

Online Material for
**Leading Anti-Bias Early
Childhood Programs**

A Guide to Change, for Change

SECOND EDITION

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We have included the following tools referenced in our book as appendices so that you may download and use them in your work.

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Resources for Building Anti-Bias Early Childhood Programs

This selective resource list recommends books and websites for deepening your understanding of anti-bias education and its various components.

BOOK RESOURCES

Alanis, I., & Iruka, I., with Friedman, S. (Eds.) (2021). *Advancing equity & embracing diversity in early childhood education: Elevating voices & actions*. National Association for the Education of Young Children.

A resource guide on how to implement the NAEYC advancing equity statement.

Bisson, J. (2017). *Celebrate! An anti-bias guide to including holidays in early childhood programs* (2nd ed.). Redleaf Press.

Describes how to create a holiday policy that works for your group of teachers and families, thus offering a way to resolve the issue of including holidays in an anti-bias approach.

Derman-Sparks, L., & Edwards, J., with Goins, C. (2020). *Anti-bias education for young children and ourselves*. (2nd ed.). National Association for the Education of Young Children.

The foundation book for anti-bias education. It addresses working with teachers and families as well as with children. Program leaders need to be familiar with it to implement the ideas in our book.

Derman-Sparks, L., & Ramsey, P. (with Edwards, J. O.). (2011). *What if all the kids are White: Anti-bias, multicultural education with young children and families* (2nd ed.). Teachers College Press.

Written to address the frequently asked question about the significance, goals, and strategies of anti-bias education for White children and families. It explores how White children develop a racial identity and how adults can foster the construction of a White anti-racist identity. The book offers strategies that focus on working with White children, teachers, and families on the goals of anti-bias education.

Friedman, S., & Mwenelupembe, A. (2020) *Each and every child: Teaching preschool with an equity lens*. National Association for the Education of Young Children.

This book is a detailed resource on how to implement NAEYC equity statement in the 3-to-5-year-old classroom.

Iruka, I., Curenton, S., Durden, T., & Escag, K.-A. (2020). *Don't look away: Embracing anti-bias classrooms*. Gryphon House.

A resource on incorporating culturally responsive education into your classroom by addressing issues of bias, equity, low expectations, and family engagement. Practical reflection guidelines included.

Iruka, I., Durden, T., Escag, K.-A., & Curenton, S. (2023). *We are the Change We Seek: Advancing Racial Justice in Early Care and Education*. Teachers College Press.

This teacher-friendly text shows how to engage in self-inquiry and evaluate current classroom practices while embedding new ones that advance the learning and well-being of children, especially those from minoritized and poor communities.

Jaboneta, N. (2020) *You can't celebrate that!: Navigating the deep waters of social justice teaching*. Exchange Press.

An inspirational story from the classroom teacher's perspective about partnering with families to explore racial identity, religious celebrations, and racism in response to a biased comment by one child to another in her diverse preschool class.

Kissinger, K. (2017). *Anti-bias education in the early childhood classroom: Hand in hand, step by step*. Routledge.

Accessible, practical guide for anti-bias education in the early childhood classroom.

Koralek, D., Nemeth, K., & Ramsey, K. (2019) *Families and educators together: Building great relationships that support young children*.

National Association for the Education of Young Children.

Cultivating positive, supportive partnerships between educators and families is an ongoing process, one that requires reciprocal respect and two-way communication. Practical strategies are provided to support diverse home languages and families.

Long, S., Souto-Manning, M., & Vasquez, V. (2016) *Courageous leadership in early childhood education: Taking a stand for social justice*. Teachers College Press.

Thirteen early childhood leaders share inspirational stories of taking action to challenge and change inequitable educational practices in preschools and elementary schools.

Pacino, M., & Warren, S. (2023) *Building culturally responsive partnerships among schools, families, and communities*. Teachers College Press

Learn how to create culturally responsive, socially just school–family partnerships that positively impact children's learning in pre-K–12 schools.

Pelo, A. (2008). *Rethinking early childhood education*. Rethinking Schools.

A collection of short articles by teachers practicing anti-bias education in various types of early childhood programs. They cover a wide range of issues and strategies and demonstrate how anti-bias education is doable.

Ramsey, P. G. (2015). *Teaching and learning in a diverse world* (4th ed.). Teachers College Press.

An important foundation book for implementing anti-bias/multicultural education. In addition to strategies for working with children and families, the book summarizes the pioneering and current research about children's identity and attitude development related to gender, race, class, and other social identities.

Souto-Manning, M. (2013). *Multicultural teaching in the early childhood classroom: Approaches, strategies, and tools, preschool–2nd grade*. Teachers College Press.

Grounded in transformative multicultural education and critical theory, the author draws on stories from early childhood classrooms to explore innovative strategies including teacher and child inquiry, culture circles, home funds of knowledge, and the use of technology.

YMCA Minneapolis Early Childhood Education Department. (2021). *Anti-bias curriculum for the preschool classroom*. Redleaf Press.

The YMCA Minneapolis Early Childhood Education’s anti-biased and play-based curriculum uses practical and real-life experiences to support teacher learning and practice. This curriculum is flexible enough to accommodate state or local standards while remaining open to children’s ideas, interests, and questions.

York, S. (2016). *Roots and wings: Affirming culture and preventing bias in early childhood* (3rd ed.). Redleaf Press.

This accessible resource for teachers includes some anti-bias education strategies to address culture, identity development, bilingual education, and culturally relevant teaching.

FILM RESOURCE

LeeKeenan, D. & Nimmo, J. (Producers), & McKinney, F.E. (Director) (2021). *Reflecting on anti-bias education in action: The early years* (film). Brave Sprout Productions. <https://www.antibiasleadersece.com/the-film-reflecting-on-anti-bias-education-in-action/>

WEBSITE RESOURCES

Anti-biasLeadersECE.com (<https://www.antibiasleadersece.com/>)

The authors’ website features many resources created by the authors on anti-bias education, including publications, articles, tools, and access to the film *Reflecting on Anti-Bias Education in Action: The Early Years*.

The Children’s Peace Education and Anti-Bias Library (www.childpeacebooks.org/cpb)

An outstanding collection of children’s books reflecting a range of identity, diversity, and social justice/anti-bias issues, organized according to the chapters of Derman-Sparks et al. (2020) *Anti-Bias Education for Young Children and Ourselves*. Experienced ECCE professionals review, select, and keep the book list up-to-date. Material about how to find and choose children’s book is included.

Embrace Race (<https://www.embracerace.org/>)

An excellent online resource that has practical and accessible webinars, articles, and action guides on “raising a generation of children that are thoughtful, informed and brave about race.” They also organize a virtual Color-Brave community of educators and families to support BIPoC children ages 0–8 years.



Learning for Justice (<https://www.learningforjustice.org/>)

A project of the Southern Poverty Law Center, this website includes a wealth of resources, activities, and articles about anti-bias issues and topics for educators of children of all ages. Offers a weekly newsletter, biannual journal, and free curriculum materials to teachers.

NAEYC Advancing Equity in Early Childhood Education Position Statement (<https://www.naeyc.org/resources/position-statements/equity>)

Emphasizes diversity and inclusion and respect for the dignity and worth of each individual. The statement is built upon a growing body of research and professional knowledge that underscores the complex and critical ways in which early childhood educators promote early learning through their relationships—with children, families, and colleagues—which are embedded in a broader societal context of inequities.

Rethinking Schools (<https://rethinkingschools.org/>)

Publishes an excellent journal about current issues in education and teaching strategies for primary school through high school. It occasionally has articles about early childhood education.

Teaching for Change (<https://www.teachingforchange.org/>)

Offers outstanding resources for working with children from preschool through high school and a large selection of anti-bias books for children and adolescents. It has a resource list of young children’s anti-bias books and an occasional blog about early childhood issues.

We Need Diverse Books (<https://diversebooks.org/>)

Offers many resources about diverse children’s books, including where to find them and curated lists.

Anti-Bias Strategic Planning Worksheet

“Reading” Your Setting to Form ABE Goals and Actions (Nimmo, 2022)

Instructions: Discuss and complete this form based on your current center or a program you are working with. If you are here with colleagues from the same program, you should work together. Otherwise, work with a small group and help one another complete their program-specific form.

STEP 1: Establish Your Baseline

Landscape: What are the significant **contextual factors** of the center and local community that could influence your social justice work?

1. Ecological (location and environmental) features of the setting (e.g., rural/urban; in an apartment complex, etc.)
2. Social identities of program and neighborhood people (e.g., ethnicity, language/s, etc.)
3. Accessible social and cultural resources in neighborhood (e.g., cultural center)
4. Relevant local issues, happenings, and politics (e.g., major employer closing)
5. Other

How might the **Learning Environment** (center & classrooms) affect anti-bias change?

1. Do your learning materials reflect the diversity of identities in your community? What is missing?
2. Does the program have resources for the staff and parents to learn about anti-bias education and develop cultural awareness?
3. How do the indoor and outdoor physical space affect accessibility?
4. How do the current personnel and funding of the program support/limit anti-bias change?

What are your impressions about the program *stakeholders'* developmental readiness and capacity for anti-bias work?

1. Program leader/s (e.g., leadership style, awareness of social identities, values and their alignment with families)
2. Teachers/staff (e.g., awareness of social identities, relevant skills and experiences, leadership qualities, diversity)
3. Families (e.g., identity demographics, awareness of and commitment to anti-bias goals)

What are some of the key aspects of the **culture and history** of the program that might affect anti-bias change?

1. Values, expectations and assumptions (explicit and implicit)
2. Informal and formal policies
3. Rituals and celebrations
4. Power dynamics (staff, families, community)

Who/what are the *gatekeepers* for your program and community? How can they deny or provide access to resources for anti-bias change?

1. Leaders.
2. Oversight bodies (e.g., board, school district)
3. Regulators and regulations (e.g., licensing)

STEP 2: Analysis: Drawing from the Baseline Information

What is your overall assessment of the **readiness** of leaders, staff, families, and community to shift toward an anti-bias program?

Who are the *allies* of anti-bias change you have already identified, and how can they assist? (e.g., administration, teachers, parents, community members, friends)

Who are some *potential allies* you could reach out to next, and how can they assist?

What specific *strengths, resources, or opportunities* can I identify for ABE change? (e.g., gatekeepers, grants, classes, experts, time, money, commitment, etc.)

What specific *obstacles* do you see to anti-bias change? (e.g., financial, demographic, education, etc.)

What specific *fears or concerns* do you have about anti-bias change at your program?

Possible Change: How might your readiness, allies, strengths, resources, and opportunities address and remove obstacles, fears, and concerns?

STEP 3: Use This Analysis to Develop Anti-Bias Goals and a Plan of Action

Longer-Term: Based on your analysis, articulate a long-term goal (1–3 years) that is “within your reach and within your power” (source unknown).

Immediate: What changes do you need to make now (or work on) to pave the way for this longer-term anti-bias change? What are two goals that you can begin to work on immediately? Identify some *specific* strategies that you could use/ implement.

Goal 1:

Strategies:

Goal 2:

Strategies:



ABE Classroom Planning Worksheet

Name:

Classroom:

Date:

Record weekly observations, conversations, activities, issues, events from your classroom regarding anti-bias education. Record what happened, children’s comments, feelings, thoughts, and analysis.

Racial/physical similarities and difference	Inclusion/exclusion and friendship	Ethnicity, culture, language, religion, history	Abilities and disabilities
Families	Gender	Class, privilege, & access	Other

Source. LeeKeenan, 2013



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Self-Study Guide for Reflecting on Anti-Bias Curriculum Planning and Implementation

Note: Excerpted from “Becoming a culturally responsive early childhood educator: A tool to support reflection by teachers embarking on the anti-bias journey,” by D. W. Chen, J. Nimmo, & H. Fraser, in *Multicultural Perspectives*, 11(2), pp. 101–106. Reprinted by permission of the National Association for Multicultural Education (NAME) (<http://www.nameorg.org>) and Taylor & Francis (www.tandfonline.com).

	NOT YET: This is new territory for me / Not applicable to my age group now	SOMETIMES: I have a beginning awareness of this area	USUALLY: But it still requires conscious effort for me	CONSISTENTLY: I do this with ease now	THE NEXT STEPS FOR ME: My goal is . . .
A. RAISING SELF-AWARENESS—TAKING A LOOK WITHIN					
1. Am I aware of my own cultural identities and history? How comfortable am I about who I am?					
2. Am I aware of biases I may hold?					
3. Do I view diversity and exceptionalities as strengths? Do I believe that ALL children can succeed regardless of their race, gender, ethnicity, language, or abilities?					

(continued)

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4. Am I able to give accurate, honest answers to children’s questions about differences, and am I comfortable admitting when I do not know the answer to a question?					
5. Am I able to intervene with ease when I hear comments that exclude someone, show bias, or are discriminatory? Do I know what to say and how to say it with ease? Do I model ways for responding to bias?					
6. Do I have access to a colleague who can act as a trusted ally in my diversity and anti-bias work?					
Other:					

B. THE PHYSICAL ENVIRONMENT

1. Are the materials and equipment in my classroom easily accessible to ALL (e.g., can a child or adult using a wheelchair get around the classroom or reach all materials)?					
2. Do all children, regardless of identities, have an equal opportunity to participate in activities?					



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3. a. Does my classroom display pictures of the children and their families? b. Are there materials that relate to the children's background and experiences (e.g., pictures of their houses or familiar places)?					
4. Does my classroom provide equal representation of images, materials, music, and so on that reflect: a. different cultures and ethnicities (e.g., homes, foods, transportation, rural/urban scenes)?					
b. different family compositions (e.g., blended families, gay/lesbian families, single-parent families)?					
c. different abilities and disabilities (e.g., physical, visual, auditory, neurological)?					
d. different age groups across the life span, from infants through the elderly?					

(continued)



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e. different lifestyles (e.g., farming, city)?					
f. different gender identities in nonstereotypical roles (e.g., women in construction, men taking care of children)?					
5. Is there a fair balance of dolls and clothing that represent gender identities and different ethnicities/skin color?					
6. Is there a large variety of art materials that students can use to express themselves and allow them to accurately represent their physical characteristics (e.g., clay, paints, pencils, natural materials, blocks)?					
Other:					

C. THE PEDAGOGICAL ENVIRONMENT

1. Are my verbal and nonverbal messages free of stereotypes and hidden biases? In my intended and unintended messages to children:					
a. Do I effectively provide opportunities for students to value and explore diversity in themselves and others?					



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b. Are the colors black and brown equally available and valued as other colors in my classroom?					
c. Do I actively encourage critical thinking about differences, stereotypes, and biases?					
d. Do I teach about marginalized <i>and</i> privileged people who have devoted their lives to ending injustice?					
2. Do I equally acknowledge ALL children on their efforts and accomplishments? Have I enabled ALL children to feel that their work is appreciated and respected by me?					
3. Do I hold and convey high expectations of ALL children, <i>viewing and treating</i> all as capable of learning and achievement?					
4. Do I <i>view and treat</i> EACH child both as an individual and as a member of different social and cultural groups?					

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5. In my communications and curriculum, do I recognize that children may be cared for by family members other than parents and/or have family composition other than a cisgender male/female parent?					
6. Do I recognize and respect children's individual and culturally based learning styles?					
a. Do I effectively differentiate instruction to reach the diverse learning styles of the children in my classroom?					
b. Do I integrate other methods of communication to support children's learning (e.g., visual, auditory)?					
c. Do I use a variety of methods to evaluate children's learning and academic performance?					
7. Do I promote cooperation and integration of children from diverse groups through the curriculum and classroom routines?					



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8. Do I help children critically think about fairness issues in daily classroom activities and routines? Do I help them problem-solve about things that are unfair?					
Other:					

D. RELATIONSHIPS WITH FAMILIES AND COMMUNITY

1. Do I initiate conversations in a culturally responsive way with all families? Do I use all parents' names when speaking with them even when their names are in a different language?					
2. Do I provide the option for providing translations of newsletters and at meetings for families who do not speak English?					
3. When food is provided at classroom functions, is it food that is reflective of the community and families?					
4. Do I support different transitions and caregiving routines (e.g., napping, diapering, feeding) while being aware of the school/ center policies? Do I respond to their requests respectfully and fairly?					

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5. Do I genuinely work to reach an agreement with families when there is disagreement about preferences and beliefs when caring for the children?					
6. Do I truly welcome family involvement in my classroom? If they are unable to come in, do I encourage involvement in other ways?					
7. Do I include families in creating classroom environment and curriculum experiences for children?					
8. Do I have enough knowledge of the local community to extend children's learning beyond the classroom walls? Am I able to effectively use resources and other adults in the community to enhance children's learning about diversity, equity, and bias?					
Other:					



Indicators for Documenting Anti-Bias Education Change: Worksheet

Instructions: Identify 1–3 priorities and focus on those sections of the worksheet over a period of a month or more. Record your observations, reflections, and future actions in the righthand column. Revise and use this worksheet in any way that works for your documentation process.

Indicators	Date	Observations/ reflections/ Actions
<p>A. Program Leader Growth & Efficacy</p> <p>1. Self-Awareness & Knowledge</p> <p><i>Are you:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Developing your awareness, understanding, and ability to share your multiple intersecting social identities? <input type="checkbox"/> Demonstrating awareness of how the institutional power of “isms” advantages some social identity groups economically, legally, culturally, and politically, and, disadvantages others? <input type="checkbox"/> Examining and sharing the values and ideas you have learned about human differences and similarities, including the stereotypes and prejudices you hold about yourself or others that reinforce the institutional isms? <input type="checkbox"/> Exploring your ideas, feelings, and experiences of social justice activism? 		
<p>2. Leadership Skills & Dispositions</p> <p><i>Are you:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Integrating anti-bias change into all aspects of your role as a leader and the workings of the program? <input type="checkbox"/> Feeling more at ease with and valuing disequilibrium and conflict as part of your anti-bias efforts? <input type="checkbox"/> Balancing your immediate daily actions with taking a long-term, strategic view of your ABE efforts? 		

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Indicators	Date	Observations/ reflections/ Actions
<ul style="list-style-type: none"> ❑ Becoming clearer in communicating the purpose/ rationale for your ABE mission in interaction with others? ❑ Demonstrating clarity and awareness of your ethical boundaries regarding anti-bias work? ❑ Developing your ability to recognize and be at ease with the gray areas in anti-bias work? ❑ Becoming more comfortable and strategic communicating with and negotiating a third space in resolving conflicts with stakeholders? ❑ Making efforts to share and advocate for your ABE approach more visibly in your community and professional work outside of the program? 		
<p>B. Teachers’ Growth & Efficacy</p> <p>1. Teacher Awareness & Dispositions</p> <p><i>Do teachers:</i></p> <ul style="list-style-type: none"> ❑ Demonstrate movement beyond their comfort zones by taking thoughtful risks in the classroom with new anti-bias education activities, asking questions about anti-bias education, communicating anti-bias values to families and colleagues, and integrating an anti-bias perspective throughout their work? ❑ Seek out the program leader and collegial support in thinking through and finding solutions to anti- bias issues, and show greater open-mindedness and willingness to change their thinking? ❑ Take the initiative to engage in anti-bias self- reflection and learning? ❑ Show awareness of the influence of their social identities and beliefs on their feelings and behaviors? ❑ Show growth in their ability to work through third- space solutions with families and colleagues in anti-bias conflicts? ❑ Take a leadership role in anti-bias initiatives at the center? 		
<p>2. Classroom Practice & Skills</p> <p><i>Do teachers:</i></p> <ul style="list-style-type: none"> ❑ Regularly initiate activities that foster children’s awareness and appreciation of all aspects of their personal and social identities? ❑ Create a classroom environment that reflects the families and community in authentic ways, and implement a curriculum that draws from the social identities, cultures, and contexts of the children and families? 	<p>❑</p>	

Indicators	Date	Observations/ reflections/ Actions
<ul style="list-style-type: none"> <input type="checkbox"/> Provide children opportunities to explore personal and social identities and their family's cultural differences and similarities throughout the curriculum? <input type="checkbox"/> Regularly notice and actively pick up on teachable/ learnable moments when children's conversation and play reflect their curiosity, ideas, and attitudes about themselves and about human differences and similarities? Do teachers respond at once and in follow-up activities? <input type="checkbox"/> Model clear and appropriate language for talking about difference, similarity, bias, and equity? <input type="checkbox"/> Intervene whenever a child makes prejudiced or discriminatory actions toward or comments about another child, make clear that such behavior is not acceptable, and help children work through the situation? 		
<p>C. Children's Learning & Development</p> <p><i>ABE Goal 1: Identity</i></p> <p><i>Does child:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify own physical characteristics? <input type="checkbox"/> Use home languages at school? <input type="checkbox"/> Eagerly talk about home and community life at school? <input type="checkbox"/> Use approximately accurate skin color to show own skin color in self or family portrait drawings and painting? <input type="checkbox"/> Recognize similarity with images of children and families in children's books and other materials? 		
<p><i>ABE Goal 2: Diversity</i></p> <p><i>Does child:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Matter-of-factly describe differences? <input type="checkbox"/> Comfortably notice and show interest about similarities and differences in peers? <input type="checkbox"/> Play with and choose to sit next to children with different social identities? <input type="checkbox"/> Demonstrate empathy to classmates with diverse social identities, as well as to classmates similar to themselves? <input type="checkbox"/> Open to and enjoy learning words and phrases in languages different from their own? <input type="checkbox"/> Sometimes choose learning materials that depict differences from themselves? <input type="checkbox"/> Recognize the strengths and challenges of each person? 		

(continued)

Indicators	Date	Observations/ reflections/ Actions
<p>ABE Goal 3: Justice</p> <p><i>Does child:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Recognize exclusion of another child because of their identities? <input type="checkbox"/> Reject stereotypes for themselves? 		
<p>ABE Goal 4: Action</p> <p><i>Does child:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Stand up for himself and others when he notices something is unfair? <input type="checkbox"/> Recognize examples of unfair (stereotypical) images in the program environment? <input type="checkbox"/> Recognize examples of fairness? <input type="checkbox"/> Contribute to finding a solution to an unfair situation? 		
<p>D. Change in the Program Culture</p> <p>1. Creating Community with Families, Teachers, and Non-Teaching Staff</p> <p><i>Does the program:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Accurately make visible, welcome, and include all families and staff in its visual and material environment? <input type="checkbox"/> Support children, families, and staff using their home/heritage languages at the center? <input type="checkbox"/> Hire staff who reflect the diversity of the families and surrounding neighborhood? <input type="checkbox"/> Intentionally seek to ensure that families and staff whose backgrounds differ from the dominant culture are visible at program events and participate in a range of leadership opportunities? <input type="checkbox"/> Constructively work with individual staff and families from dominant cultural groups who assert that they feel left out when there is more equitable diversity in who is visible and active in the program’s community? 		
<p>2. Establishing Structural Elements to Support Diversity and Equity</p> <p><i>Does the program:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Show evidence of an anti-bias lens, with anti-bias values and goals helping to shape decision making about all aspects of the program? <input type="checkbox"/> Have a clear statement of its anti-bias mission that all staff and families see and discuss each year? <input type="checkbox"/> Revise or add policies in response to the diverse and changing needs of the community, rather than insisting on tradition (“this is the way we do things”)? 		



Indicators	Date	Observations/ reflections/ Actions
<ul style="list-style-type: none"> <input type="checkbox"/> Create budgets that automatically itemize resources for anti-bias efforts, including ones for special-needs inclusion, diversification of children’s books and materials, translation services, and resources for families and for staff professional development? <input type="checkbox"/> Make provisions for teachers to regularly have built-in time to reflect on and assess their anti-bias efforts with one another? <input type="checkbox"/> Demonstrate creative alternatives for constructively dealing with challenges to diversity caused by external regulations and standards? 		
<p>3. <i>Communication of the Program’s Anti-Bias Values, Mission, & Practice in the Broader Community</i> <i>Does the program:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Have increasingly diverse network relationships with community organizations that support its anti-bias work? <input type="checkbox"/> Promote its anti-bias education and advocacy in the broader community? 		