

TRUE/FALSE

1. In a culturally competent and inclusive early childhood environment, children develop a sense of self-worth and are proud of their families.

ANS: T

2. Fifty-four percent of all preschool children in this country are members of minority groups.

ANS: F

3. It is estimated that by 2050 more than 60% of preschool children will be members of a minority group

ANS: T

4. In California, more than one in four children is an English language learner

ANS: T

5. There is little research on the effects of diversity in educational environments

ANS: F

6. Attitudes and value systems must change to allow educators to play a key role in adapting to diversity.

ANS: T

7. The definition of culture is clear and concise

ANS: F

8. Only challenges exist when it comes to accepting the responsibility for diversity in a classroom

ANS: F

9. Classrooms should promote acceptance and eliminate prejudice

ANS: T

10. Rich language and literacy environment are the cultural lens of a multi-cultural world

ANS: F

11. Family/Village involvement represents a multi-cultural world lens.

ANS: T

12. The first item in Chang's (2006) program process list for cultural competence is Open, on-going, two-way communication.

ANS: F

13. For a program to work on cultural proficiency it will involve both personal and professional efforts.

ANS: T

14. Diversity work can be hard and it is not always enriching.

ANS: F

15. Eliminating tension between families and early childhood program is one of the goals of diversity work

ANS: T

16. We may appear to be operating out of child development principles, but in turth we are looking at things from a cultural context

ANS: T

17. Time is a critical component to building cultural competence

ANS: T

18. The NAEYC developed a Program Checklist Tool with 6 key concepts for cultural competency

ANS: F

19. A key component of respecting diversity is understanding that all children are unique in their own way.

ANS: T

MULTIPLE CHOICE

1. In the United States today, one in ____ children is now an English Language learner

- a. Three
- b. Four
- c. Seven
- d. Ten

ANS: D

2. _____ were the fastest growing segment of population in the last decade

- a. Asian Americans
- b. Native Americans
- c. Hispanic Americans
- d. Middle Eastern Americans

ANS: C

3. Diversity can be
- An enriching source of vitality and growth
 - A source of conflict, division and exclusion
 - Represented by culture, ethnicity, race, color, age, special needs, family status and socio-economic circumstances
 - All of the answers

ANS: D

4. Of the following, a mono-cultural world perspective is
- Parent involvement
 - Intentional learning environment in context and building on cultural backgrounds
 - Rich language and literacy environment supporting dual-multiple language learning
 - Age appropriate race language and cultural identity development that values' child's culture and model respect for others culture

ANS: A

5. Chose the principle not put forward by Hedy Change in the Pathways to Cultural Competence Project
- Teacher reflection
 - Educational leadership in diversity
 - Strength-based perspective
 - Open, on-going, two-way communication

ANS: B

6. Cultural context may play a bigger role than universal child development principles when we
- Relate to children
 - Teach children
 - Determine program curricula
 - All of the answers

ANS: D

7. Chose the one non-essential element for determine whether a program has the potential be become more culturally competent
- Program institutionalizes cultural knowledge
 - Staff is intentionally diverse
 - Staff is trained in strategies to manage relational dynamics of difference
 - Program creates opportunities for cultural self-assessment

ANS: B

8. The Henry Child Care Center has training on a monthly basis on relating to students and families from other cultures, which best represents which essential element of cultural diversity.
- Creating an opportunities to engage in cultural self-assessment
 - Program institutionalizes cultural knowledge
 - Program trains staff in strategies to manage the relational dynamics of difference
 - Program values the complexity of diversity

ANS: C

9. Visions for child care programs always include how to
- Support diverse families

- b. Achieve excellence
- c. Focus on the future
- d. All of the answers

ANS: A

10. Areas of tension and disagreement between families and school programs come from all but
- a. Stereotypes that educators have
 - b. Disagreements about the balance of academics and play
 - c. Food that is served
 - d. Approaches to home language maintenance and second language learning.

ANS: C

MATCHING

- a. can be an enriching source of vitality and growth or a source of conflict, division and exclusion
- b. perspective or lens that considers all factors of different cultures
- c. views things from a dominant culture lens
- d. forward thinking administrator who tackles the issue of diversity
- e. built in pattern of hum behavior, including customs, belief and values of a social group
- f. associated with Chang's (2006) Pathways to Cultural Competence project
- g. a set of congruent practices, attitudes, and policies identified in an organization that enables people to work effectively in cross-cultural situations.
- h. Quality Benchmark for Cultural Competence Project
- i. fifty recommended programmatic strategies for cultural competence
- j. provide classrooms that don't reinforce stereotypes
- k. interactions with difficulties dealing with differences in worldviews
- l. motivated by problem solving that helps disagreeing parties see the other person's point of view

- 1. diversity
- 2. multi-culture world
- 3. mono-culture perspective
- 4. visionary leader
- 5. culture
- 6. teacher reflection
- 7. cultural competence
- 8. NAEYC
- 9. Program Checklist Tool
- 10. a best practice for respecting diversity
- 11. cultural conflict
- 12. dialogue

- 1. ANS: a
- 2. ANS: b
- 3. ANS: c
- 4. ANS: d
- 5. ANS: e
- 6. ANS: f
- 7. ANS: g
- 8. ANS: h
- 9. ANS: i
- 10. ANS: j
- 11. ANS: k
- 12. ANS: l

COMPLETION

1. We can't remove from our _____ framework the ways we relate to children, teach them, care for them, or handle daily routines.

ANS: Cultural

2. Building cultural competence requires _____ and _____ professionals and the important element of time.

ANS: informed and committed; committed and informed

3. The administrator embodies the principles of _____ both personally and professionally.

ANS: multiculturalism.

4. An administrator with _____ leadership would be quick to tackle the issue of diversity and cultural competence.

ANS: visionary or forward thinking

5. NAEYC's Quality Benchmark for Cultural Competence project seeks to create a "culture of _____".

ANS: intentionality

6. Cultural competence translates into a committed process of learning and developing strategies for _____ practice.

ANS: effective or best

7. Concept 1 in the Program Tool Checklist states that children are _____ in families.

ANS: Nested

8. Dara is an administrator who tries to hire men, people with disabilities and members of a minority group if they are qualified. She is trying to put together a _____ staff.

ANS: Diverse

9. Cross and associates discussed _____ essential elements that determine whether a program has the ability to become more culturally competent.

ANS: five or 5

10. A vision is a _____, credible attractive future for an organization.

ANS: realistic

11. The United States is becoming an _____ diverse society.

ANS: increasingly

12. Respecting a diverse group of children means recognizing that all of them are _____ in their own way.

ANS: unique

13. Teacher _____ for cultural competence takes time to think, decide and change.

ANS: reflection

14. An administrator must _____ and _____ the cultural competence quality improvement process.

ANS: lead; support or support, lead

15. Diversity work helps to close the _____ in achievement for all children.

ANS: gap

16. Teachers must provide students with an _____ conducive to learn about the world around them.

ANS: environment

17. RERUN is a conflict resolution process with the components of reflect, explain, reason, understand and _____.

ANS: negotiate

18. To be effective in dealing with conflict we need to _____ power which ultimately enhances everyone's power and betters the whole toward conflict resolution.

ANS: share

SHORT ANSWER

1. Explain the letters in the acronym RERUN for conflict resolution stand for?

ANS: Reflect, Explain, Reason, Understand, Negotiate

2. List the four principles from the Pathways to Cultural Competence Project

ANS: Teacher reflection, intentional decision-making and practice, strength-based perspective and open, ongoing, two-way communication

3. Describe what the word "culture" implies.

ANS: it implies a built-in pattern of human behavior, including the customs, beliefs, values and associations of racial, ethnic, religious or social group.

4. List at least five different ways diversity can occur in an early childhood program.

ANS: Any five of the following: race, ethnicity, color, nationality, language, gender, age, special needs, family

status, sexual orientation, religion, socio-economic circumstances

5. Discuss why diversity provides opportunities for professionals to help all children.

ANS: Armed with training, support and resources educators are able to create classroom that celebrate diversity and honor all children. By creating classrooms that promote acceptance they are able to work to eliminate prejudice.

6. Describe what is mean by a “mono-culture world”.

ANS: when someone looks at things from a dominant culture lens and judges everything by that it is difficult to take more than one point of view or look at more than one culture creating limitations on how far one can go to do diversity work.

7. Explain why cultural proficiency is personal as well as professional.

ANS: Before we can become culturally proficient we need to reflect on our own points of view and learn to stop criticizing differences and honor attitudes, beliefs and perspectives that different from our own. Only then can we become truly professionals ready to help with diversity work.

8. Discuss what Gonzalez-Mena meant by adding to what children already have and taking nothing away in terms of diversity work.

ANS: She meant that we should not mainstream children we work with into trying to be the kind of people who fit into our view of culture. We should respect their culture and diversity and build upon it, not try to tear it down.

9. Explain why it is important to preserve diversity.

ANS: One of the goals of quality in education is social cohesion and people from all varying diverse backgrounds need to be able to work well together. We need to show mutual respect, engage in open and inclusive dialogues because it helps all children. When all children have a sense of belonging, it equates to quality.

10. Discuss why time is so important in building cultural competence.

ANS: Achieving cultural competence is a process. Time is needs to reflect and think about our own perspectives and where we are coming from. We can make decisions to embrace a way of being that helps staff and programs to interact effectively with people who are different from them.