

This Diversity Self-Assessment tool has been reprinted with permission from the Council for Exceptional Children. It can be used by individual teachers or during administrative team meetings, professional development sessions, or district planning meetings. Educators, administrators, and other stakeholders can answer the questions below to “examine their assumptions and biases in a thoughtful and potentially productive way.” This tool can be adapted from an individual to a team-building tool in order to engage in conversations on diversity.

DIVERSITY SELF-ASSESSMENT

1. What is my definition of diversity?
2. Do the children in my classroom and school come from diverse cultural backgrounds?
3. What are my perceptions of students from different racial or ethnic groups? With language or dialects different from mine? With special needs?
4. What are the sources of these perceptions (e.g., friends, relatives, television, movies)?
5. How do I respond to my students, based on these perceptions?
6. Have I experienced others’ making assumptions about me based on my membership in a specific group? How did I feel?
7. What steps do I need to take to learn about the students from diverse backgrounds in my school and classroom?
8. How often do social relationships develop among students from different racial or ethnic backgrounds in my classroom and in the school? What is the nature of these relationships?
9. In what ways do I make my instructional program responsive to the needs of the diverse groups in my classroom?
10. What kinds of information, skills, and resources do I need to acquire to effectively teach from a multicultural perspective?
11. In what ways do I collaborate with other educators, family members, and community groups to address the needs of all my students?