



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		
		72		
EDU 131 Child, Family & Comm	6	32		
		57	Circles of influence in family ...	
		72	Questions to Ponder #1	
		80-81	Culture influences child-rearing patterns	
EDU 144 Child Dev I		33		
		37		
EDU 145 Child Dev II		35		
		38-39	Nine and 12: Aware of and interested ...	
EDU 146 Child Guidance		21		
		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.

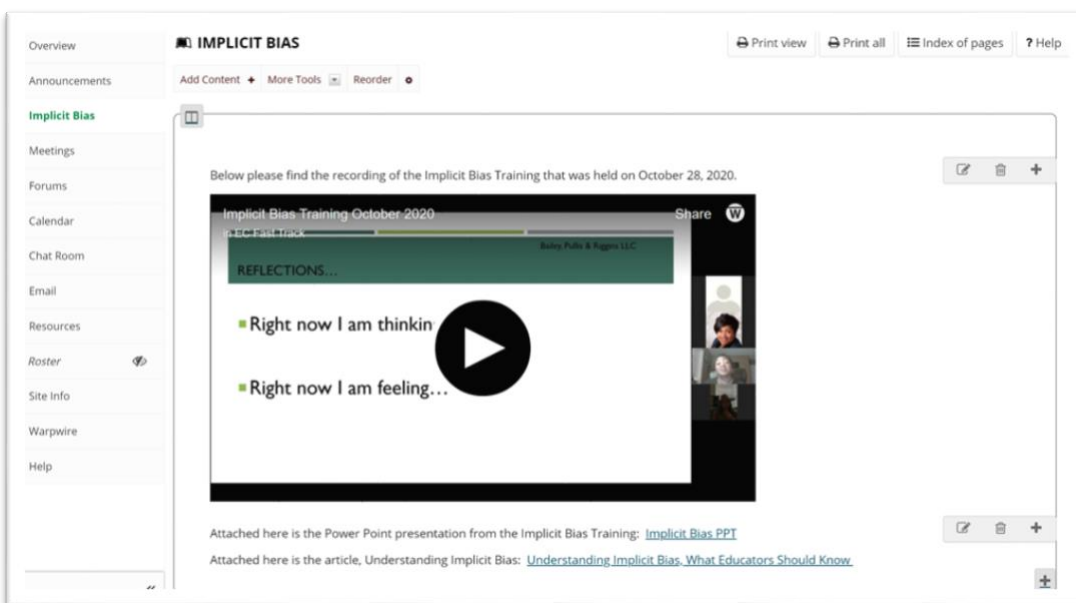
EDU 280 Course Objectives before emphasis on Race and Equity:

1. Select developmentally appropriate language and literacy experiences for children who are culturally, linguistically and ability diverse.
2. Plan developmentally appropriate language and literacy experiences for children who are culturally, linguistically and ability diverse.
3. Implement developmentally appropriate language and literacy experiences for children who are culturally, linguistically and ability diverse.
4. Evaluate developmentally appropriate language and literacy experiences for children who are culturally, linguistically and ability diverse.

EDU 280 Course Objectives AFTER emphasis on Race and Equity:

1. Understand and support language and literacy development of children ages 0 – 8 throughout daily experiences and interactions and across the curriculum and domains of development that are free of bias and support positive feelings of self across race, gender, and culture.
2. Select, plan, implement, and evaluate language and literacy practices that developmentally, culturally, linguistically, and ability appropriate.
3. Understand and apply teaching practices that reflect an understanding of explicit and implicit bias, race, and racism in children’s language and literacy materials and interactions.
4. Support language and literacy development outside of the school day by engaging, building respectful partnerships, and communicating effectively with families

Hosted an Implicit Bias Workshop for students and faculty. Recorded video with follow-up “homework” from the training was available to students and faculty in Sakai.



The screenshot shows a Sakai LMS page titled "IMPLICIT BIAS". The page includes a navigation menu on the left with options like Overview, Announcements, Meetings, Forums, Calendar, Chat Room, Email, Resources, Roster, Site Info, Warpwire, and Help. The main content area features a video player titled "Implicit Bias Training October 2020" with a play button and a "Share" icon. Below the video, there are two attachments: a Power Point presentation titled "Implicit Bias PPT" and an article titled "Understanding Implicit Bias: What Educators Should Know". The page also has utility icons for "Print view", "Print all", "Index of pages", and "Help".

The "Homework"

As you may recall from the Implicit Bias training, this was just part 1. Between now and January you should work on the following "h assignments provided by Dr. Bailey to continue your journey of understanding. In late January or early February, Dr. Bailey will conduct Part 2 of the Implicit Bias Training. Completing this homework will enhance your understanding and awareness of Implicit Bias and will prepare you for part 2 of the training.

Homework:

- Implicit Bias test (racial) <https://implicit.harvard.edu/implicit/takeatest.html>
 - Keep a weekly journal of your Implicit Biases that you recognized during the week.
 - Did you recognize and interrupt the action? If so, identify if specifically. How did you interrupt the action?
 - Did you recognize the bias later? What was it? How will you address the situation the next time?
- Select TWO (2) of the qualities and discuss weekly how you can use/used this avenue to address bias in your personal and professional lives. Write about this in your journal

Eight Qualities of Leadership (Sykes, 2014)

- Human Potential
- Knowledge
- Social Justice
- Competence
- Fun and Enjoyment
- Personal Renewal
- Perseverance
- Courage

During the weeks of November 9th and 16th, engage in conversation with your peers by using the forum linked below:

Faculty embedded Roots and Wings in four courses; EDU 119, EDU 131, EDU 146, and EDU 284. Across all courses, faculty created or modified assignments to include race and equity.

EDU 151: Creative Activities Self-Portrait Assignment

Before emphasis on Race and Equity

Assignment: Create a visual representation of you. There are three options for how to do this:

Option 1 = Draw your self-portrait on paper using drawing or writing tools - be creative!

Option 2 = Create a photo collage of you and things that are meaningful/important to you

After emphasis on Race and Equity

Assignment: Self-Portrait

Objectives: Recognize and celebrate one's own physical features. Recognize one's own beauty. Experience dignity and pride.

Materials: Photograph of your face or a mirror and a diverse mix of colored materials (paints, crayons, colored paper, newspaper, pencils, magazine clippings/paper scraps,

Description: Focusing on your face only, use your materials to create a self-portrait. Be as creative about how you create the portrait - look at the characteristics of your face that you want to include in this self-portrait. When you're done, compare and contrast your faces in the mirror and/or picture with the self-portrait. Then, reflect on this activity by answering the following questions:

1. What age group would you do this activity with? Why?
2. What are your thoughts about the materials you had available and how would you make changes to this activity before presenting it to children?
3. What adaptations to the process would you make before presenting this activity to children?
4. What is the value of a self-portraits activity for young children? How can this activity support anti-bias/anti-racism in early childhood classes?
5. Can you think of at least one extension you could do with a class, after completing this face self-portrait?

Student Responses....

“Cultural competence involves recognizing and understanding other cultures, outside of my own. This entails gaining awareness and respect for all cultures, races, religions, ethnic backgrounds, languages, etc. On the other hand, cultural humility is the “action” step that goes beyond cultural competence “I am enjoying all the information in this class. It is helping me to become a better, more successful teacher.”

“We have discussed the importance of acknowledging a child’s culture in my other courses, it’s something I had been thinking a lot about due to not considering it much in the beginning. I do wish to learn more ways to acknowledge a child’s culture, activities in which other children from diverse cultures can also share their culture. I find it essential to get creative ways in which children and educators can learn about the cultures.”

“It is important for Early Childhood educators to care about cultural competency because if you don’t accept and respect people whose cultures differ from your own, how are you going to teach children to respect and accept people who are different from them?”

“I think I can use it as I meet new kids at work, knowing everyone is different and understanding that they define their cultures not their physical features. Learning about them and their families can also help with caring for children’s and understanding why they do certain stuff.”



EDU 284: Early Childhood Capstone

Instructor: Cathy Collie-Robinson

Required textbook: York, Stacey. *Roots and wings: Affirming culture and preventing bias in early childhood*. Redleaf Press, 2016.

Required resource: NAEYC's Advancing Equity in Early Childhood Education Position Statement <https://www.naeyc.org/resources/position-statements/equity> (opens in a new window)

- Students are required to design, implement, and reflect on six lesson plans. NEW requirement for each lesson plan: In what ways does this lesson plan address equity (make references to the NAEYC Advancing Equity in Early Childhood Education Position Statement)
- At the conclusion of EDU 284, students graduate from our program. Their final presentation is their e-portfolio. Each student is required to include their teaching philosophy that includes their views on dual language learners, children with disabilities, promoting resilience, and diversity and ways in which you will advance equity in your work with children.

Sample of assignments and embedded videos throughout the course:

- Reflection/Journal Assignments - Advancing Equity

Completed as Journal/Forum Assignments throughout the semester as indicated.

Weeks 2 - 5 Journal/Forum Assignments:

During Week 2 of the semester, students will read Advancing Equity in Early Childhood Education Position (NAEYC) with enhanced focus on the Recommendations for Early Childhood Educators (<https://www.naeyc.org/resources/position-statements/equity/recommendations-ECE>).

In either an online forum assignment or an in-class discussion, students will discuss their impressions of the position statement by asking questions and sharing their own experiences as it relates to the position statement. In an online forum or journal assignment, students will reflect on their current areas of strength and areas of growth in Creating a Caring, Equitable Community of Engaged Learners section of the Recommendations for Early Childhood Educators. For each area of strength, an example must be provided to support answer. For each area of growth, students will identify specific actions to take.

This process will be repeated with the remaining sections as follows:

Week 3, Journal 2 = Establish Reciprocal Relationships with Families

Week 4, Journal 3 = Observe, Document, and Assess Children's Learning and Development

Week 5, Journal 4 = Advocate on Behalf of Young Children, Families, and the Early Childhood Profession

During the final weeks of the semester, students will revisit their areas of strength and growth to mark progress and to identify additional steps needed. In the teaching philosophy section of their E-Portfolio, students will outline specific ways in which they will follow the Advancing Equity in Early Childhood Education Position Statement.

- Reading Assignment – Week 2

In this section, we will explore implicit and explicit bias, learn about recent incidents of everyday bias and self-reflect about situations of experienced or encountered everyday type of bias.

Please watch this short video to begin this conversation about implicit bias: Peanut Butter, Jelly, and Racism ([external link](#)).

Implicit bias is the unconscious attitudes, stereotypes and unintentional actions (positive or negative) towards members of a group merely because of their membership in that group. These associations develop over the course of a lifetime beginning at a very early age through exposure to direct and indirect messages. When people are acting out of their implicit bias, they are not even aware that their actions are biased. In fact, those biases may be in direct conflict with a person's explicit beliefs and values.

Explicit bias usually involves the aggressor being aware of what they are doing and their actions are (1) voluntary, (2) on purpose and (3) with intent. With implicit bias, the aggressor is usually (1) unaware of what they are doing (2) not conscious of their bias and (3) not acting with intent.

Examples:

Explicit: A college student says, "I do not want to take a class with that professor because women teachers are overly emotional and terrible professors."

Implicit: Students were asked to rate teachers of an online course and they never saw the teachers. In the study, some male teachers claimed to be female and vice versa. When students took a class from someone they believed to be male, they rated the teacher significantly higher than the very same teacher, when believed to be female.

It is important to remember that it is not always possible to distinguish between explicit and implicit bias. If implicit bias is unconscious, only the aggressor knows what is going on in their mind and they may not be even be aware of their bias.

Why is important to understand bias and in particular implicit bias and early childhood education? Here's why: [Understanding Implicit Bias and It's Effects on Early Childhood Settings \(external link\)](#) and more: [Addressing Implicit Bias in Early Childhood Education \(external link\)](#) and even more: [Racism and Implicit Bias in Early Childhood Programs \(external link\)](#)

Implicit bias develops very early in life. Toddlers begin to notice differences and respond to those differences. To learn more about this please read chapter 2 of *Roots and Wings*. At the end of this chapter, you will see list of videos to watch to learn

more. These videos are very powerful. Below is the first of 8 videos from CNN, if you wish to watch more be sure to visit the links provided at the end of chapter 2.

Link to CNN video series, "Black or White – Kids on Race"

https://www.youtube.com/watch?v=wYkUMqxr_o8&t=1s

- Reading Assignment - Week 3

Culturally Competent and Anti-Bias Teaching Practices

It is important that early childhood teachers are culturally competent or in other words "*understanding your own culture, other's culture, and the role of culture in education. Using student's culture as a basis for learning, communicating high expectations, and reshaping curriculum to reflect student's diversity leads to better educational outcomes.*" taken directly from NEA and understand how to use anti-bias teaching practices. Learn more about anti-bias education by reading this article from NAEYC: [Understanding Anti-Bias Education](#) (external link) and expand your understanding by reading this article also from NAEYC: [Addressing Inequity with Anti-Bias Education](#) (external link).

Be sure to read Chapter 3 in your Roots and Wings textbook.

You may be wondering why this is important especially in the early years of life. Here's one reason why: They're not too young to talk about race ([external link](#)) and here:

Link to Video: "Is my skin brown because I drank the chocolate milk?"

<https://tedx.stanford.edu/lineup/beverly-daniel-tatum>



EDU 280: Language and Literacy Experiences

Instructor: Marye Vance

Activities/Assignments

Forum Activity: Share with another student your favorite story from when you were a child and why. NOTE: by asking for a story instead of a book it allows for one that was shared orally. Do you remember a story that included a character who was Black? Or spoke another language? Or had a disability?

Assignment: Early Childhood Virtual Book Nook

Select one children's book from the Durham Tech Library to develop a virtual book nook. Be sure to select a book that is culturally, linguistically, and ability diverse by using the checklist, "Checking for Cultural, Linguistic and Ability Diversity in Children's Books".

What is a virtual book nook? A virtual book nook contains activities that can be interwoven into each learning center and learning domain in the early childhood classroom. As a minimum, your book nook will contain activities from at least five learning centers along with four developmental domain activities. Your book nook will also contain a bonus section. In this section you will describe how you might modify your book nook to support dual language, culturally and ability diverse learners. Refer to the "Checking for Cultural, Linguistic and Ability Diversity in Children's Books" checklist used when selecting the book. (attached in Lessons for this week)

Language and Literacy Materials – Evaluation and Selection Project

Students will spend several weeks selecting and evaluating literature and music effectiveness in supporting language development, developmentally appropriateness, and for anti-bias.

Part 1: Reflection on Favorite Children's Literature

Abigail Green proposes that many popular children's books are 'rife with malice and mayhem'.^[1] She cites Good Night Moon, Margaret Wise Brown's classic bedtime story, and Robert McCloskey's Blueberries for Sal as examples and points out only a negligent mother would let her child eat unwashed berries on a hillside populated by bears by herself. When turning her attention to another classic book, Eric Carle's Very Hungry Caterpillar, Green notes a cute bug 'binges on junk food and starves himself to turn into a beautiful butterfly'. There should be more than one student who is familiar with one of these picture books who wishes to defend them. What books or movies frightened you as a child? Describe your feelings and whether there were long-lasting effects from the experience.

Green, A. (2010, June). Green eggs and salmonella? Smithsonian, 46(3) 92.

In a forum assignment, respond to these questions or prompts:

- *Take a few minutes to reflect on your childhood years.*
- *What books or movies frightened you as a child? Describe your feelings and whether there were long-lasting effects from the experience.*

- *If you were a single parent or a stepparent with a preschooler, what messages (or inferences) in books would you find particularly objectionable or welcome?*

Part 2: Select a variety of children's books by visiting local libraries, including Durham Tech. If you are unable to visit a library due to COVID-19, search online for videos of books being read aloud or images of literature or use books on the Tarheel Reader, <https://tarheelreader.org/>

Collect titles and information for at least 30 books. Your collection must include books that would engage and support young Black children; children from diversely configured families; and children from multiracial families.

Next, evaluate your selected literature using a variety of criteria including:

- Evaluation Tool A. Characteristics of Authentic Literature – from textbook:
 1. The literature should include the range of character types or people found within the culture, although not necessarily in one book. The characters should not be idealized, but neither should stereotypes predominate. There should be doctors, teachers, truck drivers, cooks, and individuals in other occupations.
 2. The illustrations should not consist of caricatures of a group's physical features. Rather, the illustrations should reflect the variety found among members of any group.
 3. The speech adopted by characters should have linguistic authenticity. Many members of a group speak Standard English and can use and understand various dialects within the group as well. Vernacular language and casual, informal dialects are appropriate to some characters some of the time, but not all characters all of the time.
 4. The names of the characters should reflect the cultural traditions of a group.
 5. Food should not be used as a shorthand signifier of a group; for example, rice is not a code word for Asian or Asian-American.
 6. The beliefs and values of characters as well as their worldviews should reflect the diversity found in the groups' community. Some will be conservative, others liberal, and a few radical.
 7. Writers should understand the pivotal roles families play in these groups and the family configurations that exist within the groups.
 8. Authors should portray members of the groups as intelligent problem-solvers who are not dependent on the intervention of a kindly white for redemption, salvation, or mediation.
- Evaluation Tool B: <https://www.teachingforchange.org/selecting-anti-bias-books>
- Evaluation Tool C: https://www.teachingforchange.org/wpcontent/uploads/2012/08/ec_tenquickways_english.pdf
- Evaluation Tool D: Checking for Cultural, Linguistic and Ability Diversity in Children's Books (SCRIPTNC)

Part 3: Evaluating Music

Repeat parts 1 and 2, but this time select and evaluate children's music including songs and fingerplays.

Part 4: In a forum assignment, share a sampling of books and music evaluated. At a minimum, 5 books and 5 songs or fingerplays must be discussed in your forum assignment. List the full title for each book and music with accurate citations. Next describe the results of your evaluations. Were there surprises? What did you learn? How will you use the information gained from this project in your work with children and families?

Part 5: Design a Comprehensive Library List of Literature and Music that is Culturally, Linguistically, and Ability Diverse. The list at a minimum must contain 30 books and 15 musical selections.

Identify the age of the classroom; infant/toddler, preschool, or school age. You will design one list.

All titles selected must be developmentally appropriate, culturally and linguistically responsive across multiple cultures and ethnicities, contain details about adaptations needed (for example, consider the child who is blind or who is on the autism spectrum.)

Full citation for item listed is required.

Forum Activity: Assuring Students During Ramadan

Post your thoughts here. The forum is intended for general discussion.

Every now and then, I am purposeful and intentional to learn about other cultures unlike my own. In researching and reading, stumbled across this article providing understanding as an educator how to support Muslim children and families during Ramadan. Many Muslims practice the faith from April 12th - May 12th. I hope you will find the article enlightening and worth consideration.

Link to article: Assuring Muslim Students COVID-19 Won't Dim The Ramadan Lights
<https://www.learningforjustice.org/magazine/assuring-muslim-students-covid19-wont-dim-the-ramadan-lights>

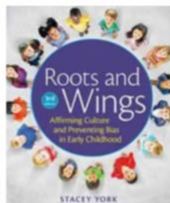
EDU 119: Introduction to Early Childhood Education

Instructor: Marye Vance

Required textbook: York, Stacey. *Roots and wings: Affirming culture and preventing bias in early childhood*. Redleaf Press, 2016.

Sample of assignments and embedded videos throughout the course:

Roots and Wings: Affirming Culture and Preventing Bias in the ECE Classroom



- 🗨️ [Research about Children's Awareness of Human Differences](#)
Due by 5/3, 9pm
- 🗨️ [Understanding Multicultural and Anti-Bias Issues in the Classroom \(optional forum\)](#)
Due by 5/3, 9pm
- 🔗 [Creating Anti-Racist Early Childhood Classroom Spaces](#)
Due by 5/3, 9pm
- 🗨️ [Creating Nonracist Classrooms - Student Presentations](#)
Due by 5/3, 9pm

- Activity - Research about Children's Awareness of Human Differences

Instructions: Provide your response to the following questions noted in the Roots and Wings text.

What physical characteristics do your students notice or talk about?

When did you first become aware of your racial and ethnic identity?

When did you become aware of other racial or ethnic groups?

How has growing up in US society influenced your awareness of and attitude toward people who are racially or ethnically different from you?

- Activity - Multicultural and Anti-bias Issues in the Classroom

Answer the following questions based on your readings from the book, Roots and Wings, using a professional tone. Respond to one classmates' post with no judgment on their experience with the question. Respect and courtesy of others opinions and experience highly expected.

What are your thoughts about living in a globalized, multicultural society with no racial majority?

How can we prepare children to succeed in a globalized, multicultural society with no racial majority?

What will happen if we ignore racial and cultural diversity in our classrooms?

What will happen if we don't change the way we recruit and prepare teachers?

- Video: "Creating Anti-Racist Early Childhood Spaces" from The Pyramid Model
https://www.youtube.com/watch?v=RpmqD0R_0NY

- Activity - Creating Nonracist Classrooms - Student Presentations

Provide your responses to the questions to ponder from Roots and Wings, pages 72-73, in power point presentation. As a supplement, include content learned from the Instructors notes and video provided (this is optional) Incorporate pictures, images, audio, and/or video to liven your responses. There is no page limitation.

Student presentations on creating a nonracist classroom. Here are a few of your classmate's presentations on creating a nonracist classroom. Thank you for agreeing to share your presentation with your classmates. Reviewing the presentations was a pure learning experience. Feel free to review each presentation as the link will be open until the last day of the course. Be mindful, if you comment, to display professional and scholarly tone when responding to a presentation.



EDU 146: Child Guidance

Instructor: Shawna Daniels

Required textbook: York, Stacey. *Roots and wings: Affirming culture and preventing bias in early childhood*. Redleaf Press, 2016.

Sample of assignments and embedded videos throughout the first six weeks of the course:

- Optional activity in Week 2
Consider taking this [self-assessment of Anti-Bias behaviors](https://www.adl.org/sites/default/files/documents/assets/pdf/education-outreach/Personal-Self-Assessment-of-Anti-Bias-Behavior.pdf) -- no need to share your results, but a great way to start reflecting on your own behaviors. Link: <https://www.adl.org/sites/default/files/documents/assets/pdf/education-outreach/Personal-Self-Assessment-of-Anti-Bias-Behavior.pdf>
- Reflection Assignment in Week 2
One major issue related to classroom behaviors and guidance is the biases of the teacher. Our biases can be based on race & ethnicity, gender, age, sexual orientation and other ways that everyone is different.

As a practice in reflection, read these two articles and take one of the Harvard bias quizzes, then answer the reflection questions below.

Article 1: Washing Post "Yale study suggests racial bias among Preschool teachers". September, 2016. <https://www.washingtonpost.com/news/education/wp/2016/09/27/yale-study-suggests-racial-bias-among-preschool-teachers/>

Article 2: Teaching Tolerance, "Test yourself for hidden bias". No date. (has a link for the Harvard Bias test, too!) <https://www.tolerance.org/professional-development/test-yourself-for-hidden-bias>

Harvard Bias tests (use the link in the Teaching Tolerance article OR use this link: <https://implicit.harvard.edu/implicit/> .

A couple of things to note before you start though:

1. When you land on the website, choose the "Project Implicit Social attitudes" tests, using your student email address to sign up/sign-in
2. choose any of the tests -- there is quite the variety -- and take at least one. Feel free to take as many as you want.
3. Answer the reflection questions below and submit your answers before Monday at 11:55pm

Reflection Questions

1. What are your thoughts on how what you've learned about teacher biases has impacted your life?

2. Are there any situations when biases could benefit children in a classroom?
3. Share your experiences taking the biases test(s) -- what were your expectations? Did your thoughts match the results? How would children be impacted by at least two of the biases listed in the tests?
4. What have you learned about how you, as a teacher, can do to minimize negative impact on the children in your classroom(s)?

- Video in Week 2 –
Bias Isn't Just a Policy Problem, It's a Preschool Problem -
<https://www.youtube.com/watch?v=ucEAcIMkS0c>

- Reflection Assignment in Week 5 -

Read the following NAEYC articles, "[Culturally Responsive Strategies to Support Young Children with Challenging Behavior](#)" (2016) and "[Valuing Diversity: Developing a Deeper Understanding of All Young Children's Behaviors](#)" (2019/20)

Consider how the articles connect to your other reading assignments. Reflect on these prompts and summarize your thoughts in well-written paragraphs.

1. What are some suggestions the textbooks and the article offer in common? Anything the conflicts or is left out from any of the sources?
2. Summarize the points you felt were most practical or important for educators to pay attention to. Why are these points most important?
3. Can you think of at least one scenario in which knowing these strategies and the shared information can be helpful? How would you go about using this shared information in a real-life situation?

Links for the articles:

<https://www.naeyc.org/resources/pubs/yc/nov2016/culturally-responsive-strategies>

<https://www.naeyc.org/resources/pubs/tyc/dec2019/valuing-diversity-developing-understanding-behavior>

- Reflection Assignment in Week 6

After reviewing [Module 8 of Project READY: "Cultural Competence & Cultural Humility"](#). Consider the questions below and answer fully.

1. In your response journal, reflect on what you've learned about cultural competency and cultural humility in this module. What is Cultural competence? What about cultural humility? How are they similar? How do they differ?
2. Why should Early Childhood educators care about cultural competency and cultural humility? How do these philosophies connect to what you have already started considering in this course?
3. Do you have any questions/concerns/or problems after learning more about these ideas and how they can be used in Early Childhood?