

CONSIDERING DIVERSITY

A SELF-REFLECTION TOOL FOR PSYCHOLOGY TEACHERS

Diversity and access are major topics of discussion in education and in the discipline of psychology. The discipline and society benefit when all students, regardless of race, ethnicity, gender, sexual orientation, disability, religion, socioeconomic status, national origin, age, language, and culture, are exposed to diverse perspectives on important issues confronting our society. Diversity education is not simply about infusing relevant topics across the curriculum but also requires teachers to examine themselves, their classrooms, and their school communities. Psychology teachers are uniquely positioned to explore and engage in issues of diversity.

This tool helps teachers make their classrooms and school environments more inclusive and diverse. This questionnaire is simply a tool and not a test; it is a self-reflective exercise for psychology teachers. The American Psychological Association does not endorse or provide the Diversity Self-Reflection Tool to be used as an assessment.

Results from this instrument may be used for:

- Pre-planning for instruction or mid or end of year reflection
- Evidence of exemplary practice during administrator evaluations/observations

INSTRUCTIONS: USING THE SCALE BELOW, EVALUATE TO WHAT EXTENT THESE QUESTIONS ARE REFLECTIVE OF YOU IN THE LAST 6 MONTHS OF TEACHING

ABOUT ME

1. I am aware of the assumptions that I hold about people of cultures and groups different from my own.

Strongly Disagree Disagree Neither Disagree Nor Agree Agree Strongly Agree

2. I am aware of how my identity and cultural perspective influence my judgment.

Strongly Disagree Disagree Neither Disagree Nor Agree Agree Strongly Agree

3. I recognize there is diversity **between groups** of individuals based on gender identity, religion, race, ethnicity, language, abilities, sexual orientation, socioeconomic status, etc.
- Strongly Disagree Disagree Neither Disagree Nor Agree Agree Strongly Agree
4. I recognize there is diversity **within groups** of individuals with the same gender identity, religion, race, ethnicity, language, abilities, sexual orientation, socioeconomic status, etc.
- Strongly Disagree Disagree Neither Disagree Nor Agree Agree Strongly Agree
5. In my own life, I model **respect** for people who are different from me in gender identity, religion, race, ethnicity, language, abilities, sexual orientation, socioeconomic status, etc.
- Strongly Disagree Disagree Neither Disagree Nor Agree Agree Strongly Agree
6. In my own life, I model **inclusion** of people who are different from me in gender identity, religion, race, ethnicity, language, abilities, sexual orientation, socioeconomic status, etc.
- Strongly Disagree Disagree Neither Disagree Nor Agree Agree Strongly Agree
7. I take opportunities to put myself in places or situations where I can learn about differences and create new relationships.
- Strongly Disagree Disagree Neither Disagree Nor Agree Agree Strongly Agree

ABOUT MY STUDENTS AND MY CLASSROOM

8. I am knowledgeable about the diverse **backgrounds** (gender identity, religion, race, ethnicity, language, abilities, sexual orientation, socioeconomic status, etc.) of my students and their families.
- Strongly Disagree Disagree Neither Disagree Nor Agree Agree Strongly Agree
9. I am knowledgeable about the diverse **interests** (gender identity, religion, race, ethnicity, language, abilities, sexual orientation, socioeconomic status, etc.) of my students and their families.
- Strongly Disagree Disagree Neither Disagree Nor Agree Agree Strongly Agree
10. I am careful not to prejudge a student's performance based on cultural or identity differences.
- Strongly Disagree Disagree Neither Disagree Nor Agree Agree Strongly Agree

11. I actively facilitate community building in my classroom.

Strongly Disagree Disagree Neither Disagree Nor Agree Agree Strongly Agree

12. My students know each others' names, backgrounds, and interests.

Strongly Disagree Disagree Neither Disagree Nor Agree Agree Strongly Agree

13. My students feel comfortable being themselves in my classroom.

Strongly Disagree Disagree Neither Disagree Nor Agree Agree Strongly Agree

14. My students share personal examples reflective of their differing **backgrounds** in the classroom.

Strongly Disagree Disagree Neither Disagree Nor Agree Agree Strongly Agree

15. My students share personal examples reflective of their differing **interests** in the classroom.

Strongly Disagree Disagree Neither Disagree Nor Agree Agree Strongly Agree

16. I **recognize** conflicts based on differences between individuals and groups.

Strongly Disagree Disagree Neither Disagree Nor Agree Agree Strongly Agree

17. I **constructively address** conflicts based on differences between individuals and groups.

Strongly Disagree Disagree Neither Disagree Nor Agree Agree Strongly Agree

18. I **recognize** how my power and privilege as a teacher impacts my relationships with students of differing backgrounds and identities.

Strongly Disagree Disagree Neither Disagree Nor Agree Agree Strongly Agree

19. I **understand** how my power and privilege as a teacher impacts my relationships with students of differing backgrounds and identities.

Strongly Disagree Disagree Neither Disagree Nor Agree Agree Strongly Agree

ABOUT MY CURRICULUM AND INSTRUCTION

20. My classroom materials are inclusive, diverse, and non-stereotypical.

Strongly Disagree Disagree Neither Disagree Nor Agree Agree Strongly Agree

21. Please indicate your agreement to the following statement for each of the classroom materials listed below: The classroom materials used in my classroom as listed below are inclusive, diverse, and non-stereotypical:

Images and visual displays in the classroom (e.g., powerpoint, posters)

Strongly Disagree Disagree Neither Disagree Nor Agree Agree Strongly Agree

Textbooks and readings

Strongly Disagree Disagree Neither Disagree Nor Agree Agree Strongly Agree

Resources

Strongly Disagree Disagree Neither Disagree Nor Agree Agree Strongly Agree

Names and examples in handouts and assessments

Strongly Disagree Disagree Neither Disagree Nor Agree Agree Strongly Agree

22. I provide opportunities for students to connect psychological concepts to diversity issues of **local** concern.

Strongly Disagree Disagree Neither Disagree Nor Agree Agree Strongly Agree

23. I provide opportunities for students to connect psychological concepts to diversity issues of **global** concern.

Strongly Disagree Disagree Neither Disagree Nor Agree Agree Strongly Agree

24. I ensure that classroom responsibilities, activities, and interactions are **inclusive** (e.g., an equitable system for calling on students; gender neutral language).

Strongly Disagree Disagree Neither Disagree Nor Agree Agree Strongly Agree

25. I **acknowledge** diverse behaviors, values, communication styles, and languages in my classroom.

Strongly Disagree Disagree Neither Disagree Nor Agree Agree Strongly Agree

26. I **respect** diverse behaviors, values, communication styles, and languages in my classroom.

Strongly Disagree Disagree Neither Disagree Nor Agree Agree Strongly Agree

27. The materials I use in class are accessible and appropriate for students with varying **physical** disabilities.

Strongly Disagree Disagree Neither Disagree Nor Agree Agree Strongly Agree

28. The materials I use in class are accessible and appropriate for students with varying **psychological** needs.

Strongly Disagree Disagree Neither Disagree Nor Agree Agree Strongly Agree

29. I prepare students for future environments that may be different from their current experiences (e.g., college, work).

Strongly Disagree Disagree Neither Disagree Nor Agree Agree Strongly Agree

30. When attempting controversial or sensitive diversity-related lessons and things get uncomfortable, I **persevere**.

Strongly Disagree Disagree Neither Disagree Nor Agree Agree Strongly Agree

ABOUT MY SCHOOL

31. I am aware of my school community's diversity.

Strongly Disagree Disagree Neither Disagree Nor Agree Agree Strongly Agree

32. My school celebrates diversity.

Strongly Disagree Disagree Neither Disagree Nor Agree Agree Strongly Agree

33. My school supports diversity in:

Public spaces

Strongly Disagree Disagree Neither Disagree Nor Agree Agree Strongly Agree

Programs, committees, and student groups

Strongly Disagree Disagree Neither Disagree Nor Agree Agree Strongly Agree

Support services

Strongly Disagree Disagree Neither Disagree Nor Agree Agree Strongly Agree

34. The demographics of my psychology classes (especially AP or IB classes, if taught) matches the demographics of my school.

Strongly Disagree Disagree Neither Disagree Nor Agree Agree Strongly Agree

35. My school policies (e.g., scheduling, and/or prerequisites) disproportionately negatively impact students of differing backgrounds and identities.

Strongly Disagree Disagree Neither Disagree Nor Agree Agree Strongly Agree

36. The demographics of the teaching staff reflect the demographics of my school.

Strongly Disagree Disagree Neither Disagree Nor Agree Agree Strongly Agree

37. The membership of the parent groups (e.g., PTA or PTO) reflect the demographics of the school community.

Strongly Disagree Disagree Neither Disagree Nor Agree Agree Strongly Agree

38. My school is open to feedback from families to share insights and experiences related to diversity concerns.

Strongly Disagree Disagree Neither Disagree Nor Agree Agree Strongly Agree

NOTES/REFLECTIONS

REFLECTION EXERCISE

After using this tool, consider what goals you might have related to the questions above. Are there two things you might want to do or change over the next two months? You can use the space below to list goals or actions. Revisit this tool in 60 days to see if you have achieved your goals or plans.

RESOURCES FOR FURTHER LEARNING

Use these resources to enhance your understanding of diversity and advance inclusion in your classroom.

<http://on.apa.org/self-reflection-tool>

THE FORMAT AND QUESTIONS OF THIS TOOL WERE ADAPTED FROM

Central Vancouver Island Multicultural Society. (2015). *Cultural competence self-assessment checklist*. Retrieved from <http://www.coloradoedinitiative.org/wp-content/uploads/2015/10/cultural-competence-self-assessment-checklist.pdf>

Matsumoto-Grah, K (1992). *Common bonds: Anti-bias teaching in a diverse society*. Wheaton, MD: Association for Childhood Education International. Retrieved from <https://eric.ed.gov/?id=ED348152>

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This resource was developed by a Working Group on Diversity and Access from the APA Summit on High School Psychology Education, July 2017: Yadira Sánchez, co-chair; Tammy Hughes, co-chair; Nicole Bardoulas; Nora Berdelle; Wayne Ha; Steve Jones; Carlos Montalvan; Sylvan Tauber; and Linda Woolf.



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