

**Anti-bias Classroom Checklist
Environment Evaluation**

Name _____

Center's name _____

Age level of classroom _____

Director/Teacher's classroom signature _____

Please answer the following questions concerning the center you visit.

Criteria	Yes	No
1. Are there images in abundance of all children, families, and staff in the program?		
2. If the classroom population is racially/ethnically homogeneous, are there images of children and adults from the major racial/ethnic groups in your community?		
3. Are there images that accurately reflect people's current daily lives in the United States working and with their families during recreational activities?		
4. Is there a numerical balance among the different groups? (Make sure that groups are not represented as tokens only one or two.)		
5. Is there a fair balance of images of women and men, shown doing jobs in the home and jobs outside the home		
6. Are images of elderly people of various backgrounds doing different activities displayed?		
7. Are there images of differently abled people of various backgrounds shown doing work and with their families in recreational activities? (Be careful not to use images that depict differently abled people as dependent and passive.)		

Criteria	Yes	No
8. Are images of diversity in family styles: (single parents, interracial and multiethnic families, adopted families, differently abled people) displayed in the classroom?		
9. Do the images of important individuals (past, present) reflect racial/ethnic, gender, and abledness diversity?		
10. Do the children's books reflect diversity of gender roles, racial and cultural backgrounds?		
11. Do the children's books reflect individuals with special needs and abilities?		
12. Do the children's books show people from all groups living their daily lives?		
13. Do the children's books depict various family lifestyles and incomes?		
14. In the dramatic play area is there diversity of gender play? (Tools and spaces for working in and out of the house, rooms in the house other than the kitchen, and male and female work and play clothes)		
15. Is there diversity in personal objects, cooking utensils, food in the dramatic play area?		
16. Is there accessibility and exploration of the tools used by people with various special needs: wheelchairs, crutches, braces, heavy glasses, hearing aids?		
17. Are there child size mirrors in the dramatic play area?		
18. Are children exposed to music from various cultural styles?(songs, musical instruments)		
19. Art materials: Tan, brown, and black paint, paper, collage materials, skin tone crayons/markers are available for children to use		

Criteria	Yes	No
20. Do the dolls represent a fair balance of all the major groups from your community/United States?		
21. A fair balance of male and female dolls (some of the dolls are anatomically correct)		
22. Do the manipulative materials (puzzles, people in the block area, community helpers, and games) reflect diversity in race, ethnicity, gender, physical abilities and occupations)		
Staff Interactions		
23. Do teachers/caregivers pick up on nonverbal and verbal expression of interest as quickly with girls as they do with boys?		
24. Do teachers/caregivers pick up on nonverbal and verbal expressions with differently abled children?		
25. Do teachers/caregiver pick up on non verbal and verbal expressions with children of color?		
26. Do teachers/caregivers offer girls as much physical freedom and use of large motor equipment as they offer boys?		
27. Do teachers/caregivers allow boys freedom to express their feelings?		
28. Do teachers/caregivers help more often or do more for girls than boys?		
29. Do teachers/caregivers provide adapted opportunities for children with certain limitations to interact actively and independently with materials and other children?		
30. Do teachers/caregivers over help or over protect children who are different in some way from the average child?		

31. Do teachers/caregivers respond differently to an aggressive act of a boy or an African American child or a mentally impaired child?		
Criteria	Yes	No
32. When children ask or make comment about disabilities, do teachers or caregivers give them matter of fact, accurate feedback?		
33. Are children's cultural learning styles respected?		
34. Are similar behaviors interpreted and responded to differently with boys than girls?		

Adapted by Crystal Shaw, from Chapter 2 Creating an Anti Bias Environment from **Anti Bias Curriculum: Tools for Empowering Young Children** , Louise Derman-Sparks and the A.B.C. Task Force, NAEYC , 1989.

Classroom Observation _____/20 points

1 page response paper _____/10 points

Total _____/30 points

Attach to this evaluation a one page paper typed (double spaced 12 point font) discussing your thoughts and reactions.

Does the environment appear to be anti bias? Is the center in the beginning stages? Do you have any suggestions for improvement for the center?

Include this form and the evaluation form with your paper.