | **The book celebrates diverse characters and/or written by an author of color.**
Use the scale below.

    1: Not diverse in terms of cultural, race, gender, sexual orientation, disability OR contains diversity but includes harmful stereotypes, generalizations, not-authentic stories, or discriminatory content about a group of people.
    2: Contains some diversity but may misrepresent or generalize a group of people.
    3: Explores diversity in an authentic and relevant way.
    4: Truly explores and celebrates the diversity.

5 | **The book is directly connected to English Language Arts MS College- and Career-Readiness (MS CCR) Standards.**
Use the scale below.

    1: Vaguely connected to the English MS CCR standards.
    2: Closely connected to at least one English MS CCR standard.
    3: Closely connected to multiple English MS CCR standards.

6 | **The book is directly connected to other MS CCR Standards.**
Use the scale below.

    1: Vaguely connected to other MS CCR standards.
    2: Closely connected to at least one other MS CCR standard.
    3: Closely connected to multiple other MS CCR standards.

TOTAL

Write at least two sentences why the book should be added to the classroom or school libraries and/or to instruction.

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