Teaching Children from Diverse Backgrounds: Supporting Teachers to go from Good to Great
July 23, 2014
Speakers

- Sherri Killins, BUILD Initiative (Moderator)
- Sharon Glover, Cultural Competence Breakthrough Series Collaborative
- Aisha Ray, Erikson Institute
Agenda

- Overview of Build Initiative
- Current Reality of Young Children
- How can Professional Development (PD) impact outcomes for children?
- Assessing your state's current strengths, challenges and potential strategies
Objectives

- Frame the Build Initiative
- Discuss the Current Reality of Young Children
- Explore how professional development (PD) can impact outcomes for children?
- Assess your state’s current strengths, challenges and potential strategies for building equity in the workforce
Early Learning and Development Systems

- Governance
- Accountability, Regulations, Standards, Assessment
- Linkages to other domains e.g. health and systems K-3
- Workforce Development
- Finance
- Communication and Public Will Building

Are high quality programs, high quality for dual language learners?

Teaching Children from Diverse Backgrounds: Supporting Teachers to Go from Good to Great

Using the Data We have to Drive Equitable Early Childhood Systems
"If you have come to save me, you are wasting your time. But if you have come because somehow your liberation is wrapped up in mine, then let us work together."

Lila Watson
Australian Aboriginal Group
Be careful....there's a difference!
BUILD Theory of Change

**Theory 2: Strategies to Build System**
Children develop in an open and democratic society

The reality of exclusion and its impact on young children and their development

Roles of early childhood educators

Implications for early childhood education and systems building
Different societies place different values on:

- Context rich vs. verbal communication
- Individual vs. collective identity
- Personal vs. group achievement
- Roles of parents and other family members
- What knowledge must be acquired
- Teacher vs. child-directed learning
Ground Work

- Readiness Gap
- Participation Gap
- Cultural awareness and recognition gaps
- Workforce diversity gap
- Stakeholder planning and decision-making gap

Gaps for Children of Diverse Language and Cultural Backgrounds
• The first five years of life have an impact on a person’s health.

• For the first time, children face the prospect of growing up less healthy, less equipped, and living less long lives.

• Many health problems are the result of preventable health disparities rooted in economic, class and race/ethnicity issues.

• Toxic stress, early childhood adversity, and social exclusion and discrimination cause harm at all ages, but are particularly damaging in the earliest years of life.

• Improving child health and reducing disparities is essential to long-term health cost containment.
Ground Work: Data Shows Disparities are Profound …

Select Young Child Disparities by Race and Income

Infant mortality
Low birth weight
Prevalence of lead poisoning and asthma
Developmental disability or delay
Food insecurity and malnutrition
Obesity
Mental/behavioral health disorder
Kindergarten readiness
Third grade reading proficiency
Policy & Infrastructure Development

• Young children need to develop a positive sense of their own identity

• Recognize that many families value interdependence; some children will show varying levels of independence and a stronger bond with family and community

• Consider the values of families and cultural groups regarding emotional expression

• Be aware of cultural and gender difference in the expression of feelings

Early Learning Standards
Policy & Infrastructure Development

- Rich language and literacy environment can support dual or multiple language learners

- Valuing a child's culture, race, language and culture identity development

- Intentional learning environment in context; building on cultural backgrounds

- Family/village involvement

- Teachers skilled in and reflecting the race, language, and cultural backgrounds of children

Culturally Aligned Services and Expectations
• Health practitioners can play a crucial role:
  • providing children with biomedical care and
  • initiating effective responses to social determinants of health.

• Exemplary practices have shown success responding to social determinants and positively affecting children’s health trajectory.

• Most exemplary efforts adopt an ecological and strengths-based framework when working with parents.

• Effective responses require community-building strategies to counter the effects of discrimination and disinvestment.

Things We Know about Health Equity
Policy & Infrastructure Development

- Multi-Culturalism
- Gender
- Language Development
- Family Involvement
- Anti Bias

Elements of Program Quality Related to Language and Culture
Scale Up – Equity Levers
Themes and Topics

Opportunity, Participation and Readiness
- Equitable access to benefits/supports for all children
- Quality improvement through QRIS supports
- Curriculum
- Screening and assessment
- Health

Cultural Awareness and Recognition
- Cultural and linguistic competence
- Early learning and development standards
- Family engagement, parent outreach and support
- Home language support
- Immigrant families
- Anti-bias efforts in settings serving young children

Workforce
- Educator workforce membership
- Professional development systems
- Supports for family, friend, and neighbor caregivers
- Educator practices
- Increasing the diversity of educators serving young children

Stakeholder Participation
- Inclusive planning and governance (e.g. advisory body participation)
- Data collection, analysis and utilization
- State legislation and policies
- Regulation and licensing
Scale Up – New Efforts with States

- Customized Technical Assistance
- Equity Leaders Network
- Multi-State Learning Table
- Resource Materials and Webinar
Teaching Children with Multiple Diversities: Supporting Teachers to Go From Good to Great

Critical Challenges in Creating Professional Development Systems that Lead to Quality and Equity

Aisha Ray, Ph.D.
Erikson Institute
Chicago, Illinois

BUILD
July 23, 2014
In a recent national opinion poll 86% of voters agreed that early childhood education was a top priority for the nation, only second to jobs and economic growth.

70% of voters supported early childhood programs including programs for **infants and toddlers**.

(First Five Years Fund; ffyf.org; survey conducted in July 2013)
Robust early childhood science

- Brains are built: Optimal early brain development needs quality experiences and care giving
- Early development can be derailed—all childhoods are not equal
- Chronic, long-term poverty and trauma can hurt brain development and child outcomes
- High quality early education experiences are esp. beneficial for children in poverty (poor quality hurts children)
- Bilingualism builds brains
- **Teacher quality is a critical factor in learning and school adjustment**
- Teacher expectations are related to child outcomes
The current reality

- Unequal childhoods: Children of color, children in poverty, DLLs, 2\textsuperscript{nd} dialect speakers, children with diverse abilities, children of immigrants and immigrant children, are less likely to succeed in school than middle class White children.

  - Equity and social justice
  
  - Economic and political consequences to the nation
  
  - Population is increasingly of color, poor and young—social stability
Young Children: The Demographic Imperative

Percent of Latino and Population of Color by Age

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<th>Age</th>
<th>Latino Population</th>
<th>Color Population</th>
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<tr>
<td>0-4</td>
<td>22.3%</td>
<td>44.9%</td>
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<tr>
<td>5-17</td>
<td>18.6%</td>
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<td>18-64</td>
<td>14.0%</td>
<td>32.4%</td>
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<tr>
<td>65+</td>
<td>6.4%</td>
<td>18.9%</td>
</tr>
<tr>
<td>Teachers (1-8)</td>
<td>6.5%</td>
<td>17.9%</td>
</tr>
</tbody>
</table>

An equity perspective in early childhood

Focuses on the needs of children and families and the causes of disparities and attempts to ameliorate them through targeted proven strategies, programs and policies.

- State and national policies
- Family support and services
- Assessment
- Access to program services
- Comprehensive wrap-around services
- Funding
- Staff quality, preparation and professional development
An equity issue: Highly trained and experienced teachers with specific knowledge and skills

Children from culturally diverse communities, children in poverty, and children from marginalized racial groups have better educational outcomes when teachers have knowledge and practice skills that support home culture and language (Au & Mason, 1981, 1983; Dee, 2004; Knapp & Associates, 1995; Pewewardy, 1994).
Challenges and Opportunities

Challenge: PD providers, researchers, TA providers, and policy makers - largely White; monolingual (English dominant); heterosexual, lower middle to middle class

Challenge: Current policy development largely “diversity neutral,” with issues of ethnicity, race, culture, language, ability, sexual orientation and expression, and social class not central to the work—lack of cultural competence across the field

Challenge: Little agreement on the content of PD curriculum for equity

Challenge: Recruiting, training, and monitoring PDTs quality and effectiveness

Opportunity: Develop a field that addresses diversity from the outset rather than after-the-fact

Opportunity: Recognition that EC staff preparation at every level and in every type of care and education setting needs to be significantly improved to achieve equity in child outcomes
Current concept of a “highly qualified” ECE teacher

Credentials and preparation

• College degree: Child Development or Early childhood teacher education (Bachelor’s in Childs Development; BA plus ECE certification; Associate’s in ECE)
• (CDA or other certification?)
Redefining highly qualified early childhood teachers for equity

- Early childhood teacher certification or credentials???

- Specialized training in second language and dialect acquisition

- Specialized anti-bias training and reflective support

- Specialized training regarding teaching and learning with children with *multiple diversities*

- Sufficient supervised practice and clinical experiences with *children with multiple diversities*
Redefining highly qualified early childhood teachers for equity (continued)

- General and specific knowledge regarding the developmental and educational needs of children with a **multiple diversities**—culture, race, language, sexual orientation and expression, ethnicity, gender, immigrants & diverse abilities

- Demonstrated ability to engage in reflection & application to work with **children with multiple diversities**

- Specific coursework, professional development, and practice regarding working effectively with **families with multiple diversities**
An equity issue: Professional development systems

- Fragmented PD systems across & within states
- Under funded
- Insufficiently aligned to teacher competencies
- Insufficiently site/teacher specific
- Little integration between training and EC classrooms
- Need for credit bearing/anchored to credentials
- PDTs—little to no system for monitoring, vetting of qualifications and effectiveness
Research on the PD infrastructure & diversity

- Study of novice and expert teachers regarding their readiness to educate culturally & linguistically diverse children
- 226 accredited 4-year EC teacher education programs & diversity
- State EC teacher standards & diversity
- EC professional accreditation organizations
- Illinois study of 2- & 4-year EC programs & faculty
Overall findings

- Regardless of experience EC teachers feel unprepared to educate culturally, linguistically and racially/ethnically diverse children.
- EC teachers report that they learn to work effectively with ‘diverse children’ through the children and conferring with colleagues and not through PD.
- 1/3rd of U. S. bachelor’s degree EC college/university programs do not sufficiently address diversity in their course work; and only 7% required student teachers to do practice teaching in diverse settings.
- 30 EC state teacher standards insufficiently address diversity.
- 82% of Illinois university and college EC faculty report that their degree programs do not sufficiently prepare their graduates to effectively teach young diverse children (from research studies by Ray, Bowman & Robbins, 2005, 2006, 2011).
Challenges related to creating quality and equity driven professional development—

- Agreement on what constitutes quality EC training to contribute to equity
- Agreement on the causes of EC inequality in your state and ways to address inequality
- Agreement on how to build equity through PD
- The degree to which your state’s PD system is fragmented or integrated
  - Can fragmentation be fixed?
- Professional development trainers—who are they; expertise
  - Higher education faculty, staff of state or regional training entities, coaches, consultants, others
  - How will PDTs expand their expertise?
- Regional or state registries—keeping track, monitoring and improving PD

Aisha Ray
Possible areas of PD expertise

- The role of culture in child development—implications for social emotional (SE) development, and teaching and learning (T&L)
- Language development: monolingualism, bi-lingualism, and dialect development—implications for SE & T&L.
- Using the knowledge children bring to early childhood settings as a platform for SE & T&L
- Teacher expectations and behaviors in working with “diverse” children—what works and what hurts
- Educating for equity—teachers reflective practice
- Highly effective collaboration with all families
- Developing culturally and linguistically grounded EC curriculum
PDTs Competencies?

- What types of competencies (skills, knowledge and dispositions) do PDTs need to have in order to support equity and quality for children
CULTURAL COMPETENCE
BREAKTHROUGH SERIES
COLLABORATIVE
OBJECTIVES

• Review the Framework for Developing Cultural Competence
• Explain process for selecting competencies
• Examine classroom indicators of Cultural Competence
WHY CULTURAL COMPETENCE IN EARLY CHILDHOOD EDUCATION?
CULTURAL COMPETENCE: THE FRAMEWORK/PATHWAY
“The integration and transformation of knowledge, information, and data about children, families and groups of people into compatible and specific standards, skills, service approaches, techniques, and programs that match child and family’s culture and increase the quality and appropriateness of care and outcomes.”

(King Davis 2000)
Culturally responsive teaching means we are teaching to and through the strengths of a child’s culture. We are validating and affirming the child by using the child’s “cultural knowledge, prior experiences, frames of reference, and performance styles” so that the learning experiences are effective and relevant.

(Gay, G. 2000)
Competence

Sensitivity

Awareness

Competition

Knowledge

mature practice

self-study peer review

unconscious competence

conscious competence

reflective competence

naive

discovery

beginners' mind

discouragement

learning

effort tutelage mentorship

practice

2nd nature "intuition"
Cultural Competence BSC Conceptual Framework

- **Awareness**
  - Self Awareness
  - Cultural Identity
  - Heritage Adherence
  - Ethnocentricity
  - Stereotyping
  - Ethnohistory

- **Knowledge**
  - Beliefs and Behaviors
  - Anthropological, Sociological, Psychological, and Biological Understanding
  - Similarities and Differences
  - Inequalities

- **Competence**
  - Assessment Skills
  - Diagnostic Skills
  - Clinical Skills
  - Challenging and Addressing Prejudice, Discrimination and Inequalities

- **Desire**
  - Cultural humility
  - Openness
  - Flexibility
  - Commitment

- **Sensitivity**
  - Empathy
  - Interpersonal / Communication Skills
  - Trust
  - Acceptance
  - Appropriateness
  - Respect

Adapted from The Papadopoulos, Tilki and Taylor Model for Developing Cultural Competence.
Desire is essential in order for the individual or the organization to be motivated to *want-to* engage in the process of becoming culturally competent, rather than feeling “I *have-to.*”

SAVILLE CONSULTING STRENGTHS
HIERARCHY

- Strengths collects information on up to 108 different elements of behaviour and presents this information as competency potential down to the 36* dimension level behaviours.

* For Work & Core Strengths. Administrative, Customer, Commercial and Operational Strengths, generate between 16 and 19 dimensions.
12 CONTRIBUTORS TO POTENTIAL

Solving Problems
- Evaluating Problems: Examining Information, Documenting Facts, Interpreting Data
- Investigating Issues: Developing Expertise, Adopting Practical Approaches, Providing Insights
- Creating Innovation: Generating Ideas, Exploring Possibilities, Developing Strategies

Influencing People
- Building Relationships: Interacting with People, Establishing Rapport, Impress People
- Communicating Information: Convincing People, Articulating Information, Challenging Ideas
- Providing Leadership: Making Decisions, Directing People, Empowering Individuals

Adapting Approaches
- Showing Resilience: Conveying Self-Confidence, Showing Composure, Resolving Conflict
- Adjusting to Change: Thinking Positively, Embracing Change, Inviting Feedback
- Giving Support: Understanding People, Team Working, Valuing Individuals

Delivering Results
- Processing Details: Meeting Timescales, Checking Details, Following Procedures
- Structuring Tasks: Managing Tasks, Upholding Standards, Producing Output
- Driving Success: Taking Action, Seizing Opportunities, Pursuing Goals
PROFILE OF COMPETENCE
MONITORING AND MEASURING

How will training be monitored for quality and equity?

How will you know that training is contributing to achieving the equity goals and outcomes you desire?
CULTURAL COMPETENCE IN EARLY CHILDHOOD EDUCATION

GATHERING THE EVIDENCE

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Cultural Responsiveness in Early Childhood Education

Professional Development

1. Teachers/Programs respect, understand, and engage with the cultural diversity of all children and families, including their home cultures and communities.

2. Teachers/Programs are expected to create opportunities for ongoing learning about cultural and linguistic diversity with and among families, children, and peers.

3. Teachers/Programs work collaboratively with families to support, maintain, and preserve home language learning.

4. Cultural traditions and history of all children are positively evidenced and authentically represented through interaction and documentation within the classroom.

5. Teachers/Programs emphasize the cultural diversity of the children they serve to the greatest extent possible.

6. Teachers/Programs develop diverse leaders who advocate and support families and the early childhood workforce.

7. Policies and procedures reflect acknowledgment that children can demonstrate their knowledge and capabilities in many ways.

8. Policies reflect commitment to professional development in the area of cultural competence.

9. Programs recruit and support early childhood educators who are trained in languages other than English.

10. Intentional recruitment and authentic inclusion of community leaders who reflect the diversity of the community to ensure accurate representation in policy development and implementation.

Early childhood education policies

Classroom Practice

a. Teachers/Programs reflect commitment to ongoing engagement with families and local communities.

b. Policies reflect commitment to ongoing engagement with families and local communities.

c. Policies reflect commitment to ongoing assessment of cultural responsiveness.

b. Policies reflect commitment to cultural responsiveness.

c. Policies reflect commitment to cultural responsiveness.

d. Programs and assessment tools integrate and transform knowledge and information about children and families into specific approaches that match the child's home culture.

f. Programs equalize imbalances of power between staff at various levels.
WHAT IS A SMALL TEST OF CHANGE (PDSA)?

**PLAN**
- Determine objective, questions, & predictions
- Create plan to test idea (who, what, where, when, how?)

**DO**
- Carry out the plan
- Document problems and unexpected results
- Begin analysis of data

**ACT**
- Make adjustments
- Ensure that the next cycle reflects the learnings

**STUDY**
- Complete analysis of data
- Compare data to predictions
- Summarize what was learned

Session 7

**Adapted from © 2001 Institute for Healthcare Improvement**
CULTURAL SCAN

Purpose

• Not assessment instrument and should not be used to give a program a score.

• Get an overall sense of the cultural competence of an early childhood center or family child care home

• Designed as primarily an observational tool, so you may actually see the items of see evidence of an item

• A way to enhance quality and strengthen their responsiveness to the children and families they serve.

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USE

• observable indicators that can provide a picture of culturally competent practices and policies.
• Identify strengths and areas to be improved
• Open relevant conversations that can lead to greater understanding and change.
• sharpen our focus on aspects of cultural competence,
• identify areas of discussion with staff, to offer resources and support if appropriate,
• learn from programs that are strong in their cultural responsiveness to children and families.
PDTs—who are they?

- How many PDTS do you need?
- How will you identify them?
- Who are the trainers and educators who will do the training of the workforce?

Aisha Ray
Strategies for identifying recruiting PDTs to ensure practice and policy regarding equity and diversity goals are achieved?

1. Within state expertise
2. Regional expertise
3. National expertise
Levels of PDTs expertise?

- How will you train the trainers to maximize their specific expertise?

- How will you expand PDTs expertise to make them effective equity trainers?

- Many EC PDTs may need equity training to train others
Alignment of PD

How will you align and integrate diverse curricula, pedagogies, and conceptual frameworks for PD in order to ensure quality and equity?
Strategies

What are the strategies you will use for reaching individual PD providers to ensure practice and policy regarding equity and diversity goals are achieved?
The ABCs of Strengthening PDS and PDTs Ability to Prepare EC staff for Diversity

- Set statewide goals for PD and equity regarding qualifications of PDTs, curriculum, monitoring, and so forth.

- Create coordinated statewide efforts (e.g., conferences) to re-educate faculty and PDTs in areas of need conducted over a several years.

- Pilot models that are shared across institutions and state lines.

- Small grants from state boards of education and other sources to support inter-institutional efforts.

- Create a more diverse faculty and PDTs with specialized knowledge related to improving child outcomes.

- Develop legislation and policies that require all early childhood staff receive relevant cultural competency education (e.g., Minnesota’s efforts).

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For More Information on BUILD’s Diversity & Equity Initiative

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