



ECERS-3 Promoting Diversity Self-Assessment

The purpose of this self-assessment is to provide guidance in how to best support the learning and development of the children in your program in regard to promoting diversity in your environment, activities, and interactions.

Environment				
Items	Yes	No	Partial	Notes
There are examples* of racial and cultural diversity that are easily visible to children in the environment				
There are examples of cultural/racial diversity as a regular experience for children				

Materials				
Items	Yes	No	Partial	Notes
Visible positive examples of diversity can be found in books, displayed pictures (in addition to children and their families), and play materials				
There are at least 2 different types of dramatic play props representing different races or cultures included for use in the dramatic play center (foods, clothing, cooking utensils, etc.)				
There are 10 or more easily visible, positive examples of diversity in books, displayed pictures, and accessible play materials				
Materials include at least 4/5 of the types of diversity (race, culture, age, ability, and non-traditional gender roles)				

Activities & Interactions	
Items	Notes on Current Practices
Staff encourage children to follow their own interests and do not enforce or support gender stereotypes associated with some toys and activities	
Diverse activities and instructional strategies are used as a part of activity offerings (e.g., music from various cultures used in a group activity, sign language used as a part of circle time, etc.)	
Staff participate in conversations with children about the benefits of diversity and similarities among people	
Materials, activities, and interactions all show diversity in a positive way (e.g., no stereotypes)	

* Note: an "example" of diversity in materials consists of a contrast in diversity (e.g, dolls with different skin tones together is one example).

