FCCERS-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
Appropriate dolls representing at least 3 races are accessible	☐	☐	☐	
There are 10 or more easily visible, positive examples of diversity with at least one in each category: books, displayed pictures (in addition to children and their families), 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
Provider intervenes appropriately to counteract any prejudice observed (e.g., ensures fair treatment of others)	
Provider encourages children to follow their own interests and does 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.)	
Provider participates in conversations with children about the benefits of diversity and similarities among people	
Provider demonstrates appreciation for each child and his/her individuality (e.g., uses home language with child, comforts fearful child)	
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).

Harms, Thelma, et al. (2019). Family child care environment rating scale third edition. Teachers College Press