

History of Multicultural Education in Nebraska

Multicultural Education was developed by a group of students from Norfolk Public Schools in 1992. By the time Nebraska legislatures reviewed and passed the bill, most of the original students were attending area colleges. They believed in their path and lobbied to have LB 922 become law.

The basis was an infusion of multicultural education into the K-12 curriculum. To meet the requirements of LB 922, the Nebraska Department of Education wrote Rule 16: Rules and Regulations for Approval of School District Multicultural Education Programs.

With LB 922, LB 27 mandated the Nebraska Department of Education design a process of evaluation of the implementation and effectiveness of multicultural programs, including the collection of baseline data.

In 2003, Rule 16: Multicultural Education was rolled into Rule 10 and became part of the schools' accreditation process.

Nebraska Education Law Section 79-721 provides for an evaluation of the effectiveness of the multicultural education program. The following survey is used by NDE to assess district multicultural education programs.

Assessing Your Multicultural Education Program

Policies & Guidelines

Has a philosophy or mission statement been adopted regarding multicultural education in your district?

Are there formal guidelines for multicultural instruction and curriculum?

Is there ongoing staff training regarding multicultural instruction and curriculum?

Are there opportunities for discussion and resolution of issues that arise in the implementation of multicultural instruction and curriculum?

How successful has the infusion of multicultural education in the K-12 curriculum been in your school?

How involved are community members in the implementation of the multicultural education plan?

How involved are community members in the assessment of the multicultural plan?

How extensively does the school's curriculum include the culture, history, and contributions of diverse cultural groups?

How successful are the instructional programs in developing the student's ability to recognize bias and stereotyping in media, literature, and visual and performing arts?

How successful are the instructional programs in providing students the learning activities which will lead to improved relationships among diverse groups of students?

Curriculum & Instruction

How extensively does the curriculum place emphasis on human relations and sensitivity to all races?

How adequate is the library/media center's collection of multicultural resource materials for staff?

How adequate is the library/media center's collection of multicultural resource materials for students?

How adequate is the process for selecting appropriate multicultural education curriculum materials for the core curriculum?

How often does the library/media center use multicultural resource and reference materials for displays and special presentations?

Are there specific guidelines or procedures in place regarding the acquisition of additional multicultural materials in the library or resource room?

Staff & Teaching

How extensively do the administrators, faculty and support staff participate in multicultural education staff development?

Have the multicultural education needs of teachers and staff been assessed?

How frequently are family and community representatives invited to participate in multicultural education workshops?

How involved are community members in the implementation of the district's multicultural education plan?

How often are the instructional materials for the core curriculum reviewed in relation to school guidelines for multicultural education?

How successful are the instructional programs in developing the student's ability to recognize bias and stereotypes in media, literature, and visual and performing arts?

How often does the library/media center use multicultural resources and reference materials for displays and special presentations?

Have multicultural education needs of teachers and staff been assessed?

How frequently are family and community representatives invited to participate in multicultural education workshops?

How effective are staff development programs in providing opportunities to learn how to incorporate multicultural content and instructional strategies into the core curriculum?

Multicultural Education in Your School

How extensively do teachers recognize the need for multicultural education in your school?

How extensively do teachers recognize racial and cultural biases in themselves and attempt to overcome them?

How extensively do teachers recognize racial and cultural biases in students and attempt to overcome them?

Rule 10 Requirements

Does your school improvement process include and incorporate multicultural education?

Does the district curriculum frameworks, guides, or standards incorporate multicultural education?