



SCRIPT-NC

Supporting Change and Reform in Preservice Teaching in North Carolina

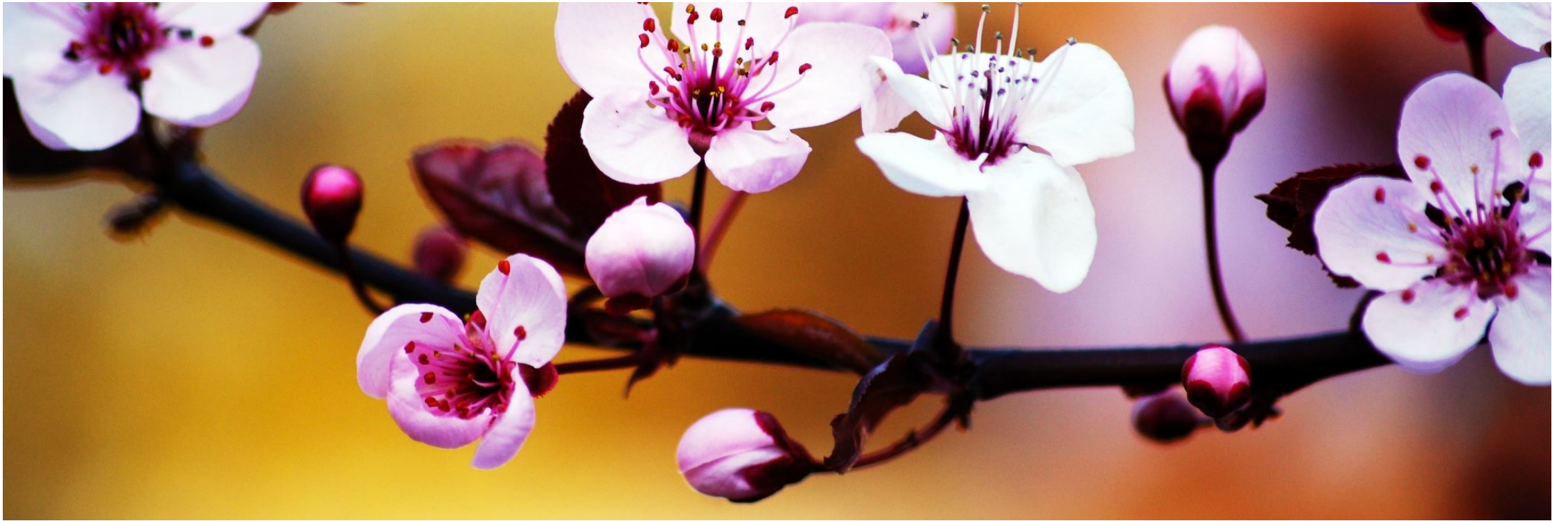
Explicit and Intentional: Building Emphasis on Culture, Race, and Equity into Early Childhood College Courses

Presenters:

Cathy Collie-Robinson & Marye Vance
Durham Tech Community College, NC

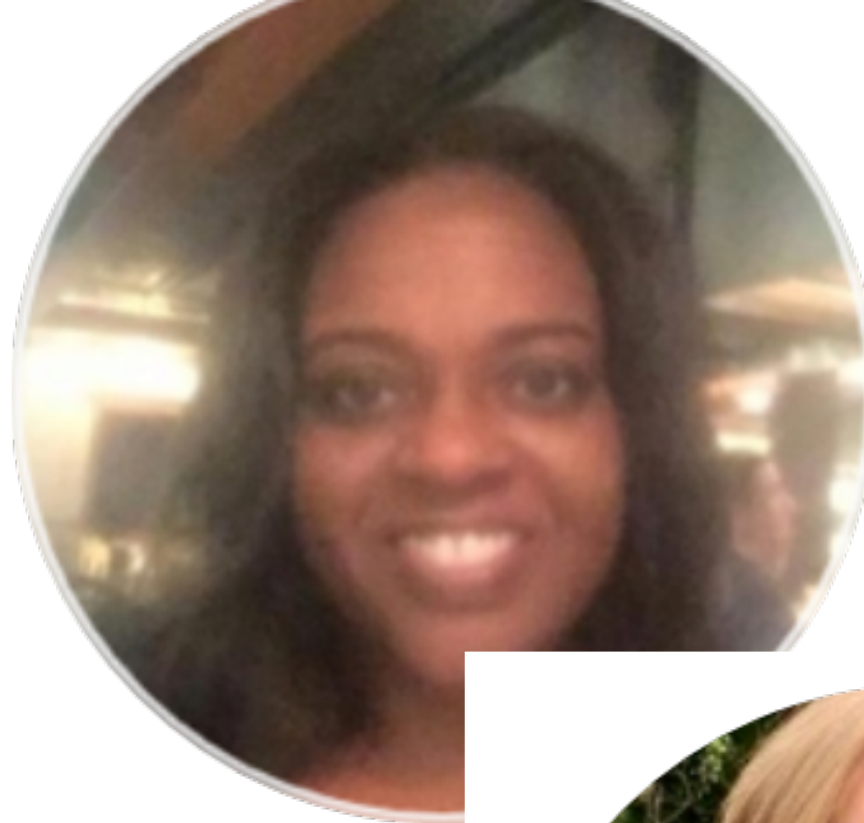
April 20, 2021 at 2:00 PM-3:00 PM EST





Welcome & Introductions

Meet the presenters



Marye Vance

Cathy Collie-
Robinson





Chih-Ing Lim



Tracey West



Camille Catlett

Meet the Team

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Supporting Change and Reform in Preservice Teaching in North Carolina



**FRANK PORTER GRAHAM
CHILD DEVELOPMENT INSTITUTE**

Poll

How has your
commitment to addressing
culture, race, and equity
changed in the last year?

SCRIPT-NC Webinars emphasize...



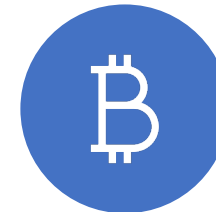
embedding
**inclusion and
diversity** into
coursework



content that
reflects **evidence-
based and
recommended
practices**



opportunities to
build both
**knowledge
acquisition and
knowledge
application**



resources that are
**readily available
and free**

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Supporting Change and Reform in Preservice Teaching in North Carolina



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Logistics



**Remember to mute
your audio**



USE THE CHAT BOX

**Questions?
Comments?**

Find all the
materials
from today's
webinar
here



<https://scriptnc.fpg.unc.edu/script-nc-2021-webinar-explicit-and-intentional-building-emphasis-culture-race-and-equity-early>

Demographics of young children under 5...

50% White, non-Hispanic

14% Black, non-Hispanic

26% Hispanic

5% Asian

1% American Indian/Alaskan Native

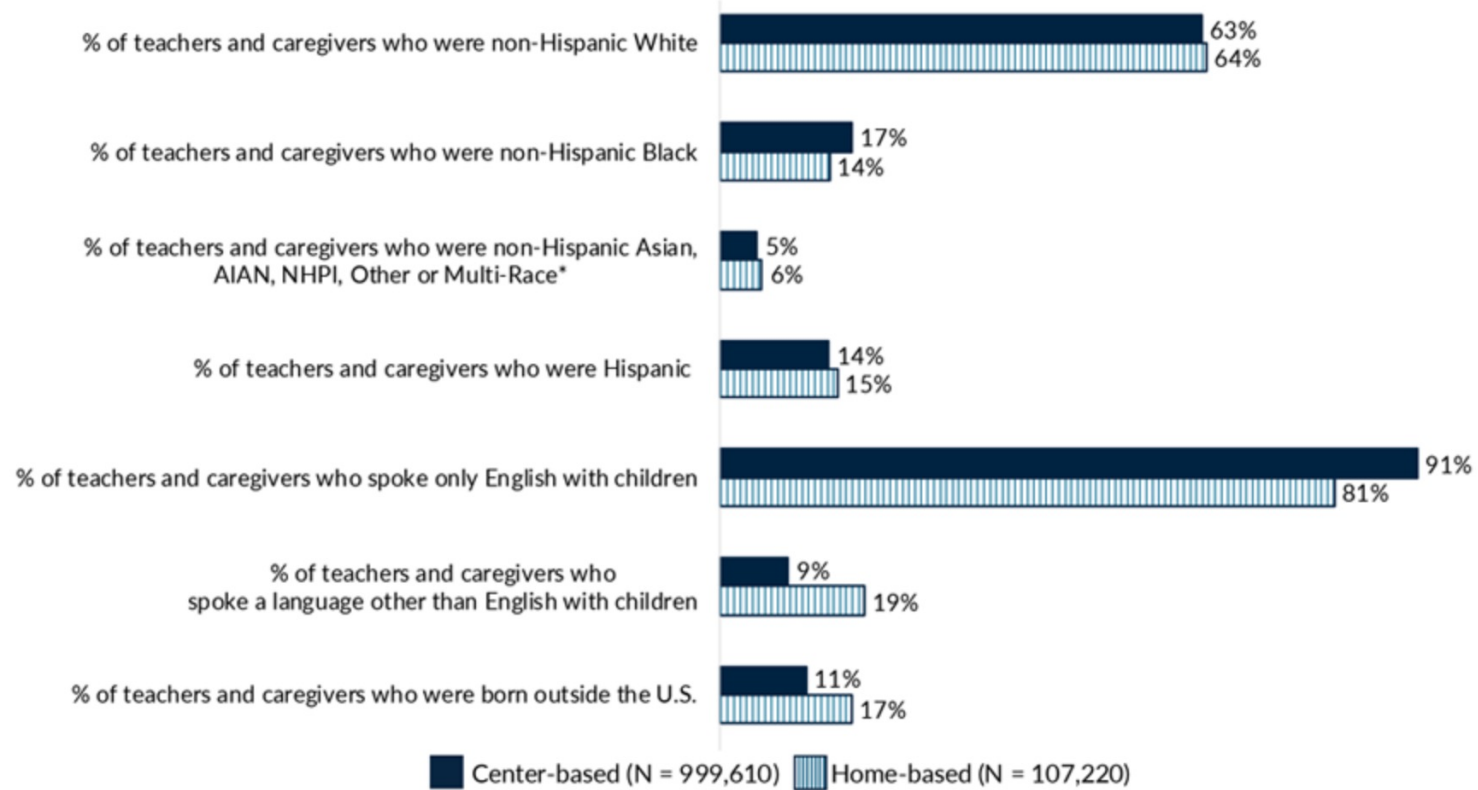
.5% Hawaiian/Pacific Islander

5% Two or more races



Demographics of early childhood practitioners

Figure 1. Racial and ethnic, linguistic, and nativity status characteristics of the ECE workforce by setting.





Definition of Professional Development

“Professional development is facilitated teaching and learning experiences that are transactional and designed to support the acquisition of professional knowledge, skills, and dispositions as well as the application of this knowledge in practice.....”

Source: National Professional Development Center on Inclusion (NPDCI)

The key components of professional development include:

- characteristics and contexts of the learners (i.e., the “who”);*
- content (i.e., the “what” of professional development); and*
- organization and facilitation of learning experiences (i.e., the “how”).*

Definition
(continued)

Professional Standards and Competencies for Early Childhood Educators

*“Effective early childhood educators are **critical** for realizing the early childhood profession’s vision that each and every young child, birth through age 8, have **equitable access to high-quality learning and care environments**. As such, there is a **core body of knowledge, skills, values, and dispositions** early childhood educators must demonstrate to effectively promote the development, learning, and well-being of all young children.”*

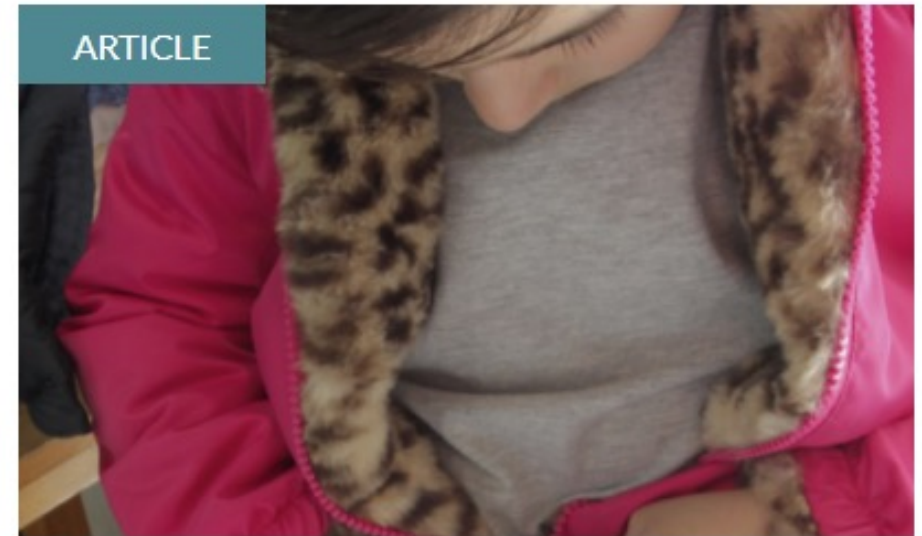
Diversity, **equity**, inclusive practices, and the integration of technology and interactive media do not have separate standards; rather, these important content areas are elevated and integrated in the context of each standard. Included in each standard and its associated key competencies are examples of how the content areas apply to early childhood educators working with particular age bands of children—infants and toddlers, preschoolers, and early elementary age children. **Whether or not examples are found in a competency, though, the intention is that every competency applies across the birth through age 8 continuum.**

**Equity is
mentioned
29 times**

- ▶ [Purpose](#)
- ▶ [Position](#)
- ▶ [Recommendations for Everyone](#)
- ▶ [Recommendations for Early Childhood Educators](#)
- ▶ [Recommendations for Administrators](#)
- ▶ [Recommendations for Educator Preparation and PD](#)
- ▶ [Recommendations for Public Policymakers](#)
- ▶ [Evidence for the Statement](#)
- ▶ [Conclusion and Acknowledgements](#)
- ▶ [Definitions of Key Terms](#)
- ▶ [Endnotes](#)
- ▶ [Endorsing Organizations](#)
- ▶ [Equity Resources: Living the Statement](#)



[Equity Resources: Living the Statement](#)



[Tate and the Pink Coat: Exploring Gender and Enacting Anti-Bias Principles](#)

Intersectionality

Context

Everything discernible about the social and cultural contexts for each child, each educator, and the program as a whole

Individuality

The characteristics and experiences unique to each child, within the context of their family and community, that have implications for how best to support their development and learning



Commonality

Current research and understandings of process of child development and learning that apply to all children

Developmentally Appropriate Practice (DAP) Position Statement

Developmentally appropriate practice requires early childhood educators to seek out and gain knowledge and understanding using **three core considerations**: **commonality** in children's development and learning, **individuality** reflecting each child's unique characteristics and experiences, and the **context** in which development and learning occur. These core considerations apply to all aspects of educators' decision-making in their work to foster each child's optimal development and learning. (page 6)

What DAP is Asking of Us

Yet even as they grapple with their own institutional biases and inequities, professional preparation programs and ongoing professional development systems must orient themselves towards consistently and effectively preparing and supporting educators to reflect on and address their own inherent biases and to help them provide developmentally, culturally, and linguistically responsive learning experiences to an increasingly diverse population of children.

Developmentally Appropriate Practice, p. 4



10 Strategies to Explicitly Support Emphasis on Culture, Race, and Equity



10 Strategies to Explicitly Support Emphasis on Culture, Race, and Equity

	Action	Strategies	Resource(s)
1	<p>Examine your knowledge base, attitudes, and biases</p> <p>Support your students to do the same</p>	<p>Use a tool or checklist to reflect on your own attitudes and biases. Consider what you can do to produce “learner-ready” educators.</p> <p>Use a rubric or other resource to reflect on your courses, field experiences, and program practices</p> <p>Most equity frameworks underscore that self-knowledge about personal culture, attitudes and biases is a first step in providing culturally-responsive and equitable practices.</p>	<p>Preparing “Learner-Ready” Teachers: Guidance from the NTEP States for Ensuring a Culturally Responsive Workforce http://www.ccsso.org/sites/default/files/2018-02/Preparing%20Learner-Ready%20Teachers.pdf</p> <p>SCRIPT-NC Tools https://scriptnc.fpg.unc.edu/tools-enhancing-program-quali</p> <ul style="list-style-type: none"> • Equity Observation Tools (handout, p. 5) • Equity and Inclusion Reflection Tool (handout, p. 5) • Creating an Anti-Bias Learning Environment: Assessing Yourself and You School Checklist https://www.adl.org/media/2182/download • Culturally Responsive Teaching: A Reflection Guide https://d1y8sb8igg2f8e.cloudfront.net/documents/Culturally_Responsive_Teaching_A_Reflection_Guide_2021.pdf

1

Examine your knowledge base, attitudes and biases and support your students to do the same

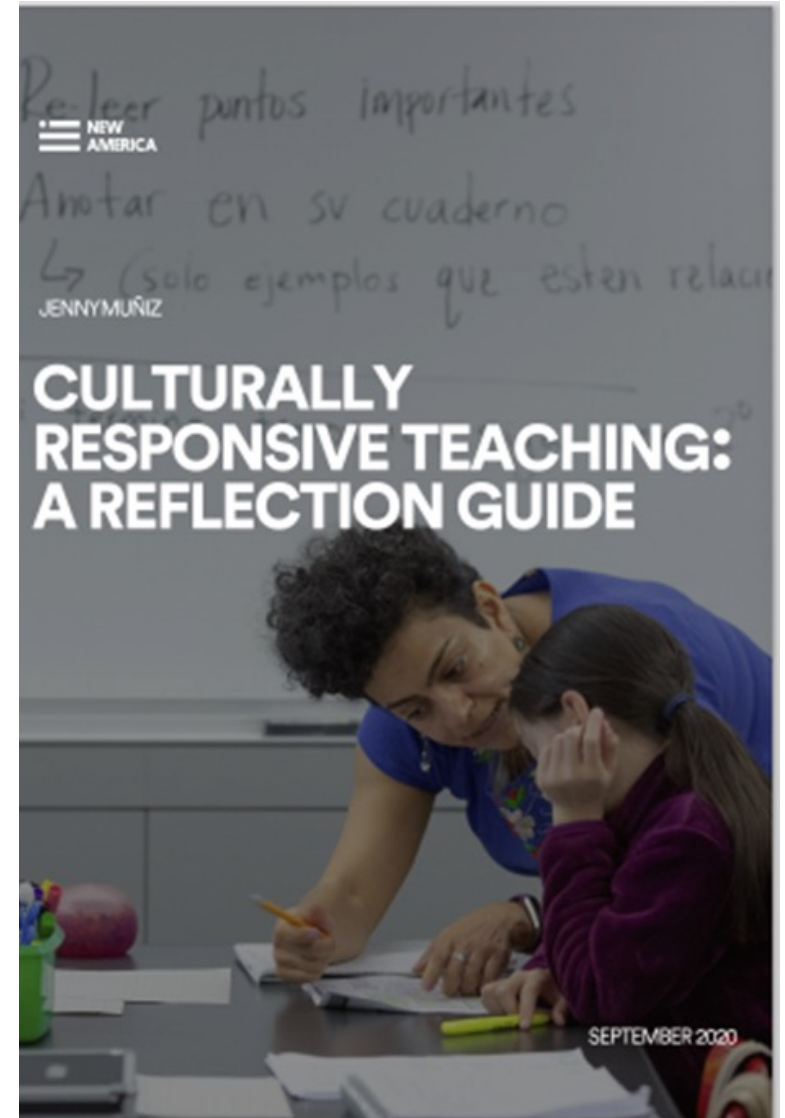
When did I become aware of my membership in various identity groups (i.e., those assigned by race, ethnicity, socioeconomic group, sexual orientation, and religion)?

What types of interactions did I have with individuals from identity groups different than my own growing up?

How does my identity shape my thinking, values, and understanding of the world?

How does my identity differ from the children and families I work with?

How does it shape my interactions with children, families, and colleagues?



2

Consider different course materials and use course materials differently

Reflecting on Anti-bias Education in Action: The Early Years

A Film by Debbie LeeKeenan • John Nimmo • Filiz Efe McKinney



[Viewer Guidebook](#)

[Publicity & Workshop Request](#)


[Additional Vignettes](#)

[DVD Guidebook/Purchase](#)

[Credits/Making the Film](#)

[Feedback](#)

New course texts?



Position Statement

Adopted by the NAEYC National Governing Board April 2018


Advancing Equity in Early Childhood Education

National Association for the Education of Young Children

All children have the right to equitable learning opportunities that help them achieve their full potential as engaged learners and valued members of society. Thus, all early childhood educators have a professional obligation to advance equity. They can do this best when they are effectively supported by the early learning settings in which they work and when they and their wider communities embrace diversity and full inclusion as strengths, uphold fundamental principles of fairness and justice, and work to eliminate structural inequities that limit equitable learning opportunities.

#EquityinECE

Disponible en Español: [NAEYC.org/espanol](https://naeyc.org/espanol)



Position Statement

Adopted by the NAEYC National Governing Board April 2020

Developmentally Appropriate Practice

National Association for the Education of Young Children

Each and every child, birth through age 8, has the right to equitable learning opportunities—in centers, family child care homes, or schools—that fully support their optimal development and learning across all domains and content areas. Children are born eager to learn; they take delight exploring their world and making connections. The degree to which early learning programs support children's delight and wonder in learning reflects the quality of that setting. Educators who engage in developmentally appropriate practice foster young children's joyful learning and maximize the opportunities for each and every child to achieve their full potential.

Incorporate new frameworks



Figure 1 | Eight Competencies for Culturally Responsive Teaching



Principles for Advancing Equity

from *Quality UPK Teaching in Diverse Settings*

1. All children can learn
2. Young children's learning is varied
3. Young children are active and multimodal meaning makers
4. Young children's language practices are diverse, fluid, and flexible
5. Young children's sociocultural contexts are assets and valuable resources for learning
6. Young children learn and develop within the context of caring and reciprocal relationships
7. Young children are critical thinkers and inquirers

Quality UPK Teaching in Diverse Settings

Beverly Falk, The City College of New York, CUNY
and
Mariana Souto-Manning, Teachers College, Columbia University

Research Team

Diana Lopez & Nancy Cardwell (City College)
Nancy K. Brudi, Livia Barros Cruz, Nicole McGowan, Anna Y. Perez, Aysha Rahaf-Raaf, & Elizabeth
Roflino (Teachers College)

Introduction

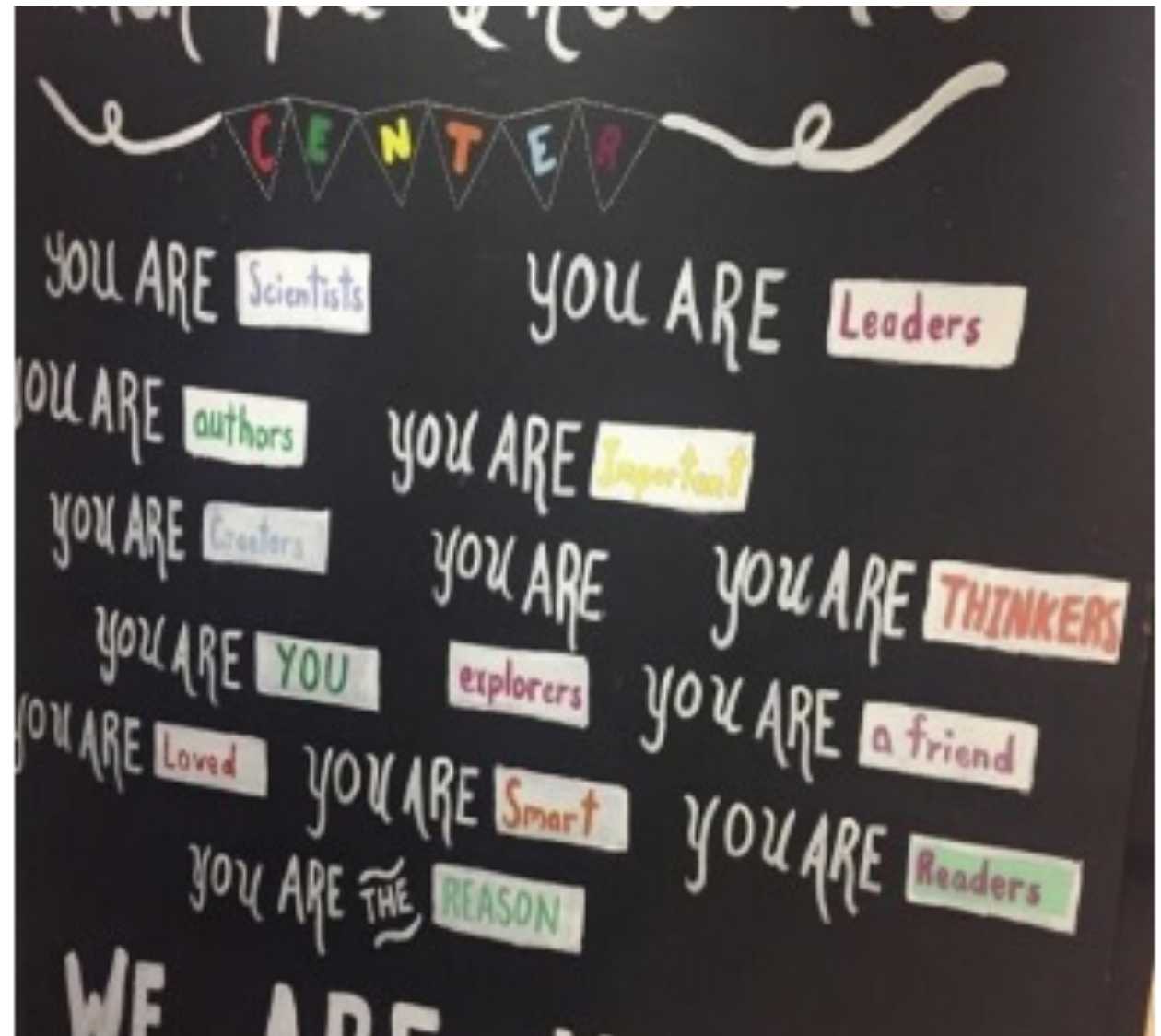
As our society becomes increasingly diverse and the importance of early education is better understood (from neurological, economic, academic perspectives), teaching practices for young children need to be intentionally mindful of societal contexts and biases that have shaped the thinking and practice of early childhood education professionals. Rooted in the historical inequitable distribution of power and privilege of our nation's social, political, economic, and educational structures, these biases are based on how race, class, culture, gender, sex, ability, language, religion, and other social identities of equity power, intelligence, and achievement. To support a more equitable and emancipatory education for all young children, but particularly for those who have historically been excluded from or failed by schooling, education must consciously challenge biases – both explicit and implicit – and shape teaching to combine the science of early learning and development with practices that are responsive, relevant, and sustaining of children's and families' cultures, languages, and community practices and histories. This is especially important in light of racial disparities in preschool suspensions, overidentification of bilingual and multilingual children for speech/language disorders, racial disproportionality in special education – all well-documented phenomena nationally (Chen, 2016; Pumar, 2016; Souto-Manning, Falk, Lopez, Barros Cruz, Brudi, Cardwell, McGowan, Perez, Rahaf-Raaf, & Roflino, 2019). It is critical within a context where segregation has been shown to begin in Pre-K.

Project Purpose and Goals

This study is situated within a context of increasing demographic diversity and increased funding of early education in New York City. The Pre-K for All initiative has enhanced access to early care, enrolling over 68,500 students in Pre-K in 2015 (City of New York, 2015). It has recently been lauded for earning high marks on access (National Institute for Early Education Research, 2019; Vaiga, 2019). Although there is evidence that access has been expanded, we wanted to investigate the quality of Pre-K programs serving low-income children of color.

Thus, recognizing the importance and impact of New York City's commitment to access to Pre-K for all four-year-olds, this study set out to investigate teaching practices in the New York City Universal Pre-Kindergarten initiative (Pre-K for All), specifically attending to what took place within Pre-K classrooms that offered culturally relevant and linguistically sustaining teaching rooted in the science of how young children learn.

How do you convey to each and every child that they are a learner?



Watch
how!



Quality UPK Teaching in Diverse Settings

<https://highqualityearlylearning.org/quality-upk-in-diverse-settings/>

Source: What Stories Do My Classroom and Its Materials Tell? Preparing Early Childhood Teachers to Engage in Equitable and Inclusive Teaching

Table 1

Understanding Equity

- Does every child I teach have the opportunity to achieve success to their fullest capability? Do race, ethnicity, gender identity, sexual orientation, religion, socioeconomic status, language practices, dis/ability, and other social and cultural identifiers influence possible outcomes? How will I ensure equality of (possible) outcomes?
 - Do I tend to advantage children whose race, ethnicity, religion, or languaging practices are aligned with those dominant in society? If so, how will I interrupt these biases?
 - Do I understand that equity requires getting rid of differences of access to opportunities and resources? How have I and how will I intentionally and systematically work to interrupt inequities and eliminate disparities for the students I teach? For their families and communities?
 - Do I recognize that when I give everyone the same thing, am I likely to foster inequity?
 - When I advocate for equity in educational access do I take into account all types of “access”? Do I consider physical access as well as social, economic, linguistic, and other types of access? If not, how will I broaden my definition of access?
-

Importance of Home Language Series

<https://eclkc.ohs.acf.hhs.gov/culture-language/article/importance-home-language-series>

This series of handouts is designed to provide early childhood professionals and families with basic information on topics related to children learning two or more languages. They emphasize the benefits of being bilingual, the importance of maintaining home language, and the value of becoming fully bilingual. These easy-to-read resources highlight important information that every adult living or working with young children who are dual language learners should know.

Specific Strategies to Support Dual Language Learners When Adults Do Not Speak Their Language

<https://eclkc.ohs.acf.hhs.gov/culture-language/article/specific-strategies-support-dual-language-learners-dlls-when-adults-do-not>

While no educator can possibly speak all the languages children and families do, any educator can use effective practices to support children with home languages other than English. Each of these 2-4 page, formatted handouts offers evidence-based practices for supporting infants, toddlers, young children, and families.

Teaching Young Dual Language Learners: A New Look at Planning the Environment

<https://pdg.grads360.org/#communities/pdc/documents/13314>

In this January 2017 webinar, Karen Nemeth, engages classroom teachers, program administrators, policymakers, and teacher preparation program faculty in building their understanding about planning and implementing high quality learning environments for dual language learners. Participants examine what's on their bookshelves, in their displays, and throughout the room to support dual language learners and, using the new US DOE/DHHS DLL Toolkit, discuss how to plan and choose materials for a culturally and linguistically responsive environment and how to use those materials effectively.

The Young Dual Language Learner: 20 Short Videos

<https://www.youtube.com/teachatborg>

These videos demonstrate how monolingual English-speaking teachers (and bilingual teachers) who work with young children who are dual language learners can be effective in advancing the early learning of those children.

Intentionally support knowledge acquisition and knowledge application

Resources to Support Knowledge Acquisition & Application handout

4

Shift from addressing
“diversity” to
developing the capacity
to support each and
every child . . .



**Supporting the School Readiness and Success
of Young African American Boys Project:
Reflections on a Culturally Responsive
Strength-Based Approach**

4

... and
supporting each
and every family



This resource is part of a series developed to support programs in partnering with parents/guardians who identify as lesbian, gay, bisexual, and/or transgender (LGBT). You will also find information and strategies to create an early childhood setting that is welcoming for all children and families. Recommended for directors, teachers, providers, and parents.

A feeling of belonging is critical to every child and family's well-being. The drive to form relationships with others begins in infancy and continues throughout early childhood. These relationships help children fulfill their potential in all areas of development—physical, social, emotional, and cognitive. Quality early childhood programs can expand children's experiences of forming relationships when the culture and core curriculum make partnering with families and communities central themes.

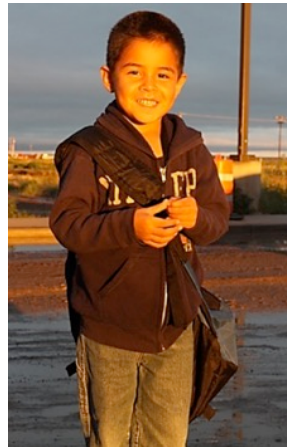
5

A person can be
more powerful
than a video



6

Use personas
to incorporate
different perspectives
and dilemmas



Ramon

Ramon is four years old and lives with his mom, dad, younger sister Maria, and his abuela. Ramon is the child most likely to come in from the playground with some living creature. At home he takes care of the family pets, and in the classroom he frequently selects real, plastic, and stuffed animals to play with, especially dinosaurs.

Ramon is a sequential dual language learner. He speaks Spanish at home and has a 25 word site vocabulary. In his preschool classroom, Ramon is very quiet but watches intently to see what to do. He is picking up new labels in English every day. Ramon's parents are very eager for him become fluent in English so he can be successful in school and life.

7

Use observations intentionally

Handout, page 5

Equity Observation Tool

How did the educator(s) create a caring, equitable community of engaged young learners?	EXAMPLE(S)
• By recognizing each child’s unique strengths?	
• By fully including children with differences in culture, family structure, language, racial identity, gender, abilities and disabilities, religious beliefs, or economic class?	
• By building trusting relationships with the children?	
• By nurturing relationships among children while building on their knowledge and skills?	
• By creating learning environments that are developmentally, culturally, and linguistically appropriate?	
• By using teaching practices that are developmentally, culturally, and linguistically appropriate?	
• By actively promoting children’s agency (e.g., provide opportunities for rich, engaging play; support learning across all areas of development & curriculum)?	
• By scaffolding children’s learning to achieve meaningful goals?	
• By implementing learning activities using language(s) that the children understand?	

Equity and Inclusion Reflection Tool (page 6)

Equity and Inclusion Reflection Tool2

SELF-AUDIT	AGREE/ DISAGREE	IF AGREE, WHAT IS AN EVIDENCE SOURCE TO SUPPORT THAT PRACTICE?	IF DISAGREE, WHAT IS AN EVIDENCE SOURCE THAT COULD HELP YOU TO DEVELOP THAT PRACTICE?
1. I know how to uphold the unique value and dignity of each and every child and family.			
2. I know how to recognize each and every child's unique strengths and support the inclusion of all children – given differences in culture, family structure, language, racial identity, gender, abilities, and economic class.			
3. I know how to develop trusting relationships with each and every child that build on their knowledge and skills.			
4. I know how to consider the developmental, cultural, linguistic, and individual appropriateness of the learning environment and my teaching practices for each and every child.			
5. I know how to involve children, families, and the community in the design and implementation of learning activities.			
6. I know how to actively promote children's agency (e.g., provide opportunities for rich, engaging play; support learning across all areas of development and curriculum).			
7. I know how to scaffold children's learning to achieve meaningful goals.			
8. I know how to design and implement learning activities using language(s) that the children understand.			
9. I know how to recognize and am prepared to provide different levels of support to different children depending on what they need.			
10. I know how to examine my own biases (implicit and explicit) to understand how they may be contributing to my interactions and relationships with particular children and families.			

8

Make
instructions and
rubrics explicit

Measure what
you treasure



9

Use extensions to help students develop an equity lens

Use extensions in discussion boards, presentations, and activities

- What does the NAEYC position on equity say about this?
- What does the NAEYC Code of Ethics say about this?
- What does the position on DAP say about this?
- What do the DEC Recommended Practices say about this?
- What does the joint position statement on inclusion say about this?
- What would your grandmother say about this?

10

Build equity into coaching and supervision

The Mindful Reflection Protocol

A Process for Checking Unconscious Bias

- Step 1: Ask the teacher to describe the behavior or interaction.**
- Describe what you and the student said and did like it was a movie
 - Describe how the student reacted to your actions or comments?
 - Collect notes on multiple days and at different times of the day if you can.
- Step 2: Give the teacher an opportunity to reflect on his feelings and thoughts when working with the student.**
- How does this student make you feel? What triggers you about this behavior?
 - What are your assumptions? Why do you find the student problematic?
- Step 3: Ask the teacher to explain his interpretation of the student's behavior.**
- What is your interpretation of the student's behavior?
 - What leads you to this interpretation?
 - What are your assumptions?
 - What are your expectations for the situation? How is the student not meeting your expectations? In what way is the behavior interfering with learning?
- Step 4: Ask the teacher to consider alternative explanations of the student's behavior. Guide the teacher through the processes of checking (deconstructing) his assumptions and reframing the behavior based on deep cultural values and neuroscience of connection.**
- Review the explanations and reflect on why the student may be doing what he or she does. Look for patterns in your behavior and the student's behavior.
 - List alternative explanations or interpretations of the student's behavior.

Webinar handout

<https://scriptnc.fpg.unc.edu/script-nc-2021-webinar-explicit-and-intentional-building-emphasis-culture-race-and-equity-early>

RESOURCES FOR SUPPORTING CULTURE, RACE, AND EQUITY IN EARLY CHILDHOOD TEACHING AND PROFESSIONAL DEVELOPMENT¹

Black Genius Elements Infographic

<https://drive.google.com/file/d/17k89Yelgar8QkxYqoK45Ko2L6egvridQ/view?usp=sharing>

Creating a Welcoming Early Childhood Program for LGBT-Headed Families: A Checklist for Program

<https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/lgbt-checklist-for-programs.pdf>

- Companion resources are located at <https://eclkc.ohs.acf.hhs.gov/family-engagement/article/creating-welcoming-early-childhood-program-lgbt-headed-families>

Creating an Anti-Bias Learning Environment: Assessing Yourself and Your School Checklist

<https://eclkc.ohs.acf.hhs.gov/family-engagement/article/creating-welcoming-early-childhood-program-lgbt-headed-families>

Critical Practices for Anti-bias Education (instruction, classroom culture, family and community engagement teacher leadership)

<https://www.learningforjustice.org/magazine/publications/critical-practices-for-antibias-education>

Culturally Responsive Teaching

https://d1y8sb8igg2f8e.cloudfront.net/documents/Culturally_Responsive_Teaching_2019-03-28_130012.pdf

- Culturally Responsive Teaching: A Reflection Guide (companion tool)
https://d1y8sb8igg2f8e.cloudfront.net/documents/Culturally_Responsive_Teaching_A_Reflection_Guide_2021.1

Equitable Classroom Practices Observation Checklist

http://www.signetwork.org/content_page_assets/content_page_250/Equitable%20Classroom%20Practices%20Observation%20Checklist%20part%202.pdf



One Program, Many Responses

Our Why

"What are we doing Cathy?"

Our Process

Open conversations among faculty in TEAMS.
There will be two meeting options - you can attend one, both, or none. These meetings will be open-ended conversations to discuss and brainstorm the best ways to embed honest, meaningful conversations, activities, and experiences into our curriculum.

During June and July Faculty read Roots and Wings.
First meeting of our ECE Faculty Book Club. Those who wish to meet in person - wearing masks and socially distancing will meet in the playground of First Presbyterian. Those who wish to meet virtually can do so using this link.

Faculty brainstormed and shared ways to embed Roots and Wings across courses.

Page numbers aligned to Roots and Wings per Courses

Courses	Chapter(s)	Page Numbers	Paragraphs/Info	Activities/Assignments
EDU 119 Intro to ECE		25	Professional development and leadership	
		36		
		46		
		56-57		
EDU 131 Child, Family & Comm	6	72		
		32		
		57	Circles of influence in family ...	
		72	Questions to Ponder #1	
EDU 144 Child Dev I		80-81	Culture influences child-rearing patterns	
		33		
		37		
		35		
EDU 145 Child Dev II		38-39	Nine and 12- Aware of and interested ...	
		21		
EDU 146 Child Guidance		35		
		43	Becoming prejudiced	
		55	Structural racism	
		58	Scenarios	
		67	Anger and rage	
	68	Discipline in equal measure		

The Reconstruction of EDU 280 shifted to include Race and Equity objectives.



<https://scriptnc.fpg.unc.edu/scriptnc-2021-webinar-explicit-and-intentional-building-emphasis-culture-race-and-equity-early>



Supporting Change and Reform in Preservice Teaching in North Carolina

SCRIPT-NC is working with community college faculty in North Carolina to better prepare preservice early childhood educators to meet the diverse needs of children in their community.

LEARN MORE



COURSE SPECIFIC RESOURCES

Find free high quality resources to enhance coursework and practica. These resources are focused on the inclusion of young children with disabilities and who are culturally, ethnically, and linguistically diverse.

LEARN MORE



TOOLS FOR ENHANCING PROGRAM QUALITY

Find rubrics, matrices, and other tools to enhance your early childhood Associate's degree program.

LEARN MORE



FACULTY WEBINARS

Access archived webinars, learn more about, and register for upcoming webinars.

LEARN MORE



MONTHLY NEWSLETTER

Access current and archived Natural Resources newsletters

LEARN MORE

<https://scriptnc.fpg.unc.edu>

Register for
the next
SCRIPT-NC
webinar!

Using Children's Books to Support Identity, Equity, and Inclusion

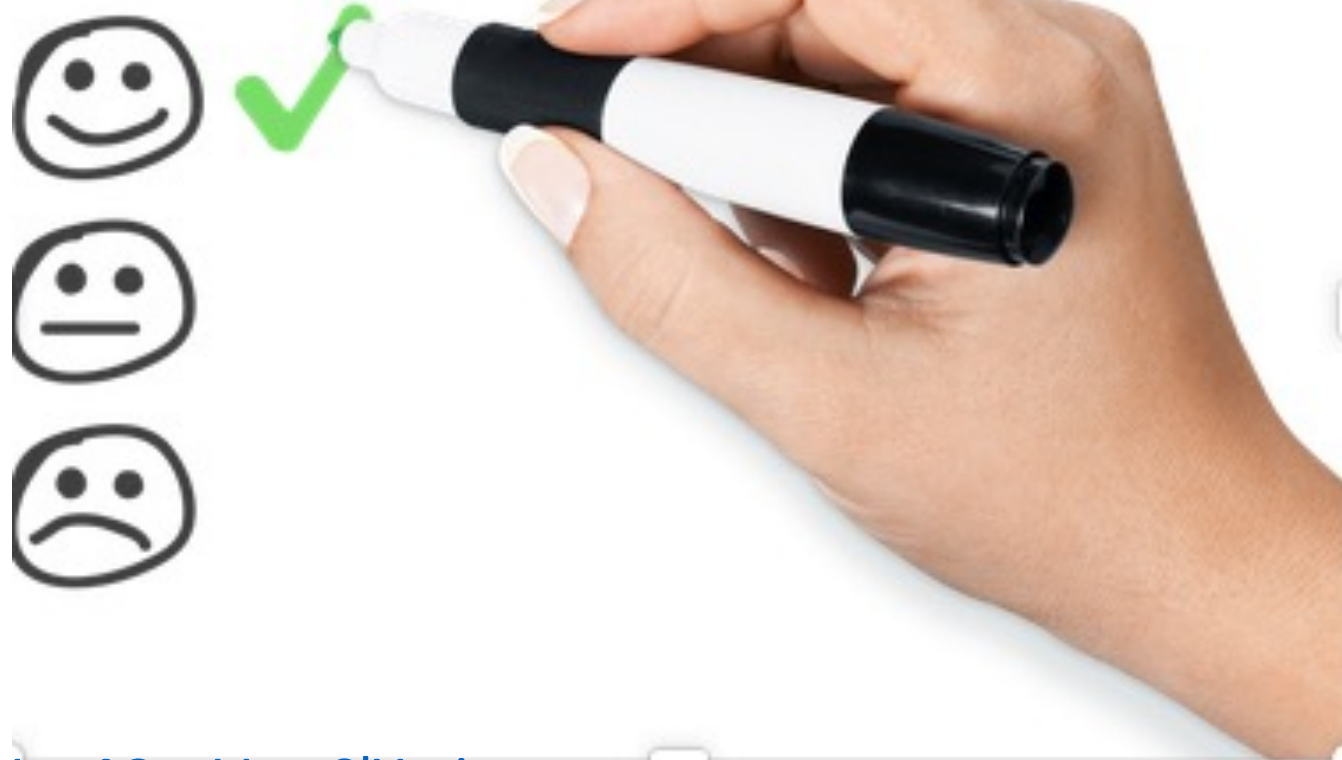
August 31, 2021, 2-3 pm EST.

SCAN ME



https://fpgcdi.zoom.us/webinar/register/WN_7ppQg-k4T_uMKEUOWDnw7w

Give Us Your Feedback



https://unc.az1.qualtrics.com/jfe/form/SV_e4CpyVwqSIYerie

A World Worthy of
Our Children

