
Participant Manual

Creating a Positive
Multicultural
Environment for All
Children

2013

Session 1: Teaching and Learning in a Multicultural Environment

Primary Core Competencies and Primary Parent Aware Areas

The primary Core Competencies and Parent Aware Areas are listed here to help participants understand why these topics are part of Parent Aware, Minnesota's quality rating and improvement system. These may not be the only areas addressed but they are the primary influences behind the content of this session.

Core Competencies

IIA3c. Creates environments and experiences that respect and affirm cultural and linguistic diversity.

IIA3i. Uses a variety of instructional strategies to encourage children's development of critical thinking, problem solving, and competence.

IIE2a. Affirms children's worth and growing identity as individuals.

IIE2j. Helps children feel valued as members of the group.

IV2.f. Provides an environment that helps all children to know, accept, and take pride in their identities and to develop a sense of belonging and interdependence.

IV5f. Uses an understanding of individual and group motivation and behavior to create an environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Parent Aware

Teaching and Relationships

Early Childhood Indicators of Progress: Minnesota's Early Learning Standards (Birth to 3 years)

Cognitive Development

- Pays attention to people and objects
- Shows interest and curiosity in new people and objects

Early Childhood Indicators of Progress: Minnesota's Early Learning Standards (3-5 years)

Cognitive Development/Social Systems Understanding: Human Relationships

- Recognize and appreciate similarities and differences between self and others from diverse backgrounds

Session Objectives

This session was developed to address the following learning objectives. You can reasonably expect that, by the end of this module, actively engaged participants will be able to:

1. Describe why it is important to acknowledge, respect, and honor differences in children.
2. Make the link between child individual development and the Minnesota Early Learning Standards.
3. Make a plan for their own program to provide a curriculum that honors children's background knowledge and culture.

My notes and reflections for session 1

Let's practice: Today you are learning to integrate children's prior learning and interests into your curriculum. There should be evidence of using children's prior knowledge and personal experiences and interests in your classroom or family childcare home every day. This happens when the topic of study- or theme- includes children's ideas and representations. The learning activities (talking, reading, writing, playing) should incorporate examples of children's experiences in their family.

Here are three activities to integrate children's prior knowledge and personal experiences in curriculum.

1. *K-W-L exercise*

What we **K**now, **W**ant to know, have **L**earned

- Lead the children in a beginning discussion about what they know about a topic.
- Add what they want to know
- Learn together about the topic
- End with what children –and adults- have learned

2. *In my family...discussions*

Ask children about how things are done at home or in their family

- How do you [eat, sleep, shop, play, garden, share, speak, etc] ... in your family?
- Tell me how your family [does] ...

3. *Family books*

Invite parents to share their stories about the topic you are studying

- Make a book with pictures, notes, drawings that the family wants to contribute.
- These can be individual books for each child, or a class book.

Example: If *Transportation* is your topic of study or theme: children and teachers talk about the different ways their families transport themselves: bus, walk, bike, car, light rail. They bring pictures or collect pictures from magazine, draw pictures, talk about transportation in the home country, etc.

Let's practice activity for session 1: Planning curriculum

Items to consider for planning your curriculum, using the ideas from today's session

Select a topic of study or theme: _____

Which of the three activities [K-W-L; In my Family... discussions; Family books] would be most appropriate for this topic?

How will the children's varied backgrounds be reflected in the visual representation (drawings, photographs, paintings)?

What music or songs will you use?

What materials or props will you and the children use to play?

What books will you read to children?

What foods –if applicable- will you eat?

What will you and the children write about?

Will you need help from parents or community members? _____ What will that be?

Goal setting for session 1

1. Write a goal related to what you have learned this week. Decide how to integrate new ideas into your daily work. Come prepared to report with examples that may include a document, picture, or story.

My goal

One action I plan to take as a result of today's session:

Field work assignment for session 1

2. Go the MeMyRaceAndI at http://www.pbs.org/race/005_MeMyRaceAndI/005_00-home.htm
Click on SLIDESHOW MENU
Watch the four short slide shows:
Split Identity (2:31)
To See or not See (2:36)
The Elephant in the Room (2:25)
How to Be an American (2:49)

Watch all four slide shows and think about the information.

Reflect on how the slide shows relate to your work with children and families

Overview of Session 2

Children Learning about Diversity

Primary Core Competencies, Parent Aware Areas, and Early Childhood Indicators of Progress

The primary Core Competencies and Parent Aware Areas are listed here to help participants understand why these topics are part of Parent Aware, Minnesota's quality rating and improvement system. These may not be the only areas addressed but they are the primary influences behind the content of this session. The Early Childhood Indicators of Progress are listed to focus on the primary areas of child development addressed in this training.

Core Competencies

IIA3c. Creates environments and experiences that respect and affirm cultural and linguistic diversity.

IIA3g. Provides and uses materials that demonstrate acceptance of all children's gender, family, race, language, culture, and special needs.

IIE2a. Affirms children's worth and growing identity as individuals.

IIE2m. Is sensitive to varying cultural values and expectations about the child as a member of a family and an ethnic or social group.

IIE3a. Works to create a community in the program or home setting and encourages children to include others who may be isolated.

Parent Aware

Teaching and Relationships

Early Childhood Indicators of Progress: Minnesota's Early Learning Standards (Birth to 3 years)

Social and Emotional Development/Trust and emotional security/Developing self-awareness

- Shows preference for familiar adults
- Shows interest in and awareness of other children
- Develops awareness of self as separate from others

Cognitive Development

- Pays attention to people and objects

- Shows interest and curiosity in new people and objects

Early Childhood Indicators of Progress: Minnesota's Early Learning Standards (3-5 years)

Social and Emotional Development/Self-concept

- Develop and awareness of self as having certain abilities, characteristics and preferences
- Begin to develop awareness, knowledge, and acceptance of own gender and cultural identity

Cognitive Development/Social Systems Understanding: Human Relationships

- Recognize and appreciate similarities and differences between self and others from diverse backgrounds

Session Objectives

This session was developed to address the following learning objectives. You can reasonably expect that, by the end of this module, actively engaged participants will be able to:

4. Describe how children learn about diversity.
5. Make the link between how children perceive diversity and the Minnesota Early Learning Standards.
6. Begin to plan for anti-bias education.

My notes and reflections for session 2

Let's practice: Today you are learning about how children learn about diversity and how educators can help children develop a strong self-concept as well as learn to respect and interact comfortably with people different from themselves. This is done with the strategies described in the field of anti-bias education. Sometimes we are caught off guard by children's comments or reactions, so it takes practice to find the right words, and the appropriate response.

Now we are going to practice with vignettes. As educators, situations happen fast. We need to be good at presenting the information to children. We also need to be fast in responding if children bring up comments. Each time we ignore, or let comments slide by, unfortunately it is an opportunity for bias to be reinforced. And it is a missed opportunity for positive anti-bias thinking to develop.

Vignettes

Here are some vignettes heard in classrooms. Take a moment to also think of some real-life situations you have personally encountered.

"Why is Precious' skin dark?" (White child about an African American classmate)

"I don't like brown people" (African American girl)

"What's that? (Peter pointing to a person in a wheel chair during a field trip at the park)

"Why do you speak funny?" (to a bilingual educator with a Spanish accent)

Matthew: "My doll has two daddies" (a boy who has gay parents organizes the plot in dramatic play. Henry: "No. That's silly! She can't have two daddies. She has a daddy AND a mommy!"

"Boys can't be in the kitchen. That's for girls only" (Middle-eastern girl to a boy who wants to play in kitchen)

Add your own vignettes:

Let's practice activity: Giving thoughtful responses to children's questions and comments

This is serious business but for this practice, it is OK to be playful and have some smiles and laughter. If you can only come up with some off the wall answer the first time, your

colleagues will help you find something more appropriate. Use the following guidelines for responding from the NAEYC brochure *Teaching Young Children to Resist Bias* (2009):

Show that value diversity

Make it a firm rule

Initiate activities and discussions

Provide opportunities to learn

Respectfully listen and answer

Use accurate and fair images

Teach children to recognize stereotypes

Goal setting for session 2

1. Write a goal related to what you have learned this week. Decide how to integrate new ideas into your daily work. Come prepared to report with examples that may include a document, picture, or story.

My goal

One action I plan to take as a result of today's session:

Field work assignment for session 2

2. Choose a children's book that reflects diversity from the list of resources or from your own library and read it to the children in your group. This book needs to include a diverse representation of characters and family structure, including people of different race, gender, ability, and language. This diversity can reflect the classroom or family childcare home community as well as the world.
Read the book at least three times during the week.
Note the children's questions, comments, and reactions.

Overview of Session 3

Teaching Dual Language Learners

Primary Core Competencies, Parent Aware Areas, and Early Childhood Indicators of Progress

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Core Competencies

IIA3c. Creates environments and experiences that respect and affirm cultural and linguistic diversity.

IIC3a. Responds to pre-verbal and English language learner children's behaviors with understanding of their possible meanings, e.g., tries to comfort children and find causes for and solutions to their problems.

IIC3.b. Responds to pre-verbal and English language learner children's attempts at language by extending their words without correcting them (e.g., when the child says "doggy", say "Yes, the little black dog is wagging his tail;" when the child says "big truck", say "Yes, here comes a big grey truck with a stripe on its side").

IIC4.a. communicates with families using home language with interpreters when necessary.

IIE2a. Affirms children's worth and growing identity as individuals.

IIE2j. Helps children feel valued as members of the group.

Parent Aware

Teaching and Relationships

Early Childhood Indicators of Progress: Minnesota's Early Learning Standards (Birth to 3 years)

Language Development and Communication/Listening and Understanding

- Listens with interest to language of others
- Begins to understand gestures, words, questions, or routines

Language Development and Communication/Communicating and Speaking

- Use sounds, gestures, or actions to express needs and wants
- Imitates sounds, gestures, and words

Early Childhood Indicators of Progress: Minnesota's Early Learning Standards (3-5 years)

Language and Literacy Development/Speaking

- Understand non-verbal and verbal cues
- Communicates information using home language and/or English
- Speak clearly enough using home language and/or English

Objectives

This session was developed to address the following learning objectives. You can reasonably expect that, by the end of this module, actively engaged participants will be able to:

7. Describe why it is important for children to keep using their home language.
8. Explore techniques to support the home language of children and teach English.
9. Begin a plan for their own program to provide a curriculum that supports and honors the children's language and culture.

My notes and reflections for session 3

Let's Practice

Activity-Review Family Home Language Interview

Read the Family Home Language Interview on **page 15**. Add or changes questions. what else would you like to know from families regarding language?

Activity- Adapt your curriculum for Dual Language Learners

During session 1, we did an exercise where you used some of the ideas from the training to modify your curriculum. Today you will refine your thinking by specifically thinking of children who are learning English in your group. If you do not have any dual language learners, think of a future situation when you might.

Name two ideas you learned from today's session that you would like to try in your classroom or family childcare home. Explain when and how you will start using the new strategies or resources from the resource list on page 15 of the participant guide.

Goal setting for session 3

1. Write a goal related to what you have learned this week. Decide how to integrate new ideas into your daily work. Come prepared to report with examples that may include a document, picture, or story.

My goal

One action I plan to take as a result of today's session:

Field work assignment for session 3

Use the home language questionnaire with at least one family this week. Come back prepared to report how it went, the reaction of the family, and how this information is helping you make changes in your teaching.

If you do not have a child who is a dual language learner in your program, think of how you would answer the questions if you were living in a foreign country and enrolling your child in a school there. How would you answer these questions? What would you want for your child?

Family Home Language Interview

Date ___/___/___

Child's Name _____

Child's Date of Birth ___/___/___ Child's age: _____

Name of the person completing this form: _____

Your relationship to the child: _____

1. (a) At what age did your child begin to attend any early childhood program or childcare?

(b) What type of educational programs has your child attended? (for example, preschool, childcare center, family childcare home, Head Start). Were they bilingual programs or English-only settings?

2. (a) Does your child speak (insert home language) _____? YES NO

(b) At what age did your child begin to speak _____?

(c) Does he/she speak _____ often? YES NO

(d) With whom does your child speak _____?

3. (a) Does your child speak English? YES NO

(b) At what age did your child begin to speak English? _____

(c) Does he/she speak English often? YES NO

(d) With whom does your child speak English?

4. (a) In what languages do you speak at home? _____

(b) Please list the people that live in your home, and the languages that each person speaks.
(For example: grandmother-Spanish, older brother-English and Spanish, etc.)

Teaching Materials and Resources for Teaching Children who are Dual Language Learners

Independent Publishers Group: Spanish Books

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(312) 337-5985 fax
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frontdesk@ipgbook.com

- Primary dictionaries (DK Style)
- Spanish Children's Books

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www.learningresources.com

- Phonics Kit
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Maplewood, MN 55109

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(952) 541-0991

(800) 428-4414 toll-free

www.lakeshorelearning.com

- Bilingual educational games and books.
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Culture for Kids

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Cincinnati, OH 45242-3753

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www.cultureforkids.com

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85 Main Street

Watertown, MA 02472

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(800) 926-5775 toll-free fax

www.charlesbridge.com

- Spanish and Dual Language fiction and nonfiction titles for children

Children's Book Press

965 Mission St., Ste.425

San Francisco, CA 94103

(866) 935-2665 toll-free

(415) 543-2665 phone

(415) 543-3394 fax

www.childrensbookpress.org

- Multicultural literature in English

Scholastic

(800) 724-6527 toll-free

<http://teacher.scholastic.com/clubs/clubleo/>

- Club Leo offers Spanish and bilingual books (Pre-K – grade 6) for schools and families

HarperCollins Publishers

Special Markets Department

10 E. 53rd St., 14th Floor

New York, NY 10022-5299

(212) 207-7833

(212) 207-7222 fax

spsales@harpercollins.com

- “Rayo” books are children’s literature in Spanish

LIFEBags

Learning In Families Everyday

(763) 443-9379

<http://life-bags.com>

- There are four types of bags available in English, Spanish, and Hmong
- Each bag contains an item plus a conversation sheet coaching parents how to use talk, read, and write to make that activity a learning opportunity

Literacy Press International

86 Seymour Ave SE

Minneapolis, MN 55414

(800) 908-0627 toll-free

(612) 379-7303 fax

aspasse@earthlink.net

www.literacypress.com

- My Kindergarten Book/Mi Libro del Kinder
- Notes on each page to help parents work with their child developing important skills and knowledge of what to expect at kindergarten

Websites

Minnesota Humanities: Bilingual & Heritage Language Programs

www.thinkmhc.org

- Somali, Spanish, Hmong, Dakota, and Ojibwe Language and Literacy programs and resources.

Hennepin County Library – Birth to 6 – Early Literacy

www.hclib.org/BirthTo6/EarlyLit.cfm

- Family resources for early literacy in multiple languages
¡Colorín Colorado!

www.colorincolorado.org

- A bilingual site for families and educators of English language learners
CLAS

<http://clas.uiuc.edu/index.html>

- Resources, assessment tools, and intervention materials
Landlocked Films

www.landlockedfilms.com

- Instructional films/documentaries on various topics including early childhood education and bilingual education

Enchanted Learning

www.enchantedlearning.com

- Printable Spanish picture dictionaries, booklets, and other teaching resources

Books

Artiles, A.J., & Ortiz, A.A. (Ed.) (2002). *English language learners with special educational needs: Identification, assessment, and instruction*. McHenry, IL: Center for Applied Linguistics.

Baca, L.M., & Cervantes, H.T. (2004). *The bilingual special education interface* (4th ed.). Upper Saddle River, NJ: Pearson.

Barrera, I. & Kramer, L. (2009). *Using skilled dialogue to transform challenging interactions: Honoring identity, voice, & connection*. Baltimore: Brookes

Kayser, H. (1998). *Assessment and intervention resource for Hispanic children*. San Diego, CA: Singular.

Lynch, E.W., & Hanson, M.J. (2011). *Developing cross-cultural competence: A guide for working with children and their families* (4th ed.). Baltimore: Brookes.

Passe, A.S. (2013). *Dual language learners, birth to grade 3: Strategies for teaching English*. Saint Paul: Redleaf Press

Paradis, J., Genesee, F., Crago, M.B. (2010). *Dual language development and disorders: A handbook on bilingualism and second language learning*. Baltimore: Brookes.

Tabors, P.O. (2008). *One child, two languages: A guide for preschool educators of children learning English as a second language*, (2nd ed). Baltimore: Brookes.

Overview of Session 4

Creating a Positive Multicultural Environment for All Children

Primary Core Competencies and Primary Parent Aware Areas

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Core Competencies

I2a. Understands that culture and family have a critical impact on children's development and that children are best understood in the context of family, culture and society.

IIA3c. Creates environments and experiences that respect and affirm cultural and linguistic diversity.

V1d. Acknowledges the varying structures and cultures of children's families.

V5e. Promotes staff growth and development in communicating and relating with families.

Parent Aware

Teaching and Relationships

Early Childhood Indicators of Progress: Minnesota's Early Learning Standards (Birth to 3 years)

Note: In this session we will acknowledge the fact that families teach children in all the domains of development.

- *Social and Emotional Development*
- *Language Development and Communication*
- *Cognitive Development*
- *Physical and Motor Development*

Early Childhood Indicators of Progress: Minnesota's Early Learning Standards (3-5 years)

Note: In this session we will acknowledge the fact that families teach their children in all the domains of development.

- *Social and Emotional Development*

- *Approaches to Learning*
- *Language and Literacy Development*
- *Creativity and the Arts*
- *Cognitive Development*
- *Physical and Motor Development*

Objectives

This session was developed to address the following learning objectives. You can reasonably expect that, by the end of this module, actively engaged participants will be able to:

10. Describe how families teach resiliency to their children.
11. Make the link between what families do at home to promote children's development and the Minnesota Early Learning Standards.
12. Complete a self-assessment that prepares them to plan a positive program for the children they care for and teach.
13. Make a plan for their own program.

My notes and reflections for session 4

Let's Practice

The Cross-Cultural Competence Checklist on page 25 can be used by childcare center staff and directors, as well as family childcare providers. Let them know it is a tool to reflect on their current practices.

Take 6-8 minutes to respond to each item based on your own knowledge and experience. Then pair with a colleague and share your findings.

All of us are “on the road”. The most important indicators of positive change are interest and commitment.

Goal Setting

- Review the actions you have taken since you began this training, four weeks ago.
- Identify the actions that relate to the Cross-Cultural Competence Checklist they used today.
- Write one goal and expected outcomes for the next three months.
- Write one goal and expected outcomes for the next six months.

My Goal for the next 3 months

My goal for the next 6 months

Cross-Cultural Competence Checklist

This checklist is intended as an overview of early childhood and family education practices that respect and promote cultural and linguistic diversity in the program. It is a tool for self-assessment and discussion, not an evaluation instrument. All the items are important for cultural competence. Check the appropriate box on a scale of 1 (lowest) to 3 (highest).

In our program,	1	2	3
	No	Kind of	Yes
Environment and Materials			
The environment and materials reflect the cultural diversity of the children, families and staff : photographs, illustrations, toys, posters, books, props			
Field trips are taken to places where children can learn more about their culture and that of others			
Families regularly come to share their stories and traditions			
Meals include some foods familiar to children			
Books are in English and the languages of the children and families			
Books have stories and information relevant to the children’s everyday lives			
Music reflects the cultural diversity of families and educators			
Communication with Children and Family Members			
Educators communicate with families about children’s development using the Minnesota Early Indicators of Progress (ECIPS) as a guide.			
Communication assistance is provided for parents who need it (e.g., language interpreter, simpler English, extra time to communicate)			
Written communication is adapted to families’ literacy levels and is supplemented with oral communication (e.g., flyer and phone or in person)			
Educators learn and use greetings and comfort words in the children’s home languages			
Educators do not use children’s home language for discipline			

Visual props and gestures are used to augment the message for children and increase comprehension			
Educators know that not speaking English well is not a limitation of mental ability			
All families are invited to participate			
Values and Attitudes			
Educators learn from families the ways they use to help their children succeed			
Educators are sensitive to families' needs and requests			
Educators reinforce core values shared by a cross section of families in program			
Educators understand how families teach resiliency (spiritual values, emotional intelligence, self-mastery)			
Educators teach children the skills they need to be ready for school and explain these to families			
Educators encourage families to learn about contemporary American culture			
Educators understand that families reactions and approaches (e.g., to health, discipline, disability, diet, self-help) may be culturally-based			
Educators allow parents to make choices about the needs of their children			
Cultural bias or prejudice is overtly stopped			
Educators discuss own biases regularly and problem solve best ways to educate and support families			

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