

# Do You See Me As I Am?

## Pre/Post Evaluation

The purpose of this tool is to assist in evaluating how well programs promote acceptance, inclusion, and diversity in their classrooms.

- When evaluating diversity in your classroom you must consider **all areas and materials used by children.**
  - Examples include books, pictures/posters, puzzles, games, dramatic play materials such as dolls and dress up clothes, and music.
  - Materials **MUST** be accessible to the children at the time of the evaluation.
  - When evaluating the pictures in your classroom remember **NOT** to count the pictures of the children and their families.
- Diversity includes but is not limited to race, ethnicity and cultural diversity, diversity in gender roles and expectations, diversity of age, and those with disabilities.
- Diversity is represented in a culturally sensitive, respectful, positive way, avoiding stereotypes.

Definition of terms as used in this document:

- **Diversity:** the practice or quality of including or involving people from a range of different social and ethnic backgrounds and of different genders, sexual orientations, etc...
- **Race:** refers to a group sharing some outward physical characteristics and some commonalities of culture and history.
- **Culture:** The customary beliefs, social forms, and material traits of a racial, religious, or social group
  - also: the characteristic features of everyday existence (such as diversions or a way of life) shared by people in a place or time.
- **Ethnicity:** refers to markers acquired from the group with which one shares cultural, traditional, and familial bonds.
- **Gender:** A social construct that categorizes and labels societal and cultural expectations (i.e., gender norms) for how people of different assigned sexes (and thus assigned genders) are supposed to act.
- **Disability:** a physical or mental condition that limits a person's movements, senses, or activities.
- **Materials:** can include books, toys, games, images...

Before beginning the video series “Do You See Me As I Am,” you are to take this Pre/Post Evaluation of your understanding and practice of creating a diverse classroom. Upon completion of the video series go back and review your evaluation. Based on your score create at least one goal/strategy/action plan that you would like to implement into your practice. You will then have the opportunity to have a one-on-one coaching session with a TA Specialist/Coach from Action For Children to discuss your goal and how you have implemented it into your practice. After your coaching session you can take the evaluation again to see how your score has improved.

Do You See Me As I Am?	Not Yet	Working Towards	Yes
Do you provide a Culturally Responsive Classroom (CRC)?			
Do you practice Culturally Responsive Teaching (CRT)?			
Do your practices eliminate bias and discrimination based on culture, ethnicity, race, gender, family structure, and disability to make education more responsive to all children.			
Do you implement aspects of the children's home culture into your classroom?			
Do you have knowledge of your student's home environments and cultures?			

Do You See Me In These Materials?	Not Yet	Working Towards	Yes
Do your materials represent people of varying races, ethnicities, and cultures?			
Do your materials represent people of varying abilities?			
Do your materials accommodate people of varying abilities? (Ex. Braille books)			
Do the materials in your classroom encourage and support children in exploring ideas outside of what is considered "normal" for their gender?			
Do you see the children in your classroom represented in the materials in the classroom?			

Do You See Me In These Celebrations?	Not Yet	Working Towards	Yes
Do your holiday celebrations meet the needs and interests of the children?			
Do your holiday celebrations reflect more than one culture?			
Do you include the families and parents when choosing which holidays to celebrate?			
Do you celebrate holidays year-round?			
Do your holiday celebrations expand your students' knowledge, interest, and respect for the group being featured? Do they go past just food, music, or popular icons?			

Do You See That I Am Able?	Not Yet	Working Towards	Yes
Do you provide reasonable accommodations for those of varying abilities? (Ex. Braille, sign language signs, communication boards.)			
Do you use "People First" language in the classroom?			
Do you create an environment that is inclusive and accessible to those of varying abilities to promote a positive sense of self?			
Does your classroom environment introduce your learners to people with differing abilities even if your classroom does not have any?			
Do you look past the children's limitations and instead focus on their strengths?			

Do You See Me In This Role	Not Yet	Working towards	Yes
Do you practice Gender Inclusive Teaching Strategies?			
Does your classroom culture encourage children to explore ideas outside of their "gender norm?"			
Does the layout of your classroom encourage children to explore ideas that are not considered typical for their gender?			
Do you use gender neutral or equal language when describing and communicating with others in your classroom?			
Does your non-verbal communication match your communication style in that it is equal for all your learners?			

Do You See Me In These Books?	Not Yet	Working Towards	Yes
Do the books in your classroom represent multiple cultures, races, and ethnicities?			
Do the books in your classroom show people in nontraditional gender roles?			
Do the books in your classroom show people who are differently abled positively, and as active, capable main characters?			
Do the books you have show representation in a non-stereotypical way?			
Do the books in your classroom show diverse family structures?			

## Notes