Inclusion, Diversity, and Equity
Building Explicit and Intentional Emphasis into Early Childhood Preservice Teaching and Professional Development

July 10, 2020
We Are On Indigenous Land
How to Make the Most of This Webinar

• Choose Your View

- Speaker View
- Gallery View

• Nonverbal Feedback

- yes
- no
- go slower
- go faster
- more
- clear all

• Chat With Us
Presenters

**Camille Catlett**  
Research Scientist, Frank Porter Graham Child Development Institute  
UNC Chapel Hill

**Cathy Collie-Robinson**  
Early Childhood Director, Durham Technical Community College

**Florianna J. Thompson**  
Professor, Wake Technical Community College

**Marye Vance**  
Professor, Durham Technical Community College

Expanding reach. Enhancing impact. Advancing equity.
You spoke. We listened.
https://fpg.unc.edu/presentations/inclusion-diversity-equity
Expanding reach. Enhancing impact. Advancing equity.
Agenda

Why do we need to be more explicit?  What do we know about being explicit?  How can we be explicit in preservice and ongoing PD work?
Start with WHY

Power to the Profession

A RESEARCH STUDY BRIEF
Do Early Educators’ Implicit Biases Regarding Sex and Race Relate to Behavior Expectations and Recommendations of Preschool Expulsions and Suspensions?

Professional Standards and Competencies for Early Childhood Educators

(Formerly NAEYC’s position statement on “NAEYC Standards for Early Childhood Professional Preparation” 2009)
Real World Application: Durham Tech Grad of the Future

Mover and Shaker

• Advocates.
• Is an agent of change.
• Leadership.
• Questions norms.
• Is a critical thinking.
• Brings fresh perspective and knowledge.
• Mentors.
• Looks ahead to the next steps.
• Is accountable.

Lifelong Learner

• Ability to self-reflect.
• A good understanding of self.

Positive Qualities and Attributes

• Professionalism.
• Welcoming to ALL adults and children and families.
• Sees child as a capable learner.
• Smiles.
• Integrity, passionate.
• Open minded.
• Extensive vocabulary/good communication.
• Understanding.
• Stable lives to create reliable employees.
• Empathy takes time to learn and change.
• Playfulness as an employee and with children.
Real World Application: Durham Tech Grad of the Future

Knowledgeable about...

- Child development and learning.
- Culturally competent practices for working with children and families.
- Social emotional development and positive behavior supports.
- NC Foundations of Early Learning and Development.
- Strengths based perspectives of children and families.
- Classroom technology.
- Individualizing to meet all children’s needs.
- Early childhood theorists and theories.
- Importance of play.

Skilled in...

- Supporting development and learning.
- Engaging and supporting diverse learners.
- Writing and implementing culturally and developmentally appropriate lesson plans.
- Individualizing.
- Using positive social emotional supports to prevent challenging behavior.
- Classroom management strategies.
- Using technology in the curriculum.
- Identifying gaps and brainstorming strategies/solutions.
- Observation.
- Writing a PDD and implementation as an educator.
- Incorporating physical education and movement.
- Taking knowledge to practice.
- Engaging in positive social behaviors with children.
- Providing 1:1 attention/instruction.
June 2020 Update: Incorporate Emphasis on Race and Racism in Every Course

<table>
<thead>
<tr>
<th>Course Number and Name: EDU 280 Language and Literacy</th>
<th>Syllabus Rubric Indicator</th>
<th>Addressed in Learning Opportunities and/or Assignment(s) in Original Syllabus?</th>
<th>Targets for Syllabus Revision</th>
<th>Addressed in Assignments in Revised Syllabus?</th>
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<tbody>
<tr>
<td>College: Durham Technical Community College</td>
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<td>REQU...ILT INDICATORS</td>
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<tr>
<td>1. Engaging, building respectful partnerships, and communicating effectively with families</td>
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<tr>
<td>2. Supporting young children with disabilities and inclusion</td>
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<tr>
<td>3. Supporting young children who are dual language learners</td>
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<tr>
<td>4. Supporting young children who are racially, ethnically, and culturally diverse</td>
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<tr>
<td>Technology</td>
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<td>x</td>
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<tr>
<td>NC Foundations</td>
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<tr>
<td>Race and racism</td>
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<td>AD...ITIONAL INDICATORS</td>
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<tr>
<td>5. Progress monitoring efforts to make decisions and support progress of young children</td>
<td>yes</td>
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<td>x</td>
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<tr>
<td>6. Using assistive tools and technology to enhance the development, access, and participation of young children</td>
<td>Not explicitly</td>
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<tr>
<td>7. Supporting families to understand their young children’s development in areas including literacy, social-emotional, &amp; STEM</td>
<td>yes</td>
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<tr>
<td>8. Supporting language and literacy development</td>
<td>yes</td>
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<td>x</td>
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<tr>
<td>9. Supporting social-emotional development</td>
<td>x</td>
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<tr>
<td>10. Supporting STEM development</td>
<td>x</td>
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<tr>
<td>11. Building resilience for young children who have experienced maltreatment or trauma</td>
<td>x</td>
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<tr>
<td>12. Implementing positive behavioral interventions and supports</td>
<td>yes</td>
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<td>x</td>
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<tr>
<td>13. Collaborating and working effectively with diverse early childhood partners, including specialists &amp; family members</td>
<td>yes</td>
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</table>
WHAT: The Importance of Definitions

Advancing Equity in Early Childhood Education Position Statement

Early Childhood Inclusion

Today an over-increasing number of infants and young children with and without disabilities play, develop, and learn together in a variety of places – homes, early childhood programs, neighborhoods, and other community-based settings. The notion that young children with disabilities and their families are full members of the community reflects societal values about promoting opportunities for development and learning, and a sense of belonging for every child. It also reflects a rejection against previous educational practices of segregating and isolating children with disabilities. Over time, in combination with certain regulations and protections under the law, these values and societal views regarding children birth to 8 with disabilities and their families have come to be known as early childhood inclusion.

The most far-reaching effect of federal legislation on inclusion enacted over the past three decades has been to fundamentally change the way in which early childhood services ideally can be organized and delivered. However, because inclusion takes many different forms and implementation is influenced by a wide variety of factors, questions persist about the precise meaning of inclusion and its implications for policy, practice, and potential outcomes for children and families.

The lack of a shared national definition has contributed to misunderstandings about inclusion. DEC and NAEYC recognize that having a common understanding of what inclusion means is fundamentally important for determining what types of practices and supports are necessary to achieve high quality inclusion.

This DEC/NAEYC joint position statement offers a definition of early childhood inclusion. The definition was designed not as a litmus test for determining whether a program can be considered inclusive, but rather, as a blueprint for identifying the key components of high quality inclusive programs. In addition, this document offers recommendations for how the position statement should be used by families, practitioners, administrators, policy makers, and others to improve early childhood services.
Early Childhood Inclusion

The desired results of inclusive experiences for children with and without disabilities and their families include a sense of belonging and membership, positive social relationships and friendships, and development and learning to reach their full potential.

Source: NAEYC-DEC Joint Position on Inclusion
“Asset-based approaches as alternatives to popular deficit-oriented teaching methods, which position the languages, cultures, and identities of students as barriers to learning.”
Equity

The state that would be achieved if individuals fared the same way in society regardless of race, gender, class, language, disability, or any other social or cultural characteristic. In practice, equity means all children and families receive necessary supports in a timely fashion so they can develop their full intellectual, social, and physical potential.

Source: Position Statement: Advancing Equity in Early Childhood Education
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.

Download the Statement (PDF)
Descarga la Declaración en Español (PDF)
下载中文立场声明 (PDF)

English Español 中文
Professional Development

Knowledge Acquisition
(gaining)

Knowledge Application
(using & applying)

Expanding reach. Enhancing impact. Advancing equity.
The Blueprint Process
for Enhancing Early Childhood Preservice Programs and Courses
### Real World Applications: Capstone Practicum Course

**RIPT-NC Syllabus Rubric Indicator Checklist**

<table>
<thead>
<tr>
<th>Syllabus Rubric Indicator</th>
<th>Addressed in Assignment(s) in Original Syllabus?</th>
<th>Targets for Syllabus Revision</th>
<th>Addressed in Revised Syllabus?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Engaging, building respectful partnerships, and communicating effectively with families</td>
<td>Not explicitly</td>
<td>✓</td>
<td>Yes with these assignments: Family Engagement Plan; NCFELD Lab</td>
</tr>
<tr>
<td>2. Supporting young children with disabilities and inclusion</td>
<td>Not explicitly</td>
<td>✓</td>
<td>Yes with these assignments: Advancing Equity Journals; E-Portfolio; Key Assessment</td>
</tr>
<tr>
<td>3. Supporting young children who are dual language learners</td>
<td>Not explicitly</td>
<td>✓</td>
<td>Yes with these assignments: Advancing Equity Journals; E-Portfolio; Key Assessment</td>
</tr>
<tr>
<td>4. Supporting young children who are racially, ethnically, and culturally diverse</td>
<td>Not explicitly</td>
<td>✓</td>
<td>Yes with these assignments: Advancing Equity Journals; E-Portfolio; Key Assessment</td>
</tr>
<tr>
<td>NC Foundations</td>
<td>Yes</td>
<td>✓</td>
<td>Yes across all assignments</td>
</tr>
<tr>
<td>Technology</td>
<td>Yes</td>
<td>✓</td>
<td>Yes with E-Portfolio</td>
</tr>
<tr>
<td>5. Progress monitoring efforts to make decisions and support progress of young children</td>
<td>Not explicitly</td>
<td>✓</td>
<td>Yes with Activity Matrix; NCFELD Lab; Key Assessment; Observing DAP in the Classroom</td>
</tr>
<tr>
<td>6. Using assistive tools and technology to enhance the development, access, and participation of young children</td>
<td>Not explicitly</td>
<td>✓</td>
<td>Yes with Key Assessment</td>
</tr>
<tr>
<td>7. Supporting families to understand their children’s development in areas including literacy, social-emotional, &amp; STEM</td>
<td>Not explicitly</td>
<td>✓</td>
<td>Yes with Family Engagement Plan and NCFELD Lab Assignment</td>
</tr>
<tr>
<td>8. Supporting language and literacy development</td>
<td>Yes</td>
<td>✓</td>
<td>Yes with Key Assessment</td>
</tr>
<tr>
<td>9. Supporting social-emotional development</td>
<td>Yes</td>
<td>✓</td>
<td>Yes with Key Assessment</td>
</tr>
<tr>
<td>10. Supporting STEM development</td>
<td>Yes</td>
<td>✓</td>
<td>Yes with Key Assessment</td>
</tr>
<tr>
<td>11. Building resilience for young children who have experienced maltreatment or trauma</td>
<td>No</td>
<td></td>
<td>Not clearly addressed</td>
</tr>
<tr>
<td>12. Implementing positive behavioral interventions and supports</td>
<td>Yes</td>
<td>✓</td>
<td>Yes with Key Assessment, NCFELD Lab, and Activity Matrix</td>
</tr>
<tr>
<td>13. Collaborating and working effectively with diverse early childhood partners, including specialists &amp; family members</td>
<td>Not explicitly</td>
<td>✓</td>
<td>Yes with Family Engagement Plan and Graduate of the Future assignment.</td>
</tr>
<tr>
<td>14. Assisting in the implementation of transition plans across</td>
<td>No</td>
<td></td>
<td>Not clearly addressed</td>
</tr>
</tbody>
</table>
# Real World Applications: Equity Assignments

## Equity and Inclusion Reflection Tool

<table>
<thead>
<tr>
<th></th>
<th>1. I uphold the unique value and dignity of each and every child and family.</th>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>I 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.</td>
<td></td>
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<tr>
<td>3.</td>
<td>I develop trusting relationships with each and every child that build on their knowledge and skills.</td>
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<tr>
<td>4.</td>
<td>I consider the developmental, cultural, linguistic, and individual appropriateness of the learning environment and my teaching practices for each and every child.</td>
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<tr>
<td>5.</td>
<td>I involve children, families, and the community in the design and implementation of learning activities.</td>
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<tr>
<td>6.</td>
<td>I actively promote children’s agency (e.g., provide opportunities for rich, engaging play; support learning across all areas of development and curriculum).</td>
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<tr>
<td>7.</td>
<td>I scaffold children’s learning to achieve meaningful goals.</td>
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<tr>
<td>8.</td>
<td>I design and implement learning activities using language(s) that the children understand.</td>
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<tr>
<td>9.</td>
<td>I recognize and am prepared to provide different levels of support to different children depending on what they need.</td>
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<tr>
<td>10.</td>
<td>I consider how my own biases (implicit and explicit) may be contributing to my interactions and relationships with particular children and families.</td>
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<tr>
<td>11.</td>
<td>I use multi-tiered systems of support.</td>
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</tbody>
</table>

Adapted from the NAEYC position statement *Advancing Equity in Early Childhood Education* (p. 4-6) [https://www.naeyc.org/resources/topics/equity](https://www.naeyc.org/resources/topics/equity)
Questions From Participants

• I want to prepare early childhood educators to build relationships with diverse families.
• I want more information and resources about race and equity.
• I want to provide professional development that emphasizes inclusion and equity.
• I want resources to do this important work.
## Resources to Support Inclusion, Diversity, & Equity

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Source for Free, Evidence-Based Resources (evidence, print, audiovisual, online)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engaging Diverse Families</td>
<td>Family Engagement Resources</td>
</tr>
<tr>
<td>Children with Disabilities and Inclusion</td>
<td>Resources to Support Inclusive Practices</td>
</tr>
<tr>
<td>Culture-Diversity-Equity</td>
<td>Culture-Diversity-Equity Resources</td>
</tr>
<tr>
<td>Supporting Children Who are Dual Language Learners and their Families</td>
<td>Resources for Supporting Children who are Dual Language Learners and their Families</td>
</tr>
<tr>
<td>Supporting Children Who Have Experienced Trauma or Adversity</td>
<td>Resources for Building Resilience</td>
</tr>
<tr>
<td>Talking with Adults and Young Children About Race and Racism</td>
<td>Race-Racism Resources</td>
</tr>
</tbody>
</table>

[https://fpg.unc.edu/presentations/toolkit](https://fpg.unc.edu/presentations/toolkit)
## Rubric for Assessing a Course Syllabus

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Where is the Indicator Found? What is the Level of Emphasis?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Basic Syllabus Components</td>
</tr>
<tr>
<td></td>
<td>Course Description</td>
</tr>
<tr>
<td>1.</td>
<td>Emphasis on engaging, building respectful partnerships, and communicating effectively with families</td>
</tr>
<tr>
<td>2.</td>
<td>Emphasis on language and literacy development</td>
</tr>
<tr>
<td>3.</td>
<td>Emphasis on social-emotional development</td>
</tr>
<tr>
<td>4.</td>
<td>Emphasis on supporting cognitive/STEM development</td>
</tr>
<tr>
<td>5.</td>
<td>Emphasis on supporting young children with disabilities</td>
</tr>
<tr>
<td>6.</td>
<td>Emphasis on supporting young children who are DLLs</td>
</tr>
<tr>
<td>7.</td>
<td>Emphasis on supporting young children who are racially, ethnically, and culturally diverse</td>
</tr>
<tr>
<td>8.</td>
<td>Emphasis on building resilience for children who have experienced trauma</td>
</tr>
<tr>
<td>9.</td>
<td>Emphasis on professionalism (e.g., use of evidence-based practices, advocacy, code of ethics, etc.)</td>
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</table>

Adapted from Thorp & Sanchez, 2007; Maude, 2009; Catlett, 2011; SCRIPT-NC, 2019.
## Assignment Alignment Tool + Specific Emphasis

**Course:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Alignment with Course Objectives/Learning Outcomes</th>
<th>Knowledge</th>
<th>Specific Emphasis</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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<td>8.</td>
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## PD Content Alignment Tool + Specific Emphasis

Course: ____________________________________________________________

<table>
<thead>
<tr>
<th>Content Chunk/Activity</th>
<th>Session Objectives</th>
<th>Knowledge</th>
<th>Specific Emphasis</th>
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<tbody>
<tr>
<td></td>
<td>1 2 3 4 5 6 7 8 9</td>
<td>Acquisition</td>
<td>Dual Language Learners</td>
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<tr>
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<td>2.</td>
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<td>6.</td>
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<td>7.</td>
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</table>

1 This tool was created by Camille Catlett and may be shared with attribution.
Personas: Support Inclusion, Diversity, & Equity

Joseph

Not Joe, Joseph, he will tell you, as he is the third Joseph in his family, and using his full name is a tradition. With a younger sister coming behind him, he is continuing a family tradition of learning and education. Joseph’s mother and father both completed advanced degrees and are eager to understand how they can support him in achieving his full potential.

Joseph’s family can trace their roots in North Carolina back several generations to the era of slavery. They take pride in sharing the stories of both their roots and their aspirations. In fact, carrying the stories of the past forward is a commitment Joseph’s family shares both at home and in their place of worship.

In his kindergarten classroom, Joseph is quick to raise his hand when he knows the answer. He is fascinated with any aspect of science – animals, planets, dinosaurs, etc. But reading is not Joseph’s favorite thing. When it’s time to focus on reading, Joseph tunes out. When his family has asked him about this, his response has been that reading is “boring” and doesn’t relate to him. Joseph’s teacher is very concerned about his lack of interest in the reading curriculum.

For your consideration
What can you learn about evidence-based practices that support literacy in young black children?

What might you like to ask Joseph’s family about books and reading in their home?

If you were the teacher in Joseph’s classroom, what would your next steps be: 1) in terms of coordinating and collaborating with Joseph’s family; 2) in terms of implementing practices within the program that support Joseph’s needs? (and the needs of other children?)
The oral storytelling skills of African American preschoolers make a difference in how quickly their reading skills develop, according to a new study from the Frank Porter Graham Child Development Institute (FPG) at the University of North Carolina at Chapel Hill. Researchers say the effect is much different for girls and boys.

“Knowing how to tell a clear and coherent story is an important skill for helping young children to develop strong reading skills, which, in turn, can help them to be successful across a number of different subjects in school,” said FPG advanced research scientist Nicole Gardner-Neblett. “Prior research suggests that historical and cultural factors foster strong storytelling skills among African American children, which has implications for their development as readers.”

Two years ago, Gardner-Neblett’s own research was the first to demonstrate the connection between African American preschoolers’ storytelling abilities and their early reading skills in kindergarten. That study found a link between storytelling and reading only for the African American children, from households across income levels, but not for any other demographic group.

Stark differences in reading achievement exist between Black and White elementary school children, as does a gender gap in reading outcomes, with girls outperforming boys. Because of both disparities in achievement, Gardner-Neblett and FPG advanced research scientist John Sideris wanted to better understand if and how gender plays a role in the link between African American children’s storytelling skills and reading development.
Jake

Jake is 4-1/2. He is an only child. He lives with his mother and father. His mother has some intellectual challenges. She takes very good care of Jake and sees that his clothes are clean and he is well fed. But she doesn’t know much about how to support the learning and development of a preschooler. By report, Jake has never used crayons, held or read books, or spent time with other young children.

Jake’s dad has had a difficult time finding work lately. The family has moved frequently as Jake’s father has searched for work. Jake has spent time at home with his mother. Jake’s father has recently found a new position that will, hopefully, allow the family a bit more financial stability. In addition, Jake has just started attending a Head Start program.

At school, the things Jake plays with are cars, trains, trucks—anything with wheels. He avoids doing fine motor activities. When he is asked to do fine motor activities like stacking small blocks, using scissors and crayons, or completing simple puzzles, he appears to get frustrated, but doesn’t seem to be able to explain how he feels or why he’s unhappy. His teachers report that he doesn’t have any friends yet and hasn’t mastered the concepts of sharing or turn taking.
Original: Using our state early learning guidelines for preschoolers, design three small group activities that would build fine motor skills. Use only naturally occurring or recycled materials in each of your designs.

Makeover: Jake is one of the children in the preschool classroom. With Jake in mind, design two small group activities that would support both fine motor and social-emotional development. Use only naturally occurring or recycled materials in each of your designs.
Montgomery

Now that he’s in third grade, Montgomery prefers everyone to call him Monty, so it doesn’t sound like he’s in trouble. He lives with his mom and his younger sister, Evelyn. Monty’s dad was killed in Iraq six months ago. The family has relocated to be near Monty’s paternal grandparents. Stories with fathers in them seem to make Monty sad.

Monty’s family places a high priority on discussing options and solutions. Their idea of how to figure something out is to talk with others, then arrive at a decision. This sometimes means that Monty is talking with other children when given an assignment instead of doing his work alone. Often when he is asked to work independently, his attention wanders.

Monty’s favorite television program is Chopped and he wants to be a chef when he grows up. His mother thinks this may be connected to Monty’s strong math skills, since cooking requires a good deal of measurement and the use of fractions.
Original: Develop three activities for teaching new, age appropriate science concepts that incorporate the interests of the children and will capture/hold their attention.

Makeover: Monty is one of the children in the 3rd grade class. Develop three activities for teaching new, age appropriate science concepts that incorporate the interests of the children and require collaborative decision-making.
Child Development project directions (part 1)

1. Divide students into the following groups; Infants, Toddlers, Preschool and School-age

2. Directions to Students; determine the gender, name, ethnicity, language, social economic status, and ability of your child and design a visual of child.

3. Use the textbook as a resource to identify characteristics, cultural affects and the stage your child has mastered developmental and according to each theory listed below:

- Inherited Characteristics
- Cultural affects
- Identify the developmental domains and what skills your child had accomplished or need to enhance. Social, Emotional, Physical, Language and Cognitive
- Piaget Constructivist stage
- Kohlberg- Moral stage
- Erickson Psychosocial stage
- Gardner Multiple Intelligence
- Maslow Hierarchy of base needs
- Complete Bronfenbrenner’s Ecological systems map by putting the child in the middle.
School-age

- Amara
- Lucia
- 7yrs
- Joseph
- 7yrs
- Sanaa
- 6yrs
- Belle
- Owen
- 3yrs
- 4yrs
- almost 5
- Luciana
- 5

Preschool

- Kaiya
- 3yrs old
- Elsa
- Leena
- Harper
- Yaehee

- Liam
- Atticus
- 5
- Camila
- 4yrs old
- Nya
- 5yrs old
Kaiya 3 yrs. old  Ella 4 yrs. Old  Lucciana almost 5 yrs. Old  Liam Atticus 5 yrs. Old

Camille 4 yrs. Old  Nya 5 yrs. Old  Luna 5 yrs. Old
Equity Action Framework

Racial Equity in Early Childhood Systems
Four Levels of Change

**PERSONAL**
The individual consistently works alone and with others, to understand their own values, beliefs, implicit biases, unconscious actions, and relative privileges that contribute to racial inequalities and inequity. The individual acts to advance racial equity.

**INSTITUTIONAL**
Apply a racial equity/economic justice lens to their policies, practices, regulations, and work culture to dismantle policies that perpetuate inequality and design equitable policies and practices that advance opportunities, resources, and other factors for those most affected by racial inequality.

**INTERPERSONAL**
Individuals and groups are effective in relating to others, take care of themselves, and are values-based with people typically excluded, share power, and address issues of racial inequality in interpersonal relationships, act to support and move change, and work to reduce interpersonal conflict.

**STRUCTURAL**
Individuals and groups recognize that structural arrangements are interconnected and resilient change. They develop approaches to advance equity that offer new or reconstituted structural arrangements, they build a collective leadership and collective power that leads to change.

Developed by: Sherri Killins Stewart, EdD; Michelle Stover-Wright, MS; Aisha Ray, PhD

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equityleaders
ACTION NETWORK

Build
INITIATIVE
Strong foundations for Our youngest Children
What are ways to incorporate racial equity practices into our newly designed QRIS?
QRIS Considerations

• Measure what you treasure and treasure what you measure.

• Be explicit and intentional.

• Osmosis is not an effective strategy for promoting and achieving change. Effective sequences of professional development for all audiences is necessary.
Resources to Support Inclusion, Diversity, & Equity

https://scriptnc.fpg.unc.edu/
SCRIPT-NC Free Webinars

Connect3 Weekly Listserv

20 IN 20

Expanding reach. Enhancing impact. Advancing equity.
Evaluation

Please respond to the two questions that pop up on your screen.

Also, please tell us in the chat box what was useful, significant, or new and how we can improve the webinar.