

# Classroom Library Questionnaire

**Educators, how culturally responsive and diverse is your classroom library?** Use the following questions as a guide to analyze your classroom library book collections and determine where there are strengths and where there is room to grow.

To what extent do you agree with the following statements?

	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
<b>1. The classroom library contains multiple books that include . . .</b>					
non-human, anthropomorphic main characters (e.g., talking animals, talking trucks, talking vegetables, imaginary or science fiction creatures, etc.)			/		
<b>2. The classroom library contains numerous books that include . . .</b>					
main characters who are Black, Native/Indigenous, or people of color			/		
main characters who identify as LGBTQIA	/				
main characters with disabilities			/		
<b>3. The classroom library contains numerous books that . . .</b>					
are written or illustrated by a person of color or a Native/Indigenous person			/		
feature a person of color or a Native/Indigenous person on the front cover			/		
feature contemporary diverse characters and storylines	/				
feature a range of family structures and family configurations	/				
feature characters with different types of gender identity and gender expression		/			
feature a Black main character			/		
feature a Latinx main character			/		
feature an Asian or Asian American main character			/		
feature a Middle Eastern and/or Muslim main character			/		
feature a Native American/Indigenous main character			/		
Are set in diverse regions of the world, including contemporary Asia, Africa, Europe, Central/South America, Oceania, and Native/First Nations/Indigenous regions	/				
are reflective of my students' cultures and heritages			/		
explore different socioeconomic backgrounds		/			
explore religious diversity		/			
are set in different geographic settings (urban, rural, suburban)		/			
are written in languages meaningful to my students' backgrounds or the community in which they live (e.g., Spanish, Chinese, Tagalog)			/		
teach about immigration to the United States beyond the Ellis Island-narrative			/		
teach about Black/African American contributions to the United States beyond the Civil Rights Movement			/		
feature diversity throughout the year, not just in heritage and observance months (e.g. Black History Month, Native American History Month)			/		

**4. The majority of books featuring people of color or Native/Indigenous people . . .**

- are only about issues of race, prejudice, or discrimination
- are only culturally specific (e.g., flags, foods, festivals)
- are only culturally neutral or contain incidental diversity
- are written by white authors
- are nonfiction

Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree

**5. The classroom library contains some books that include . . .**

- harmful stereotypes about a group of people
- inaccurate/outdated information about a group of people
- generalizations about a group of people
- misrepresentations of a group of people
- discriminatory content about a group of people
- non-authentic stories about a group of people

Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree

**6. The classroom library reflects the diversity of my students and the community in which we live (e.g., gender, race, family structure, language, culture, socioeconomic background, etc.)**

Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree

## What Now?

**If your classroom library is not as diverse and culturally responsive as you want it to be for your students . . . you are not alone!**

Learn how others have built diverse library collections and where you can find diverse children's books here:

[www.leeandlow.com/educators/grade-level-resources/classroom-library-questionnaire](http://www.leeandlow.com/educators/grade-level-resources/classroom-library-questionnaire)

**Contact us at [educators@leeandlow.com](mailto:educators@leeandlow.com)**  
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