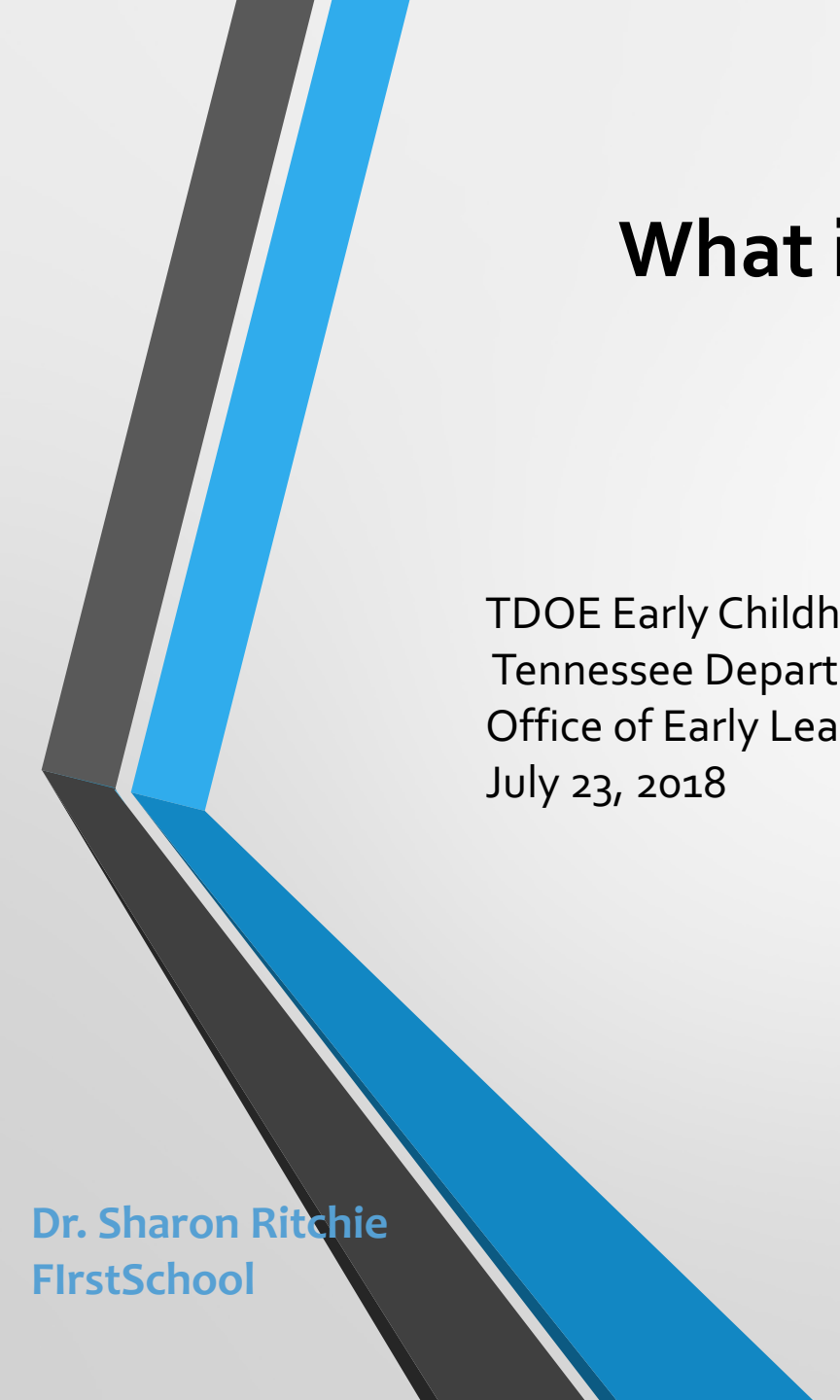




Perpetuating Equity: What is happening in your sites?

TDOE Early Childhood Summit
Tennessee Department of Education,
Office of Early Learning
July 23, 2018

Dr. Sharon Ritchie
FirstSchool

What are you doing.....

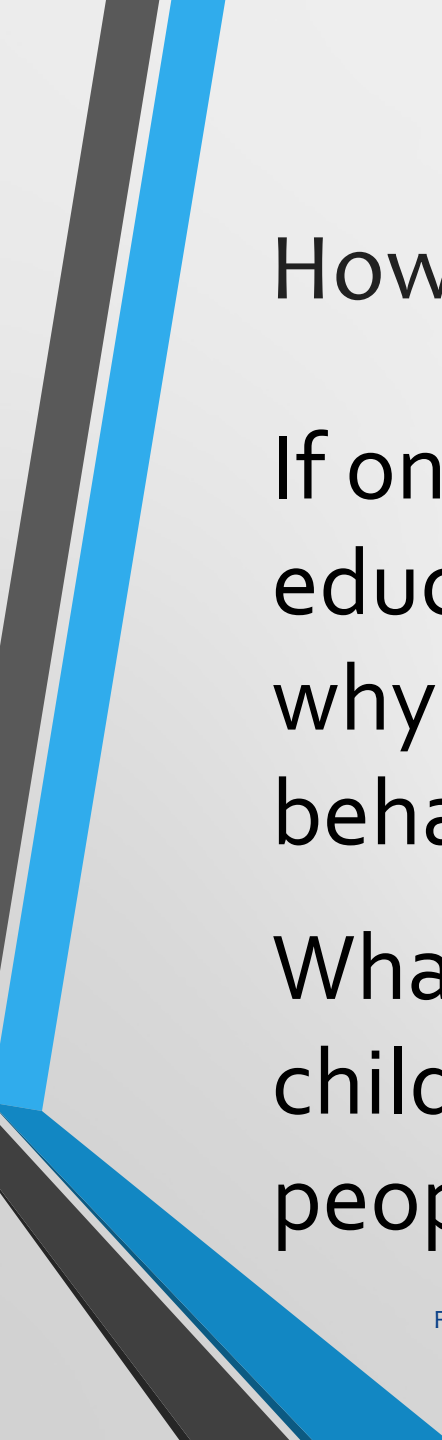
To honor the lives of the children, families and communities you serve?

- To value and utilize strength based approaches
- To ensure that children are independent and collaborative learners?
- To ensure the children's voices are honored and valued?
- To ensure risk-taking environments?
- To smooth transitions-big and small

Low expectations

- Ponder the impact of this phrase for the children and families you serve

“The soft bigotry of low expectations”



Teaching? Discipline?
How does this apply in your settings?

If one of the primary goals of public education is to help develop good citizens why do we teach content but discipline behavior?

What impact does discipline have on children's feelings about themselves as people and learners?

Drop Out Prevention Starts Early

We need an approach to the early school experiences of our children of color and those who come from less advantaged home that makes school a **place** where they find themselves smart and capable and knowing they belong.



Strength-based Approach

- African American and Latino students learn more and prefer learning experiences that allow them to **interact with others**. (Dill & Boykin, 2000).
- African American's **oral-narrative skills** may be a unique area of strength that may promote later success in reading achievement (Gardner-Neblett, Pungello, & Iruka, 2012; Gardner-Neblett, N., & Iruka, I. U. (2015)).
- African American children's engagement is supported by instruction and activities that are **relevant to their lives** (Cohen et al, 2009).



How do your teachers think about and enact culturally responsive reaching

- Individualism fosters and promotes independence, individual thinking, individual achievement, self-expression, and personal choice.
- Collectivism fosters and values interdependence, group success through adherence to norms, respect for authority, and group consensus.

(Trumbull, Rothstein-Fisch, & Greenfield, 2000).

FirstSchool2016

Who matters at your site?

What do the children and families see in the hallways, on the classroom walls, and in the bookcases?

- Do they see pictures of themselves as individuals and members of their families and communities?
- Do they see their own work predominantly displayed?
- Do they see diversity honored through visual images of people of color living and achieving in a variety of ways?
- Do classroom and library books depict and tell stories of people from multiple racial and cultural backgrounds?
- Are languages other than English evident in speech, books, posters and classroom print?

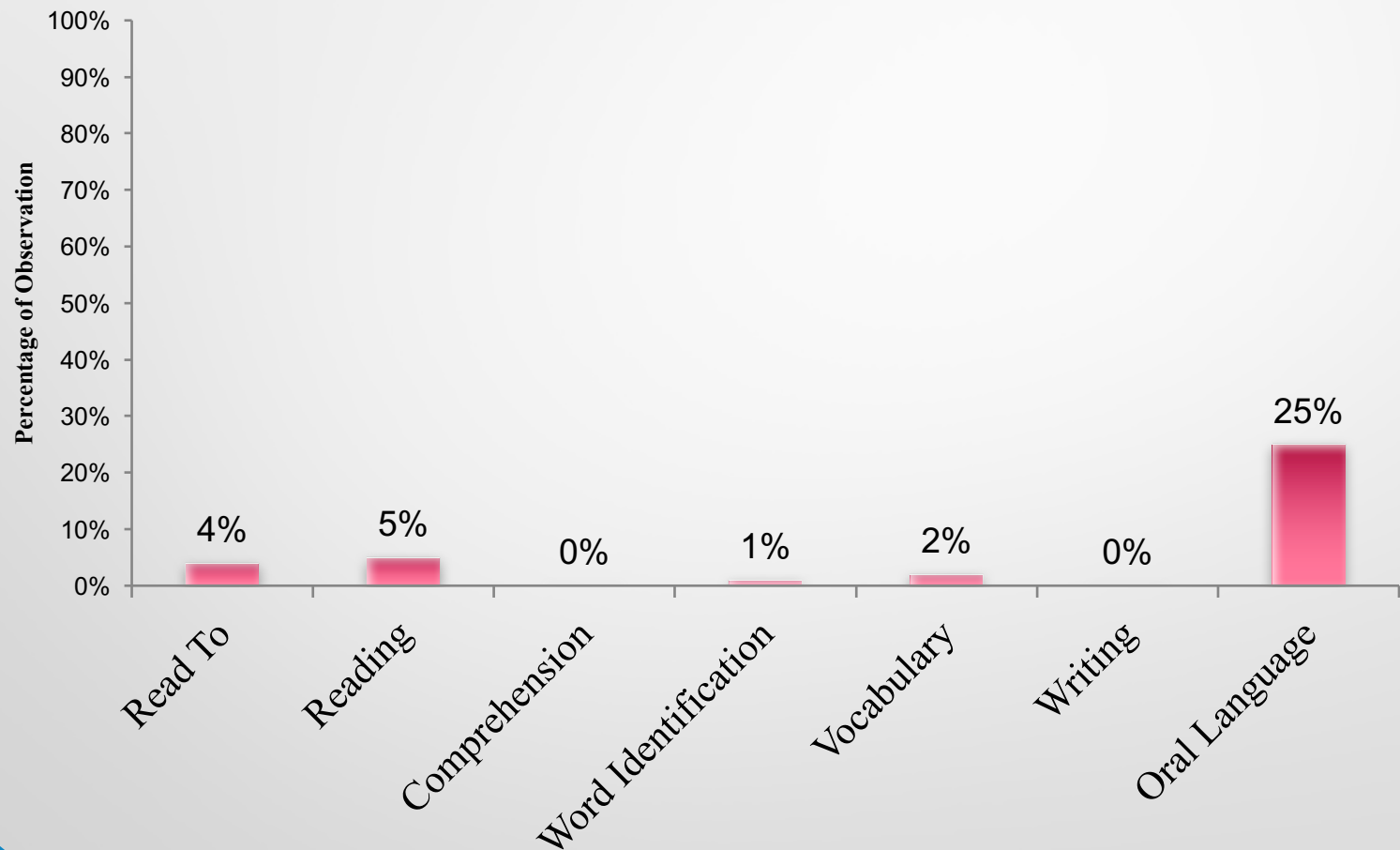
Student Voice: Let the Children Talk

- Student talk promotes learning and student success. Learning how to express one's thoughts and ideas is critically important for:
 - adult-child relationships
 - peer relationships
 - Identity-self efficacy
 - cognitive development
 - formative assessment
 - motivation

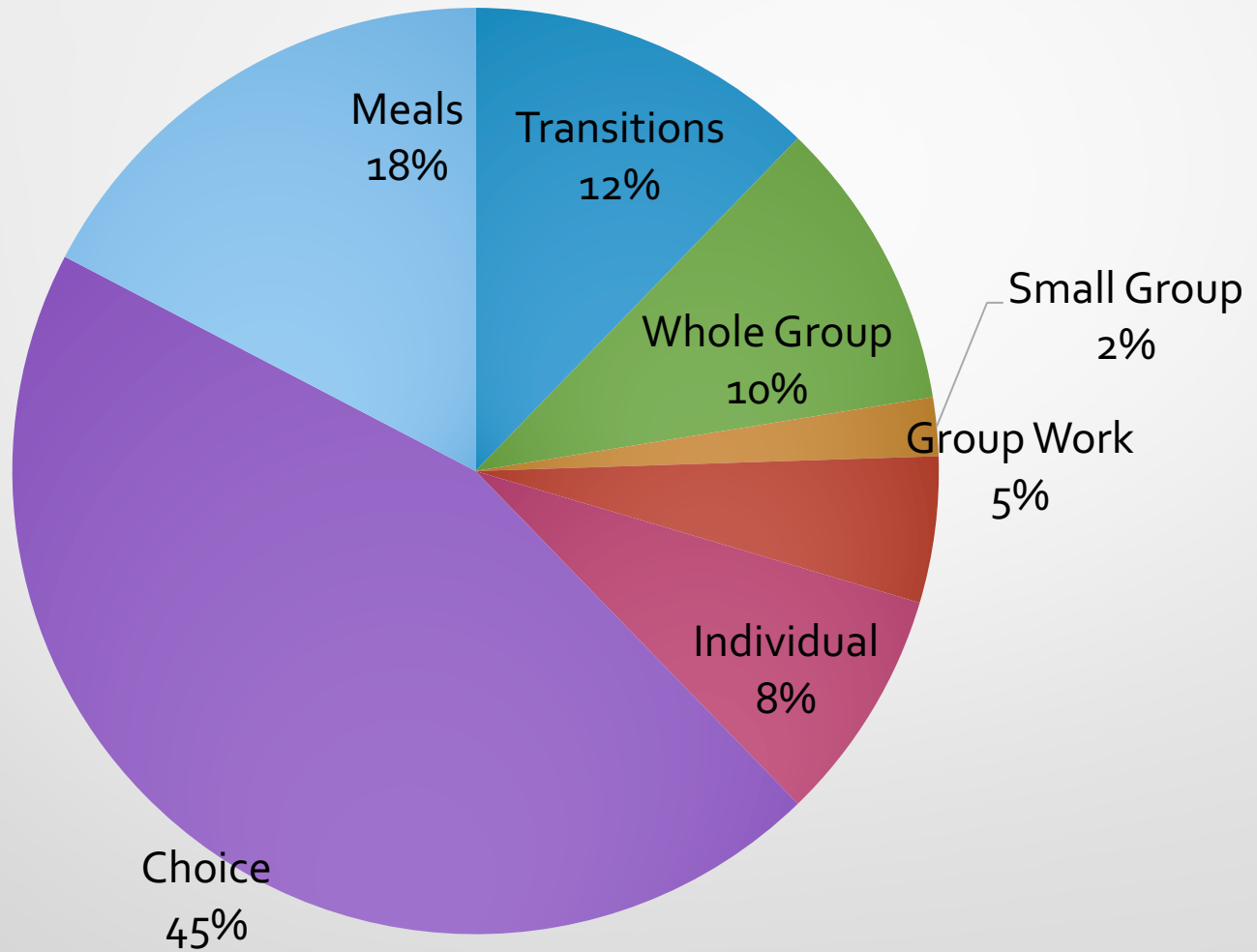
(McCaslin & Good, 1996).

Does this apply to your?

PreK: Components of Literacy



Activity Settings PreK



Do you promote the development of the prefrontal cortex?

- Self-regulation and executive function should be part of daily curriculum using a systematic and intentional approach like that taken with literacy and math.
- Skills must be learned, practiced, reinforced, and deepened over time.
- This will be particularly important for children who live in adversity, for whom regular practice and development may decrease overall level of risk for self-regulation difficulties.

Do you question policies and practices that contribute to short and long term problems for children?

- Inappropriate transitions
- Multiple adults
- Arbitrary rules
- Fixed mindset

Do you promote risk-taking environments?

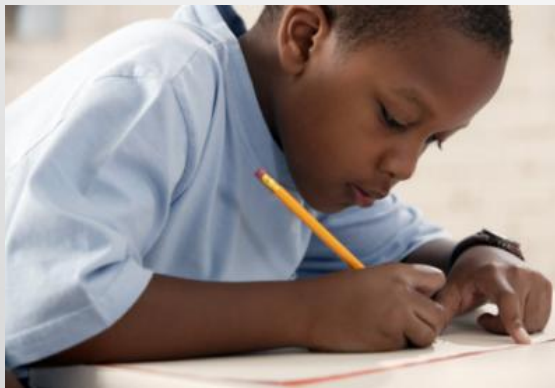
- Different thoughts and opinions are valued.
- The right answer is not as important as how you got there.
- Doing your best is what is important.
- Everyone makes mistakes.
- Everyone can be a teacher as well as a learner.
- Validating partial success motivates children to keep trying

Do you advocate for best practices as your children move into the K-12 system

Young children **consistently** need the opportunity to:

- Practice self regulation and develop executive function
- Engage in a student-centered, personalized and well-rounded learning
- Know that school is a place they belong and are valued
- Know that teachers and peers are interested in what they say, what they know, and how they felt.

*Have you made the commitment to making explicit the responsibility of education professionals to broaden their repertoires and hone their skills to create schools and classrooms in which all children maximize their potential by providing teachers and providers with the knowledge and ability to prioritize at least two things:
Be Nice and Let the Children Talk*



First School



<http://firstschool.fpg.unc.edu>

Follow us on Twitter: @firstschoolfpg
sharon.ritchie@unc.edu