Multicultural Education

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Multicultural Education

“Early childhood educators have deep faith in the principle that all people deserve the opportunities and resources to fulfill their complete humanity. Moreover, we have a unique role in making this principle real in promoting all children’s chances to thrive and succeed in school, in work, and in life.”(Derman-Sparks & Olsen-Edwards, 2010, p. 1) If teachers are given the tools to help children develop a positive self-worth, this in turn will help create a positive classroom environment where all children learn to be proud of themselves and others. Children who feel good about them and learn to respect human differences also learn to speak up for what is right. The most effective early childhood teacher is skilled at providing a positive role model for children as well as stepping in when hurtful things are said between two children. A culturally sensitive teacher will intervene and help children with positive messages to help children develop a strong sense of self while encouraging children to respect one another. Not all teachers have the skill to help children learn in an anti-bias way. They may not be able to facilitate multicultural learning in their classroom. They may not have the mindset to see the powerful influence they have on the children in their care. Multicultural education needs to start with the adults in the classroom. Creating culturally responsive teachers starts with helping teachers understand what it means to be culturally responsive.

   According to Geneva Gay, “multidimensional culturally responsive teaching involves many things: curriculum content, learning context, classroom climate, student-teacher relationships, instructional techniques, and performance assessments”(Gay & Howard, 2010). As an instructional support specialist my plan is to create a workshop for teachers and coaches to help them understand the many dimensions of creating an anti-bias classroom. My project idea is to create a series on multicultural education for early childhood teachers and coaches. I choose to use the definition of multicultural education as “basic education for all students (that) challenges and rejects racism and other forms of discrimination”(Shuman, 2005, p. 44)

The first session would focus on what we think we know about multiculturalism. I would have each participant take a multicultural IQ quizzes. The quiz I found is on the web site Edchange (http://www.edchange.org/multicultural/quiz/quiz1.htm). This quiz would be used to start the conversation about what we think we know. Most educators want to do a good job and believe that they are competent. This quiz can start the conversation about what we really know. I took the quiz thinking I am fairly culturally aware, and only got 9 of the 15 questions right. The first session would be totally devoted to having participants learn more about themselves. I would have some reflective questions, role-play and discussion about what it means to be culturally responsive. I would also show the video “The Eye of the Storm”. I think this video does a great job of showing just how impressionable young children are. It also shows us just how easy racism can spread when left unchecked.

The following sessions would be specific to the curriculum in the early childhood classroom. Using the book Anti-Bias Education for Young Children and Ourselves as the guide for these sessions we would look at chapter 3 Becoming an Anti-Bias Teacher: A Developmental Journey. “Anyone who desires to can learn to be a skilled anti-bias educator. But it takes making a personal commitment”(Derman-Sparks & Olsen-Edwards, 2010, p. 20). The first session we would look at the goals of an anti-bias education or ABE goals as defined in the text. The goals are as follows:

Goal 1: Each child will demonstrate self-awareness, confidence, family pride and positive social identities. Teachers will be encouraged to build on what they are already doing in the classroom to promote positive social identities for the children in their class. Making those supports visible by posting pictures of the children and their families in the classroom.

Goal 2: Each child will express comfort and joy with human diversity; accurate language for human differences; and deep, caring human connections. Children learn bout being similar and different from one another in a natural non-judgmental way. Young children observe differences at a very young age. Those differences are not what creates prejudice, it is how we respond to children noticing differences that can cause bias and fear.

Goal 3: Each child will increasingly recognize unfairness, have language to describe unfairness, and understand that unfairness hurts. Support critical thinking skills in young children. Teachers need to build on children’s capacity for empathy and fairness.

Goal 4: Each child will demonstrate empowerment and the skills to act, with others or alone, against prejudice and/or discriminatory actions. The teacher’s role is to help children learn the words to use when another child behaves biased or unfairly toward any child in the class.

Each session to follow would look at each goal and how to fully implement a comprehensive plan into the early childhood classroom including the curriculum, classroom climate and relationships. We will explore current early childhood programs that have been designed to promote positive development outcome for young children and their families. Colorado has a comprehensive menu of programs and trainings to support teachers in developing their own cultural competency as well as promoting it in their classrooms. We would bring trainers in to each session to give overviews of the following programs:

* Devereux Early Childhood Assessment Program
* ECE-CARES
* The Incredible Years
* Learning and Growing Together
* Colorado Department of Education’s Expanding Quality Initiative
* The Center for Social Emotional Foundation in Early Learning’s Teaching Pyramid Training

See the tables in the appendix from *Promoting Young Children’s Social and Emotional Development through Professional Development: A Summary of Opportunities in Colorado* for complete program descriptions and implementation plans.

The session overview is designed to encourage participants to sign up for one or more of the training sessions. The over all goals of the series is engage learners and create an environment where transformative education takes place. “Transformative education occurs when two people or groups come together and interact in such a way that both are transformed”(Gonzalez-Mena, 2008, p. 25). When teaching and learning with adults the learning and teaching goes both ways.

Ongoing teacher education and follow up on site coaching is the key to transforming teacher practice. Keeping in mind that “the learner is a whole person made up of the mind and body and comes to a learning situation with a history, a biography that interacts in individual ways with the experience that generates the nature of learning”(Merriam, Caffarella, & Baumgartner, 2007, p. 101). Knowing that each teacher is on his/own personal journey towards being an educator of the whole child in a multicultural way allows the learner to customize his/her learning experience. I have found that most teachers bring their own upbringing into the early childhood classroom. We feel about children in the way we were raised. By being able to visit a teacher in his/her classroom, we can see first hand how they interact with children as well as how the children interact with each other. The most important component of my plan would be to provide one-on-one classroom coaching.

In December of 2012, Colorado was awarded $29.9 million in federal funding over the next four years to help accelerate the state’s plans to improve school readiness for Colorado’s children. A portion of that funding will be available through local Early Childhood Councils to provide work force development for early childhood educators. Competition for those funds will be fierce. My idea would make use of existing training and coaching models currently being used in Colorado. My plan would be to outreach to ECE providers in order to educate them on the funding available to grow professionally. I would also out reach to help educate providers on the benefits of creating a multicultural sensitive classroom. Teachers will find it a more fulfilling place to work. Parents will find it a more welcoming place to be. Children will find it a more empowering environment to thrive in.

Along with ongoing coaching, I would provide opportunities for participants to reflect on the process by giving them prompts for ongoing reflective journaling. Another component I find crucial to success is to create a group site where participants can log on and share their success, ideas and challenges of improving their practice. When teachers feel supported, and parents are actively involved, real change is possible.

## Table 1: Training Programs with State-level Dissemination in Colorado

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| **Training Initiative** | **Training Entity and Organizing Agency at the**  **State Level in Colorado** | **Description of Program/Training**  **Initiative** | **Target Audience** | **Primary Objective of Training** | **Format of Training and Follow-up** |
| DECA Training | Devereux Early Childhood  Initiatives Debra Mahler  [dmahler@devereux.org](mailto:dmahler@devereux.org) (610) 574-6141  The Colorado Department of Human Services has a history of supporting DECA Training in various communities across the state. There is currently no state- level organizing agency in Colorado, though many communities continue to utilize the DECA Program. Training is offered two times a year in Westminster, CO and is available to local communities by request.  Continuing Education Credit available through Western Kentucky University. | The DECA Program is a strength-based  assessment and planning system for  children ages 2-5.  Based on resilience theory, the program’s 5-step system helps parents and early childhood professionals promote healthy social/emotional development and reduce challenging behaviors in young children both at school and at home. | Early care and education  professionals, special educators,  mental health  professionals, family support providers, administrators, directors | To teach participants the 5-step approach to  supporting children’s social and emotional  development in the  classroom and with families, including use of the Devereux Early Childhood Assessment (DECA) Tool to measure protective factors and behavioral concerns | Two full days of hands-on training with some ongoing  technical assistance available (email, phone call,  some on-site consultation)  through Devereux.  Also available through Devereux:   * 1 Day DECA Program Overview Training * DECA Program   Refresher Training   * Distance learning * Strategies training * Technical assistance (on-site or by phone) |

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| DECA Mentor  Training | Devereux Early Childhood  Initiative Debra Mahler  [dmahler@devereux.org](mailto:dmahler@devereux.org) (610) 574-6141 | The DECA Local  Program Mentor (LPM) Training provides the next  level of knowledge  about the DECA Program for community members who have attended the 2 day Basic Implementation Training. | Early care and education  professionals, special educators,  mental health  professionals, family support providers, administrators, and directors with DECA Program experience | To train experienced DECA Program users to  be prepared to offer technical assistance and  workshops on the DECA  Program in their local communities. | Two full days of training. Day 1 focuses on reviewing  DECA Program key messages, discussing  training and mentoring tips  and techniques, and troubleshooting with participants currently using the DECA Program. Day 2 involves participants doing presentations for the group on a specific aspect of the DECA Program that is relevant to the work that they do in their local program/community. |

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| ECE-CARES | ECE-CARES Project  University of Colorado at Denver and Health Sciences Center [www.ece-cares.com](http://www.ece-cares.com/)  CARES Training Team Dr. Suzanne Adams, ECE- CARES Director  303-556-6293  [Suzanne.Adams@cudenver.edu](mailto:Suzanne.Adams@cudenver.edu)  Joan Baronberg, Training Coordinator [njbaron@frii.com](mailto:njbaron@frii.com)  Continuing education credits (1-  3) offered through the University of Colorado at Denver and  Health Sciences Center | ECE-CARES training  and coaching promotes evidence- based practices to  enhance social  competence and school readiness and reduce behavior problems in young children (toddlers through primary grades). CARES Model components include workshops and on-site coaching for early care and education providers, skill building for young children, and parent workshops to strengthen parenting skills. | Early care and  education providers; parents | 1. Enhance learning   environments   1. Implement a social skills curriculum which includes understanding and regulating emotions, prosocial skill building, problem solving, anger management, calming down, and stress reduction 2. Improve classroom management and prevent behavior   problems   1. Implement an emotionally- responsive curriculum 2. Integrate assessment into curriculum planning 3. Promote emergent   literacy and school readiness   1. Strengthen parenting skills | CARES Level I—two day  training  CARES Level II—two day training  CARES Relating to Reading—five day training  On-site coaching,  modeling, and consultation to support ongoing implementation of CARES Model  CARES Coaches Training—three sessions plus site visits and consultation  CARES for Families-six two-hour workshops;  monthly newsletters |

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| Expanding  Quality (EQ) in Infant and Toddler Care | Colorado Department of  Education – Early Childhood/Prevention Initiatives in collaboration with  DHS/Division of Child Care  Training provided by Colorado Department of Education EQ Faculty and approved EQ Community Teachers  Jo Koehn  Colorado Department of Education  303-866-6706  [koehn\_j@cde.state.co.us](mailto:koehn_j@cde.state.co.us)  48-hour state-level documentation of training. Department of Human Services/Division of Child Care approved course of training for them infant nursery supervisor qualified. Also meets requirements for some of the specialized family child care licenses.  ECP 111 (varies by community) 3 credit hours. | The EQ Curriculum is  a 48-hour training program for infant and toddler teachers.  It is relationship  based and specifically designed to increase providers’ knowledge and skills in providing high quality, responsive care for infants, toddlers, and their families. There is strong emphasis on social/emotional development throughout curriculum, and specific 3-hour modules in Emotional Development, Responsive Caregiving, Guidance, and Curriculum Development.  Use of the EQ Relate Coaching Tool in a 1:1 coaching relationship deepens childcare providers’ understanding of their own work and the need to attend to children’s social and emotional needs. | For the EQ 48-  hour curriculum: Individuals working with  infants and  toddlers who have had little formal education.  For the 9-day EQ Training of Trainers: Community teams who will replicate the EQ 48-hour curriculum at the local level. | To increase the quality  and availability of infant toddler care throughout Colorado by training  early childhood  professionals to develop respectful, responsive relationships with infants, toddlers, and families. | Training of Trainers Model:  9 days (70 hours) of training for EQ Community Teachers who then replicate  the EQ Curriculum in local  communities. Ongoing professional development opportunities, focused on infant toddler care issues, are offered to all active EQ Community Teachers. They are required to attend at least 1 EQ statewide training/year to maintain their active status with EQ.  Local Implementation: 48- hour curriculum taught in wide variety of formats (weekly, bi-weekly, etc.). Coaching, using the EQ Relate Coaching Tool, is offered to all training participants. Most communities offer follow- up training courses for individuals who have completed the core 48-hour EQ |

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| The Incredible  Years | The Incredible Years  [www.theincredibleyears.com](http://www.theincredibleyears.com/)  In Colorado - Invest in Kids provides formal training, ongoing consultation and technical assistance to Incredible Years sites. | The Incredible Years  are research-based programs proven to reduce children's  aggression and  behavior problems and increase social competence at home and at school through teacher, child, and parent training. | The Incredible  Years has two distinct training programs for  implementing its  child/teacher and parent components. Each is described below. |  |  |
| Incredible Years  – Child/Teacher Component | Invest in Kids provides formal  training, ongoing consultation and technical assistance to Incredible Years sites.  Kristy Johnson, Child/Teacher Program Specialist  303-839-1808 x 108  [kjohnson@iik.org](mailto:kjohnson@iik.org)  College credit for this training is offered through Adams State College (2 credits) | The Incredible Years  Child/Teacher Program is geared toward children age 2-8 years in classroom settings and their teachers. | Teams from child  development centers, Head Start classrooms or school-based preschool through second grade classrooms including, but not limited to, classroom teachers, paraprofessional, resource staff (special education, etc.), directors, and administrators. | 1. To build and   enhance positive relationships with students, and learn additional proactive teaching strategies and classroom management skills.   1. To provide instruction in how to implement the social skills curriculum (Dinosaur School) in the classroom. The curriculum includes learning school rules, making friends, understanding feelings, problem solving, and anger management. | Three full days of training  preferably spread out over time to allow for “homework” in between sessions (spacing between days in encouraged but not required)  Ongoing technical assistance is provided by email, phone calls, and on- site consultation. Technical assistance is provided at least monthly for the first year, every 2 months for the second year, and once a quarter for the third year. All TA is coordinated and provided by IIK.  Refresher training for staff available (4-8 hours) |

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| Incredible Years  – Parent Component | The Incredible Years  [www.incredibleyears.com](http://www.incredibleyears.com/)  In Colorado - Invest in Kids provides formal training, ongoing consultation and technical assistance to Incredible Years sites.  Cathy Morrissey, Parent Program Specialist  Invest in Kids  303-839-1808 x 109  [cmorrissey@iik.org](mailto:cmorrissey@iik.org)  College credit for this training through Adams State College (2 credits) is pending | The Incredible Years  Basic Parent Program is geared toward parents and caregivers  of children age 2-8  years. While participating parents will ideally have a child in a classroom offering the Child/Teacher Program, it is not required.  The parent component is implemented as a 12-week parent group co-facilitated by two trained Parent Group Leaders. | Prospective  Parent Group Leaders. Their roles in the agency  implementing The  Incredible Years may be family support worker, education specialist, mental health specialist, childcare paraprofessionals, prevention specialists or parents. Background education and/or experience in family work, working in groups, and an understanding of child development is preferred. | To teach Parent Group  Leaders the content, theory and the process for leading parent groups.  This is accomplished  using a principles training approach, where the training itself models the parent group process. | Three consecutive full day  trainings (24 hours).  Ongoing technical assistance provided by email, phone calls, and on- site consultation, including two on-site visits to the parent group during the Parent Group Leader’s first 12-week session.  Technical assistance is supportive and is utilized to improve the practice of the group leaders and address individual needs of parents.  Yearly refresher courses are available to trained Parent Group Leaders (4-8 hours) |

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| Incredible Years  – Parent Component | The Incredible Years  [www.incredibleyears.com](http://www.incredibleyears.com/)  In Colorado - Invest in Kids provides formal training, ongoing consultation and technical assistance to Incredible Years sites.  Cathy Morrissey, Parent Program Specialist  Invest in Kids  303-839-1808 x 109  [cmorrissey@iik.org](mailto:cmorrissey@iik.org)  College credit for this training through Adams State College (2 credits) is pending | The Incredible Years  Basic Parent Program is geared toward parents and caregivers  of children age 2-8  years. While participating parents will ideally have a child in a classroom offering the Child/Teacher Program, it is not required.  The parent component is implemented as a 12-week parent group co-facilitated by two trained Parent Group Leaders. | Prospective  Parent Group Leaders. Their roles in the agency  implementing The  Incredible Years may be family support worker, education specialist, mental health specialist, childcare paraprofessionals, prevention specialists or parents. Background education and/or experience in family work, working in groups, and an understanding of child development is preferred. | To teach Parent Group  Leaders the content, theory and the process for leading parent groups.  This is accomplished  using a principles training approach, where the training itself models the parent group process. | Three consecutive full day  trainings (24 hours).  Ongoing technical assistance provided by email, phone calls, and on- site consultation, including two on-site visits to the parent group during the Parent Group Leader’s first 12-week session.  Technical assistance is supportive and is utilized to improve the practice of the group leaders and address individual needs of parents.  Yearly refresher courses are available to trained Parent Group Leaders (4-8 hours) |

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| Learning and  Growing Together (LGT) and the Social and  Emotional  Module of Preventing Abuse and Neglect: Parent-Teacher Partnerships in Child Care (in press, due Fall 2006) | Zero to Three  [www.zerotothree.org](http://www.zerotothree.org/)  In Colorado, Project BLOOM coordinates ongoing technical assistance to the LGT Trainers in conjunction with Zero to Three Consultants.  Kelly Stainback-Tracy, Training and Technical Assistance Coordinator  Project BLOOM 303-315-2315  [Kelly.stainback@uchsc.edu](mailto:Kelly.stainback@uchsc.edu) | LGT focuses on  establishing effective relationships between parents and child care  providers using a  reflective practice approach. | Experienced early  childhood trainers and parent partners | 1. For trainers to learn   the Learning and Growing Together and Social and Emotional  Module materials and  become familiar with the concepts and approaches used in facilitating workshops using the materials. T   1. To support trainers in disseminating the information in their own   communities by  providing LGT or Social and Emotional Module workshops or weaving the content into existing training opportunities. | A two day training with  follow up phone calls every two months for 6-8 months. |

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| Teaching Pyramid  Training Modules | Center on the Social and  Emotional Foundations for Early Learning  Training modules are available to download from the web at<http://www.csefel.uiuc.edu/>  In Colorado, training of trainers was organized by the Center for Evidence-based Practice in Early Learning, School of Education & Human Development at the University of Colorado at Denver and Health Sciences Center  Barbara Smith, Principal Investigator  303-556-3324  [Barbara.smith@cudenver.edu](mailto:Barbara.smith@cudenver.edu) | The training modules  were designed based on input gathered during focus groups  with program  administrators, T/TA providers, early educators, and family members about the types and content of training that would be most useful in addressing the social- emotional needs of young children. The content of the modules is consistent with evidence-based practices identified through a thorough review of the literature. | The target  audience of the training is professionals  working in early  care and educations settings.  In Colorado, a statewide “training of trainers” was offered in Spring 2006 to train experienced early childhood trainers, consultants, administrators, and higher education faculty members to become trainers of the teaching pyramid model. | The focus of the training  is on promoting the social and emotional development of children  as a means of preventing  challenging behavior. The training includes four modules:   1. Building Positive Relationships and Creating Supportive Environments 2. Social and Emotional Teaching Strategies 3. Individualized Intensive Interventions 4. Leadership Strategies | The training of trainers is a  4-day intensive workshop designed to familiarize trainers with the training  tools. The trainers may use  the tools to offer workshops on discreet topics, entire modules, or all four modules. The format of the training would depend on the amount and depth of information to be covered. Trainers may provide follow up training and technical assistance as needed. |

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