

1. PCCP Teacher Pre-Test

The following self-assessment/pre-test can assist early childhood teachers in identifying areas in which they might improve their cultural competency in relation to classroom practice and work with families and children.

1. Program Name:

Early Childhood Occupation:

2. I can identify the primary language spoken by children and families.

- Frequently
- Occasionally
- Rarely/Never
- Not applicable

3. The limited ability of children and families to speak in the language of the dominant culture has no bearing on their ability to participate in the learning experience of the classroom.

- Frequently
- Occasionally
- Rarely/Never
- Not Applicable

4. It is important to use alternatives to written communications for some individuals and families.

- Frequently
- Occasionally
- Rarely/Never
- Not Applicable

5. I accept children and families for the individuals they are, and as the ultimate decision makers for their child's education-even if my professional judgement or own belief systems may differ.

- Frequently
- Occasionally
- Rarely/Never
- Not applicable

6. I understand that the value placed on education may vary greatly among families and cultures.

- Frequently
- Occasionally
- Rarely/Never
- Not applicable.

7. I do not impose my own values and beliefs on others.

- Frequently
- Occasionally
- Rarely/Never
- Not applicable

8. I believe it is important to my professional development to participate in trainings that enhance and expand knowledge and skills regarding working with children and families in a manner that is culturally, ethnically, racially and linguistically aware.

- Frequently
- Occasionally
- Rarely/Never
- Not applicable

9. I facilitate/create opportunities to interact with children and families in the communities where they live.

- Frequently
- Occasionally
- Rarely/Never
- Not applicable

10. It is important to invite families to define their ethnicity or culture; and not to make assumptions based solely on appearance.

- Frequently
- Occasionally
- Rarely/Never
- Not applicable

11. It is my regular practice to ensure that classroom materials are reflective of different values and cultures.

- Frequently
- Occasionally
- Rarely/Never
- Not applicable

12. In my teaching practice, I incorporate nursery rhymes, songs, extended vocabulary and literary materials that originate from the different cultures in the classroom. I am comfortable seeking assistance if needed to accomplish this task.

- Frequently
- Occasionally
- Rarely/Never
- Not applicable

13. My curriculum planning is inclusive of different cultural artifacts and music of the children and families served in our program.

- Frequently
- Occasionally
- Rarely/Never
- Not applicable

14. It is important to correctly pronounce and spell each child's name.

- Frequently
- Occasionally
- Rarely/Never
- Not applicable

How to use this pre-test

This pretest was designed to provide early childhood and professionals with a baseline for cultural competency in the classroom and program environment, and provide opportunities to assess and/or reflect on the beliefs, values and practices that cultivate cultural competence on an individual level. There are no correct responses. This pre-test should be administered prior to use of the Pathways to Cultural Competency Teacher Checklists developed by the National Association for the Education of Young Children (NAEYC), to assess readiness for self-reflection and assessment.

If most of your answers were "rarely/never" you may find this opportunity to enhance your classroom practice to one that is more culturally competent and aware.

15. Based on the results of this pre-test, if you could change two things over the next 6 months, what would they be?

- 1.
- 2.

Adapted from Cultural Competence Self-Test, www.healthystartpinellas.org, 2010

16. Additional comments/thoughts:

17. May Director's Call In Leading Questions

Please help your PCCP lead prepare for the Director's call-in in May for PCCP work. Consider the following questions and provide your feedback.

Was this a valuable tool to use as a pre-test?

-Did any results surprise you?

-Was there variation in classrooms; ie: did personalities or teaching styles play a role?

-Did you use the pre-test program wide? How did you use it?

-What are some of the change ideas/action plans?

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